University of Idaho
Faculty Senate

2025 – 2026 Faculty Senate – ~~Pending Approval~~
Meeting # 15 **Approved 12/9/25**
Tuesday, December 2, 2025, 3:30 pm – 5:00 pm PST
Zoom only

Present: Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, Lawrence (provost, w/o vote), Long, Maas, McKenna, Murphy (chair), Ramirez, Remy, Rinker, Rivera, Roe, Sammarruca (faculty secretary, w/o vote), Shook, Strickland, Thorne, Tohaneanu, Vella, Victoravich
Absent: Miller

Call to Order
Chair Murphy called the meeting to order at 3:30 p.m.

Approval of Minutes (vote)
- The minutes of the 2025-2026 Faculty Senate Meeting #14 (November 18, 2025) were approved as circulated.

Chair's report
- The CETL Accessibility Advisory Board (mentioned before the break) still needs a senator to sit on that committee. This is a request from CETL director Margie Pinnell. Let Tim know if you are interested.
  A senator said they contacted Margie Pinnell directly to volunteer, but they haven't heard since then. The senator from CETL offered to communicate with Margie and resolve the confusion.
- Kim Salisbury was expected to come and talk about CEC. Unfortunately, she had a schedule change and wasn't able to come today. She will come in a couple of weeks to give the annual CEC talk. Today, we consider the CEC recommendations from the Faculty Compensation Committee.
- Security buttons (Kristin Haltinner). Senate leadership has been working with OIT and campus security to implement a system in which, for the Gen Ed classrooms that OIT manages, there will be a button on the podium for calling campus security in the event of an urgent but not emergent situation. The system is ready to be tested, and they would like as many instructors as possible to test the system, which is available in TLC 132. People can go ahead and stop by. Please volunteer, especially if you struggle with technology.

Provost's Report
- Commencement is Saturday, December 13th. Faculty are encouraged to attend and support our students. The two ceremonies are fairly short, as there are fewer graduates than in the spring. It's not a huge time commitment.
- Grades are due on **Tuesday, December 23rd at noon**, due to the way the calendar falls this year. The registrar staff will have to do many audits once every single grade is submitted, and those must be ready before the end of the year for several reasons, such as NCAA and financial aid. Please encourage people to get their grades in on time, to ensure that our registrar's staff will not have to work on the 24th and the 25th.
- Classes start again on January 14, 2026.

- Our last Moscow faculty gathering for this semester is on Dec. 16, hosted by the College of Science, in the Vandal Ballroom. Faculty Gathering RSVP: University of Idaho December Faculty Gathering – Fill out form
- If you are having trouble finding the final exam schedule, it is now on the intranet. Final exam schedule: https://vandalsuidaho.sharepoint.com/sites/InsideUI-Registrar/SitePages/finals.aspx

  Discussion

  There was a brief discussion on the academic calendar and a request for the link to it in FSH: Link to the calendar through 2027-28: https://content-hub.uidaho.edu/api/public/content/2f8a0a07acc24109b735cfd90b3132a2?v=c63c85f6 .The rest of the calendar is forthcoming.

  Tim received a request to move the second-to-last item, "CEC Recommendation," to be the first on the agenda. There were no objections to this change of order in the agenda – approved by consent.

Committee Voting Items and Reports

- CEC Recommendation – Brenda Bauges, Chair of the Faculty Compensation Committee. Brenda first noted that the committee felt strongly about prioritizing equity over merit. The percentages suggested in their letter indicate the value put by the committee on each item. To that end, the Faculty Compensation Committee (FCC) recommends that any general allocation of compensation funding not necessary for promotion and tenure (P&T) raises, be divided into three allocations: 1) 45% of funds focused on moving employees closer to target, to be accomplished in tiers; 2) another 45% of funds allocated "across the board," such that all employees would get the same percentage increase; 3) The final 10% of funds would be allocated for performance increases pursuant to the standards and procedures in FSH 3420. The committee noted that P&T raises haven't been modified since 2006. Adjusting for inflation means that the value of those rates has decreased by approximately 37%. This was a serious concern for FCC, because of its potential impact on our ability to attract and retain good faculty. The committee didn't have enough information or time to investigate thoroughly the many other miscellaneous considerations that go into this matter, but they wanted to share with senate that they are going to continue their investigations and look into additional considerations moving forward in the spring. At this time, only actual recommendations are listed in items 1. and 2. in the letter.

  Discussion

  There was a question about how FCC is collaborating with the Staff Compensation Committee in crafting their recommendations, since the letter refers to "employees." Brenda responded that the committee's charge was to present recommendations for faculty compensation. The terminology can be changed if it helps clarity.

  Tim checked in with the Staff Compensation Committee. They're working on their recommendations as well, but they weren't ready for this meeting. They'll be invited to a future meeting, possibly the same that Kim Salisbury will speak at. In this way, senators will have all the information before them.

  A senator asked whether there was any discussion in the committee about retroactive P&T raises and how that might look like, or if that's even possible. Brenda responded that they did

have those conversations as a committee. In fact, retroactive P&T salary increases is one of the items they will discuss in the spring.

Provost Lawrence suggested having a date on the FCC letter. Tim said that the date will be added to this voting item as a non-substantive change.

Following up on the previous question about P&T, a senator argued that changing the P&T raises at this time will lead to compression issues. The senator suggested changing the language in the FCC letter so that P&T raises are graduated, when the committee picks this up again in the spring. A second recommendation to FCC from this senator is to include a rationale in their letter. In terms of actual spending power, the average faculty member now is down about 13% from where the average faculty member was in 2018. Adding this kind of language shows the seriousness of the problem. People are struggling to afford housing in Moscow.

The next question addressed a concern about having two separate proposals from faculty and staff, particularly about CEC, which impacts all employees. If the Staff Compensation Committee comes forward with something that's vastly different, how can the Senate support both?
The provost agreed. It would be best to consider the staff's recommendations before approving anything. Last year, two differing recommendations came forward, but it didn't matter because the state gave us no latitude about how to use CEC but having two competing proposals would matter under different circumstances. A clearer message from the Senate would be helpful.

Kristin recalled that the whole purpose of creating two different committees was to meet the unique needs of staff and faculty in raises, which do not necessarily align. The money would be evenly distributed in value, but the distribution system would be different based on the individual needs of staff versus faculty. Retroactive larger raises to recently promoted folks, say, in the last few years, perhaps are best addressed with the provost and left out of policy.

Tim noted that in the past the same process for CEC distribution has been used for both faculty and staff. Both this year and last year, the committee raised the concern that this system doesn't necessarily make sense, given significant differences in the way job structures have been designed on the staff side. Therefore, it's quite possible for the Senate to approve both recommendations. It is valuable for these two respective committees to look at the issue from different angles and suggest that we should be doing them differently.

There was a request for clarification on the 45% - 45% - 10% distribution proposed in the FCC letter. Within that split, how is priority given to folks who are currently going up for P&T?
Brenda explained the reason as follows: We don't know at this time whether we get a bucket of money, or no money, or some money that we must spend in a prescribed way. So, the committee was thinking in terms of what they value, and where they should be paying attention to and invest money. So, for instance, say that we get a bucket of money and 50% of that is needed for promotion tenure, which goes in number 2. The rest of that money goes in number 1, with 45, 45, 10 allocation priorities. Those percentages are more like an indication of where the value should be, which is primarily on equity. Essentially, the committee is saying where the priorities should be and where we should be putting our focus and our value.

Another senator agrees that it is appropriate to make two separate recommendations. The employee classifications are different under state board policy, and, thus, it makes sense to

think of them differently, because they might have unique needs. That's impossible to do without looking at both recommendations. The vote should be postponed until we have a more complete picture, that is, after Kim Salisbury has provided additional information, and both recommendations are available.
Motion (Long, Barannyk): To postpone voting to a future meeting with Kim Salisbury, when we have the SCC recommendation.
Tim wondered whether there was time pressure.
The provost replied that, ideally, we would have the recommendations going into the legislative session, but, if we can get them by the end of January, it should be fine.
No more discussion.
Vote: 22/25 yes; 3/25 no. Motion carries.
Further discussion is postponed as specified in the motion.

- Fall Break Ad Hoc Committee Formation, Lyudmyla Barannyk, Dept. of Mathematics and Statistical Science.
  In our calendar, there is a long stretch between Labor Day at the beginning of September and Thanksgiving break, at the end of November. This long period without a break affects negatively student academic performance and mental health. Many universities have some kind of fall break. The proposal is to form a committee to investigate various options and gather information on how other institutions do it. An option could be a long weekend in October, say, Saturday through Tuesday or Friday through Monday, for people to just relax and reboot. We plan to send out a survey to assess the needs and contact other institutions in the state to get their feedback. We also plan to study literature that analyzes the effects of long semesters, and contact student associations, fraternities, and sororities to get their input. After that, we'll come up with proposed changes to the calendar that maintain the same number of instructional days. A possibility is to hold classes on the first two days of Thanksgiving week to allow for the four-day weekend in October.
  Lyudmyla displayed a list of people who agreed to serve, senator Xiao Hu, some people from the School of Music, Alexandra Teague and Leah Hampton from the Department of English, Ellen Kitten from History, Kevin Ferry from CDAR, and Juhi Kim from the College of Education.
  Motion (Hu, Kenyon) to form the Fall Break Ad Hoc Committee.
  <u>Discussion</u>
  A senator suggested involving the Registrar's Office, to which Lyudmyla responded that the committee intends to do so.
  Another senator recalled a fair amount of discussion at the Senate about working to ensure that our calendar matches the local school district's. They recommended giving careful consideration to potentially competing priorities.
  Vote: 18/26 yes; 8/26 no. Motion carries.

- UCC 598 American Indian Studies PhD, Philip Stevens, Dept. of Culture, Society, and Justice.
  This is the culmination of a large effort on the American Indian Studies program. It has support from various tribes. Currently it's a minor program, but now we have an impetus to create a PhD program.
  <u>Discussion</u>
  It was noted that several of these courses are not yet in the catalog. Are they contingent upon this program being created? Philip confirmed that those courses will be created when the program is accepted.

The program was praised as an important addition to the University of Idaho and its land-grant mission.
Vote: 26/26 yes. Motion passes.

- UCC 295 Sociology Minor, Kristin Haltinner, Dept. of Culture, Society, and Justice
  This is to add an online option for the minor. We have the staff capacity to run it. There will be no additional costs. We also added two courses to the minor that were previously approved but were not yet included in the curriculum.
  Vote: 26/26 yes. Motion passes.

- UCC 1 Accountancy (MACCT), Tracey Anderson, College of Business and Economics.
  Tracy did not receive an invitation and asked to postpone this item until a later date. Kristen would like to motion to postpone this item. Tim proposed to handle this change of the agenda by consent. There was some discussion about running into our deadline for submitting items to the state board. Kristin suggested considering this item and postponing it if there are problems. No issues were raised.
  Vote: 22/22 yes. Motion carries.

- UCC 141 International Studies Minor, Bill Smith, Director of the Martin Institute.
  Bill did not receive an invitation. Kristin spoke about the proposal. This is like the UCC 295 proposal for the sociology minor. They're adding an online option, as well as a couple of courses to their global theme courses.
  Vote: 24/24 yes. Motion passes.

- UCC 306 Philosophy Minor, Graham Hubbs, Dept. of Politics and Philosophy.
  This is to modify the Philosophy Minor by adding 3 credits to it. Rationale: we initiated a certificate that largely duplicated the credits required for the minor. So, to distinguish the two from one another and to make the minor more rigorous, we have added 3 more credits, bumping it up from an 18-credit minor to a 21-credit minor.
  Vote: 23/23 yes. Motion passes.

- UCC 362 Women's, Gender, and Sexuality Studies Minor, Alyson Roy, Dept. of History.
  Alyson did not receive an invitation. Kristin spoke about the proposal. The Women in Gender and Sexuality Studies minor had to drop the Women's Center internship from the curriculum because there's no Women's Center anymore.
  Vote: 24/24 yes. Motion passes.

- UCC 612 MS and MENGR in Industrial and Systems Engineering, Indrajit Charit, Dept. of Nuclear Engineering and Industrial Management.
  If approved, this will be the first program and only of its kind in Idaho. Two letters of support are included in the package, one from INL, the other from Micron, both big employers in the state. Presently, they are hiring people from outside of the state and, as they mention in the letters, they will hire our graduates in this area if we produce them.
  Discussion
  A senator had positive comments on the program. Preparing graduates for Micron and other companies would be very beneficial to our university.
  Vote: 23/23 yes. Motion carries.

- UCC 42 Biochemistry Minor, Tanya Miura, Dept. of Biological Sciences
  This request is to modify our biochemistry major, adding a biochemistry lab as a required course for the minor, and several elective choices. Rationale: We found that, with the present list of electives for this minor, students could take multiple unlimited credits of repeat credit courses, a seminar course and an undergrad research course, which are not specific to biochemistry, and earn a biochemistry minor without taking hardly any biochemistry courses. Moving the lab to the required list increased the credits from 19 to 21, which is more in line with our other minors.
  Vote: 22/23 yes; 1/23 no. Motion passes.

- UCC 599 Energy Literacy Undergraduate Academic Certificate, John Kumm, College of Engineering.
  John did not receive an invitation. This item will be considered and voted on, unless issues are raised. None were raised.
  Vote: 20/20 yes. Motion passes.

