University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #15
Tuesday, November 19, 2024, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
- Minutes of the 2024-2025 Faculty Senate Meeting #14 (November 12, 2024) **Attach. #1**

III. Chair's Report
- "Who We Are" - Gavin Aus, ASUI Faculty Senate Representative

IV. Provost's Report

V. Committee Reports
- University Curriculum Committee (Vote)
  - UCC 138: Update FSH 4130 – Standard Course Numbers – Ted Unzicker, Associate Registrar **Attach. #2**
  - UCC 77: Crop Science and Management (BSPLSC) - Tim Prather, Senior Associate Director of the Rangeland Center and Professor **Attach. #3**
  - UCC 266: Kinesiology (MS) - Philip Scruggs, Department Chair and Associate Professor – Movement Sciences **Attach. #4**
  - UCC 567: Robotics Engineering Undergraduate Academic Certificate – Eric Wolbrecht, Department Chair and Professor, Mechanical Engineering **Attach. #5**
  - UCC 574: Computer-Aided Engineering Undergraduate Academic Certificate – Eric Wolbrecht **Attach. #6**
  - UCC 575: Thermal Energy System Design and Analysis Undergraduate Academic Certificate – Eric Wolbrecht **Attach. #7**
  - UCC 578: Disability and Inclusive Human Services Undergraduate Academic Certificate – Erik Luvaas, Program Director for CDHD and Clinical Assistant Director – Movement Sciences **Attach. #8**
  - UCC 135: Integrated Architecture and Design (MS) - Yumna Kurdi, Assistant Professor – Virtual Technology and Design **Attach. #9**

VI. Other Announcements and Communications
- TA Salaries – Jerry McMurtry, Dean of College of Graduate Studies
- Continued Discussion on Faculty Senate Leadership – Kristin Haltinner, Faculty Senate Chair

VII. New Business

VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #14 (November 12, 2024)
- **Attach. #2** UCC 138: Update FSH 4130 – Standard Course Numbers
- **Attach. #3** UCC 77: Crop Science and Management (BSPLSC)
- **Attach. #4** UCC 266: Kinesiology (MS)
- **Attach. #5** UCC 567: Robotics Engineering Undergraduate Academic Certificate
- **Attach. #6** UCC 574: Computer-Aided Engineering Undergraduate Academic Certificate
- **Attach. #7** UCC 575: Thermal Energy System Design and Analysis Undergraduate Academic Certificate
- **Attach. #8** UCC 578: Disability and Inclusive Human Services Undergraduate Academic Certificate
- **Attach. #9** UCC 135: Integrated Architecture and Design (MS)

University of Idaho
Faculty Senate

2024 – 2025 Faculty Senate – Pending Approval
Meeting # 14
Tuesday, November 12, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Aus, Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne.
Absent: Miller (excused), Sowisdral.
Guests: Jean-Marc Gauthier, Kelly Quinnett, Barb Kirchmeier.

Call to Order: Chair Haltinner called the meeting to order at 3:30 pm.

Approval of Minutes (vote):
The minutes of the 2024-25 Meeting #13, November 5, 2024, were approved as distributed.

Chair's Report
Senate leadership continues to work on the priorities identified early in the semester.

Provost's Report
November faculty gathering: November 13, 4:30-6:30pm PT, Bruce M. Pitman Center, Vandal Ballroom, hosted by COS. https://www.uidaho.edu/provost/faculty-gathering
RSVP: https://forms.office.com/r/EMhEPnEdNB

Committee Reports

University Curriculum Committee
- o UCC 134 Move Black Studies to College (CLASS) – Annette Folwell.
  The program is moving to CLASS because the directorship moves through various departments.
  No questions or comments.
  Vote: 18/18 yes. Motion passes.
- o UCC 565 People Management Undergraduate Academic Certificate – Yun Chung.
  This certificate will address the critical need for effective leadership and human resources management skills.
  Discussion:
  There was an inquiry about this being an academic certificate while seemingly focused on skills rather than integrated knowledge. Yun Chung replied that the program includes in-depth knowledge.
  Vote: 18/18 yes. Motion passes.
- o UCC 568 Corporate Social Responsibility in Business Undergraduate Certificate – Yun Chung.
  The certificate is designed to equip students with the skills and knowledge necessary to lead organizations.
  There were no questions or comments.
  Vote: 17/17 yes. Motion passes.
- o UCC 572 Philosophy Fundamentals Undergraduate Academic Certificate – Florian Justwan.
  This certificate gives students a robust foundation in philosophical inquiry and methodology, and critical thinking.

There were no questions or comments
Vote: 17/17 yes. Motion passes.

- o UCC 573 History of Philosophical Ideas and Thought Undergraduate Academic Certificate – Florian Justwan.
  This certificate will provide students with an understanding of human intellectual traditions in a historical context.
  There were no questions.
  Vote: 17/17 yes. Motion passes.
- o UCC 288 Technology Management (MS) – Indrajit Charit.
  They are adding a third learning outcome to better align with the Engineering Management program.
  No questions or comments.
  Vote: 17/17 yes. Motion passes.
- o UCC 250 Engineering Technology (BSTECH) – Indrajit Charit.
  The name change of the program is to better align with similar trends in the country. It will also attract more students because of new transfer pathways with North Idaho College (NIC).
  Discussion
  There was a brief discussion on INDT 415 Impact of Technology on Society, that was dropped as not relevant to the INDT BSTech program.
  Vote: 17/17 yes. Motion passes.
- o UCC 137 College of Law Admission Requirements – Kristi Running.
  Their admission requirements were updated September 25, 2024. These are related changes in the University Catalog language.
  There were no questions or comments.
  Vote: 18/18 yes. Motion passes.
- o UCC 207 Cybersecurity (BS) – Terence Soule.
  The program, first offered only in Moscow, is now well established and ready to be offered in CDA. NIC made necessary adjustments to their courses to align with this degree.
  No questions or comments.
  Vote: 18/18 yes. Motion passes.

Other Policy Business (non-voting items)

APM 45.21 Responsible Conduct of Research Training – Kay Dee Holmes, Assistant Director for Research Integrity.

In-person training had poor attendance. The training will be offered via CITI Program.

Discussion:

There was a question about whether this policy had been reviewed by or approved by any faculty committees. Kay Dee responded that the
policy comes directly from her office.

Announcements and Communications:

Discussion on Faculty-Senate Leadership Continuity
Kristin gave a presentation on the possibility of strengthening faculty senate through increasing continuity in leadership (see attached). The presentation covers the challenges and potential improvements for Senate leadership at the University of Idaho (UI). Key points include:

1. **Context & Existing Challenges**:
   - Current leadership considered ongoing problems with Senate's strength – highlighting things such as out of date policies not getting sufficient attention, an ongoing challenge with managing the division between Faculty-Staff Handbook (FSH) and Academic Policy Manual (APM), and projects that do not get completed within a calendar year
   - Goals include strengthening faculty senate's role, ensuring transparency, and addressing continuity in leadership roles.

2. **Current Senate Leadership Structure**:
   - Roles of Chair, Vice Chair, and Secretary are defined, each contributing uniquely to Senate operations.
   - There are issues with leadership continuity, which can stall larger projects and prevent ongoing initiatives from being completed.

3. **Models from Other Idaho Institutions**:
   - Other institutions like Boise State, LCSC, and ISU have different governance models. All have an outgoing chair role which serves as an advisor to Senate leadership.
   - Suggested changes for UI include adding an Outgoing Chair as an advisor to maintain continuity and ensure that projects get completed (as a year is not sufficient time to make meaningful change).

4. **Challenges with New Approaches**:
   - Extending leadership commitments might deter participants, and term endings could disrupt the leadership cycle.

The presentation was followed by a conversation with invited guests (previous chairs) and then Senators. In this discussion, Jean-Marc Gauthier, Barb Kirchmeier, Russ Meeuf, and Kelly Quinnett shared insights from their roles as Senate chairs, highlighting challenges and strategies for effective leadership.
1. **Jean-Marc Gauthier** described tackling three major issues as chair:
   a. **Rebuilding Trust:** His first priority was addressing the University of Phoenix package, a pre-existing issue that required immediate action to re-establish trust. This was a high-intensity, fast-paced task focused on relationship-building rather than achieving specific outcomes.
   b. **Engaging with Senators:** Gauthier prioritized responding to senators' feedback and long-term concerns, recognizing that most issues could not be resolved within a year.
   c. **Admissions Policy Changes:** The GPA adjustment process, driven by alignment with the Board of Education, was another high-stakes, fast-moving issue. Here, Senate's role was more about facilitating democratic discussion than directly influencing decisions.
2. **Barb Kirchmeier** reflected on her time as vice chair and chair, noting how prior experience as vice chair helped her transition effectively into the chair role. She emphasizes the importance of:

     a. **Understanding Chair Responsibilities**: Observing a chair in action was crucial in preparing her for the leadership demands, especially in building trust across governance branches and managing Senate responsibilities during the pandemic shift to remote work.

     b. **Leadership Transition and Project Continuity**: Kirchmeier highlights the challenges of transitioning out of the role and the abrupt stop to involvement in ongoing projects. She supports the idea of a continuing role for past chairs to ensure smoother transitions and project follow-through, though she notes the potential difficulty in recruiting leaders for extended terms.

Additionally, **Kelly Quinnett** and **Erin Chapman** discussed the challenges and emotional demands of serving in Faculty Senate leadership, advocating for more structured support and continuity through a proposed past-chair role.

1. **Kelly Quinnett's Experience:**
     a. **Unexpected Challenges**: Quinnett, new to Faculty Senate, took on the chair role with little preparation and quickly faced a challenging year, dealing with complex issues like paid parental leave, advising model reforms, and University of Phoenix affairs. She felt unprepared, especially without the guidance of a past chair, and heavily relied on support from colleagues like Erin Chapman, Barb, and Francesca.
     b. **Learning Curve and Support Needs**: She struggled with procedural aspects, such as Robert's Rules of Order, and wished for clearer operational guidance. Reflecting on the intense responsibilities, Quinnett supports the idea of a past-chair role to offer continuity and mentorship for incoming chairs.
2. **Erin Chapman's Experience:**
     a. **Challenges as Vice Chair**: Chapman, an experienced Senate member, found the vice chair role unexpectedly demanding during a tumultuous year with Quinnett. This experience deterred her from pursuing the chair role, as Senate leadership required navigating complex, behind-the-scenes responsibilities she hadn't anticipated.
     b. **Advocating for Leadership Continuity**: Chapman believes that having a past chair would provide crucial guidance, allowing future chairs to feel more supported. She thinks this added structure would encourage people to commit to Senate leadership roles.

Both leaders emphasize that Senate leadership involves a significant, often hidden workload, which they believe could be made more manageable through a past-chair support system, ensuring smoother transitions and fostering a supportive environment for future leaders.

Kristin then discussed the structure and support mechanisms in the Senate leadership, sharing a detailed statement from Russ Meeuf about his positive experience transitioning from vice chair to chair. Russ emphasized the benefits of learning Senate leadership from a mentor and the importance of collaboration. He advocated for creating a "past chair" role to ensure continuity and for institutionalizing the vice-chair role as preparation for chairmanship, which he believes would enhance Senate stability and efficiency.

Kristin added that the vice chair currently leads the Committee on Committees to familiarize themselves with Senate functions, and mentioned that Senate leaders receive compensation through course releases or stipends from the Provost's office.

A senator inquired about the compensation for Senate leaders and questioned the one-year leadership terms, suggesting longer terms could provide stability. Kristin explained that Senate leadership elections are held annually, though some institutions have longer terms.

The faculty secretary shared different perspectives, based on almost 6 years of working with the senate.

- Records of ongoing projects and institutional knowledge are <u>not</u> lost when the outgoing chair leaves FSL. Generally, committees do the actual policy work, and the staggered nature of the appointments ensures a considerable overlap of membership from year to year.