- UCC 605 Outdoor Recreation Leadership Certificate, Brian Fowler, Dept. of Movement Sciences.
  This is a new interdisciplinary certificate championed by Chris Sachowski from College of Natural Resources, and Brian Fowler from EHHS, the "Recreation, Support, and Tourism Management Program." The CNR side will provide curriculum on conservation and ecology, while the Recreation, Sport, and Tourism Management program will provide courses on outdoor skills as well as leadership. Together, these two components provide students from both programs, as well as around the university, with the skills they would need for outdoor recreation and guiding.
  Discussion
  A senator asked whether this certificate is part of the training necessary to become a park ranger. Brian responded that, although some of their students may want to go for that, especially those coming from the College of Natural Resources and the conservation side of things, this Outdoor Recreation Leadership Certificate is mostly addressed to students looking for backcountry guiding or river guiding.
  Vote: 24/24 yes. Motion passes.

- UCC 606 BS in Industrial and Systems Engineering, Indrajit Charit, Dept. of Nuclear Engineering and Industrial Management.
  This is the BS program related to the previously approved UCC 612.
  Discussion
  In response to a question, Indrajit clarified that the letters of support included with UCC 612 apply to the BS program as well.
  Vote: 22/22 yes. Motion passes.

New Concerns or Issues

- A senator recommended the use of consent agendas for items coming from committees.

Adjournment

The meeting was adjourned at 4:45 pm PST (5:45 pm MT).

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
Faculty Senate

University of Idaho
2025 – 2026 Faculty Senate Agenda

Meeting #15

Tuesday, December 2, 2025, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (VOTE)
- Minutes of the 2025-2026 Faculty Senate Meeting # 14 (November 18, 2025) **Attach. #1**

III. Chair's Report

IV. Provost's Report

V. Invited Guest Presentations
- None

VI. Committee Voting Items and Reports
- Fall Break Ad Hoc Committee Formation, Lyudmyla Barannyk, Dept. of Mathematics and Statistical Science. **Attach. #2**
- UCC 598 – American Indian Studies PhD, Philip Stevens, Dept. of Culture, Society, and Justice. **Attach. #3**
- UCC 295 – Sociology Minor, Kristin Haltinner, Dept. of Culture, Society, and Justice. **Attach. #4**
- UCC 1 – Accountancy (MACCT), Tracey Anderson, College of Business and Economics. **Attach. #5**
- UCC 141 – International Studies Minor, Bill Smith, Director of the Martin Institute. **Attach. #6**
- UCC 306 – Philosophy Minor, Graham Hubbs, Dept. of Politics and Philosophy. **Attach. #7**
- UCC 362 – Women's, Gender, and Sexuality Studies Minor, Alyson Roy, Dept. of History. **Attach. #8**
- UCC 612 – MS and MENGR in Industrial and Systems Engineering, Indrajit Charit, Dept. of Nuclear Engineering and Industrial Management. **Attach. #9**
- UCC 42 – Biochemistry Minor, Tanya Miura, Dept. of Biological Sciences. **Attach. #10**

- UCC 599 – Energy Literacy Undergraduate Academic Certificate, John Kumm, College of Engineering. **Attach. #11**
- UCC 605 – Outdoor Recreation Leadership Certificate, Brian Fowler, Dept. of Movement Sciences. **Attach. #12**
- CEC Recommendation – Brenda Bauges, Chair of Faculty Compensation Committee. **Attach. #13**
- UCC 606 – Industrial and Systems Engineering, Indrajit Charit, Dept. of Nuclear Engineering and Industrial Management. **Attach. #14**

VII. Other Policy Business
- None

VIII. Other Announcements and Communications

IX. New Concerns or Issues

X. Adjournment

Attachments

- **Attach. #1** Minutes of the 2025-2026 Faculty Senate Meeting #14 (November 18, 2025)
- **Attach. #2** Fall Break Ad Hoc Committee Formation Proposal
- **Attach. #3** American Indian Studies PhD
- **Attach. #4** Sociology Minor
- **Attach. #5** Accountancy (MACCT)
- **Attach. #6** International Studies Minor
- **Attach. #7** Philosophy Minor
- **Attach. #8** Women's, Gender, and Sexuality Studies Minor
- **Attach. #9** MS and MENGR in Industrial and Systems Engineering
- **Attach. #10** Biochemistry Minor
- **Attach. #11** Energy Literacy Undergraduate Academic Certificate
- **Attach. #12** Outdoor Recreation Leadership Certificate
- **Attach. #13** CEC Recommendation
- **Attach #14** Industrial and Systems Engineering

University of Idaho
Faculty Senate

2025 – 2026 Faculty Senate – Pending Approval
Meeting # 14
Tuesday, November 18, 2025, 3:30 pm – 5:00 pm PST
Zoom only

Present: Barannyk, Borrelli, Erickson, Hagen, Haltinner (vice chair), Harrison, Hu, Kenyon, Lawrence (provost, w/o vote), Maas, McKenna, Miller, Murphy (chair), Ramirez, Remy, Rinker, Roe, Sammarruca (faculty secretary, w/o vote), Shook, Strickland, Thorne, Tohaneanu, Vella, Victoravich
Absent: Rivera (excused), Long

Call to Order
Chair Murphy called the meeting to order at 3:30 p.m.

Approval of Minutes (vote)

- The minutes of the 2025-2026 Faculty Senate Meeting #13 (November 11, 2025) were approved as circulated.

Old Business

- FSH 3515 Periodic Performance Review (PPR) of Tenured Faculty – Faculty Affairs Committee (vote)
  Tim Murphy shared the latest draft with redlined changes as from input received since the previous Senate meeting and asked for a motion to approve the draft so that the debate on those edits can start. So moved (Shook, Barannyk).
  Debate
  Tim pointed to Section **D-3** and reported that GC had concerns that the language "presumption of satisfactory performance" (if the faculty has received at least four out of five satisfactory annual reviews) may create a compliance risk. They suggested instead "rebuttable presumption." A senator emphasized the importance of stating in policy that a cumbersome process is fiscally irresponsible. The provost inquired about the rebuttable presumption language, as the new state board (SB) policy IIG requires an actual review for accountability. Some shared that concern; others responded that a review would still happen, and that the presumption can be over-ridden by sufficient evidence to support a contrary determination, to be justified in the unit administrator report. The debate continued on the value of annual evaluations as an opportunity to improve. If it doesn't serve that purpose, the annual evaluation process doesn't function and should be fixed, instead of introducing another process. On the other hand, it was argued that PPR is not the same as, or parallel to annual evaluations, because PPR covers a longer period. This point will be revisited later.
  E-1.a.1. Composition. The discussion focused on the case where there aren't enough tenured faculty of equal or higher rank to serve on the committee, which is likely to be the case in small departments. The provost suggested replicating language from FSH 3500.
  Motion (Maas, Barannyk) to amend E-1. a.1 so that the second line reads *"…unit. In cases considering the review of full professors, the committee shall include at least one full professor*"
  Vote: 21/23 yes; 2/23 no. Motion carries.

There was additional discussion on committee members outside the unit. The SB policy seems to restrict the composition to members of the unit. On the other hand, going outside the unit may be consistent with SB language, since a unit can be a college. Some wondered whether including committee members from outside the department is fair to the reviewee, as those members may not be acquainted with the reviewee's work. Others argued that limiting the committee to the department may make it impossible to form a committee.

Motion (Maas, Vella) to amend E-1.a.1 as "*…then faculty outside the unit, but within a closely related unit, may serve*…"

Vote: 21/22 yes; 1/22 no. Motion carries.

Back to **D-3**. Motion (Haltinner, Barannyk) to amend D-3 as: *The basic standard for appraisal regarding the periodic performance review of tenured faculty shall be whether a reviewee satisfactorily performs the duties outlined in their position description*. To ensure operational efficiency and fiscal responsibility*, for faculty members who receive at least four satisfactory determinations on their annual evaluation during the relevant PPR period there is a rebuttable presumption that the faculty member will receive a finding of "satisfactory performance" under section E-9.a, unless there is clear and convincing evidence that a contrary determination is appropriate. Should a contrary determination be deemed appropriate, the unit administrator's report under Section E-6.b must explain why the reasons justifying that contrary determination were not addressed during the relevant annual evaluations. This consistent determination reduces redundancy*…."]

(Note: "*at least*" was not in the version approved last Tuesday.)

Some felt that cost saving matters do not belong in this policy – consistent determination of satisfactory performance should speak for itself, regardless of cost saving. There was additional discussion about the "rebuttable presumption" already approved by GC. Will SB think that we are not having a review in cases of consistent determination of satisfactory performance? It was clarified that a review takes place in all cases.

Motion (Vella, Ramirez) to amend the previous motion. Delete "*This consistent determination reduces redundancy, limits administrative costs, and ultimately results in cost savings for students and the public.*"

Vote: 15/22 yes; 7/22 no. Motion carries.

Back to the Haltinner-Barannyk motion.

Vote: 19/22 yes; 3/22 no. Motion carries.

There was concern about **E-1.a.2 Nominations**. The way it is written allows the reviewee to select their committee. They should be able to veto one person. Tim said that this language was already approved at the last meeting. A motion to reopen approved by a 2/3 majority is needed. We will revisit this point later.

E-1.c. Faculty with administrative appointments. Some senators expressed disagreement with the proposed version. The vice provost said that the SB language in policy IIG is clear about the threshold of an administrative appointment that would put PPR on pause for a while. A senator added that the policy does not exempt administrators. Some reported that their constituents feel strongly about PPR for every tenured faculty, including administrators. It's a big morale issue. Others felt that faculty who are 100% administrators should be reviewed through a different process; or they should be reviewed within PPR based on their current PD. Some members of FAC argued that PPR is unit-driven, and administrators have a relationship to the unit that is their academic home. So, PPR is an opportunity for deans to increase, strengthen, and reflect on that relationship as an administrator. Dean Victoravich agrees that administrators should be reviewed, but not through the standard PPR. They serve at the pleasure of higher-level administrators and have no teaching/research obligations.

Motion (Shook, Vella) to remove the entire section E-1.c and the language that was added in E-1.b.
The provost provided some history. The university used to have a policy for reviewing administrators every 5 years, which was voted out by faculty senate about 6 years ago. If section E-1.c is removed, it could always be added later, if a better review process is identified to address Dean Victoravich's concerns.
Vote: 17/22 yes; 5/22 no. Motion passes.
E-2.a. Materials submitted by reviewee. The debate focused on the merit of striking the self-evaluation requirements. Some senators argued that it can be useful, especially if some of the annual reviews are not satisfactory and want to keep it. Others thought it's an additional burden on the reviewee and should not be required – the five-year record is the foundation for the evaluation.
Motion (Borrelli, Tohaneanu) to keep the self-evaluation requirement.
There was additional discussion. Some senators felt strongly about having the opportunity to describe how their career has evolved over the years.
Vote: 18/22 yes; 4/22 no. Motion passes.
There was a proposal to replace "shall submit" with "may submit." But, with that replacement, other items become optional as well. This point will be revisited later.
E-5.a and E-6. The added language on the financial reward came from multiple sources. The provost recommended removing any salary talk, which is covered in FSH 3420. If a salary raise after successful PPR is a priority, it should be given to the newly formed Faculty Salary Committee to work on. Some senators would prefer to keep some language about a one-time reward. Others argued that, although it made sense when the deans proposed it last week, the proposed language in the policy is not the best way to address the faculty's salary situation. A senator would like to see some initiative at the dean level regarding salary raises after successful PPR.
Motion (Shook, Maas) to strike the added language in E-5.a. and E-6. Some more discussion on the pros and cons followed.
Vote: 18/22 yes; 4/22 no. Motion passes.
E-6.c and E-8.b. This change was designed to be a rearrangement so that all of the unit administrators' actions are under E-6, while E-8 ends up addressing just the higher-level reviews. There were no concerns.
E-9.c. The proposed change was to remove the rigid 20 business days cadence throughout and instead have a firm end date of May 15th. Justification: a firm end date is simpler than a defined cadence at every step. This change came from the provost's office, to simplify the process and add flexibility. There were no concerns.
E-11. This was suggested by GC because there was an inconsistency in the language. Section E-11 talks of "delay," but everywhere else the word is "extension." It's a simple wording change, not intended to be substantive. No concerns were raised.

At this point, there is a motion on the table to accept all the edits made today.
Further discussion:
A senator asked to revisit the section addressing the number of faculty members who can be excluded upon request from the reviewee. As written, the provision is too open. It should be possible to exclude more than one person, but there should be a limit. The senator proposed a limit of 3 (or some other reasonable number) faculty members.

Tim asked the senator to hold the motion until after the assembly had voted on the whole package of edits. This matter was already voted on last week and can be reopened with a vote and a 2/3 majority.
There is still the matter of the language in E-2.a regarding self-evaluation.
Motion (Rinker, Shook) to take out the introductory part that says, "*The reviewee shall provide the following materials to the committee chair*" and then "1. *Mandatory:* ….. " and on the next line "2. Optional: …" There was no more discussion.
Vote: 20/20 yes. Motion carries.

Back to the motion to accept all edits in the document.
Vote: 20 yes; 1 no. Motion carries.

Now, back to the original main motion, namely, the seconded motion from the Faculty Affairs Committee to adopt FSH 3515 Periodic Performance Review of Tenured Faculty policy.
Further discussion:
Motion (Maas, Barannyk) to reopen the debate on the number of people that can be excluded from the committee.
Vote: 16/21 yes; 5/21 no. Motion to reopen passes.
Motion (Maas, Vella) to add "The reviewee may also submit <u>up to three names</u> of faculty members who shall be excluded…"
Discussion:
Motion (Barannyk, Strickland) to amend the motion above as "…may submit the name of one faculty member and additional faculty members who shall be excluded with a justification"
Discussion:
A senator agreed that it's important to be able to exclude more than one. Several senators spoke against the motion. Some units have conflicts and a toxic climate. No justification should be necessary to exclude more than one faculty member.
Vote: 5/19 yes; 14/19 no. Motion fails.
Back to the (Maas, Vella) motion.
Vote: 17/21 yes; 4/21 no. Motion passes.

Back to the overarching policy motion.
Further discussion:
The provost expressed concern about the last sentence in E-9 "*The provost ….final determination...*" Any of the three outcomes are possible, but, in number one, it says "*In the event of an unsatisfactory PPR, the unit administrator must submit a proposal for a performance plan….*," which means that a performance plan is absolutely required if PPR is unsatisfactory. Shouldn't it say "*…<u>may</u> submit a proposal for a performance plan*…" since the outcome could be any of the three options?
Tim explained that the final sentence was put in by FAC to ensure the existence of a final administrative decision that could be appealed under FSH 3840. Other senators added that the performance plan is supposed to happen regardless, and then the other decisions are made when that information is provided. The potential confusion is probably due to a structural issue in E-9. The provost suggested that, if the intent is to have a performance plan no matter what, the last sentence could be fixed to better capture what's intended by "*The provost shall make the final administrative determination.*" It would be a determination of the outcome of the review. The chair of FAC confirmed that the above was the committee's intent. It basically says

that the provost has the final call on whether it's option one, two or three, but those are the only options.

Senators acknowledged that there are still some aspects of the policy which may need some improvement or more clarity, but those revisions can be done at a later time. In the interest of having a policy ready for the next UFM, senators closed the debate.
Vote on the entire policy: 19/20 yes, 1/20 no. Motion passes.

Committee Voting Items and Reports

- UCC 165 Proposal to establish an Office of Institutional Effectiveness – Gwen Gorzelsky, Vice Provost for Academic Initiatives
  The U of I had an Office of Institutional Effectiveness prior to 2020. Around that time the person who led that office left and the position was not refilled. We have realized in the past couple of years that it would be preferable to reinstitute that office, and a little over a year ago, Dr. David Ma was hired as the Executive Director for Institutional Effectiveness, with both Institutional Research and Assessment reporting to him. The purpose is to eliminate organizational ambiguities, improve efficiency, and better support the university's strategic planning. There are no added costs and no change in the university expenses.
  Discussion
  A senator asked whether this restructuring opens the door to growing another office, or it is just about clarifying the organizational chart. Gwen responded that there are no changes in personnel or budget.
  Vote: 17/19 yes; 2/19 no. Motion passes.

Chair's Report

- The second UFM of the 2025-26 AY will be on December 3, 2:30pm – 4:00pm (PST).
- Margie Pinnell, director of CETL, would like a senator to join the Accessibility Advisory Board they are putting together starting this semester. Anyone interested in volunteering should let Tim know.

Provost's Report

- There are still many courses for which textbooks have not been requested. Please request your textbooks as soon as possible.

Adjournment

Motion to adjourn (Strickland, Maas). The meeting was adjourned at 5:37 pm PST (6:37 pm MT).

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

Proposal to Create an Ad Hoc Committee on the Possible Introduction of a Two-Day Fall Break in October

Currently, the university does not have any breaks between Labor Day (early September) and Thanksgiving break (late November). Such a long period without a break negatively affects students' academic performance and mental health. It is also challenging for faculty to teach continuously without any pause. Introducing a two-day break—such as Monday and Tuesday of the second week of October—would give both students and faculty an opportunity to rest and reset.

The committee plans to take the following steps:

- Collect information on how other institutions in and outside Idaho handle Fall break.
- Design and conduct a survey for students, faculty, and staff to assess the need for a short break in October.
- Contact Cory Voss at CDAR (Center for Disability Access & Resources) to analyze how students taking tests and quizzes at CDAR perform during the Fall vs. Spring semesters.
- Contact Keith Hansen at the Counseling and Mental Health Center to gather their feedback.
- Contact Blaine T. Eckles to obtain statistics on VandalCare reports.
- Contact Emily Tuschhoff from Vandal Health Education to discuss the need for a mid-semester break.
- Contact ASUI (Associated Students of the University of Idaho) leadership to receive their feedback on the need for a short October break.
- Contact at least some fraternities and sororities to get their opinion.
- Prepare potential Fall break recommendations and present them to the Faculty Senate.

The following people agreed to serve on the committee:

Lyudmyla Barannyk	Senator, Department of Mathematics and Statistical Science, College of Science	barannyk@uidaho.edu
Eneida Larti	Assistant Professor of Piano, College of Letters, Arts and Social Sciences, Lionel Hampton School of Music	larti@uidaho.edu
Xiao Hu	Senator, Acting Associate Dean, Associate Professor, College of Art and Architecture	xiaoh@uidaho.edu

Alexandra Teague	English Department Chair Professor of English (Creative Writing)	ateague@uidaho.edu
Ellen Kittell	Professor, Department of History	kittell@uidaho.edu
Kevin Ferry	Pitman Testing Center, CDAR representative	cdar-testing@uidaho.edu
Leah Hampton	Assistant Professor (Creative Writing) Department of English	lhampton@uidaho.edu
Juhee Kim	Leadership & Counseling	juheekim@uidaho.edu

Attach. #3

In Workflow

1. **032 Chair**
2. **CLASS Review**
3. **18 Curriculum Committee Chair**
4. **18 Dean**
5. **Assessment**
6. **DLI**
7. **Financial Aid**
8. **Provost Q 1**
9. **Degree Audit Review**
10. **Graduate Council Chair**
11. **Registrar's Office**
12. **Ready for UCC**
13. **UCC**
14. **Faculty Senate Chair**
15. Provost Q 2
16. State Approval
17. NWCCU
18. Catalog Update

Approval Path

1. Wed, 07 May 2025 20:11:00 GMT
   Philip Stevens (pstevens): Approved for 032 Chair
2. Thu, 08 May 2025 23:28:03 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 09 May 2025 00:24:11 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Fri, 09 May 2025 16:30:42 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 09 May 2025 17:20:46 GMT
   Christine Slater (cslater): Approved for Assessment
6. Fri, 05 Sep 2025 18:45:52 GMT
   Nicole Remy (nremy): Approved for DLI
7. Tue, 23 Sep 2025 21:51:30 GMT
   Theodore Unzicker (tunzicker): Approved for Financial Aid
8. Tue, 21 Oct 2025 18:21:37 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Wed, 22 Oct 2025 21:44:12 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Wed, 22 Oct 2025 22:19:41 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair

11. Wed, 22 Oct 2025 22:28:36 GMT
    Theodore Unzicker (tunzicker): Rollback to Graduate Council Chair for Registrar's Office
12. Fri, 24 Oct 2025 22:26:21 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Wed, 29 Oct 2025 16:15:12 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Wed, 29 Oct 2025 18:31:38 GMT
    Anna Hall (annahall): Approved for Ready for UCC
15. Tue, 04 Nov 2025 22:24:47 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Wed, 07 May 2025 20:10:02 GMT

Viewing: 598 : American Indian Studies PhD

Last edit: Tue, 04 Nov 2025 22:17:07 GMT

Changes proposed by: Philip Stevens

Faculty Contact

Faculty Name	Faculty Email
Philip Stevens	pstevens@uidaho.edu

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

No

Academic Level
Graduate

College
Letters Arts & Social Sciences

Department/Unit:
American Indian Studies

Effective Catalog Year
2026-2027

Program Title
American Indian Studies PhD

Degree Type
Major

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
78

Attach Program Change
American Indian Studies PhD SBOE Proposal.pdf
Budget-Proposal-Form AIST PhD.xlsx

CIP Code
05.0202 - American Indian/Native American Studies.

Emphasis/Option CIP Code(s)

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional 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.

Describe the financial impact

Curriculum:

Course List

Code	Title	Hours
AIST 5111	Course AIST 5111 Not Found (Foundations of American Indian Studies)	3
AIST 6000	Course AIST 6000 Not Found (Doctoral Research and Dissertation)	1-45
AIST 6020	Course AIST 6020 Not Found (Directed Study)	1-16
AIST 6040	Course AIST 6040 Not Found (Special Topics)	1-16
AIST 6110	Course AIST 6110 Not Found (Doctoral Seminar I)	1
AIST 6120	Course AIST 6120 Not Found (Doctoral Seminar II)	1
AIST 6140	Course AIST 6140 Not Found (Doctoral Seminar)	3
ANTH 5220	Contemporary Pacific Northwest Indians	3
ANTH 5450	Indigenous Ways of Knowing	3
ANTH 5570	Tribal Sovereignty and Federal Policy	3
ANTH 5800	Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures	1
ANTH 5810	Land Education Seminar: Theory into Practice	2
CRIM 5110	Data Analysis in Criminology	3
EDCI 5460	Language, Culture, and Power in Education	3
EDCI 5470	Indigenous Pedagogies	3
ED 5910	Indigenous and Decolonizing Research Methods	3
ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	3
HIST 5030	Workshop ((IN)Digitalizing History)	3
NRS 5840	Indigenous Land/Water Relations and Governance	3
Cognate Credits		1-15
Total Hours		45-133

Credits to total a minimum of 78 for this degree.

Catalog Program Description:

American Indian Studies PhD builds advanced knowledge and understanding of the languages, cultures, and sovereignty of American Indians/Alaska Natives, and builds capacity among researchers, which honors our ancestors and their wisdom. The doctoral study maintains productive scholarship, teaching, research, and community development; and provides unique opportunities for students and scholars to explore issues from American Indian perspectives which place the land, its history and the people at the center. Course work builds on Indian self-determination, self-governance, and strong leadership as defined by Indian Nations, Tribes, and communities, all of which originated from the enduring beliefs and philosophies of our ancestors

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?

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

- Develop insightful consideration of varied Native American social, cultural, and political perspectives, including contemporary community priorities, and examine their benefit for broader society
- Examine the complex interrelationships between concepts of sovereignty, self-determination and indigenousness alongside American Indian histories and the distinct American Indian colonial experiences

- Apply theoretical and methodological skills in selected area(s) of American Indian studies research
- Acquire robust written and oral communication skills to disseminate scholarly information to Tribal, community-based, and academic audiences
- Contribute to the betterment of local and global human, environmental, and planetary health and wellbeing through the application of Indigenous ontologies, axiologies, and epistemologies
- Design principal ideas, models, techniques or methods in American Indian studies in carrying out a dissertation or publication

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.

The students will be assessed based on course pass rate. Graduate students will need to pass a comprehensive exam prior to development of dissertation proposal. The comprehensive exam will be developed by all members of the student's dissertation committee. Members of the student's dissertation committee should be from at least two different academic departments. The student will need to successfully propose, conduct, complete and defend of the dissertation project.

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

The graduate faculty from all actively participating departments for the program will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.

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

Direct measures will be the retention and pass rates for exams and dissertation
The indirect measures will be gathered from student survey and focus groups on a annual basis.

When will assessment activities occur and at what frequency?

Assessments will be annually and within cycle of university process.

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 are proposing a Philosophiae Doctor (PhD.) program in American Indian Studies at the University of Idaho. The Ph.D. program will build off the American Indian Studies minor program (housed in the department of Culture, Society, and Justice), and the Certificate in Indigenous Research and Education (CIRE) graduate certificate (house in the College of Letters, Arts and Social Sciences, in collaboration with the College of Education, Health and Human Sciences, and the College of Natural Resources). The PhD. Program in American Indian Studies will be modeled off the success of the Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) program. CIRCLES is a National Science Foundation funded initiative that currently supports 12 graduate students in a multi-disciplinary graduate program of study centered on the American Indian theories and philosophies of knowledge to address problems in the sciences, social sciences, and humanities.

American Indian Studies PhD will build advanced knowledge and understanding of the languages, cultures, and sovereignty of American Indians/Alaska Natives, and build capacity among researcher which honors our ancestors and their wisdom. This new line of doctoral study will maintain productive scholarship, teaching, research, and community development; and provide unique opportunities for students and scholars to explore issues from American Indian perspectives which place the land, its history and the people at the center. Course work will build on Indian self-determination, self-governance, and strong leadership as defined by Indian Nations, Tribes, and communities, all of which originated from the enduring beliefs and philosophies of our ancestors.

Supporting Documents
CDA DOE LOS AIST PHD.pdf
PHD curriculum.docx

Reviewer Comments
Theodore Unzicker (tunzicker) (Wed, 22 Oct 2025 22:28:36 GMT): Rollback: Per request from Stephanie Thomas.
Stephanie Thomas (slthomas) (Fri, 24 Oct 2025 22:25:47 GMT): The course list appears to be an automated counter. The degree must be a minimum of 78 credits.
Anna Hall (annahall) (Tue, 04 Nov 2025 22:14:56 GMT): Updated "researcher" in catalog description to plural form "researchers" per UCC.
Anna Hall (annahall) (Tue, 04 Nov 2025 22:17:07 GMT): Removed periods from program name.