- Sometimes a project moves slowly through the system for a variety of reasons. The longevity of the faculty secretary (3 years, renewable) is a considerable source of continuity and knowledge of past senate activities. There exists a document created by Kelly, Francesca and Erin as a "procedure manual" for new leadership. It is meant to be a living document, for outgoing chairs to leave any records or comments they wish to leave about ongoing and planned activities.

- Every year, at least 10 senators are nominated for both the chair and the vice chair positions, but most decline. The critical situation is when the current vice chair declines to move on to the chair role. That is the problem we should focus on and try to alleviate, preferably before the April 2025 elections. A possibility is to emphasize in FSH 1580 that *the vice chair is expected to serve as the next chair, aside from extraordinary circumstances.* But a full position on FSL for the past chair (with teaching release) for the purpose of advising the current chair seems an excessive measure, that would concentrate too much influence in a single individual, contrary to the principles of shared governance.

- There are alternative options for the outgoing chair to provide support as needed, such as offering them an increase in their service component for consultation with the current chair, or the opportunity to serve senate in some other way.

- An optional past chair position may create disparity between FSL structure from year to year, unless it becomes mandatory for the vice-chair to make a 3-year commitment. On the other hand, this would reduce both the number and the faculty profile diversity in the pool of senators who are willing to participate, effectively limiting the opportunity for everyone to partake in shared governance.

Supporters of the proposal noted that an official outgoing chair role would formalize the significant work past chairs already do to support new leaders, which often goes unrecognized in promotion or tenure evaluations. Others highlighted that this continuity could be valuable, especially given the learning curve for new chairs and the need for strong relationships with campus leaders.

A senator suggested that more consultation with faculty across colleges might be needed before any formal vote, reflecting concerns about diversity and participation in leadership.

Several senators expressed concerns about the challenges of leadership continuity, representation, and the heavy responsibilities that senate leaders manage without formal acknowledgment in promotion or tenure reviews.

Key points raised include:

1. **Continuity and Representation**: two senators emphasized the difficulty in achieving balanced college representation in senate leadership, with Francesca suggesting formalizing service responsibilities rather than expanding structural roles.
2. **Recognition of Service**: Another senator highlighted the significant informal mentorship and support work performed by outgoing chairs, suggesting this workload be acknowledged officially in tenure documents.
3. **Past Challenges and Consistency**: Another senator reflected on repeated unresolved senate issues and suggested that while continuity is valuable, fresh leadership perspectives are also important.
4. **Leadership Progression Structure**: Another senator detailed the potential three-year structure, including a transition from vice chair to chair, with the option for a confidence vote before promotion to ensure quality leadership.
5. **Emotional and Practical Challenges**: Another senator shared that emotional strain and lack of advisory support contributed to her decision not to continue as chair, underscoring the need for a formalized support role for outgoing chairs.

Overall, members generally supported the idea of continuity but expressed varying opinions on the ideal structure. The consensus was to gather additional input from their respective colleges and revisit the discussion later.

New business:
The number of certificates is growing. Is it because of the budget model? Motion (Maas, Thorne) to refer this issue to the University Budget & Finance Committee.
Vote: 16/16 yes. Motion passes.

Adjournment:
The meeting was adjourned at 5:02pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
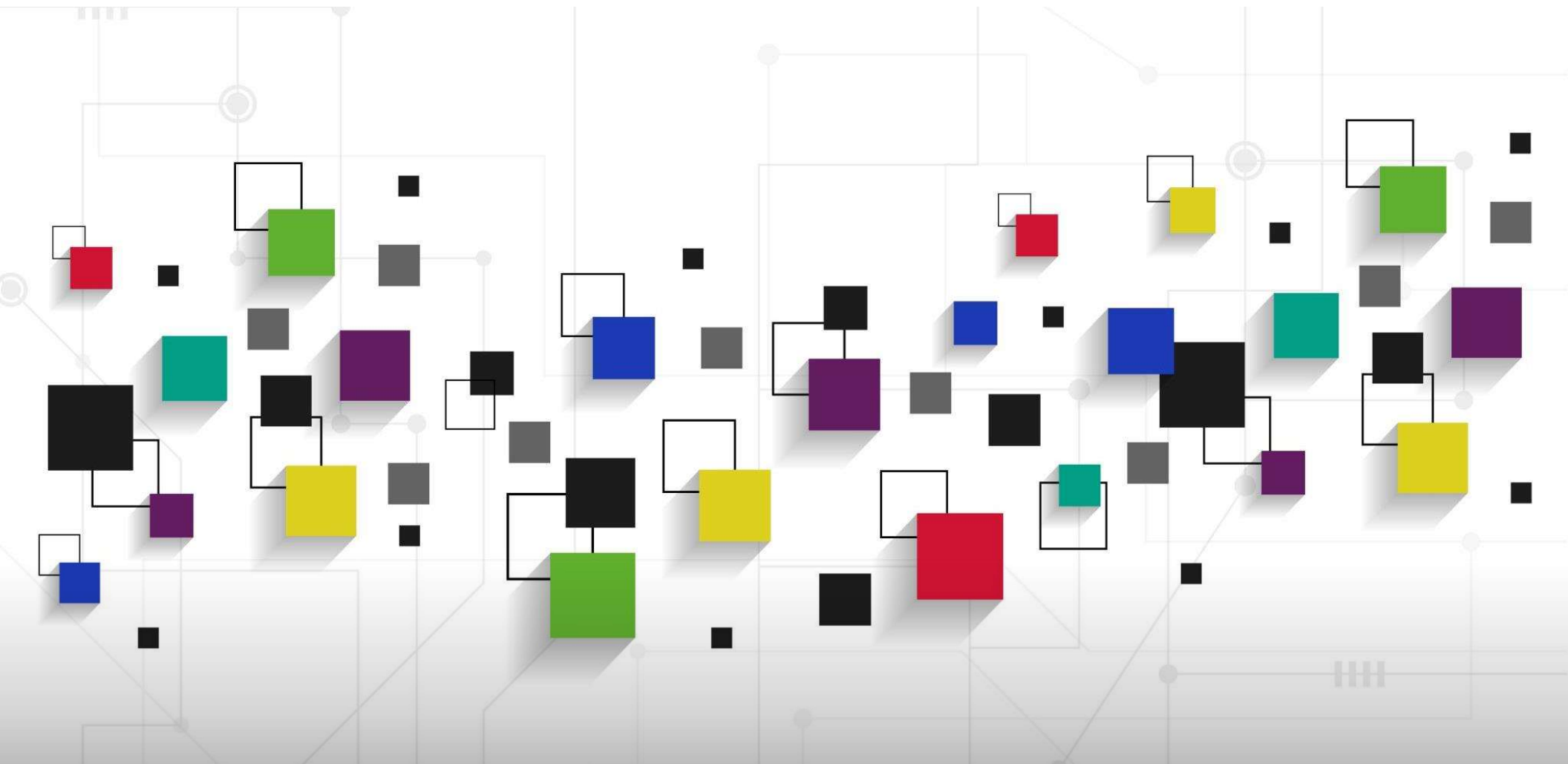
SENATE LEADERSHIP AT UI AND BEYOND

CONTEXT TO THIS CONVERSATION

- Existing symptoms and challenges of governance/Senate priorities identified in August
  - Procedures developed that don't follow policy (retroactively "fix" policy) (Spring discussion on specific items – Advising, others)
  - Divide between FSH and APM (Spring discussion)

  - Bonus item that might help strengthen Senate: Change to Leadership (Today's discussion)

CONTEXT TO THIS CONVERSATION:

- Overarching questions/priorities – How do we strengthen/preserve the role of faculty senate in shared governance? How do we ensure transparency in and involvement of faculty/faculty senate in university decisions?
  - What barriers exist to faculty strength?
    - Continuity in leadership
    - Turn over in administrative positions

CURRENT SENATE LEADERSHIP STRUCTURE - UI

Chair

The chair presides at senate meetings; appoints special or ad hoc committees (in consultation with the senate); maintains lines of communication between the senate and the president, university faculty and Staff Council; serves as a member ex officio without vote on all committees and similar bodies; and performs all other duties pertaining to the office of chair.

Vice Chair

The vice chair assumes the duties and responsibilities of the chair in the temporary absence or disability of the chair, serves as the chair of the Committee on Committees and performs such other duties as assigned by the chair or by the senate.

Secretary

The secretary supports the Faculty Senate, Faculty Senate standing committees and Committee on Committees. The position also ensures faculty participate in the development of university policies and procedures. See FSH 1570 for more information on the role of the Secretary of the University Faculty. Meeting records for Faculty Senate, General Faculty Meetings and Faculty Senate standing committees are kept in the secretary's archives and are accessible upon request.

CHALLENGES WITH OUR MODEL

- In the event that the Vice Chair is not interested in continuing, it is very difficulty for a new team to learn the ropes and gain traction on initiatives

- Larger projects (such as preserving faculty governance, revising the advising policies, figuring out how to secure pensions instead of 401ks, or the APM/FSH discussion) are difficult to do without long term continuity in leadership

- Some projects get started and are unable to be completed within an academic year. When we don't have leadership continuity, they sometimes get lost/dropped.

MODELS AT OTHER INSTITUTIONS IN IDAHO

BOISE STATE'S MODEL

Article IV: Organization of the Faculty
Section 1: Officers
1. Presiding Officer

The President of the Faculty Senate or his or her designee will preside at the meetings of the Faculty Senate, and will oversee the reporting and distribution of the non-transcripted summary of the meeting. Upon completion of a one-year term, the President of the Faculty Senate will serve an additional year as past President.*

2. Vice President to the Faculty

The Vice President of the Faculty Senate (Article V, Section 3, a.1) will be the presiding officer of the Senate in the absence of the President of the Faculty Senate, will chair the Nominating Committee, and will be a member of the Steering Committee. In the event the President of the Faculty Senate is unable or unwilling to fulfill his/her duties, the Vice President will preside over the Senate until such time as the President is able to resume his/her duties or the President's original term expires. The Vice President of the Faculty Senate will administer, record, and report within that period specified in the Bylaws of this constitution to the Faculty (Article IV, Section 2). Following the completion of a one-year elected term, the Vice President will be the successor to the presidency of the Faculty Senate for a period of one year, provided a simple majority of the Senators present and voting are in agreement.* If a simple majority is not obtained, another nominee may be selected and voted into the position of President with a simple majority of the Senate present and voting.

3. Past President to the Faculty

The past President to the Faculty Senate will serve as a member of the Steering Committee and as an advisor to the President and Vice President of the Faculty Senate. They may be either a current member of the Senate or hold an ex-officio seat on the Senate.

*In the event the President and Vice President of the Faculty Senate are nominated, agree to serve, and are voted for by a simple majority of the Senators present and voting, subsequent terms of office will be allowed.

[LCSC MODEL](#)

Cabinet

Faculty Senate/Association Chair and Budget Planning & Assessment Chair

Peter Remien
Professor of English

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✉ pcremien@lcsc.edu
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Incoming Chair, Faculty Affairs Chair

Charles Bell
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Past Chair, Student Affairs Chair

Lorinda Hughes
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Secretary

Jenna Chambers
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General Education Committee Chair

Rebecca Snider
Professor

📞 208-792-2147
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ISU MODEL

Dr. Fredi Giesler

2024-2025 Faculty Senate Chair; Professor of Practice, Department of Sociology, Social Work and Criminology, College of Arts and Letters

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Dr. Amanda Zink

2024-2025 Faculty Senate Vice Chair; Professor of English, Department of English and Philosophy, College of Arts and Letters

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Dr. Colden Baxter

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A FEW POSSIBILITIES

- Make it expected the Vice Chair will continue on as chair

- Add an Outgoing Chair position to serve as an advisor (this also gives continuity if a Vice Chair Decides not to continue on as chair)
  - Potentially position this role to also serve as chair on a standing committee – FAC? FSPG?