Key: 598

Coeur d'Alene Tribe
Department of Education
850 A Street
P.O. Box 408
Plummer, Idaho 83851
208.686.1800 Fax 208.686.5804

April 30, 2026

Dear Dr. Philip Stevens,

With great excitement and anticipation, the Coeur d'Alene Nation encourages and endorses the proposed PhD program at the University of Idaho. We believe this program will be beneficial for tribal nations both intellectually and economically.

Intellectually, this program will provide an interdisciplinary understanding of our history, culture, politics, and legal issues, which contributing to the overall development and well-being of both our tribal nation and the US. Ph.D. graduates will be better prepared to find employment within the tribe in various roles, such as community outreach managers, tribal government officials, cultural resource specialists, lawyers and judges, and natural resource managers. Also, the intercultural communication skills gained through this program can be invaluable in working with diverse communities and addressing the complex issues that often arise when tribes work in collaboration with people outside of their tribal nation. This is an important step to increasing the comfort and ability of tribal members to be heard and recognized as intellectual peers, thus assuring them a place at the table.

Economically, the opportunity for affordable and culturally relevant education will increase the number of both qualified tribal and non-tribal members entering the workforce, effectively boosting the local economy and providing more opportunities for tribal members. In addition, the opportunity to complete their American Indian Studies Ph.D. online increases the ability of tribal members to participate and succeed without leaving their home community. As studies on Native American higher education have shown, the likelihood of success increases when students have the security and encouragement of their community, and being at home eliminates the additional cost of travel and/or housing.

American Indian Studies is a legitimate academic discipline that offers a rigorous and comprehensive interdisciplinary study of Indigenous peoples, cultures, and histories. For all of the reasons listed, it is with hope and eagerness that the Coeur d'Alene Nation endorses the proposed interdisciplinary American Indian Studies PhD program.

Sincerely,

Christine Meyer, PhD
Director of Education
Coeur d'Alene Tribe of Idaho

AIST PH.D proposed curriculum

Doctoral Core Courses (18)			
Course #	**Course Title**	**Crs**	**Schedule**
AIST 5111	Foundations of American Indian Studies	3	Fall
AIST/ANTH 545	Indigenous Ways of Knowing	3	Fall
AIST/ANTH 557	Tribal Sovereignty and Federal Policy	3	Spring
AIST/ANTH 522	Contemporary Pacific Northwest Indians	3	Fall
AIST/EDCI 546	Language, Culture, and Power in Education	3	Spring
AIST/EDCI 547	Indigenous Pedagogies	3	Spring
Research Methods Courses (9)			
Course #	**Course Title**	**Crs**	**Schedule**
AIST/ED 5910	Indigenous and Decolonizing Research Methods	3	
AIST/ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	3	Spring
CRIM 5110	Data Analysis in Criminology	3	Fall
Cognate Credits (1-15) Cognate credits are often transferred from a master's degree			
Course #	**Course Title**	**Crs**	**Schedule**
Immersion Experience Courses (6)			
Course #	**Course Title**	**Crs**	**Schedule**
AIST/ANTH 5800	Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures	1	Fall
AIST/ANTH 5810	Land Education Seminar: Theory into Practice	2	Spring
NRS 5840	Indigenous Land/Water Relations and Governance	3	Spring
Dissertation Courses (18 Credits)			
Course #	**Course Title**	**Crs**	**Schedule**
AIST 6110	Doctoral Seminar I	1	
AIST 6120	Doctoral Seminar II	1	
AIST 6140	Doctoral Seminar	3	
AIST 6000	Doctoral Research and Dissertation	1-13	

a. **AIST 504a Foundations of American Indian Studies (3credits)**
b. **AIST 602 (s) Directed Study (1-16 credits)**
c. **AIST 604 (s) Special Topics (1-16 credits)**
d. **AIST 611 Doctoral Seminar I (1 credit)**
    i. **This seminar is intended to help facilitate a community among doctoral students and build an understanding of the processes and strategies necessary for success in the doctoral program. (Fall only) Prereqs: Enrollment in a doctoral program**
e. **AIST 612 Doctoral Seminar II (1 credit)**
    i. **The seminar is intended for those doctoral students who have completed all or most of their course work. The seminar will focus on preparation for the preliminary examination and advancement to candidacy. Preparation of the dissertation proposal will also be covered. (Spring only) Prereqs: Enrollment in a doctoral program**
f. **AIST 614 Doctoral Seminar (3 credits)**
    i. **The purpose of this course is to engage early to mid-program doctoral students in the fundamentals of doctoral study for their chosen degree. This includes developing an understanding of higher education/academia and industry, the organization and expectations of doctoral programs, and the exploration of the roles of teaching, research, and service. The course is intended to help students to develop collegial relationships with peers and mentors as well as to help students to adjust to their identity as members of the academic community. Prereqs: Enrollment in a doctoral program**

g. **CRIM 511 Data Analysis in Criminology (3 credits)**
    i. **This course covers research design, data collection, and data analysis using a hands-on approach. The course considers general themes such as the logic of inquiry and the appropriateness of methodological approaches, as well as more specific topics such as quantitative data sourcing, sampling, and measurement. It provides students with the opportunity to learn and apply different quantitative tools for social science research, including descriptive statistics, bivariate analysis, and multivariate inference. Typically Offered: Fall.**
h. **AIST/ANTH 545 Indigenous Ways of Knowing (3 credits)**
    i. **Cross-listed with AIST 445The course is intended as an introduction to issues of cultural, racial, ethnic and linguistic diversity that arise in American school and society. In particular we will be looking at indigenous epistemological comparison with Western educational models. The central question for the course will be: Why is educational attainment different for different groups in society, and how does that difference relate to social stratification characteristics of the larger society? We will also try to answer other questions: What is the impact of cultural and linguistic diversity on the various**

institutions of society, including family, schools, and the economic system? What policies and programs have been developed in the US and other societies to deal with cultural diversities? These and other questions will be the basis for our reading and discussions Typically Offered: Fall.

i. **AIST/ANTH 557 Tribal Sovereignty and Federal Policy (3 credits)**
    i. **Joint-listed with AIST 453, ANTH 457 This course provides an in-depth understanding of how colonial and Federal Indian Policies have impacted the lives of Tribes and their surrounding communities. Through a survey of the changing eras of policy (conquest, preRevolutionary approaches, the Marshall Trilogy, the Treaty Era, Allotment and Termination, and Self-Determination), students will learn about the forces that have shaped tribal communities, and a deeper appreciation for tribes' efforts to restore and exercise their sovereignty. Tribal Sovereignty as it applies to land management, natural resources and community development will be a focal area. Typically Offered: Spring.**
j. **AIST/ANTH 580 Tribal Nation-Building Seminar: Institution Building and Transforming University Cultures (1 credit)**
    i. **This seminar orients students to issues of equity and collaboration in Institution-Building and Tribal-University interactions. Issues of power relations, ontological and epistemic congruencies/incongruencies, and Native Nation building are explored as an orientation in institutional transformation. Typically Offered: Fall (Odd Years). Coreqs: ANTH 581 Cooperative: open to WSU degree-seeking students**
k. **AIST/ANTH 581 Land Education Seminar: Theory into Practice (2 credits)**
    i. **This course engages the cross-disciplinary examination of Indigenous knowledge transfer and processes of learning in relationship with land/landscapes. Critique of anthropocentric knowledge systems and exploration of knowing inclusive of ecosystems and other-than-human beings are examined for implication on assessing complex social and environmental problems. Cross-cultural voices and examples of teaching and learning inclusive of land and landscapes are highlighted from Americas and around the globe. This seminar includes a 2-day immersive experience in the field led by Indigenous and allied multi-disciplinary researchers and educators. Typically Offered: Fall (Odd Years) and Varies. Coreqs: ANTH 580 Cooperative: open to WSU degree-seeking students**
l. **ANTH 522 Contemporary Pacific Northwest Indians (3 credits)**
    i. **This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e. g. , in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions,**

in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome. ANTH 422 is cooperative: open to WSU degree-seeking students. Cooperative: open to WSU degree-seeking students.

m.

n. AIST/EDCI 546 Language, Culture, and Power in Education (3 credits)

i. Examines language use within a broader sociocultural and political context, with a particular focus on the ways that language policies, language ideologies, and power issues permeate school structures and teaching practices. We will study contemporary theoretical and ethnographic approaches to the comparative study of language in its cultural context. We will interrogate "mismatch" hypothesis, which sought to explain schools' role in social reproduction as a result of incongruence in linguistic and cultural styles, in light of more contemporary studies of language, power, and the intersection of language and social process. Further, in order to understand current educational contexts and theories relevant to teaching linguistically and culturally minoritized students in U. S. public schools, we will look closely at the language resources of racially, socially, and culturally minoritized populations, specifically Latinx, African American, Native American communities in the U. S. Typically Offered: Summer.

o. AIST/EDCI 547 Indigenous Pedagogies (3 credits)

i. Introduction to Indigenous epistemologies and pedagogies for the preparation of teachers who contribute to the communal, familial and cultural vitality of Indigenous children and their families. Develops understanding of Indigenous ways of knowing and explores how Indigenous ways of knowing can inform, shape, and transform school learning. Relevant research and practitioner examples will form the basis of examining the potential and tensions for Indigenous pedagogies in schooling. The variety of vantage points presented in the readings through which Indigenous pedagogies invites the nuanced exploration of how Indigenous pedagogies are situated, and negotiated in different content areas, places/spaces, and community/school settings. Typically Offered: Summer.

p. AIST/ED 591 Indigenous and Decolonizing Research Methods (3 credits)

i. In this course, students will explore the historic and current discourse in Indigenous and Decolonizing Research. From an interdisciplinary perspective, students will analyze knowledge production through histories of Indigenous persistence and resistance to colonial power. Course content will expose students to methodologies grounded in the lived experiences and histories of individuals and communities marginalized by the colonial legacy, and will seek to engage students in research which invigorates connections, struggles, and knowledges to reflect reciprocal benefit to communities beyond the academy.

q. **AIST/ED 592 Decolonizing, Indigenous, and Action-Based Research Methods (3 credits)**
    i. **Decolonizing, Indigenous, and Action-based Research Methods are forms of social justice inquiry used to engage deeply in questions of educational equity. Through study of research, methodology, and theory, this course interrogates and contributes to current thinking on social justice issues and social justice education practices. Goals of this course include: understanding the theoretical foundations of critical and action-based theories in research, the role of reflexivity, and approaches to research as social change; examining the impact of colonization on social science and educational research; exploring the impacts of Indigenous, minoritized, and community-based epistemologies on research methodologies; developing areas of inquiry, approaches to data collection, analysis and interpretation of data, and an action plan for change.**
r. **ED 620 Grant Writing (3 credits)**
    i. **The reality in today's context is that organizations are resource challenged. Increasingly, organizations are dependent on garnering external resources to be able to successfully accomplish their missions. In this course, students are guided from developing ideas and identifying potential funding sources to the submission of proposals as well as follow-up techniques.**
s. **NRS 5840 Indigenous Land/Water Relations and Governance (3 credits)**
    i. **Theory course focused on sustainability science and Indigenous cultures of leadership/governance in addressing complex relationships between land, water, human and other than human communities**
    ii.

2.
3. **AIST 6000 Dissertation 1-18 credits**

4.

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In Workflow

1. **465 Chair**
2. **033 Chair**
3. **CLASS Review**
4. **18 Curriculum Committee Chair**
5. **18 Dean**
6. **Assessment**
7. **DLI**
8. **Provost Q 1**
9. **Degree Audit Review**
10. **Registrar's Office**
11. **Ready for UCC**
12. **UCC**
13. **Faculty Senate Chair**
14. Provost Q 2
15. State Approval
16. NWCCU
17. Catalog Update

Approval Path

1. Tue, 04 Feb 2025 22:27:00 GMT
   Sydney Beal-Coles (sbeal): Approved for Registrar's Office
2. Wed, 19 Mar 2025 20:27:04 GMT
   Kristine Levan (klevan): Approved for 033 Chair
3. Thu, 04 Sep 2025 18:04:15 GMT
   Charles Tibbals (ctibbals): Rollback to 033 Chair for CLASS Review
4. Thu, 04 Sep 2025 18:13:33 GMT
   Kristine Levan (klevan): Rollback to Initiator
5. Thu, 18 Sep 2025 21:07:01 GMT
   Theodore Unzicker (tunzicker): Approved for 465 Chair
6. Thu, 18 Sep 2025 21:08:16 GMT
   Kristine Levan (klevan): Approved for 033 Chair
7. Fri, 26 Sep 2025 15:16:30 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
8. Fri, 26 Sep 2025 16:33:51 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
9. Mon, 06 Oct 2025 22:04:08 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
10. Mon, 06 Oct 2025 22:12:14 GMT
    Christine Slater (cslater): Approved for Assessment

11. Tue, 07 Oct 2025 18:30:35 GMT
    Nicole Remy (nremy): Approved for DLI
12. Fri, 10 Oct 2025 17:17:24 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
13. Wed, 22 Oct 2025 22:00:56 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Thu, 23 Oct 2025 16:24:59 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
15. Wed, 29 Oct 2025 18:31:54 GMT
    Anna Hall (annahall): Approved for Ready for UCC
16. Tue, 04 Nov 2025 22:39:24 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Dec 20, 2022 by Ryanne Pilgeram (rpilgeram)
2. Mar 29, 2023 by Sydney Beal-Coles (sbeal)
3. Oct 16, 2024 by Christina Roberts (christinar)

Date Submitted: Fri, 05 Sep 2025 16:11:40 GMT

Viewing: 295 : Sociology Minor

Last approved: Wed, 16 Oct 2024 17:46:06 GMT

Last edit: Thu, 25 Sep 2025 21:18:09 GMT

Changes proposed by: Kristin Haltinner

Faculty Contact

Faculty Name	Faculty Email
Kristin Haltinner	khaltinner@uidaho.edu

Type A Changes
Change curriculum requirements

Type B Changes
Add an online component of more than 50% of a program to an existing program

Type C Changes

Description of Change

Add online option for minor. (Minor is currently only offered in person). No changes to curriculum, just adding a delivery method.

(There is no option for this above - we do not want to replace the face to face offering with online offering! We want to offer both.)

I also added the learning outcomes which were not listed but have not changed from the past either.

Finally, I added new courses we've added or renumbered since our last update as elective courses.

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

No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Sociology & Anthropology

Effective Catalog Year
2026-2027

Program Title
Sociology Minor

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
18

CIP Code
45.1101 - Sociology.

Curriculum:

Course List

Code	Title	Hours
SOC 1101	Introduction to Sociology	3
SOC 2110	Development of Social Theory	3
Select one of the following research methods courses:		3

Course List		
Code	**Title**	**Hours**
ANTH/SOC 4160	Qualitative Social Science Methods	
ANTH/SOC 4170	Social Data Analysis	
PSYC 2180	Introduction to Research in the Behavioral Sciences	
HIST 2900	The Historian's Craft	
HIST 3000	Digital History	
POLS 2350	Political Research Methods and Approaches	
SOC 3090	Social Science Research Methods	
Select courses from the following:		12
CRIM 3250	Family Violence	
CRIM 3370	Topics in Violence	
CRIM 4390	Inequalities in the Justice System	
SOC 2010	Introduction to Inequity and Justice	
SOC 3260	Sociology of Sports	
SOC 3270	Sociology of the Family	
SOC 3400	Environmental Sociology and Globalization	
SOC 3410	Science, Technology, and Society	
SOC 3440	Understanding Communities	
SOC 3460	Responding to Risk	
SOC 3510	Animals in Society	
SOC 3650	Environmental Justice	
SOC 3720	Love and Liberation	
SOC 4030	Workshop	
SOC 4040	Special Topics	
SOC 4160	Qualitative Social Science Methods	
SOC 4170	Social Data Analysis	

Course List

Code	Title	Hours
SOC 4200	Sociology of Law	
SOC 4230	Economic (In)Justice	
SOC 4240	Sociology of Gender	
SOC 4270	Racial and Ethnic Relations	
SOC 4310	The Golden Years: Aging in America	
SOC 4430	Power, Politics, and Society	
SOC 4450	Extremism and American Society	
SOC 4600	Capstone: Sociology in Action	
SOC 4660	Climate Change and Society	
SOC 4980	Internship (No more than 6 credits may be counted toward this minor.)	
SOC 4990	Directed Study (No more than 6 credits may be counted toward this minor.)	
Total Hours		21

Courses to total 21 credits for this minor

Catalog Program Description:

The Sociology minor provides students with the tools to critically examine how societies are structured, how people interact within them, and how social change happens. Through the study of pressing social challenges—such as inequality, climate change, aging, political conflict—students gain new perspectives on the complexities of the modern world while also imagining possibilities for more just and equitable futures.

Coursework introduces students to the core concepts, theories, and research methods of sociology while allowing them to explore a wide range of specialized topics. Students may take courses in environmental justice, social inequality, political sociology, science in society, aging, social change, communities, and more. This flexibility allows students to tailor the minor to their own academic and professional interests while deepening their understanding of social processes.

The Sociology minor complements majors across the university by equipping students with critical thinking skills, data analysis abilities, and the ability to analyze complex social

issues—skills valuable in careers such as education, public policy, social services, law, health care, community development, and beyond.

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?

Yes

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?

Yes

Learning Objectives

1. Students will demonstrate their comprehension of and ability to apply research methods used in the social sciences.
2. Students will demonstrate a working knowledge of the leading sociological theories.
3. Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

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 want to offer an online degree (in addition to the existing seated degree). The requirements will remain the same. This will enable us to reach geographically bound students. Significant interest has been shared for this degree to exist remotely and we would like to meet that demand.

I also added the learning outcomes which were not listed but have not changed from the past either.

Finally, I added new courses we've added or renumbered since our last update as elective courses and deleted those we no longer offer.

Supporting Documents

Reviewer Comments

Charles Tibbals (ctibbals) (Thu, 04 Sep 2025 18:04:15 GMT): Rollback: Please enter a catalog program description in the requisite field under the curricular requirements. In addition, I see multiple new courses added to the curriculum that don't yet exist. Are there forthcoming course proposals for those?

Kristine Levan (klevan) (Thu, 04 Sep 2025 18:13:33 GMT): Rollback: Per Charles: Please enter a catalog program description in the requisite field under the curricular requirements. In addition, I see multiple new courses added to the curriculum that don't yet exist. Are there forthcoming course proposals for those? Please make additional edits as needed and restart the workflow.

Key: 295

In Workflow

1. **078 Chair**
2. **13 Curriculum Committee Chair**
3. **13 Dean**
4. **Assessment**
5. **DLI**
6. **Provost Q 1**
7. **Degree Audit Review**
8. **Graduate Council Chair**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Thu, 04 Sep 2025 02:33:15 GMT
   Tracey Anderson (taanderson): Approved for 078 Chair
2. Thu, 04 Sep 2025 15:23:09 GMT
   Yunhyung Chung (yunchung): Rollback to 078 Chair for 13 Curriculum Committee Chair
3. Thu, 04 Sep 2025 21:00:48 GMT
   Tracey Anderson (taanderson): Approved for 078 Chair
4. Fri, 26 Sep 2025 19:39:02 GMT
   Yunhyung Chung (yunchung): Approved for 13 Curriculum Committee Chair
5. Sat, 27 Sep 2025 00:21:47 GMT
   Lisa Victoravich (lvictoravich): Approved for 13 Dean
6. Mon, 29 Sep 2025 19:29:05 GMT
   Christine Slater (cslater): Approved for Assessment
7. Thu, 02 Oct 2025 17:00:27 GMT
   Nicole Remy (nremy): Approved for DLI
8. Tue, 14 Oct 2025 16:47:08 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
9. Wed, 22 Oct 2025 21:59:49 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Fri, 24 Oct 2025 23:21:05 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair
11. Wed, 29 Oct 2025 15:47:56 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office

12. Wed, 29 Oct 2025 18:30:39 GMT
    Anna Hall (annahall): Approved for Ready for UCC
13. Tue, 04 Nov 2025 17:56:51 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Mar 13, 2023 by Rebecca Frost (rfrost)
2. Apr 5, 2023 by Sydney Beal-Coles (sbeal)
3. Oct 3, 2024 by Christina Roberts (christinar)
4. Dec 19, 2024 by Sydney Beal-Coles (sbeal)
5. Jan 21, 2025 by Sydney Beal-Coles (sbeal)
6. Jan 24, 2025 by Sydney Beal-Coles (sbeal)

Date Submitted: Wed, 03 Sep 2025 23:53:17 GMT

Viewing: 1 : Accountancy (MACCT)

Last approved: Fri, 24 Jan 2025 16:59:51 GMT

Last edit: Tue, 04 Nov 2025 17:26:00 GMT

Changes proposed by: Tracey Anderson

Faculty Contact

Faculty Name	Faculty Email
Tracey Anderson	taanderson@uidaho.edu

Type A Changes
CIP code change

Type B Changes
Discontinue option, emphasis, concentration, or specialization
Expand a program into a U of I designated region

Type C Changes

Description of Change

Type A Change: CIP Number Change
Changing CIP number from non-STEM to the more appropriate STEM CIP number designation.

Old Number: 52.0301

New Number: 52.1399

Form will not allow loading of proposed CIP number.

Type B Changes: Discontinue Emphasis
Discontinue the Audit and Fraud Examination Emphasis
Discontinue the Taxation Emphasis

Type B Change: Expand a program into a U of I designated region

Limiting location only to Moscow.

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

No

Academic Level
Graduate

College
Business & Economics

Department/Unit:
Accounting

Effective Catalog Year
2026-2027

Program Title
Accountancy (MACCT)

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
30

CIP Code
52.1399 - Management Sciences and Quantitative Methods, Other.

Emphasis/Option CIP Code(s)

Curriculum:

The Master of Accountancy degree requires 30 semester credits beyond the bachelor's degree, and is designed to meet the 150-credit requirement for taking the CPA examination in Idaho. Completion of this degree qualifies students to enter the public accounting profession in auditing, tax, or other positions ultimately requiring a CPA license.

Students seeking the M.Acct. degree will develop a degree plan in consultation with their advisors, complete at least 30 credits of course work, and successfully complete a comprehensive paper and portfolio.

If a student has earned a B.S. in Accounting (or equivalent), the required courses include:

Course List

Code	Title	Hours
ACCT 5860	Contemporary Management Accounting Issues	3
ACCT 5900	Advanced Auditing Seminar	3
ACCT 5920	Financial Accounting and Reporting Seminar	3
Select two courses from the following:		6
ACCT 5150	Advanced Financial Accounting & Reporting	
ACCT 5210	Accounting Data Analytics	
ACCT 5300	Accounting for Public Sector Entities	
ACCT 5500	Fraud Examination	
ACCT 5550	Forensic Accounting	
ACCT 5610	Comparative Accounting Theory	
ACCT 5840	Federal Taxation of Entities	
ACCT 5850	Estate and Elder Planning	
ACCT 5980	Internship (Max 3 credits)	
ACCT 5990	Non-thesis Master's Research (Max 6 credits)	
Additional 15 credits chosen from advisor approved courses		15
Total Hours		30

A total of 30 credits is required for this degree.

In addition, students must have taken at least one US tax class and at least one Business Law class at the upper-division undergraduate level or at the graduate level. Those electing for the thesis option include 6 credits of ACCT 5000 in the additional 15 credits (must still complete comprehensive paper and portfolio).

If a student has not earned a B.S. in Business (or equivalent), in addition to the above mentioned courses, the student must take or have taken at least 24 credits of business, economics, statistics, and business law courses at the undergraduate level or at the graduate

level. These courses must include at least two business disciplines (e.g. management, marketing, and finance).

For more information on requirements, visit Accounting (B.S.Bus.) < University of Idaho

Catalog Program Description:

The Master of Accountancy degree requires 30 semester credits beyond the bachelor's degree, and is designed to meet the 150-credit requirement for taking the CPA examination in Idaho. Completion of this degree qualifies students to enter the public accounting profession in auditing, tax, or other positions ultimately requiring a CPA license.

Students seeking the M.Acct. degree will develop a degree plan in consultation with their advisors, complete at least 30 credits of course work, and successfully complete a comprehensive paper and portfolio.

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. Professional Accounting Knowledge and Environment - Overall, M.Acct. students will acquire a deeper and more broad set of accounting knowledge to prepare them for the accounting profession or further.
2. Critical Thinking and Ethical Problem-Solving - M.Acct. students will effectively analyze problems and make decisions ethically.
    1. M.Acct. graduates will demonstrate critical thinking skills necessary for identifying and addressing complex situations in accounting and business-related areas. (ACCT 586, ACCT 590, ACCT 592)
    2. M.Acct. graduates will apply frameworks for examining ethical issues in business decisions. (ACCT 586, ACCT 590, ACCT 592)
    3. M.Acct. graduate will demonstrate research skills, including ability to locate appropriate information, apply the rules or standards to a set of facts, and make an appropriate recommendation regarding a course of action. (ACCT 590, ACCT 592, and several electives)
3. Communication – M.Acct. students will refine their ability to effectively obtain, organize, and communicate information.
    1. M.Acct. program graduates will demonstrate competence in effective oral communication of Accounting and Business information. (ACCT 586, ACCT 590, ACCT 592)
    2. M.Acct. program graduates will demonstrate competence in effective written communication of Accounting and Business information. (ACCT 586, ACCT 590, ACCT 592)
4. M.Acct. students will gain a better understanding of self, work relationships, and global perspectives.
    1. M.Acct. graduates will be impacted by curricular and co-curricular activities that develop self and ability to interact with others. (ACCT 503 Workshops and ACCT 598 Internship)
5. M.Acct. graduates will acquire the ability to effectively manage relationships with and lead people of varied backgrounds and abilities.
    1. M.Acct. graduates will interact effectively and professionally with others in teams to evaluate information and solve accounting-related problems.
    2. M.Acct. graduates will effectively lead others in teams to evaluate information and solve accounting-related problems.
6. M.Acct. graduates will:

    a. Demonstrate an understanding and application of the Balanced Scorecard and its use in strategy.

    b. Demonstrate the ability to develop and effectively use a budget for financial planning and control.

    c. Appropriately apply Activity-Based Costing method to analyze costs in decision making.
7. M.Acct. graduates will:

    a. Demonstrate an understanding of complex audit standards.

    b. Perform complex audit procedures, including the evaluation of inherent risk and control risk

c. Analyze complex manipulations of financial statements using appropriate audit procedures.