- Expand Senate Leadership to include FAC chair (outgoing chair?) and/or Staff Council Chair

- Other ideas?

CHALLENGES WITH THESE APPROACHES

- If we add an outgoing chair position, leadership will require a longer commitment, which may deter people

- We will need to consider what to do when a term ends in the middle of someone's leadership cycle

NOTE:

- This would take effect after Tim and Kristin complete their terms, this isn't a power grab

EXPERIENCES OF PAST CHAIRS

- Jean-Marc Gauthier, Senate Chair 23-24

- Barb Kirchmeier, Senate Chair 20-21

- Kelly Quinnett, Senate Chair 22-23

- Russ Meeuf, Senate Chair 21-22 (submitted remarks)

WHAT CAN COME OUT OF A DISCUSSION

- Nothing

- A motion from the floor (examples: refer to a committee; a resolution; a directive to draft a redline, a directive to draft a resolution)

138: UPDATE FSH 4130 - STANDARD COURSE NUMBERS

In Workflow

1. Registrar's Office (none)
2. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
3. Ready for UCC (none)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
10. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 14 Oct 2024 15:37:57 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Tue, 22 Oct 2024 20:27:01 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
3. Tue, 22 Oct 2024 22:52:54 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
4. Tue, 29 Oct 2024 17:36:02 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
5. Thu, 31 Oct 2024 18:08:54 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 01 Oct 2024 21:37:39 GMT

Viewing: Update FSH 4130 - Standard Course Numbers
Last edit: Tue, 29 Oct 2024 17:40:05 GMT

Changes proposed by: Theodore Unzicker

Faculty Contact

Faculty Name	Faculty Email
Ted Unzicker	tunzicker@uidaho.edu

Request Type

Add/Drop/Change a policy in the Faculty-Staff Handbook (4000s)

Effective Catalog Year

2025-2026

Title

Update FSH 4130 - Standard Course Numbers

Request Details

We are updating 4130, Standard Course Numbers, due to the 3 to 4 digit course number changes. We are also adding standard course numbers 2999 and 4999 for Undergraduate Research. Finally, we are reserving course numbers 2991-8, 4991-8, 5991-8, and 6991-8 for future standard course numbers.

Supporting Documents

FSH 4130 10-21-24 with UCC edit.docx

Key: 138

4130 - Standard Course Numbers

Owner:

Position: University Registrar

Email: registrar@uidaho.edu

Last updated: July 01, 2011

A. STANDARD COURSE NUMBERS. University-wide standard numbers have been established for certain categories of courses. These courses need not be listed in a subject-field section in the catalog. They may be offered and listed in the Class Schedule whenever they are needed. Catalog course numbers are assigned by the Office of the Registrar at the time of approval by the University Curriculum Committee.

B. AUTHORIZED COMBINATIONS OF COURSE NUMBERS AND TITLES. The following course numbers and titles are authorized: 2000, 4000, 5010, 6010 Seminar; 2030, 4030, 5030, 6030 Workshop; 2040, 4040, 5040, 6040 Special Topics; 4050, 5050, 6050 Professional Development; 2980, 3980, 4980, 5980, 6980 Internship; 2990, 4990, 5020, 6020 Directed Study; Optional 4000s number Practicum in Tutoring; 2999, 4999 Undergraduate Research; 5000 Master's Research and Thesis; 5970 Graduate Practicum; 5990 Non-thesis Master's Research; 6000 Doctoral Research and Dissertation. (Courses in this group that are appropriate to the College of Law are assigned analogous numbers in the 8000s and 9000s.)

C. CONDITIONS.

C-1. Authorized Fields. With the exception of Practicum in Tutoring, the undergraduate-level standard courses may be offered in any subject field, excluding those approved for graduate degrees only. Practicum in Tutoring and Undergraduate Research courses may be offered in subject fields in which a bachelor's degree has been approved. ~~Courses 2999 and 4999 may be offered in subject fields in which a bachelor's degree has been approved.~~ Courses 5010, 5020, 5030, 5040, 5050 may be offered in subject fields in which graduate-level courses or degree have been approved. Courses 5970, 5980, 5990 may be offered in subject fields in which a graduate degree has been approved. Course 5000 must be offered in, and only in, those subject fields in which a thesis master's degree has been approved. Course 6000 must be offered in, and only in, those subject fields in which the ~~Ph.D. or Ed.D. degree~~ doctorate-level programs are offered ~~has been approved~~. Courses 6010, 6020, 6030, 6040, 6050, 6980 must be offered in, and only in, those subject fields in which doctoral-level programs are offered.

C-2. Expanded Titles and Descriptions. All of the foregoing titles, except for 5000, 6000, and Practicum in Tutoring, may be expanded (in the nature of subtitles) to indicate the subject more specifically. This possibility is indicated by the symbol "(s)" between the number and the title in the catalog entry. If more than one such specific topic is to be offered, they will be listed in the Time Schedule as separate sections. Also, special conditions or restrictions may be added to the course description. Illustrative catalog entry: MusH 4000 (s) Seminar (cr arr); Illustrative Time Schedule entries: MusH 4000 Lec 01 Seminar (cr arr); MusH 4000 Lec 02 Seminar in Ethnomusicology (3 cr); MusH 4000 Lec 03 Seminar in Medieval Music (1-3 cr).

C-3. Credits. All of these courses, except Practicum in Tutoring, may be offered on a variable-credit basis (cr arr). Practicum in Tutoring is to be offered for one credit and may be repeated once (1 cr, max 2).

Directed Study: A method of delivering specially designed content to a student outside of the normal classroom environment. A student cannot repeat the same directed study. Directed study courses cannot duplicate an existing course.

Internship: Supervised practical experience related to a student's major.

Practicum: Course of study that involves the supervised application of previously studied theory.

Practicum in Tutoring: Tutorial services performed by advanced students under faculty supervision.

Professional Development: A professional activity designed to provide information or skills, which have practical value. Usually developed to meet the needs of a particular group of practitioners.

Graduate Research: Supervised collection of information about a particular subject.

Seminar: A course offered to a group of advanced students studying under a professor with each doing in-depth study and discussion of the course material with the professor and other students.

Special Topic: Extended discussion on a topic or subject area not covered in an existing course offering. Topic cannot be offered more than three times under this course number. After the second offering appropriate curricular approval paperwork must be filed.

Workshop: A usually brief, intensive course for a relatively small group of students that focuses on techniques and skills in a particular field.

Undergraduate Research: A mentored investigation or creative inquiry conducted by undergraduates that seek to make a scholarly or artistic contribution to knowledge.

C-4. Prerequisites. Prerequisites are not usually listed for courses 5000. Courses in the 6000-series are intended for doctoral students only and will carry a system-enforced prerequisite of enrollment in a doctoral program (Ph.D., Ed.D.).

C-5. Grading. Seminars, workshops, directed studies, Practicum in Tutoring, and internships may be graded on the P/F basis or normal mode.

C-6. Limitations. A separate special-topics course should not be offered under the number 2040, 4040, 5040, or 6040 more than three times; after the third offering, it should be assigned its own number, title, and description so that with few exceptions the official descriptions of courses students take will be in the catalog. Use 5990 for research not directly related to a thesis or dissertation. A maximum of 10 credits in course 5000 may be applied toward the minimum of 30 credits required for a thesis master's degree; nevertheless, the number of credits a student may earn in course 5000 is not limited to the number required by the student's department. Credit in course 5000 cannot be counted toward the minimum of 30 credits required for a nonthesis master's degree. Credit earned in 4050, 5050 and 6050 will not be accepted toward graduate degree programs. Courses numbered 6000-6999 may never be conducted jointly and can be cross listed only with 6000-level courses in a second department. Standard course numbers may not be cross- or joint-listed with catalog courses.

C-7. Limitations on Directed Study. Directed study is intended as a method of delivering specially designed content to the student outside of the normal classroom environment. General classroom space is not available for this purpose and enrollment in any directed study course should not exceed five. Students cannot repeat the same directed study. Directed study courses cannot duplicate an existing course.

C-7. Reserved Standard Course Numbers. Course numbers 2991, 2992, 2993, 2994, 2995, 2996, 2997, 2998, 4991, 4992, 4993, 4994, 4995, 4996, 4997, 4998, 5991, 5992, 5993, 5994, 5995, 5996, 5997, 5998, 6991, 6992, 6993, 6994, 6995, 6996, 6997, and 6998 are reserved for future standard course numbers and may not be used for regular catalog courses.

77: CROP SCIENCE AND MANAGEMENT (BSPLSC)

In Workflow
1. 082 Chair (jmarshall@uidaho.edu; tprather@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu, sandeschlueter@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (none)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
11. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path
1. Tue, 17 Sep 2024 16:36:50 GMT
   Timothy Prather (tprather): Approved for 082 Chair
2. Tue, 17 Sep 2024 19:30:53 GMT
   Brenda Schroeder (bschroeder): Approved for CALS Review
3. Tue, 17 Sep 2024 20:35:35 GMT
   Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
4. Tue, 08 Oct 2024 17:17:16 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
5. Wed, 16 Oct 2024 17:49:05 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
6. Mon, 21 Oct 2024 15:58:33 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 22 Oct 2024 22:36:36 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
8. Tue, 29 Oct 2024 15:53:04 GMT
   Sydney Beal-Coles (sbeal): Approved for UCC
9. Thu, 31 Oct 2024 18:19:23 GMT
   Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

History
1. Jun 25, 2021 by Amy Kingston (amykingston)
2. Sep 22, 2021 by Sara Mahuron (sara)
3. Mar 22, 2023 by Timothy Prather (tprather)

Date Submitted: Tue, 17 Sep 2024 16:36:05 GMT

Viewing: 77 : Crop Science and Management (BSPLSC)

Last approved: Wed, 22 Mar 2023 20:09:37 GMT

Last edit: Thu, 31 Oct 2024 18:13:09 GMT

Changes proposed by: Timothy Prather

Faculty Contact

Faculty Name	Faculty Email
Tim Prather	tprather@uidaho.edu

Change Type (Choose all that apply)
Change curriculum requirements
Create an option, emphasis, concentration, specialization

Description of Change

We are dropping courses from the major that are no longer taught. We seek to add additional course options for students to meet specific major requirements. We are creating two emphasis areas for students who desire a stronger science background or a stronger business background.

Will this request have a fiscal impact of $250K or greater?

No

Academic Level

Undergraduate

College

Agricultural & Life Sciences

Department/Unit:

Plant Sciences

Effective Catalog Year

2025-2026

Program Title

Crop Science and Management (BSPLSC)

Program Credits

120

CIP Code

01.1102 - Agronomy and Crop Science.

Curriculum:

Required course work includes the university requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3)) and:

Crop Science and Management Core

Code	Title	Hours
PLSC 1020	The Science of Plants in Agriculture	3
PLSC 2050	General Botany	4
SOIL 2050	The Soil Ecosystem	3
CHEM 2750	Carbon Compounds	3
ENT 3220	General and Applied Entomology	4
PLSC 3380	Organic and Conventional Weed Management	4
PLSC 3070	Agronomy	3
PLSC 4000	Plant Science Seminar	1
PLSC 4380	Pesticides in the Environment	3
SOIL 4460	Soil Fertility	3
PLP 4150 & PLP 4160	Plant Pathology and Plant Pathology Lab	4
Select one of the following sequences:		4-5
EPPN 1540 & EPPN 1550	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory	
BIOL 2500 & BIOL 2550	General Microbiology and General Microbiology Lab	
Select one of the following:		3
AGED 4060	Exploring International Agriculture	
AGED 4070	Global Agricultural & Life Sciences Systems	
FN 4500	Global Nutrition	
SOC/ANTH 3500	Food, Culture, and Society	
Select one of the following:		
CHEM 1101 & 1101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	

CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		3
ENGL 3130	Business Writing	
ENGL 3160	Environmental Writing	
ENGL 3170	Technical Writing II	
ENGL 3180	Science Writing	
Select one of the following:		3-4
MATH 1143	Precalculus I: Algebra	
MATH 1160	Survey of Calculus	
MATH 1170	Calculus I	
Select one of the following:		3
PLSC 3980	Internship	
PLSC 4020	Undergraduate Research in Plant Science	
PLSC 4990	Directed Study	
Total Hours		**51-53**

Crop Science Emphasis

Code	Title	Hours
BIOL 1150 & 1150L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
SOIL 2060	The Soil Ecosystem Lab	1
PLSC 2070	Introduction to Biotechnology	3
STAT 2510	Statistical Methods	3
GENE 3140	General Genetics	3
PLSC 4010	Plant Physiology	3
PLSC 4460	Plant Breeding	3
Choose 10 credits from the following:		10
AGEC 2780	Farm and Agribusiness Management	
AGEC 2890	Agricultural Markets and Prices	
AGEC 3560	Agricultural and Rural Policy	
ASM 1070	Beginning Welding	
ASM 3050	Precision Agriculture	
ASM 3150	Irrigation Systems and Water Management	
PLSC 2010	Principles of Horticulture	
PLSC 3000	Plant Propagation	
PLSC 4100	Invasive Plant Biology	
PLSC 4330	Plant Tissue Culture Techniques	
PLSC 4400	Advanced Laboratory Techniques	
PLSC 4440	Forage and Grassland Management	
PLSC 4510	Vegetable Crops	
PLSC 4860	Plant Biochemistry	
PLSC 4900	Potato Science	
STAT 4310	Statistical Analysis	
Total Hours		**30**

Crop Management Emphasis

Code	Title	Hours
AGEC 2780	Farm and Agribusiness Management	4
AGEC 2890	Agricultural Markets and Prices	3
ASM 3050	Precision Agriculture	3
ASM 3150	Irrigation Systems and Water Management	3
BIOL 1140	Organisms and Environments	4
PLSC 4080 or PLSC 4900	Small Grains and Oilseed Production Potato Science	3
Choose 10 credits from the following:		10
AGEC 3560	Agricultural and Rural Policy	

ASM 1070	Beginning Welding	
GENE 3140	General Genetics	
PLSC 2010	Principles of Horticulture	
PLSC 2070	Introduction to Biotechnology	
PLSC 4010	Plant Physiology	
PLSC 4460	Plant Breeding	
PLSC 4190	Plant Community Restoration Methods	
PLSC 4440	Forage and Grassland Management	
PLSC 4510	Vegetable Crops	
PLSC 4330	Plant Tissue Culture Techniques	
PLSC 4100	Invasive Plant Biology	
SOIL 2060	The Soil Ecosystem Lab	
STAT 2510	Statistical Methods	

Total Hours **30**

Courses to total 120 credits for this degree

Degree Maps:

Crop Science Emphasis

Fall Term 1		Hours
ENGL 1101	Writing and Rhetoric I	3
PLSC 1020	The Science of Plants in Agriculture	3
(CHEM 1101 AND CHEM 1101L) OR (CHEM 1111 AND CHEM 1111L)		4
MATH 1143 OR MATH 1160 OR MATH 1170		3
Oral Communication Course		3
	Hours	**16**
Spring Term 1		
BIOL 1150	Cells and the Evolution of Life	3
BIOL 1150L	Cells and the Evolution of Life Laboratory	1
ENGL 1102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
Social and Behavioral Ways of Knowing		3
	Hours	**13**
Fall Term 2		
CHEM 2750	Carbon Compounds	3
PLSC 2070	Introduction to Biotechnology	3
SOIL 2050	The Soil Ecosystem	3
SOIL 2060	The Soil Ecosystem Lab	1
STAT 2510	Statistical Methods	3
Social and Behavioral Ways of Knowing		3
	Hours	**16**
Spring Term 2		
EPPN 1540	Microbiology and the World Around Us	3
EPPN 1550	Microbiology and the World Around Us: Laboratory	1
PLSC 2050	General Botany	4
ENGL 3130 OR ENGL 3160 OR ENGL 3170 OR ENGL 3180		3
Humanistic and ArtisticWays of Knowing Course		3
Crop Science, Major Elective Course		3
	Hours	**17**
Fall Term 3		
ENT 3220	General and Applied Entomology	4
PLP 4150	Plant Pathology	3
PLP 4160	Plant Pathology Lab	1
PLSC 3380	Organic and Conventional Weed Management	4
AGED 4060 OR AGED 4070 OR FN 4500 OR SOC 4500 OR ANTH 4500		3
	Hours	**15**
Spring Term 3		
GENE 3140	General Genetics	3
PLSC 3070	Agronomy	3
PLSC 4380	Pesticides in the Environment	3
Crop Science Elective		3
Elective Course		3
	Hours	**15**

Fall Term 4		Hours
PLSC 4000	Plant Science Seminar	1
PLSC 3980 OR PLSC 4020 OR PLSC 4990		3
Crop Science Elective		3
Crop Science Elective		3
International Course		3
	Hours	13
Spring Term 4		
PLSC 4010	Plant Physiology	3
PLSC 4460	Plant Breeding	3
SOIL 4460	Soil Fertility	3
American Diversity Course		3
Crop Science Elective		3
	Hours	15
	Total Hours	120

Crop Management Emphasis

Fall Term 1		Hours
ENGL 1101	Writing and Rhetoric I	3
PLSC 1020	The Science of Plants in Agriculture	3
(CHEM 1101 AND CHEM 1101L) OR (CHEM 1111 AND CHEM 1111L)		4
MATH 1143 OR MATH 1160 OR MATH 1170		3
Oral Communication Course		3
	Hours	16
Spring Term 1		
BIOL 1140	Organisms and Environments	4
ENGL 1102	Writing and Rhetoric II	3
EPPN 1540	Microbiology and the World Around Us	3
EPPN 1550	Microbiology and the World Around Us: Laboratory	1
Social and Behavioral Ways of Knowing		3
	Hours	14
Fall Term 2		
AGEC 2780	Farm and Agribusiness Management	4
CHEM 2750	Carbon Compounds	3
SOIL 2050	The Soil Ecosystem	3
Humanistic and Artistic Ways of Knowing Course		3
Social and Behavioral Ways of Knowing		3
	Hours	16
Spring Term 2		
AGEC 2890	Agricultural Markets and Prices	3
PLSC 2050	General Botany	4
PLSC 3070	Agronomy	3
ENGL 3130 OR ENGL 3160 OR ENGL 3170 or ENGL 3180		3
Humanistic and ArtisticWays of Knowing Course		3
	Hours	16
Fall Term 3		
ASM 3050	Precision Agriculture	3
ASM 3150	Irrigation Systems and Water Management	3
PLSC 3380	Organic and Conventional Weed Management	4
Crop Management Elective		3
	Hours	13
Spring Term 3		
ENT 3220	General and Applied Entomology	4
PLSC 490 or PLSC 4080	Potato Science or Small Grains and Oilseed Production	3
AGED 4060 OR AGED 4070 OR FN 4500 OR SOC 3500 OR ANTH 3500		3
Crop Management, Major Elective		3
International Course		3
	Hours	16
Fall Term 4		
PLSC 4000	Plant Science Seminar	1
PLP 4150	Plant Pathology	3
PLP 4160	Plant Pathology Lab	1
PLSC 3980 OR PLSC 4020 OR PLSC 4990		3
Crop Management Elective		3
American Diversity Course		3
	Hours	14

Spring Term 4

SOIL 4460	Soil Fertility	3
PLSC 4380	Pesticides in the Environment	3
Crop Management Elective		3
Crop Management Elective		3
Crop Management Elective		3
	Hours	**15**
	Total Hours	**120**

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript, and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Students will be able to recognize and apply scientific principles and concepts to production or management of agronomic crops and different field crop production systems.

2. Students will be able to present and explain important concepts for field crop production and will be able to recognize and analyze various procedures for producing various agronomic crops.

3. Students will gain experiential practice in applying their knowledge of agronomy and field crop production through internships or laboratory research experiences and participation in student clubs/organizations.

4. Students will be able to communicate effectively, verbally and in writing, problems, analyses, and solutions to agronomic problems to a variety of audiences.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

We need to remove courses from the major requirements that are no longer taught. We have alternate year, required courses in our major and those can conflict with electives. Providing additional electives will facilitate completing the degree in 4 years. We are creating two emphasis areas for students who desire a stronger science background or a stronger business background. Workload should decrease, reducing the use of substitution and waivers.

Reviewer Comments

Sydney Beal-Coles (sbeal) (Fri, 04 Oct 2024 22:19:44 GMT): Switched to four-digit course numbers in curriculum

Rebecca Frost (rfrost) (Mon, 07 Oct 2024 18:52:28 GMT): Updated 4-year maps to meet curricular requirements and reflect 4-digit numbers. Crop Science plan had STAT 251 listed twice and a third Social Science. These were replaced with a Missing AGED 4060/4070/FN4500/SOC3500/ANTH3500 core requirement and an elective. Crop Management plan had PLSC 4380 used twice. This was replaced by a missing AGED 4070/4060/FN4500/SOC3500/ANTH3500 requirement. One extraneous Crop Management elective was replaced with a missing AGEC 2890 requirement. The department is encouraged to review the changes made before approval at UCC.

Rebecca Frost (rfrost) (Tue, 08 Oct 2024 17:18:57 GMT): Department has reviewed and approved Degree Map Changes.

Sydney Beal-Coles (sbeal) (Tue, 29 Oct 2024 15:52:58 GMT): Curriculum edit per UCC 10/28/24 meeting

Key: 77

266: KINESIOLOGY (MS)

In Workflow

1. 105 Chair (pwscruggs@uidaho.edu)
2. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 10 Sep 2024 23:36:32 GMT
   Philip Scruggs (pwscruggs): Rollback to Initiator
2. Tue, 10 Sep 2024 23:40:00 GMT
   Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Mon, 23 Sep 2024 21:54:00 GMT
   David Paul (dpaul): Approved for 15 Curriculum Committee Chair
4. Mon, 23 Sep 2024 21:55:42 GMT
   Brooke Blevins (bblevins): Approved for 15 Dean
5. Tue, 24 Sep 2024 23:55:00 GMT
   Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:23:53 GMT
   Nicole Remy (nremy): Approved for DLI
7. Wed, 02 Oct 2024 16:27:06 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 03 Oct 2024 21:11:03 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Fri, 25 Oct 2024 16:30:45 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
10. Mon, 28 Oct 2024 14:50:50 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Tue, 29 Oct 2024 18:09:53 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
12. Tue, 05 Nov 2024 17:44:49 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

History

1. Aug 31, 2021 by Joana Espinoza (joanae)
2. Apr 19, 2024 by Philip Scruggs (pwscruggs)

Date Submitted: Tue, 10 Sep 2024 23:38:47 GMT

Viewing: 266 : Kinesiology (MS)
Last approved: Fri, 19 Apr 2024 15:24:51 GMT
Last edit: Tue, 05 Nov 2024 17:44:37 GMT

Changes proposed by: Philip Scruggs

Faculty Contact

Faculty Name	Faculty Email
Philip Scruggs	pwscruggs@uidaho.edu

Change Type (Choose all that apply)
Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Description of Change
Changing the name from M.S. Kinesiology and Leisure Sciences to M.S. Kinesiology

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Graduate

College
Education, Health & Human Sci

Department/Unit:
Movement Sciences

Effective Catalog Year
2025-2026

Program Title
Kinesiology (MS)

Program Credits
30

CIP Code
31.0505 - Kinesiology and Exercise Science.

Curriculum:

Master of Science. Major in Kinesiology.