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.

Rationale for STEM Classification of the University of Idaho MAcc Program

1. Alignment with STEM Criteria

• Quantitative Rigor: The University of Idaho's MAcc integrates advanced analytics into its curriculum, including courses in accounting data analytics (ACCT 421), auditing with statistical sampling, forensic accounting, and predictive modeling for financial risk.

• Technology Integration: Our program emphasizes the role of technology in the modern profession, including ERP systems, blockchain applications, AI-based audit tools, and data visualization platforms. This computational and quantitative focus aligns closely with federal STEM definitions.

• Applied Problem-Solving: Consistent with STEM programs, the Idaho MAcc prepares students to solve real-world, data-intensive business and regulatory challenges through case analysis, simulations, and applied research.

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2. National Precedent

• Peer Institutions: Several AACSB-accredited Master of Accounting programs—such as Rice, Seattle University, Bentley, and the University of Miami—have adopted CIP code 52.1399 to designate their programs as STEM.

• Competitive Necessity: Classifying the Idaho MAcc as STEM ensures the program remains competitive with peer institutions. Without this alignment, the University risks losing both domestic and international students who increasingly prioritize STEM-designated programs.

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3. Employer and Workforce Demand

• Analytics Expectations: Employers across Idaho and beyond expect graduates to bring advanced data analytics, IT, and risk modeling skills to audit, taxation, and financial reporting roles.

• STEM-Prepared Workforce: By adopting a STEM designation, the University of Idaho signals that MAcc graduates are not only strong in traditional accounting but also equipped with the advanced analytics and technological expertise needed in today's digital economy.

• Market Responsiveness: A STEM designation demonstrates responsiveness to employer demand, reinforcing the University's reputation as a source of workforce-ready professionals.

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4. Student Recruitment and Retention

• International Recruitment: STEM designation provides international students with the 24-month OPT extension, a significant advantage that strengthens the University's ability to attract top global talent. Without this, many students may choose peer institutions with

STEM programs.
• Domestic Appeal: U.S. students also benefit from the program's enhanced reputation as technically rigorous, analytics-driven, and aligned with the evolving needs of the accounting profession.

_____

5. Strategic Fit for the University and College of Business and Economics (CBE)
• AACSB Priorities: AACSB emphasizes innovation, data analytics, and workforce alignment. Classifying the Idaho MAcc as STEM underscores the College's leadership in all three.
• Interdisciplinary Potential: STEM designation fosters collaboration between Accounting and MIS/Business Information & Analytics, as well as with programs in statistics, computer science, and engineering.
• Future-Proofing Accreditation: AACSB's increased focus on impact and innovation means a STEM-designated MAcc provides stronger evidence in accreditation reviews of the program's relevance and alignment with the profession's evolution.

Type B Change: Discontinue Emphasis-Discontinuing both the Taxation Emphasis and the Audit and Fraud Examination Emphasis since not enough students have taken either emphasis recently to consider continuation of them.

Type B Change: Expand Location
Actually, we are recommending limitation of the program only to the Moscow location. The program is not currently available in Coeur d' Alene.

Supporting Documents

Reviewer Comments
Yunhyung Chung (yunchung) (Thu, 04 Sep 2025 15:23:09 GMT): Rollback: I rolled back for a change as requested.
Theodore Unzicker (tunzicker) (Wed, 29 Oct 2025 15:48:48 GMT): Unable to update CIP code on CIM form. A job has been opened with Courseleaf.
Anna Hall (annahall) (Thu, 30 Oct 2025 16:16:40 GMT): Updated hyperlink to degree map in curriculum section
Anna Hall (annahall) (Tue, 04 Nov 2025 17:26:00 GMT): Updated curriculum to state "advisor" approved courses per UCC.

Key: 1

Attach. #6

In Workflow

1. **034 Chair**
2. **CLASS Review**
3. **18 Curriculum Committee Chair**
4. **18 Dean**
5. **Assessment**
6. **DLI**
7. **Provost Q 1**
8. **Degree Audit Review**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Mon, 21 Apr 2025 19:35:17 GMT
   Rachel Halverson (rhalverson): Approved for 034 Chair
2. Fri, 26 Sep 2025 16:01:44 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 26 Sep 2025 16:33:36 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Mon, 06 Oct 2025 22:03:58 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 06 Oct 2025 22:12:31 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 07 Oct 2025 18:30:20 GMT
   Nicole Remy (nremy): Approved for DLI
7. Wed, 08 Oct 2025 20:52:52 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Wed, 22 Oct 2025 21:59:04 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Thu, 23 Oct 2025 16:22:48 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 29 Oct 2025 18:31:50 GMT
    Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 04 Nov 2025 22:38:36 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Jun 29, 2023 by Sydney Beal-Coles (sbeal)
2. Oct 10, 2024 by Christina Roberts (christinar)

Date Submitted: Mon, 21 Apr 2025 19:28:16 GMT

Viewing: 141 : International Studies Minor

Last approved: Thu, 10 Oct 2024 16:36:20 GMT

Last edit: Wed, 22 Oct 2025 21:58:55 GMT

Changes proposed by: William Smith

Faculty Contact

Faculty Name	Faculty Email
Bill Smith	bills@uidaho.edu

Type A Changes
Change curriculum requirements

Type B Changes
Add an online component of more than 50% of a program to an existing program

Type C Changes

Description of Change

Adjusting the possible combination of Global Theme and IS credits to allow distance students to complete the minor either online. Completing it in person will remain an option for Moscow-based students. ADD Comm 3350 and Flen 4010 to list of Global Theme Courses. CHANGE possible mixture of Global Theme and IS elective courses, from 6-9/9-12 to 0-9/9-18. ADJUST total hours to 18

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

No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
School of Global Studies

Effective Catalog Year
2026-2027

Program Title
International Studies Minor

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
18

CIP Code
45.0901 - International Relations and Affairs.

Curriculum:

Course List

Code	Title	Hours
Select 9-18 credits of IS courses, at least 9 credits upper division		9-18
In addition, students may select up to 9 credits of Global Theme courses from the following:		0-9
ANTH 1102	Cultural Anthropology	
COMM 3350	Intercultural Communication	
ENGL 3850	World Literature	
ENVS 2250	International Environmental Issues Seminar	
FLEN 4010	Topics in Global Studies	
GEOG 2000	World Cultures and Globalization	
GEOG 2600	Introduction to Geopolitics	
JAMM 4900	Issues in Global Media	
POLS 2050	Introduction to Comparative Politics	
POLS 2370	Introduction to International Politics	
SOC 4500	Food, Culture, and Society	
Total Hours		9-27

Courses to total 18 credits for this minor.

Catalog Program Description:

The IS minor allows students to explore the interconnectedness of complex issues related to cultures, people, countries, organizations, and regions acting and interacting on their own and with each other.

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?

Yes

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

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.

* There is no added workload.
* The change in how the credits may be balanced between Global Theme and International Studies courses allows the completion of the minor 100% via distance education. IS 3100, IS 3220, IS 3230, IS 3250, IS 3260, and IS 3500 are all offered online once per four semester

rotation.
* The change allows on campus students to continue to mix and match from other disciplines as desired, or to hone in on IS classes to include the ten offered in person at least once per four semester rotation.

Supporting Documents
IS Minor CIM 2025.docx

Reviewer Comments

Key: 141

ADD Comm 3350 and Flen 4010 to list of Global Theme Courses

CHANGE possible mixture of Global Theme and IS elective courses

Course List

Code	Title	Hours
Select 0-3 Global Theme courses from the following:		0-9
ANTH 1102	Cultural Anthropology	
Comm 3350	Intercultural Communication	
ENGL 3850	World Literature	
ENVS 2250	International Environmental Issues Seminar	
FLEN 4010	Topics in Global Studies	
GEOG 2000	World Cultures and Globalization	
GEOG 2600	Introduction to Geopolitics	
JAMM 4900	Issues in Global Media	
POLS 2050	Introduction to Comparative Politics	
POLS 2370	Introduction to International Politics	
SOC 3500	Food, Culture, and Society	
Select 9-18 credits of IS courses, at least 9 credits upper division		9-18
Total Hours		18

In Workflow

1. **011 Chair**
2. **CLASS Review**
3. **18 Curriculum Committee Chair**
4. **18 Dean**
5. **Assessment**
6. **DLI**
7. **Provost Q 1**
8. **Degree Audit Review**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Fri, 19 Sep 2025 21:50:39 GMT
   Florian Justwan (fjustwan): Approved for 011 Chair
2. Fri, 26 Sep 2025 15:39:31 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 26 Sep 2025 16:33:45 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Mon, 06 Oct 2025 22:04:11 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 06 Oct 2025 22:11:45 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 07 Oct 2025 18:30:38 GMT
   Nicole Remy (nremy): Approved for DLI
7. Tue, 14 Oct 2025 17:09:27 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Wed, 22 Oct 2025 22:01:28 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Thu, 23 Oct 2025 16:26:00 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 29 Oct 2025 18:31:57 GMT
    Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 04 Nov 2025 22:49:11 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Oct 17, 2024 by Christina Roberts (christinar)

Date Submitted: Fri, 19 Sep 2025 21:48:38 GMT

Viewing: 306 : Philosophy Minor

Last approved: Thu, 17 Oct 2024 16:15:56 GMT

Last edit: Tue, 14 Oct 2025 17:09:20 GMT

Changes proposed by: Graham Hubbs

Faculty Contact

Faculty Name	Faculty Email
Graham Hubbs	hubbs@uidaho.edu

Type A Changes
Change curriculum requirements

Type B Changes

Type C Changes

Description of Change

The minor will be revised so that it requires 21 credits (it currently requires 18) and has more structure.

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

No

Academic Level
Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Politics & Philosophy

Effective Catalog Year
2026-2027

Program Title
Philosophy Minor

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
21

CIP Code
38.0101 - Philosophy.

Curriculum:

Course List

Code	Title	Hours
PHIL 1103	Introduction to Ethics	3
or PHIL 2080	Business Ethics	
PHIL 2010	Critical Thinking	3
or PHIL 2020	Introduction to Symbolic Logic	
PHIL 2400	Belief and Reality	3
PHIL 3200	History of Ancient and Medieval Philosophy	3
PHIL 3210	History of Modern Philosophy	3
One of the following:		3
PHIL 2000	Philosophy of Alcohol	
PHIL 2050	Topics in Social Philosophy	
PHIL 2090	Mind and Madness	
PHIL 2210	Philosophy in Film	
PHIL 3070	Buddhism	
PHIL 4080	Feminism and Philosophy	
One of the following:		3
PHIL 3020	Biblical Judaism: Texts and Thought	
PHIL 3510	Philosophy of Science	
PHIL 3250	Historical Figures in Philosophy	
PHIL 3610	Professional Ethics	

Course List

Code	Title	Hours
PHIL 4040	Special Topics	
PHIL 4080	Feminism and Philosophy	
PHIL 4170	Philosophy of Biology	
PHIL 4270	Contemporary Political Philosophy	
PHIL 4290	Contemporary Political Ethics	
PHIL 4410	Genes and Justice: Comparative Biotechnology Policy Formation	
PHIL 4430	Philosophy of Language	
PHIL 4460	Metaphysics	
PHIL 4470	Theory of Knowledge	
PHIL 4500	Ethics in Science	
PHIL 4520	Environmental Philosophy	
PHIL 4700	Philosophy of Law	
Total Hours		21

Courses to total 21 credits for this minor

Catalog Program Description:

Philosophy Minors must have a minimum of 21 credits in Philosophy.

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

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.

With the recent introduction of the Philosophy Fundamentals Certificate, the Philosophy Minor is being enhanced to clearly distinguish the minor from the certificate. The certificate introduces students to a subset of the discipline's skillset and topic areas; the enhanced minor engages with philosophy as a complete discipline, requiring students to cover all of philosophy's central areas.

Supporting Documents

Reviewer Comments
Sande Schlueter (sandeschlueter) (Tue, 14 Oct 2025 17:09:20 GMT): Proposer confirmed this program cannot be fully completed in person in CDA. Removing CDA brings our inventory in alignment with both SBOE and NWCCU inventories, neither of which include CDA as a geographical location where this program can be completed in person.