The Kinesiology M.S. is designed to develop advanced knowledge and skills for a diversity of kinesiology fields. Research and/or authentic professional skills are avenues for student-focused plans of study. Both online and face-to-face learning experience options are available to M.S. Kinesiology students. The Kinesiology degree has three specializations: Exercise, Sport, and Health Sciences (face-to-face specialization with some online course options); Recreation, Sport, and Tourism Management (available as either an online or hybrid specialization); and Physical Activity and Dance Pedagogy (face-to-face specialization with some online course options).

We prepare advanced kinesiology professionals to create, disseminate, and evaluate current research in a combination of movement, physical activity, exercise, fitness, recreation, sport and/or health fields.

The goals of the Kinesiology M.S. are centered on students engaging in inquiry to effectively explore scientific content and authentic problems through a holistic perspective in order to be ethical leaders within the kinesiology fields.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

Have learning outcomes changed?
No

Learning Objectives
1. Apply inquiry skills (e.g., exploring through questions, testing and reflection), techniques (e.g., case study, authentic field experience) and tools to effectively investigate problems and communicate knowledge related to healthy active lifestyles,
2. Analyze wellness through a holistic perspective in relation to healthy active lifestyles, and
3. Evaluate effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyles.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

In the previous curriculum cycle we changed the degree name to M.S. Kinesiology and Leisure Sciences. We are removing the "leisure sciences" part of the name. In this curriculum cycle we are proposing a Ph.D. in Kinesiology. At the time of the M.S. name change we didn't have a Ph.D. name identified. For graduate program degree name alignment, we are changing the M.S. name (M.S. Kinesiology) to align with the Ph.D. degree name (i.e., Ph.D. Kinesiology). The name Kinesiology aligns with current naming convention for graduate degrees in our discipline, while also including the breadth of the programs within the Department of Movement Sciences.

Reviewer Comments
Philip Scruggs (pwscruggs) (Tue, 10 Sep 2024 23:36:33 GMT): Rollback: edit
Sydney Beal-Coles (sbeal) (Tue, 05 Nov 2024 17:44:37 GMT): Minor revision of language in the program description for greater clarity

Key: 266

567: ROBOTICS ENGINEERING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 21 Aug 2024 00:37:31 GMT
   Eric Wolbrecht (ewolbrec): Approved for 130 Chair
2. Thu, 05 Sep 2024 01:17:58 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 05 Sep 2024 01:19:28 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Tue, 17 Sep 2024 21:14:33 GMT
   Christine Slater (cslater): Rollback to Initiator
5. Tue, 17 Sep 2024 22:46:59 GMT
   Eric Wolbrecht (ewolbrec): Approved for 130 Chair
6. Tue, 17 Sep 2024 22:48:04 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Tue, 17 Sep 2024 23:15:08 GMT
   Suzanna Long (long): Approved for 08 Dean
8. Wed, 18 Sep 2024 18:57:19 GMT
   Christine Slater (cslater): Approved for Assessment
9. Thu, 19 Sep 2024 22:18:31 GMT
   Nicole Remy (nremy): Approved for DLI
10. Tue, 22 Oct 2024 22:44:58 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
11. Wed, 23 Oct 2024 17:14:14 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Mon, 28 Oct 2024 15:06:18 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
13. Tue, 29 Oct 2024 18:00:01 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
14. Tue, 05 Nov 2024 17:41:14 GMT
    Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 17 Sep 2024 22:26:59 GMT

Viewing: 567 : Robotics Engineering Undergraduate Academic Certificate

Last edit: Mon, 04 Nov 2024 17:46:45 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

Faculty Name	Faculty Email
Vibhav Durgesh	vdurgesh@uidaho.edu

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Mechanical Engineering

Effective Catalog Year
2025-2026

Program Title
Robotics Engineering Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
12

CIP Code
14.4201 - Mechatronics, Robotics, and Automation Engineering.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Discribe the financial impact
None. The classes are already in the ME Curriculum or in the other departments.

Curriculum:

The Undergraduate Robotics Engineering Certificate aims to provide students with a foundational understanding of the principles and practices of robotics engineering, focusing on the key areas of kinematics, kinetics, controls, and automation.

The certificate program is designed to enhance students' knowledge and skills in robotics engineering and prepare them for careers in industries focused on robotic/automation systems or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science.

The required coursework must be completed with a grade of C or better (O-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)). The certificate in robotics engineering requires 12 credits of coursework from the list of courses below:

Code	Title	Hours
ME 4590	Robotic Systems Engineering I	3
ME 4640	Robotics Kinematic and Kinetic Analysis	3
Select two from the following:		6
ENGR 4660	PLC Programming for Automation	
BE 4210	Image Processing and Computer Vision	
BE 4410	Instrumentation and Controls	
CS 4554	Robotic Systems Engineering II	
CS 4701	Artificial Intelligence	
CS 4712	Machine Learning	
CS 4731	Evolutionary Computation	
CS 4771	Python for Machine Learning	
CS 4885	Machine Vision	
ME 4810	Control Systems	
Total Hours		**12**

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1 - Attain career advancement in robotics engineering, robotics applications, or related fields based on knowledge and skills gained from the certificate. This aligns with PEO #1: Attain career advancement based on demonstrated knowledge and skill in areas such as engineering analysis, programming, modeling/simulation, experimental methods, application of regulatory compliance, design for manufacturability, and integration of interdisciplinary information.

2 - An ability to develop, design, and analyze robotic systems or components using fundamental engineering principles while following real-world constraints. This aligns with PEO #2: Achieve client and stakeholder satisfaction of engineering solutions emphasizing advanced design and analysis methodologies leading to technically informative prototypes and quality products while considering real-world constraints.

3 - An ability to effectively communicate with clients, engineers, or the general public on topics related to engineering solutions in robotics engineering, technologies, and/or related fields. This aligns with PEO #3: Use effective multimodal communication to develop engineering solutions and clearly convey meaning to intended audiences using a broad range of communication methods.

Overall, these learning outcomes demonstrate that students who have completed the certificate have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the robotics industry and are well-prepared to pursue further education or career advancement.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for this certificate will include an annual review of course content, student work, and student feedback. This will provide the department with insight into students' knowledge of robotics engineering. A review summary will be shared with our Mechanical Engineering Advisory Board members and other industrial partners, who will provide feedback and guidance toward future certificate modifications.

How will you ensure that the assessment findings will be used to improve the program?

Annual feedback from the Mechanical Engineering Advisory board, including recommendations, will be taken into consideration by the department and help inform changes and improvements to the certificate. An important aspect of these classes is the ability of the students to learn modern engineering topics related to robotics engineering, therefore, continuous improvement and refinement of the certificate is necessary.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, presentations, and/or team/individual projects will be required for all the relevant classes and graded regularly. Both required courses, and several optional courses, include hands-on engagement and require both oral and verbal communication of learning.

When will assessment activities occur and at what frequency?

Course assessments will occur each time a course is offered. During an annual meeting of the department, individual course assessments will be discussed during the overall evaluation of the certificate.

Student Learning Outcomes

Learning Objectives

1. Demonstrate the ability to pursue career advancement in robotics, automation, or related fields by applying the knowledge and technical skills gained from the certificate in robotics engineering.

2. Develop and design robotic components or systems, focusing on kinematics, kinetics, and control, by applying core engineering principles and adhering to real-world constraints such as cost, safety, and sustainability.

3. Effectively communicate technical concepts, engineering solutions, and advancements in robotics engineering to diverse audiences, including clients, engineers, and the general public, through written, verbal, and visual formats.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This certificate is designed to provide undergraduate students with specialized knowledge and skills in robotics engineering, which is a rapidly growing and evolving industry. This certificate program is intended to prepare students for careers in robotics engineering or related fields, as well as future graduate studies in the field of aerospace and/or aero sciences.

The department currently offers the proposed courses required for the certificate, and these courses already have the required materials. Furthermore, the department has approved a reduction of required courses in lieu of more technical electives, including those in this certificate. Therefore, the proposed certificate program will not add additional workload to the department.

Reviewer Comments

Christine Slater (cslater) (Tue, 17 Sep 2024 21:14:33 GMT): Rollback: These student learning outcomes for a certificate in robotics engineering can be improved for greater clarity, measurability, and alignment with professional expectations. Here are some ways you could consider making them more measurable: (Some suggestions may not be your intention) _____ 1. Career Advancement in Robotics and Automation Original: Attain career advancement in robotics and automation or related fields based on knowledge and skills gained from the certificate in robotics engineering. • Refinement: "Demonstrate the ability to pursue career advancement in robotics, automation, or related fields by applying the knowledge and technical skills gained from the certificate in robotics engineering." Reason for Change: • This version is clearer and more action-oriented by using "demonstrate" and "apply," which are measurable through post-program metrics (like employment or promotion) or assessments like career readiness portfolios. _____ 2. Design and Development of Robotic Systems Original: An ability to develop and design robotic systems (kinematic and control) of components and/or robotic systems using basic engineering principles while following real-world constraints. • Refinement: "Develop and design robotic components or systems, focusing on kinematics and control, by applying core engineering principles and adhering to real-world constraints such as cost, safety, and sustainability." Reason for Change: • This version breaks down the requirements more clearly, and the addition of specific real-world constraints (cost, safety, sustainability) makes it more aligned with industry expectations. "Focusing on kinematics and control" emphasizes the specific skills students will demonstrate. _____ 3. Effective Communication in Robotics Engineering Original: An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in robotics engineering, technologies, and/or related fields. • Refinement: "Effectively communicate technical concepts, engineering solutions, and advancements in robotics engineering to diverse audiences, including clients, engineers, and the general public, through written, verbal, and visual formats." Reason for Change: • The improved version clarifies the range of communication skills (written, verbal, and visual) and highlights the importance of adapting communication to different audiences (clients, engineers, general public). This

makes the outcome more comprehensive and measurable across various formats. _____ General Suggestions for Improvement: 1. Measurability: Ensure each outcome has elements that can be directly assessed through projects, assignments, or practical experiences. 2. Action Verbs: Use action verbs like "develop," "apply," "demonstrate," and "communicate" for outcomes that can be evaluated through student performance. 3. Specificity: Clearly mention the key areas of focus (like kinematics, control, and constraints) to give students a better understanding of what is expected of them. 4. Industry Alignment: Incorporating real-world constraints and communication skills makes the outcomes more aligned with what professionals in robotics and automation will need to succeed in their careers.

Sande Schlueter (sandeschlueter) (Tue, 22 Oct 2024 22:43:22 GMT): Program Description: The Undergraduate Robotics Engineering Certificate aims to provide students with a foundational understanding of the principles and practices of robotics engineering, focusing on the key areas of kinematics, kinetics, controls, and automation. The certificate program is designed to enhance students' knowledge and skills in robotics engineering and prepare them for careers in industries focused on robotic/automation systems or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. All required coursework must be completed with a grade of 'C' or better (O-10-a).

Rebecca Frost (rfrost) (Wed, 23 Oct 2024 17:14:08 GMT): Updated course list format to catalog standard. Updated course numbers to 4-digit numbers.

Key: 567

The BSME program (180 in CIM) UCC approved changes ties into our new proposed certificates (that include the robotics certificate). The change includes converting 6 credits of required courses to technical electives. This dovetails with the 5 new certificates we are proposing this fall, in addition to one we modified (Aerospace), so I wanted to share our rationale with the Faculty Senate for these certificates:

- By design, all ME certificates are constructed with 400 level technical electives (TEs)

- By design, students can attain at most 2 of the 6 certificates within the required TEs. Additional TEs would be required for additional certificates.

- By reducing the required number of courses by 6 credits and replacing with TEs, students have greater choice of emphasis and courses, including an expanded list of TEs from other COE, STEM, and Business departments.

- Students can express their interests and emphasis by selecting certificates, which match the broadening needs of industry.

- Employers can evaluate students for specific fields based on their degree & completed certificates.

- The ME Advisory board has enthusiastically approved by the reduction of required courses, the additional certificates, and the broadening of allowed technical electives including CS courses.