Key: 306

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In Workflow

1. **468 Chair**
2. **08 Curriculum Committee Chair**
3. **08 Dean**
4. **Assessment**
5. **DLI**
6. **Provost Q 1**
7. **Degree Audit Review**
8. **Graduate Council Chair**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Thu, 18 Sep 2025 19:10:52 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
2. Wed, 24 Sep 2025 16:34:16 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
3. Thu, 25 Sep 2025 03:30:28 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
4. Tue, 30 Sep 2025 15:54:04 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
5. Wed, 01 Oct 2025 16:06:08 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
6. Fri, 03 Oct 2025 17:41:23 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Fri, 03 Oct 2025 17:44:25 GMT
   Suzanna Long (long): Approved for 08 Dean
8. Fri, 03 Oct 2025 18:35:51 GMT
   Christine Slater (cslater): Approved for Assessment
9. Wed, 08 Oct 2025 15:34:21 GMT
   Nicole Remy (nremy): Approved for DLI
10. Tue, 21 Oct 2025 19:52:10 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
11. Wed, 22 Oct 2025 21:57:08 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review

12. Fri, 24 Oct 2025 23:22:12 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Wed, 29 Oct 2025 17:05:29 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Wed, 29 Oct 2025 18:31:06 GMT
    Anna Hall (annahall): Approved for Ready for UCC
15. Tue, 04 Nov 2025 20:48:01 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Oct 2025 04:20:29 GMT

Viewing: 612 : MS and MENGR in Industrial and Systems Engineering

Last edit: Tue, 04 Nov 2025 20:52:46 GMT

Changes proposed by: Ean Ng

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

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

No

Academic Level
Graduate

College
Engineering

Department/Unit:
Nuclear Engineering and Industrial Mgmt

Effective Catalog Year
2026-2027

Program Title
MS and MENGR in Industrial and Systems Engineering

Degree Type
Major

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
30

Attach Program Change
MS-MEngr ISE 2025-09-30.pdf

CIP Code
14.3501 - Industrial Engineering.

Emphasis/Option CIP Code(s)

Code(s)
14.2701
14.3501

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional 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.

Describe the financial impact

Curriculum:

Master of Science (Thesis-based)
Students in the Master of Science degree will be required to complete a thesis, with a maximum of six credit hours. An ISE faculty member will serve as the thesis advisor. Students will form their thesis committee by the time they have completed their required courses. The thesis requirements include a written thesis, an oral defense in open forum, and a closed session examination by the committee members.

Master of Engineering (Non-thesis)
Master of Engineering students have the option to either complete a master's non-thesis project (maximum three credit hours) or pass the International Council on Systems Engineering (INCOSE) Certified Systems Engineering Professional (CSEP) exam (maximum one credit hour).

Curriculum

Course List

Code	Title	Hours
Required Courses		
ISE 5374 Advanced Engineering Economic Analysis New		3
ISE 5314 Simulation and Analysis of Systems New		3
ISE 5332 Human Factors and Ergonomics New		3
ISE 5381 Systems Approaches to Managing Complex Systems New		3
ISE 5363 Production, Distribution, and Inventory Planning and Control New		3
Concentration Area (Optional, select one)		9
Industrial Engineering Concentration (Optional)		
ISE 5322 Experiment Design and Analysis of Industrial Processes New		3
ISE 5365 Advanced Continuous Improvement Methods New		3
ISE 5313 Survey of Operations Research New		3
Systems Engineering Concentration (Optional)		
ISE 5382 Systems Science and its Applications to Resolving Complex Problems New		3
ISE 5383 Enterprise and Systems Architecting New		3

Course List		
Code	**Title**	**Hours**
ISE 5384 Survey of Model-Based Systems Engineering Approaches New		3
Electives (Select up to 15 credits to fulfill 30 credits req.)		
ISE 5011 Thesis (Max 6 credits)		
ISE 5012 Master's Project (Max. 3 credits)		
ISE 5185 INCOSE CSEP Certification Course (Max. 1 credit)		
Elective - Any of the courses in the Concentration area		
EM 5130	Leading Technical Organizations	3
EM 5100	Engineering and Technology Management Fundamentals	3
ISE 5371 Engineering Project Management		
Elective - Any 5000 level computer science, modeling, or data science course (Max. 6 credits)		

Catalog Program Description:

Industrial and Systems Engineering is a transdisciplinary and integrative discipline that leverages mathematics and statistics, scientific theories, technology, social sciences, intuition, and practice-derived methods to enable the successful realization, use, and retirement of engineered systems at all scales. Industrial and systems engineers design, develop, test, and evaluate integrated engineered systems for managing industrial, manufacturing, and production processes. These systems encompass human-machine systems, human factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination, all aimed at increasing efficiency and improving quality. Industrial and systems engineers increase productivity and efficiency by optimizing materials and product flows, adopting and implementing new technologies, optimizing the configuration of workspaces, and integrating diverse domains in innovative ways.

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?

Yes

Geographical Area Availability

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

Coeur d'Alene
Moscow
Online Only

Student Learning Outcomes

Learning Objectives

Program Outcomes:

1. Conduct research or produce some other form of creative work.
2. Demonstrate mastery of subject material.
3. Conduct scholarly or professional activities in an ethical manner.

Student Outcomes: By graduation, students will be able to attain the following learning outcomes:

1. Ability to conduct research or produce creative work.
2. Ability to communicate highly technical content professionally, in both verbal and written formats.
3. Ability to apply their selected subject matter expertise in their research or creative work.

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.

Course Learning Outcomes (CLO): For each course, we will develop a set of learning outcomes that are specific to the course content and address the Program Educational Objectives and Student Outcomes (listed in the previous section). The course learning outcomes will include both the specific technical content and the teamwork, leadership, and collaboration skills that engineering students are expected to acquire. The course learning outcomes will be unique to each course, but will correspond to selected Student Outcomes.

Across all ISE courses, each of the Student Outcomes will be assessed in at least two courses in Junior and Senior year.

CLO Assessments: For each of the CLOs, the Instructor will identify at least two learning activities (assignments, projects, quizzes, etc.) to be assessed throughout the semester. The instructor will also collect work samples that demonstrate student outcome that meets, exceed, and do not meet the expectation. The instructor can adjust the instructional approach depending on the assessment. At the end of the semester, the instructor will compile all the assessments to determine the overall achievement of student learning outcomes for the course.

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

Continuous Improvement Process:
At the end of each academic year, the Industrial and Systems Engineering faculty will review the aggregated assessment data to identify any deficiencies and identify strategies to rectify them.

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

Our assessment process is categorized into formative and summative assessments. Each degree will be assessed differently due to the nature of each degree. The following sections provide details for each degree and each category.

Master of Science degree (thesis-based):
A Master of Science degree is a research-focused degree, where students are required to conduct research (i.e. thesis) as part of the degree requirements.
1. Formative assessment: During the semester after the student completes their required courses for the degree (15 credits), they will need to have a meeting with their thesis advisor and thesis committee members to present their research project scope and their proposed approach. Upon completion of this meeting, the student will advance to candidacy for the Master's degree.
2. Summative: In the final semester of their Master's studies, the student will submit their thesis in writing to their thesis advisor and committee members, and orally defend their thesis in an open forum to the general public, and a closed session with their committee members. Upon passing the written and oral defense, the student will complete and receive their Master of Science degree.

Master of Engineering degree (non-thesis-based):
A Master of Engineering degree is an application-focused degree, where students have the option to either complete a project or pass the Certified Systems Engineering Professional (CSEP) exam.
1. Non-Thesis Project Option:
a. Formative assessment: During the semester after the student completed their required courses for the degree (15 credits), working with their project advisor (a faculty member)

and project sponsor (if applicable), identify a project, define the scope and the deliverables for the project, and identify measurable completion criteria for the project. This project proposal will be presented in a written format, and approval from the project advisor and project sponsor (if applicable) is required within the semester. Upon receiving approval, the student will advance to candidacy for the Master's degree.
b. Summative assessment: In the final semester of their Master's studies, the student will submit their project report in writing to their project advisor and project sponsor (if applicable). Upon review by the project advisor and sponsor for completeness, the student will complete and receive their Master of Engineering degree.
2. CSEP Exam Option:
a. Formative assessment: During the semester after the student completed their required courses for the degree (15 credits), working with their advisor (a faculty member), perform a self-assessment on their current knowledge level with regards to the CSEP exam requirements to establish a baseline, identify their knowledge gaps, and create a plan to acquire the knowledge needed to pass the CSEP exam. Upon review and approval by the advisor, the student will advance to candidacy for the Master's degree.
b. Summative: During their last semester, register and take the CSEP exam. Upon passing the exam, the student will have fulfilled all the requirements and received their Master of Engineering Degree.

When will assessment activities occur and at what frequency?

The assessment of student learning outcomes will be conducted at each offering of the ISE course.

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.

Rationale for this new program:
The Idaho Department of Labor estimates that the annual opening for ISE is 134, with a projected growth of 2% across Idaho through 2030. At the national level, the US BLS projects a 12% increase in demand for ISE through 2033.

Through interviews that we conducted with industries across Idaho, companies that hire mechanical and electrical engineers prefer graduates with an advanced degree in Industrial and Systems Engineering.

Currently, no Idaho academic institution offers master's degree program in this area and content, under this name or a similar name.

Departmental Workload:
The NEIM Department currently has four faculty members with Ph.D. in industrial and/or systems engineering. They currently support our engineering technology and technology

management/engineering management master's programs. They have the capacity to develop and teach the new courses for this program. In addition, they have external grants to support MS students as well.

No new resources are proposed to implement this degree.

Supporting Documents
MS and MEngr ISE New Courses Syllabi.docx
INL Support Letter.pdf
University of Idaho ISE Degree Letter of Support (002).pdf
UI Industrial and Systems Engineering Degrees - Letter of Support 10-2025 - signed.pdf

Reviewer Comments
Gabriel Potirniche (gabrielp) (Wed, 24 Sep 2025 16:34:16 GMT): Rollback: Ean and Indy, I am rolling back this proposal so you can update the courses.
Gabriel Potirniche (gabrielp) (Tue, 30 Sep 2025 15:54:04 GMT): Rollback: Ean, please implement the changes that you discussed with Indy. Thanks.
Anna Hall (annahall) (Tue, 04 Nov 2025 20:52:46 GMT): Updated program title to remove periods and capitalize abbreviations.

Key: 612

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 5374 | Advanced Engineering Economic Analysis

Credits: 3

Instructor: Ean Ng (tentative)

Prerequisites: Graduate standing in engineering or instructor's consent

Course Description
Examines the economic dimension of engineering management and develops the ability to manage the technical and non-technical issues related to the economics of organizations. Topics include major concepts and techniques in advanced economic analysis of engineering and organization management issues, and involve both qualitative and quantitative analysis.

Learning Outcomes
1. Perform economic analysis for engineering projects
2. Construct an economic model and perform a feasibility study
3. Incorporate engineering economic concepts as part of the project evaluation and decision-making process
4. Interpret accounting and financial statements, and perform ratio tests
5. Understand the capital budgeting process and its effect on individual projects

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 5314 | Simulation and Analysis of Systems

Credits: 3

Instructor: Alex Vakansky (tentative)

Prerequisites: Graduate standing in engineering or instructor's consent

Course Description
Analysis and design of production and service systems via discrete event simulation. Topics include model development based on performance requirements following formal methods, statistical design and analysis of simulation experiments, variance reduction, random variate generation, Monte Carlo simulation.

Learning Outcomes
1. Identify performance requirements for a production or service system.
2. Develop models capable of replicating performance expectations of a real system.
3. Perform statistical analysis to determine model and system performance.
4. Design and analyze simulation experiments.

University of Idaho

Department of Nuclear Engineering and Industrial Management

ISE 5332 | Human Factors and Ergonomics

Credits: 3

Instructor: TBD (tentative)

Prerequisites: Graduate standing in engineering or instructor's consent

Course Description
Analysis of human-machine systems performance via human information processing, workplace and work design, research hypotheses generation, experimental design and human behavior data.

Learning Outcomes

1. Apply human information processing techniques to determine cognitive loads when interacting with machines (including AI-enabled).
2. Design of workplaces to accommodate collaborative technologies.
3. Design of work to accommodate collaborative technologies.
4. Evaluate designs via design and analysis of experiments.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 4381/5381 | Systems Approaches to Managing Complex Systems

Credits: 3

Instructor: Javier Calvo-Amodio (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312 or Graduate standing in engineering or instructor's consent

Course Description
Improvement of organizational performance through the use and application of management systems engineering principles. Design and implementation of performance measurement systems that integrate personnel, technological, environmental, and organizational variables. Topics include performance assessment and measurement, systems approaches to managing complexity, and organizational design principles.

Learning Outcomes

1. Describe management systems engineering principles and their application to organizational performance improvement.
2. Apply performance measurement methods that account for personnel, technological, environmental, and organizational variables.
3. Analyze complex organizational challenges using systems approaches to managing complexity.
4. Evaluate organizational design principles and performance assessment results to design and implement changes to engineering management systems.

IE 5381 CLO:

5. Prepare a scholarly manuscript (refereed conference level) that synthesizes refereed sources to address a contemporary issue in the management of complex systems.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 4363/ 5363 | Production, Distribution, and Inventory Planning and Control

Credits: 3

Instructor: Amin Mirkouei (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312, ISE 3352 or Graduate standing in engineering or instructor's consent

Course Description
Forecasting techniques, inventory analysis, master production scheduling, material and capacity requirements, planning and scheduling methods.

Learning Outcomes

1. Demonstrate the understanding of the various functions of planning and control and the effect on manufacturing and/or service and delivery systems.
2. Show how qualitative and quantitative forecasting techniques can be used in short, medium, and long range forecasting.
3. Develop master production schedules (MPSs) and material requirements plans (MRP) for a production system.
4. Develop quantitative models to manage independent demand inventory systems.
5. Demonstrate how order sequencing rules can be used to improve the performance on the shop floor.
6. Demonstrate how various heuristics can be used to solve industry-size line balancing problems.
7. Apply deterministic and stochastic optimization techniques in solving planning and control problems in manufacturing and/or service and delivery systems.