Attached is a PDF file that shows how our certificates overlap with each other.

Mechanical Engineering Certificates (12 credits required for each)

Courses			Cr	Thermal Energy System Design & Analysis	Aerospace	Material Behavior & Performance	Product Development & Manufacturing	Computer-Aided Mechanical Engineering	Robotics Engineering
ME	4350	Thermal Energy Systems Design	3	REQUIRED					
ME	4400	Intro to Aerodynamics	3		REQUIRED				
ME	4410	Intro to Aircraft Design	3		REQUIRED				
ME	4140	HVAC Systems	3	Elective					
ME	4200	Fluid Dynamics	3	Elective					
ME	4330	Combustion Engine Systems	3	Elective					
ME	4360	Sustainable Energy Sources and System	3	Elective					
ME	4120	Gas Dynamics	3	Elective	Elective				
ME	4170	Turbomachinery	3	Elective	Elective				
ME	4290	Combustion and Aeropropulsion	3	Elective	Elective				
ME	4510	Exp Methods in Fluid Dynamics	3	Elective	Elective				
ME	4500	Computational Fluid Dynamics	3	Elective	Elective			Elective	
ME	4420	Aerospace Materials	3		Elective	Elective			
ME	4610	Fatigue and Fracture Mechanics	3		Elective	Elective			
ME	4150	Materials Selection and Design	3		Elective	Elective	Elective		
ME	4580	Finite Element Apps in Engineering	3		Elective		Elective	Elective	
NE	4380	Fundamentals of Nuclear Materials	3			Elective			
ME	4390	Advanced Mechanics of Materials	3			Elective			
ME	4660	Compliant Mechanism Design	3			Elective	Elective		
ME	4950	Mechanics in Design & Manufacturing	3			Elective	Elective		
ME	4100	Principles of Lean Manufacturing	3				Elective		
ME	4540	Assistive Tech for Physical Impairment	3				Elective		
ME	4900	Modeling, Sim., & Manuf. Capstone	3				Elective	Elective	
ME	40X1	Machine Shop Fundamentals I	1				Elective (take all 3)		
ME	40X2	Machine Shop Fundamentals II	1						
ME	40X3	Machine Shop Mentoring	1						
ME	4800	Programming for Engineers	3					Elective	
ENGR 4280		Numerical Methods	3					Elective	
ME	4640	Robotics: Kinematics & Kinetics	3						REQUIRED
ME	4590	Robotic Systems Engineering I	3						REQUIRED
ME	4810	Control Systems	3						Elective
CS	4540	Robotic Systems Engineering II	3						Elective
CS	4550	Machine Vision	3						Elective
CS	4700	Artificial Intelligence	3					Elective (choose 1)	Elective
CS	4720	Evolutionary Computation	3						Elective
CS	4750	Machine Learning	3						Elective
CS	4770	Python for Machine Learning	3						Elective
BE	4210	Image Processing & Computer Vision	3						Elective
BE	4410	Instrumentation and Controls	3						Elective

574: COMPUTER-AIDED ENGINEERING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 03 Sep 2024 18:58:45 GMT
   Eric Wolbrecht (ewolbrec): Rollback to Initiator
2. Thu, 05 Sep 2024 22:44:28 GMT
   Eric Wolbrecht (ewolbrec): Approved for 130 Chair
3. Mon, 23 Sep 2024 18:39:09 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
4. Mon, 23 Sep 2024 18:41:44 GMT
   Suzanna Long (long): Approved for 08 Dean
5. Mon, 23 Sep 2024 18:59:40 GMT
   Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:44:10 GMT
   Nicole Remy (nremy): Approved for DLI
7. Wed, 23 Oct 2024 21:15:42 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:42:31 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:34:11 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 05 Nov 2024 17:58:13 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 12 Nov 2024 21:44:04 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Sep 2024 22:19:31 GMT

Viewing: 574 : Computer-Aided Engineering Undergraduate Academic Certificate
Last edit: Mon, 04 Nov 2024 18:27:45 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

Faculty Name	Faculty Email
Vibhav Durgesh	vdurgesh@uidaho.edu

Will this request have a fiscal impact of $250K or greater?

No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Mechanical Engineering

Effective Catalog Year
2025-2026

Program Title
Computer-Aided Engineering Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
12

CIP Code
14.1901 - Mechanical Engineering.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Discribe the financial impact
No financial support/impact for this certificate

Curriculum:

This certificate is designed to provide undergraduate students with specialized knowledge and skills in computer-aided mechanical engineering, which is used in various industries and companies. This certificate program is intended to prepare students for careers in computer-aided mechanical engineering or related fields and future graduate studies in this field.

All required coursework must be completed with a grade of C or better (O-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/))

Code	Title	Hours
Select 12 credits from the following:		12
ME 4500	Fundamentals of Computational Fluid Dynamics	
ME 4580	Finite Element Applications in Engineering	

ME 4800	Python Programming for Engineers
ME 4900	Solid Modeling, Simulation and Manufacturing Capstone
ENGR 4280	Numerical Methods
CS 4701	Artificial Intelligence [1]
or CS 4712	Machine Learning
or CS 4731	Evolutionary Computation
or CS 4771	Python for Machine Learning

Total Hours   **12**

  Courses to total 12 for this certificate

[1]   A maximum of three credits from CS courses may be included.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
1 - Attain career advancement in mechanical engineering, computer-aided engineering design and analysis, or related fields based on knowledge and skills gained from the certificate.

2 - An ability to develop and design engineering systems or components using modern engineering software tools or numerical/ algorithmic methods while following real-world constraints.

3 - An ability to effectively communicate with clients, engineers, or the general public on topics related to computer-aided solutions in engineering, technologies, and/or related fields.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.
The assessment process for this certificate will include an annual review of course content, student work, and student feedback. This will provide the department with insight into students' knowledge of computer-aided mechanical engineering ability. A review summary will be shared with our Mechanical Engineering Advisory Board members and other industrial partners, who will provide feedback and guidance toward future certificate modifications.

How will you ensure that the assessment findings will be used to improve the program?
Annual feedback from the Mechanical Engineering Advisory board, including recommendations, will be taken into consideration by the department and help inform changes and improvements to the certificate. An important aspect of these classes is the ability of the students to learn modern engineering topics related to computer-aided mechanical engineering technology, therefore, continuous improvement and refinement of the certificate is necessary.

What direct and indirect measures will be used to assess student learning?
Exams, assignments, presentations, and/or team/individual projects will be required for all the relevant classes and graded regularly. Both required courses, and several optional courses, include hands-on engagement and require both oral and verbal communication of learning.

When will assessment activities occur and at what frequency?
Course assessments will occur each time a course is offered. During an annual meeting of the department, individual course assessments will be discussed during the overall evaluation of the certificate.

Student Learning Outcomes

Learning Objectives

1 - Ability to use computer-aided engineering design and analysis, or related fields based on knowledge and skills gained from the certificate for mechanical engineering design,

2 - Develop and design engineering systems or components using modern engineering software tools or numerical/algorithmic methods while following real-world constraints.

3 - Communicate with clients, engineers, or the general public on topics related to computer-aided solutions in engineering, technologies, and/or related fields.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This certificate is designed to provide undergraduate students with specialized knowledge and skills in computer-aided mechanical engineering, which has application in various industries/companies. This certificate program is intended to prepare students for careers in computer-aided mechanical engineering or related fields, as well as future graduate studies in this field.

The department currently offers the proposed courses required for the certificate, and these courses already have the required materials. Furthermore, the department has approved a reduction of required courses in lieu of more technical electives, including those in this certificate. Therefore, we anticipate that the proposed certificate program will not add additional workload to the department.

Reviewer Comments

Eric Wolbrecht (ewolbrec) (Tue, 03 Sep 2024 18:58:46 GMT): Rollback: Roll back per request; courses look good.

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:10:57 GMT): Program Description: This certificate is designed to provide undergraduate students with specialized knowledge and skills in computer-aided mechanical engineering, which is used in various industries and companies. This certificate program is intended to prepare students for careers in computer-aided mechanical engineering or related fields and future graduate studies in this field. All required coursework must be completed with a grade of 'C' or better (O-10-a).

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:11:40 GMT): changed self support fee from yes to no as per email confirmation from EWolbrecht

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 19:44:39 GMT): Updated curriculum to four-digits and reformatted to standard catalog format

Rebecca Frost (rfrost) (Thu, 31 Oct 2024 16:42:22 GMT): Updated formatting to catalog standards.

Key: 574

The BSME program (180 in CIM) UCC approved changes ties into our new proposed certificates (that include the robotics certificate). The change includes converting 6 credits of required courses to technical electives. This dovetails with the 5 new certificates we are proposing this fall, in addition to one we modified (Aerospace), so I wanted to share our rationale with the Faculty Senate for these certificates:

- By design, all ME certificates are constructed with 400 level technical electives (TEs)

- By design, students can attain at most 2 of the 6 certificates within the required TEs. Additional TEs would be required for additional certificates.

- By reducing the required number of courses by 6 credits and replacing with TEs, students have greater choice of emphasis and courses, including an expanded list of TEs from other COE, STEM, and Business departments.

- Students can express their interests and emphasis by selecting certificates, which match the broadening needs of industry.

- Employers can evaluate students for specific fields based on their degree & completed certificates.

- The ME Advisory board has enthusiastically approved by the reduction of required courses, the additional certificates, and the broadening of allowed technical electives including CS courses.

Attached is a PDF file that shows how our certificates overlap with each other.

Mechanical Engineering Certificates (12 credits required for each)

Courses			Cr	Thermal Energy System Design & Analysis	Aerospace	Material Behavior & Performance	Product Development & Manufacturing	Computer-Aided Mechanical Engineering	Robotics Engineering
ME	4350	Thermal Energy Systems Design	3	REQUIRED					
ME	4400	Intro to Aerodynamics	3		REQUIRED				
ME	4410	Intro to Aircraft Design	3		REQUIRED				
ME	4140	HVAC Systems	3	Elective					
ME	4200	Fluid Dynamics	3	Elective					
ME	4330	Combustion Engine Systems	3	Elective					
ME	4360	Sustainable Energy Sources and Syster	3	Elective					
ME	4120	Gas Dynamics	3	Elective	Elective				
ME	4170	Turbomachinery	3	Elective	Elective				
ME	4290	Combustion and Aeropropulsion	3	Elective	Elective				
ME	4510	Exp Methods in Fluid Dynamics	3	Elective	Elective				
ME	4500	Computational Fluid Dynamics	3	Elective	Elective			Elective	
ME	4420	Aerospace Materials	3		Elective	Elective			
ME	4610	Fatigue and Fracture Mechanics	3		Elective	Elective			
ME	4150	Materials Selection and Design	3		Elective	Elective	Elective		
ME	4580	Finite Element Apps in Engineering	3		Elective		Elective	Elective	
NE	4380	Fundamentals of Nuclear Materials	3			Elective			
ME	4390	Advanced Mechanics of Materials	3			Elective			
ME	4660	Compliant Mechanism Design	3			Elective	Elective		
ME	4950	Mechanics in Design & Manufacturing	3			Elective	Elective		
ME	4100	Principles of Lean Manufacturing	3				Elective		
ME	4540	Assistive Tech for Physical Impairment	3				Elective		
ME	4900	Modeling, Sim., & Manuf. Capstone	3				Elective	Elective	
ME	40X1	Machine Shop Fundamentals I	1				Elective (take all 3)		
ME	40X2	Machine Shop Fundamentals II	1						
ME	40X3	Machine Shop Mentoring	1						
ME	4800	Programming for Engineers	3					Elective	
ENGR 4280		Numerical Methods	3					Elective	
ME	4640	Robotics: Kinematics & Kinetics	3						REQUIRED
ME	4590	Robotic Systems Engineering I	3						REQUIRED
ME	4810	Control Systems	3						Elective
CS	4540	Robotic Systems Engineering II	3						Elective
CS	4550	Machine Vision	3						Elective
CS	4700	Artificial Intelligence	3					Elective (choose 1)	Elective
CS	4720	Evolutionary Computation	3						Elective
CS	4750	Machine Learning	3						Elective
CS	4770	Python for Machine Learning	3						Elective
BE	4210	Image Processing & Computer Vision	3						Elective
BE	4410	Instrumentation and Controls	3						Elective

575: THERMAL ENERGY SYSTEM DESIGN AND ANALYSIS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 03 Sep 2024 18:48:26 GMT
   Eric Wolbrecht (ewolbrec): Rollback to Initiator
2. Thu, 05 Sep 2024 22:47:09 GMT
   Eric Wolbrecht (ewolbrec): Approved for 130 Chair
3. Mon, 23 Sep 2024 18:39:13 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
4. Mon, 23 Sep 2024 18:41:49 GMT
   Suzanna Long (long): Approved for 08 Dean
5. Mon, 23 Sep 2024 19:15:16 GMT
   Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:44:54 GMT
   Nicole Remy (nremy): Approved for DLI
7. Wed, 23 Oct 2024 21:19:55 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:42:58 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:34:13 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 05 Nov 2024 17:58:40 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 12 Nov 2024 21:44:07 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Sep 2024 21:49:00 GMT

Viewing: 575 : Thermal Energy System Design and Analysis Undergraduate Academic Certificate

Last edit: Mon, 04 Nov 2024 18:27:19 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

Faculty Name	Faculty Email
Vibhav Durgesh	vdurgesh@uidaho.edu

Will this request have a fiscal impact of $250K or greater?

No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Mechanical Engineering

Effective Catalog Year
2025-2026

Program Title
Thermal Energy System Design and Analysis Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
12

CIP Code
14.1901 - Mechanical Engineering.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Discribe the financial impact
Not required.

Curriculum:

This certificate is designed to provide undergraduate students with specialized knowledge and skills in thermal energy system design engineering, a core area of the mechanical engineering industry with applications in diverse fields. This certificate program is intended to prepare students for careers in thermal energy system design or related fields, as well as future graduate studies in the field of thermal energy system design.

All required coursework must be completed with a grade of C or better (O-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)).

Code	Title	Hours
ME 4350	Thermal Energy Systems Design	3
Select 9 credits from the following:		9
ME 4120	Gas Dynamics	

ME 4140	HVAC Systems
ME 4170	Turbomachinery
ME 4200	Fluid Dynamics
ME 4290	Combustion and Aeropropulsion
ME 4330	Combustion Engine Systems
ME 4360	Sustainable Energy Sources and Systems
ME 4500	Fundamentals of Computational Fluid Dynamics
ME 4510	Experimental Methods in Fluid Dynamics

Total Hours   **12**

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1 - Attain career advancement in thermal energy systems or related fields based on knowledge and skills gained from the certificate.

2 - An ability to develop and design thermal energy systems or components using fundamental engineering principles while following real-world constraints.

3 - An ability to effectively communicate with clients, engineers, or the general public on topics related to engineering solutions in thermal energy systems, technologies, and/or related fields.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for this certificate will include an annual review of course content, student work, and student feedback. This will provide the department with insight into students' knowledge of robotics engineering. A review summary will be shared with our Mechanical Engineering Advisory Board members and other industrial partners, who will provide feedback and guidance toward future certificate modifications.

How will you ensure that the assessment findings will be used to improve the program?

Annual feedback from the Mechanical Engineering Advisory board, including recommendations, will be taken into consideration by the department and help inform changes and improvements to the certificate. An important aspect of these classes is the ability of the students to learn modern engineering topics related to thermal systems (or related areas), therefore, continuous improvement and refinement of the certificate is necessary.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, presentations, and/or team/individual projects will be required for all the relevant classes and graded regularly. Both required courses, and several optional courses, include hands-on engagement and require both oral and verbal communication of learning.

When will assessment activities occur and at what frequency?

Course assessments will occur each time a course is offered. During an annual meeting of the department, individual course assessments will be discussed during the overall evaluation of the certificate.

Student Learning Outcomes

Learning Objectives
1. an ability to design a mechanical/thermal/fluid system, component, or process to meet desired needs

2. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
3. ability to work professionally in both thermal-fluids systems areas, including the design and realization of such systems

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This certificate is designed to provide undergraduate students with specialized knowledge and skills in thermal fluid system design engineering, which is a core area of the mechanical engineering industry with applications in diverse fields. This certificate program is intended to prepare students for careers in thermal-fluids design or related fields, as well as future graduate studies in the field of thermal-fluids design.

The department currently offers the proposed courses required for the certificate, and these courses already have the required materials. Furthermore, the department has approved a reduction of required courses in lieu of more technical electives, including those in this certificate. Therefore, we anticipate that the proposed certificate program will not add additional workload to the department.

Reviewer Comments

Eric Wolbrecht (ewolbrec) (Tue, 03 Sep 2024 18:48:26 GMT): Rollback: Roll back per request, course list looks good.

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:17:33 GMT): corrected self-support fee from yes to no as per email confirmation from EWolbrecht

Sande Schlueter (sandeschlueter) (Wed, 23 Oct 2024 21:17:51 GMT): Program Description: This certificate is designed to provide undergraduate students with specialized knowledge and skills in thermal energy system design engineering, a core area of the mechanical engineering industry with applications in diverse fields. This certificate program is intended to prepare students for careers in thermal energy system design or related fields, as well as future graduate studies in the field of thermal energy system design. All required coursework must be completed with a grade of 'C' or better (O-10-a).

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 21:33:37 GMT): Switched courses to four digits and reformatted curriculum to standard catalog format

Key: 575

The BSME program (180 in CIM) UCC approved changes ties into our new proposed certificates (that include the robotics certificate). The change includes converting 6 credits of required courses to technical electives. This dovetails with the 5 new certificates we are proposing this fall, in addition to one we modified (Aerospace), so I wanted to share our rationale with the Faculty Senate for these certificates:

- By design, all ME certificates are constructed with 400 level technical electives (TEs)

- By design, students can attain at most 2 of the 6 certificates within the required TEs. Additional TEs would be required for additional certificates.

- By reducing the required number of courses by 6 credits and replacing with TEs, students have greater choice of emphasis and courses, including an expanded list of TEs from other COE, STEM, and Business departments.

- Students can express their interests and emphasis by selecting certificates, which match the broadening needs of industry.

- Employers can evaluate students for specific fields based on their degree & completed certificates.

- The ME Advisory board has enthusiastically approved by the reduction of required courses, the additional certificates, and the broadening of allowed technical electives including CS courses.

Attached is a PDF file that shows how our certificates overlap with each other.

Mechanical Engineering Certificates (12 credits required for each)

Courses			Cr	Thermal Energy System Design & Analysis	Aerospace	Material Behavior & Performance	Product Development & Manufacturing	Computer-Aided Mechanical Engineering	Robotics Engineering
ME	4350	Thermal Energy Systems Design	3	REQUIRED					
ME	4400	Intro to Aerodynamics	3		REQUIRED				
ME	4410	Intro to Aircraft Design	3		REQUIRED				
ME	4140	HVAC Systems	3	Elective					
ME	4200	Fluid Dynamics	3	Elective					
ME	4330	Combustion Engine Systems	3	Elective					
ME	4360	Sustainable Energy Sources and System	3	Elective					
ME	4120	Gas Dynamics	3	Elective	Elective				
ME	4170	Turbomachinery	3	Elective	Elective				
ME	4290	Combustion and Aeropropulsion	3	Elective	Elective				
ME	4510	Exp Methods in Fluid Dynamics	3	Elective	Elective				
ME	4500	Computational Fluid Dynamics	3	Elective	Elective			Elective	
ME	4420	Aerospace Materials	3		Elective	Elective			
ME	4610	Fatigue and Fracture Mechanics	3		Elective	Elective			
ME	4150	Materials Selection and Design	3		Elective	Elective	Elective		
ME	4580	Finite Element Apps in Engineering	3		Elective		Elective	Elective	
NE	4380	Fundamentals of Nuclear Materials	3			Elective			
ME	4390	Advanced Mechanics of Materials	3			Elective			
ME	4660	Compliant Mechanism Design	3			Elective	Elective		
ME	4950	Mechanics in Design & Manufacturing	3			Elective	Elective		
ME	4100	Principles of Lean Manufacturing	3				Elective		
ME	4540	Assistive Tech for Physical Impairment	3				Elective		
ME	4900	Modeling, Sim., & Manuf. Capstone	3				Elective	Elective	
ME	40X1	Machine Shop Fundamentals I	1				Elective (take all 3)		
ME	40X2	Machine Shop Fundamentals II	1				Elective (take all 3)		
ME	40X3	Machine Shop Mentoring	1				Elective (take all 3)		
ME	4800	Programming for Engineers	3					Elective	
ENGR	4280	Numerical Methods	3					Elective	
ME	4640	Robotics: Kinematics & Kinetics	3						REQUIRED
ME	4590	Robotic Systems Engineering I	3						REQUIRED
ME	4810	Control Systems	3						Elective
CS	4540	Robotic Systems Engineering II	3						Elective
CS	4550	Machine Vision	3						Elective
CS	4700	Artificial Intelligence	3					Elective (choose 1)	Elective
CS	4720	Evolutionary Computation	3					Elective (choose 1)	Elective
CS	4750	Machine Learning	3					Elective (choose 1)	Elective
CS	4770	Python for Machine Learning	3					Elective (choose 1)	Elective
BE	4210	Image Processing & Computer Vision	3						Elective
BE	4410	Instrumentation and Controls	3						Elective

578: DISABILITY AND INCLUSIVE HUMAN SERVICES UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 105 Chair (pwscruggs@uidaho.edu)
2. 15 Curriculum Committee Chair (dpaul@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (none)
10. UCC (none)
11. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
12. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 04 Sep 2024 22:49:49 GMT
   Philip Scruggs (pwscruggs): Rollback to Initiator
2. Thu, 12 Sep 2024 21:25:28 GMT
   Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Mon, 23 Sep 2024 22:11:43 GMT
   David Paul (dpaul): Approved for 15 Curriculum Committee Chair
4. Mon, 23 Sep 2024 22:50:42 GMT
   Brooke Blevins (bblevins): Approved for 15 Dean
5. Tue, 24 Sep 2024 23:56:46 GMT
   Christine Slater (cslater): Approved for Assessment
6. Wed, 25 Sep 2024 22:26:14 GMT
   Nicole Remy (nremy): Approved for DLI
7. Thu, 24 Oct 2024 20:01:41 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Thu, 31 Oct 2024 16:45:46 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Mon, 04 Nov 2024 18:35:46 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 05 Nov 2024 18:01:02 GMT
    Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 12 Nov 2024 22:45:38 GMT
    Theodore Unzicker (tunzicker): Approved for UCC

New Program Proposal

Date Submitted: Thu, 12 Sep 2024 20:33:22 GMT

Viewing: 578 : Disability and Inclusive Human Services Undergraduate Academic Certificate

Last edit: Tue, 12 Nov 2024 21:45:33 GMT

Changes proposed by: Erik Luvaas

Faculty Contact

Faculty Name	Faculty Email
Erik Luvaas	eluvaas@uidaho.edu

Will this request have a fiscal impact of $250K or greater?

No

Academic Level
Undergraduate

College
Education, Health & Human Sci

Department/Unit:
Movement Sciences

Effective Catalog Year
2025-2026

Program Title
Disability and Inclusive Human Services Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits
12

CIP Code
30.2301 - Intercultural/Multicultural and Diversity Studies.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Discribe the financial impact
The academic certificate will draw from existing courses available in the
University of Idaho catalog.

Curriculum:

In collaboration with the Center on Disabilities in Human Development, this interdisciplinary certificate program, this interdisciplinary certificate program provides opportunities for students to develop knowledge, skills, and experiences relevant to providing inclusive human services for people with disabilities and other historically marginalized groups through classroom, online, and service-learning formats. Students interested in a variety of helping professions will benefit from the certificate and the community-based learning experiences offered.

All required coursework must be completed with a grade of C or better (O-10-a (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)).

Code	Title	Hours
Academic Exploration Component		**3**
SOC 2010	Introduction to Inequity and Justice	
Select 6 credits of upper-division electives from the following:		**6**
AOLL 5260	Instructional Design and Curriculum	
ANTH 4440/5440	Health, Illness, and Society	
EDSP 3000/5200	Educating for Exceptionalities	
EDSP 4300/5300	Assistive Technology and Universal Design for Learning for PreK-12	
EDSP 5190	Orientation to Autism Spectrum Disorder	
EDCI 4240	Universal Design in Learning	
HDFS 4100	Growing Old in a New Age	
IAD 4430	Universal Design	
PSYC 3110	Abnormal Psychology	
PSYC 4190	Adult Development and Aging	
PSYC 4220	Disorders of Childhood and Adolescence	
SOC 3720	Love and Liberation	
SOC 4430	Power, Politics, and Society	
Application Component		**3**
ESHS/RSTM 4240	Inclusive Physical Education and Recreation	
Total Hours		**12**

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
Learn and Integrate:
1. Students will be able to identify challenges and opportunities facing people with disabilities and other minority groups across dimensions of diversity for living, working, learning, and playing in their communities.

2. Students will be able to apply interdisciplinary approaches to addressing inclusion in specific human services professions.

Think and create:
3. Students will be able to design a community-based inclusive program or activity to address human services needs in their community.

Communicate:
4. Students will be able to communicate effectively about strengths-based approaches to inclusion of people with disabilities and other historically marginalized groups through oral, written, and visual formats.

Clarify purpose and perspective:
5. Students will be able to transform their understanding of self, relationships with others, and perspectives on diversity through exposure to and direct contact with people with disabilities and other intersectional identities.

Practice Citizenship:
6. Students will be able to critique current human services systems by contrasting historical treatment of people with disabilities and other historically marginalized groups with exposure to best practices for inclusion via service-learning experiences.

Note: The upper division emphasis electives list was compiled ensuring each course's alignment with at least one of the certificate's student learning outcomes.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Learning outcome measurement rubric scores will be collected annually from ESHS/RSTM 424 assignments aligned with certificate learning outcomes. Overall academic certificate completion rates will be tracked on an annual basis as an indirect measure of learning outcome achievement.

How will you ensure that the assessment findings will be used to improve the program?

Program learning outcomes assessment data will be collected annually and reported to academic certificate director for review.

What direct and indirect measures will be used to assess student learning?

Program learning outcomes will be measured by:
Direct measures:
1. Graded assignments in application component course (ESHS/MVSC 424) that align with program learning outcomes.
Indirect measures:
2. Completion of required coursework to fulfill the academic certificate.

When will assessment activities occur and at what frequency?

Program learning outcomes assessment data will be reviewed biannually (every two years) to ensure students are achieving stated learning outcomes.

Student Learning Outcomes

Learning Objectives

Learn and Integrate:
1. Students will be able to identify challenges and opportunities facing people with disabilities and other minority groups across dimensions of diversity for living, working, learning, and playing in their communities.
2. Students will be able to apply interdisciplinary approaches to addressing inclusion in specific human services professions.
Think and create:
3. Students will be able to design a community-based inclusive program or activity to address human services needs in their community.
Communicate:
4. Students will be able to communicate effectively about strengths-based approaches to inclusion of people with disabilities and other historically marginalized groups through oral, written, and visual formats.
Clarify purpose and perspective:
5. Students will be able to transform their understanding of self, relationships with others, and perspectives on diversity through exposure to and direct contact with people with disabilities and other intersectional identities.
Practice Citizenship:
6. Students will be able to critique current human services systems by contrasting historical treatment of people with disabilities and other historically marginalized groups with exposure to best practices for inclusion via service-learning experiences.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This proposed academic certificate formalizes student educational achievement on the topic of inclusive human services. The certificate culminates with an existing service-learning course, ESHS/RSTM 424 Inclusive Physical Education and Recreation, which utilizes disability in physical education and recreation sectors as the focal point for addressing the significant issues of access, inclusion, and interdisciplinary approaches to human service delivery for people with disabilities and other historically marginalized groups. This course is taught by Dr. Erik Luvaas for the Department of Movement Sciences.

Dr. Luvaas is Director of the Interdisciplinary Training Program at the Center on Disabilities and Human Development (CDHD) in the College of Education, Health and Human Sciences. CDHD projects serving people with disabilities and other community connections offer ample opportunities for the service learning component of the culminating course, ESHS/RSTM 424.

Reviewer Comments

Philip Scruggs (pwscruggs) (Wed, 04 Sep 2024 22:49:49 GMT): Rollback: Explore a name change to the certificate

Sande Schlueter (sandeschlueter) (Thu, 24 Oct 2024 19:59:05 GMT): Program Description: The Department of Movement Sciences in collaboration with the Center on Disabilities and Human Development at the University of Idaho offers an academic certificate

in Disability and Inclusive Human Services. The interdisciplinary certificate program provides opportunities for students to develop knowledge, skills, and experiences relevant to providing inclusive human services for people with disabilities and other historically marginalized groups through classroom, online, and service-learning formats. Students interested in a variety of helping professions will benefit from the certificate and the community-based learning experiences offered.

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 21:50:51 GMT): Updated courses to four digits and reformatted to standard catalog format

Key: 578

135: INTEGRATED ARCHITECTURE AND DESIGN (MS)

In Workflow

1. 234 Chair (rulaa@uidaho.edu)
2. 235 Chair (rulaa@uidaho.edu)
3. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
5. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (none)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
12. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
13. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
14. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
15. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
16. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 01 Oct 2024 23:50:32 GMT
   Rula Awwad-Rafferty (rulaa): Rollback to Initiator
2. Wed, 02 Oct 2024 16:27:28 GMT
   Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
3. Wed, 02 Oct 2024 16:28:28 GMT
   Rula Awwad-Rafferty (rulaa): Approved for 235 Chair
4. Wed, 02 Oct 2024 17:42:29 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
5. Thu, 10 Oct 2024 19:06:01 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
6. Thu, 10 Oct 2024 20:45:33 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Fri, 25 Oct 2024 16:15:39 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Mon, 28 Oct 2024 14:48:40 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Tue, 05 Nov 2024 17:49:31 GMT
   Sydney Beal-Coles (sbeal): Approved for Ready for UCC
10. Tue, 12 Nov 2024 21:43:30 GMT
    Theodore Unzicker (tunzicker): Approved for UCC
11. Thu, 14 Nov 2024 21:06:34 GMT
    Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar
12. Thu, 14 Nov 2024 21:30:28 GMT
    Christine Slater (cslater): Approved for Assessment

History

1. Apr 3, 2023 by Sydney Beal-Coles (sbeal)

Date Submitted: Wed, 02 Oct 2024 16:21:08 GMT

Viewing: 135 : Integrated Architecture and Design (MS)
Last approved: Mon, 03 Apr 2023 20:21:50 GMT
Last edit: Mon, 28 Oct 2024 20:51:11 GMT

Changes proposed by: Yumna Kurdi

Faculty Contact

Faculty Name	Faculty Email
Yumna Kurdi	ykurdi@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements
CIP code change

Description of Change

Move the degree program from the Department of Architecture to the Department of Design and Environments.
Architecture department chair approved this change as the Design and Environments.

Will this request have a fiscal impact of $250K or greater?

No

Academic Level

Graduate

College

Art & Architecture

Department/Unit:

Design and Environments

Effective Catalog Year

2025-2026

Program Title

Integrated Architecture and Design (MS)

Program Credits

30

CIP Code

11.0804 - Modeling, Virtual Environments and Simulation.

Curriculum:

Master of Science. Major in Integrated Architecture and Design.

The Master of Science offers a research program open to candidates who hold a non-professional degree in any design discipline and/or a professional degree in architecture or landscape architecture, or other degree holders who desire to embark on a career in consulting, research, and/or scholarship. The program is designed for independent study within one or more of the following areas of specialization:

- Virtual Technology and Design
- Architecture
- Interior Architecture & Design
- Environmental Design / Landscape Architecture
- Art & Design

Graduate students work closely with their major professor and graduate committee to develop a detailed program of study that borrows from disciplines within the College of Art and Architecture as well as studies with other programs throughout the university.

The Graduate School requires a completed application. Acceptance into the program is contingent on the Graduate Committee's review of the candidate's statement of intent describing the area of specialization in which the candidate will focus, three letters of recommendation, and a portfolio. The M.S. degree with a major in Integrated Architecture and Design requires the completion of 30 credits of course work in either a thesis or non-thesis (project-based) option.

Thesis option:

Code	Title	Hours
5000 Master's Research and Thesis in a CAA-related subject prefix		1-10
Advisor-Approved Research Method course that aligns with student study plan		3
CAA 5010	Integrated Multidisciplinary Process Seminar [1]	4
Students should take at least 18 credits at the 500 level (including 5000, CAA 5010 and Research Method credits) [2]		10-22

Students can take 4000-level courses		0-12
Students can take 3000-level courses, must be outside the major area		0-6

1   1 credit each term for 4 terms, total of 4 credits
2   Students must have at least 1 seminar in the CAA and at least one seminar from outside the college.
    Students can take 5000 credits beyond the minimum required 18 credits.
    In total, students should take at least 30 credits to graduate.

Non-thesis option:

Code	Title	Hours
5990 Master's Research and Thesis in a CAA-related subject prefix		1-5
Advisor-Approved Research Method course that aligns with student study plan		3
CAA 5010	Integrated Multidisciplinary Process Seminar [1]	4
Students should take at least 18 credits at the 5000-level (including 5990, CAA 5010 and Research Method credits) [2]		10-25
Students can take 4000-level courses		0-12
Students can take 3000-level courses, must be outside the major area		0-6

1   1 credit each term for 4 terms, total of 4 credits
2   Students must have at least 1 seminar in the CAA and at least one seminar from outside the college.
    Students can take 500 credits beyond the minimum required 18 credits.
    In total students should take at least 30 credits to graduate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?
No

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?
Boise
Moscow

Student Learning Outcomes

Have learning outcomes changed?
No

Learning Objectives
1. Students should demonstrate the ability to creatively combine and utilize established disciplinary concepts and modes of practice into a specialized area of architectural and/or other design practices while engaging current issues in the disciplines informing their thesis or project.
2. Students should demonstrate an ability to conceive and produce designed objects, spaces, or writings that are speculative and propositional that integrate and synthesize interdisciplinary information relating to specific specialization within the various design fields (including architecture) .
3. Students should exhibit the ability to work creatively and collaboratively across disciplines using appropriate research methods or design methodologies to clearly identify, address, and communicate the social, environmental, cultural, and economic challenges posed by designed objects and/or the natural and built environments.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

When the program was created, all programs were within the Department of the Whole (Art & Architecture); now that we have three departments, two of which have well-established graduate programs focused on professional education, this interdisciplinary degree can best fit within the Department of Design and Environments which is in itself an interdisciplinary (three program) department. There is a need for a graduate degree housed in this department, which enables our recruitment and retention of graduate students, providing visibility, reducing ambiguity about the difference of degrees, and affording other interdisciplinary engagements in research-focused graduate education.

Reviewer Comments

Rula Awwad-Rafferty (rulaa) (Tue, 01 Oct 2024 23:50:32 GMT): Rollback: Please see edits sent yesterday, and today same edits but prioritizing two

Sydney Beal-Coles (sbeal) (Mon, 28 Oct 2024 20:51:11 GMT): Clarified with Yumna that the 5000 and 5990 courses should be in a CAA-related subject prefix and adjusted the table accordingly

Key: 135