ISE 5363 CLO:

8. Prepare a scholarly manuscript (refereed conference level) that evaluate the current use of AI in scheduling, monitoring, and control of manufacturing and/or service and delivery system.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 5382 | Systems Science and its Applications to Resolving Complex Problems

Credits: 3

Instructor: Javier Calvo-Amodio (tentative)

Prerequisites: Graduate standing or instructor's consent

Course Description
A survey of recent key systems philosophy and systems theory concepts and their applications, including theory of knowledge, general systems theory, systems principles, complexity and elegance, and conceptual modeling of systems using category theory.

Learning Outcomes

1. Understand the foundations of systems philosophy and systems theory and how to apply them into real-world problems.
2. Explain how knowledge is generated.
3. Understand the relationship between complexity and elegance in systems.
4. Apply category theory to model systems.

University of Idaho

Department of Nuclear Engineering and Industrial Management

ISE 5383 | Enterprise and Systems Architecting

Credits: 3

Instructor: TBD (tentative)

Prerequisites: Graduate standing in engineering or instructor's consent

Course Description
Principles, standards, and practices of enterprise and systems architecting for complex organizations. Emphasis is placed on structures to leverage individual competencies to achieve organizational, system, and operational capabilities.

Learning Outcomes

1. Integrate enterprise and systems architecting principles and standards to develop coherent, multi-layered architectures that achieve the desired organizational, system, and operational capabilities.
2. Evaluate and apply advanced modeling and analysis methods (e.g., MBSE, capability-based planning, trade-off analysis) to address complexity, uncertainty, and evolving system requirements.
3. Critically assess governance, lifecycle, and risk management considerations in the design and implementation of enterprise-wide systems.
4. Communicate and justify architectural decisions effectively to diverse technical and non-technical stakeholders through professional documentation, modeling, and presentations.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 5384 | Survey of Model-Based Systems Engineering approaches

Credits: 3

Instructor: TBD (tentative)

Prerequisites: Graduate standing in engineering or instructor's consent

Course Description
Design, implementation, and evaluation of modern operational excellence methodologies such as lean manufacturing and six sigma. Theory, methods, and techniques of operational excellence methodologies applied into production, manufacturing, service, and delivery systems. Examine the impact of operational excellence implementations in industrial processes, equipment, technology, and decision support systems.

Learning Outcomes

1. Express system engineering concepts in a system model.
2. Determine when MBSE is the right approach to other engineering approaches.
3. Choose an appropriate scope, define the purpose, and define the approach for a systems engineering project intended to leverage MBSE.
4. Construct and interpret semantically consistent models (e.g. SysML, OPM, SysML2, etc).

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 4322/5322 | Experimental Design and Analysis of Industrial Processes

Credits: 3

Instructor: Ean Ng (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312, ISE 3352, ISE4363 or Graduate standing in engineering or instructor's consent

Course Description
Analyze and improve operational systems through the application of statistical inference methods and basic empirical model development. Hypothesis testing, confidence intervals, tolerance interval, bootstrap confidence intervals, and basic linear regression are applied to industrial engineering applications. Design and analysis of observational and factorial experiments employing numerical and graphical methods. Introduction to machine learning and big data methods.

Learning Outcomes

1. Apply parametric and non-parametric statistical estimators, and describe two specific estimator properties.
2. Evaluate the two types of statistical testing errors, and how the error levels are affected by hypothesis test parameters.
3. Conduct specific hypothesis tests, compute specific confidence, and tolerance intervals on a given set of data.
4. Describe the bootstrapping procedure, and for a given data set use ML and big data methods to compute a bootstrap confidence interval for the mean.
5. Fit and interpret a multi-variable linear regression model for a given data set.
6. Describe the elements of a balanced multi-factorial experimental design, the blocking concept, and present examples of formats for the collected experimental data.
7. Apply ANOVA to analyze the data and interpret the results for a given balanced factorial experiment data set.
8. Describe two different big data methods, their objectives, and explain why specialized big data methods exist.

IE 5323 CLO:

9. Prepare a scholarly manuscript (refereed conference level) that evaluates the current use of AI in industrial process analysis.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 5365 | Advanced Continuous Improvement Methods

Credits: 3

Instructor: TBD (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312, ISE 3352 or Graduate standing in engineering or instructor's consent

Course Description
Integration of Industrial and Systems Engineering methods and tools to assist the design, implementation, and evaluation of modern continuous improvement systems. Theory, methods, and techniques of industrial and systems engineering are integrated with operational excellence methodologies to improve the performance of production, manufacturing, service, and delivery systems.

Learning Outcomes
1. Integrate industrial and systems engineering methods and tools to design continuous improvement systems.
2. Apply industrial and systems engineering theory, methods, and techniques to analyze and improve production, manufacturing, service, and delivery systems.
3. Evaluate the effectiveness of continuous improvement systems on industrial processes, equipment, technology, and decision support systems.

University of Idaho

DEPARTMENT OF NUCLEAR ENGINEERING AND INDUSTRIAL MANAGEMENT

ISE 4371/5371 | Engineering Project Management

Credits: 3

Instructor: Ean Ng (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312 or Graduate standing in engineering or instructor's consent

Course Description
Critical issues in the management of engineering and high-technology projects are discussed. Time, cost, and performance parameters are analyzed from the organizational, people, and resource perspectives. Network optimization and simulation concepts are introduced. Resource-constrained project scheduling case discussions and a term project are included.

Learning Outcomes

1. Summarize an engineering project manager's responsibilities and required skills.
2. Describe and differentiate the key sociocultural and technical dimensions of the engineering project management process.
3. Assess potential risks and associated consequences, identify corresponding mitigation strategies and communicate resolution with stakeholders effectively.
4. Produce project management documents such as work breakdown structures, Gantt charts, network diagrams, schedules, financial reports, and status reports using project management software
5. Evaluate the overall project status by summarizing accomplishments to-date, identifying expected/unexpected project risks and associated impact, and forecasting/developing a near-future action plan.

IE5371 CLO

6. Prepare a scholarly manuscript (refereed conference level) that synthesizes refereed sources to address a contemporary issue in engineering project management.

University of Idaho

Department of Nuclear Engineering and Industrial Management

ISE 5313 | Survey of Operations Research

Credits: 3

Instructor: TBD (tentative)

Prerequisites: ISE 3331, ISE 3361, ISE 3362, ISE 3312, ISE 3352 or Graduate standing in engineering or instructor's consent

Course Description
Survey of advanced operations research techniques in operations research for modeling, analyzing, and optimizing complex industrial and enterprise systems. Topics include linear, integer, nonlinear, and stochastic optimization methods. Emphasis is placed on formulating real-world problems, selecting appropriate solution techniques, and interpreting results to support strategic and operational decision-making.

Learning Outcomes

1. Formulate complex industrial and enterprise problems as mathematical models using linear, integer, nonlinear, and stochastic programming approaches.
2. Select and apply advanced optimization techniques to solve problems in production, logistics, supply chains, and service systems.
3. Evaluate trade-offs among competing objectives and constraints to support evidence-based strategic and operational decision-making.
4. Interpret and validate model results in the context of real-world organizational systems, accounting for uncertainty and implementation challenges.

Idaho National Laboratory

September 29, 2025

Dear Dr. Estrem,

On behalf of Idaho National Laboratory, I am writing to express our enthusiastic support for the University of Idaho's proposed Industrial and Systems Engineering (ISE) degree programs. As the nation's nuclear energy research and development laboratory and one of Idaho's largest employers, we view these programs as critically needed to address our growing workforce requirements and to strengthen Idaho's position as a leader in advanced energy and national security technologies.

Urgent Workforce Need

Idaho National Laboratory currently employs over 6,500 professionals and is experiencing unprecedented growth as we lead the nation's efforts in advanced nuclear reactor development, integrated energy systems, and critical infrastructure protection. Our complex operations require industrial and systems engineers who can optimize large-scale processes, enhance operational efficiency, and integrate emerging technologies across our research and operational facilities. Currently, we are forced to recruit most of our ISE talent from out-of-state, limiting our ability to build a sustainable local talent pipeline.

Economic Impact and State Investment

The proposed ISE programs represent a strategic investment in Idaho's economic future. With INL playing a central role in the nation's goal to quadruple U.S. nuclear power capacity through advanced reactor testing and demonstration, our need for systems engineering expertise will only intensify. Local ISE graduates would contribute directly to these high-impact projects while building careers that keep top talent within Idaho.

Moreover, our supplier network of over 200 Idaho companies would benefit significantly from access to ISE graduates who understand lean manufacturing, supply chain optimization, and quality systems management. This multiplier effect would strengthen Idaho's advanced manufacturing and technology sectors.

Partnership and Career Readiness

We are particularly encouraged by the University of Idaho's partnership approach with North Idaho College and commitment to producing career-ready graduates. INL stands ready to support these programs through activities to include:

- Internship opportunities providing hands-on experience with real-world engineering challenges

- Guest lectures and adjunct teaching by our technical staff
- Capstone projects focused on national laboratory priorities

Our technical managers consistently emphasize that successful engineers need both theoretical knowledge and practical application skills. The proposed ISE curriculum, with its focus on systems thinking, data analytics, and process optimization, aligns perfectly with the competencies we seek.

Strategic Alignment with State Priorities

Idaho has positioned itself as a hub for innovation in energy, technology, and advanced manufacturing. The absence of in-state ISE programs represents a significant gap in our educational infrastructure that undermines these strategic goals. Other western states are producing ISE graduates who are recruited nationally, while Idaho loses potential talent who must leave the state for their education and often do not return.

The time is now for Idaho to capitalize on the momentum created by federal investments in our national laboratory system and the state's growing technology sector. These ISE programs would provide the specialized expertise needed to maximize the return on these investments.

Conclusion

The Industrial and Systems Engineering programs proposed by the University of Idaho have our strongest possible endorsement. These programs are not merely beneficial; they are essential for INL's continued success and Idaho's economic competitiveness. We urge the State Board of Education to approve these programs without delay, allowing Idaho to begin developing the next generation of systems engineers who will solve complex challenges in energy, national security, and advanced manufacturing.

We look forward to partnering with the University of Idaho to ensure these programs produce graduates who are prepared to contribute immediately to Idaho's innovation economy. Please do not hesitate to contact me if you require any additional information about our workforce needs or partnership commitments.

Sincerely,

Todd Combs, Ph.D., Deputy Laboratory Director
Science & Technology and Chief Research Officer
Idaho National Laboratory

7670 Opportunity Rd., Suite 220 • San Diego, CA 92111-2222 (USA)
USA Phone: +1 858-541-1725 • Toll Free Phone (US): 800-366-1164
• Fax: +1 858-541-1728 • Email: info@incose.org
• World Wide Web URL: http://www.incose.org

International Council on Systems Engineering

13 October 2025

To: Heidi Estrem, Ph.D.
Chief Academic Officer
Idaho State Board of Education

From: Michael D. Watson, Ph.D,
President-Elect
International Council on Systems Engineering (INCOSE)

Subject: Proposed Industrial and Systems Engineering Degrees at the University of Idaho

I enthusiastically support the creation of the Industrial and Systems Engineering Degrees at the University of Idaho as part of a broad partnership with North Idaho College. Systems Engineering is a critical engineering disicipline enabling the development of more advanced, complex systems. Systems Engineering provides the engineering skills to efficiently and effectively intgrate complex system components, including artificial intelligence, leading to the next generation of systems in transportation, aerospace, space exploration, maritime services, communication, and sustainable infrastructure systems. Industrial engineering is a key skill necessary for the development and growth in manufacturing. This key skill provides efficient and effective implementation of fabrication and production in an economically competive manner. These degrees in Industrail and Systems Engineering provide the State of Idaho with a strong base to advance industry in the state and advance new capabilities nationally.

INCOSE is a strong advocate for the development of Systems Engineering programs at universities, and supports the establishment of Industrial Engineering programs at these universities. There are a small number of systems engineering programs world wide and there is a growing need to provide systems engineers to fullfill expanding industry needs. Being part of the current, yet early, establishment of systems engineering programs, both nationally and globally, provide Idaho with an strong advantage in this critical skill area. Industrial Engineering is a more established degree area and is a critical need for any engineering school. The capacity to produce Industrial Engineers is a necessity to support manufacturing growth in the United States. The ability to produce local graduates in Systems Engineering and in Industrial Engineering will provide the state with an early advantage in the growth of Systems Engineering degrees and position the state to expand manufacturing with Industrial Engineering degrees.

Michael D. Watson

Michael D. Watson
INCOSE President-Elect

cc:
Steve Records, INCOSE Executive Director
Alejandro Salado, INCOSE Director for Academic Matters

October 10, 2025

Heidi Estrem, Ph.D.
Chief Academic Officer
Idaho State Board of Education

Re: Proposed Industrial and Systems Engineering Degrees at the University of Idaho

Dear Dr. Estrem,

Micron Technology, Inc. (“Micron”) enthusiastically supports the creation of Industrial and Systems Engineering (ISE) degree programs at the University of Idaho, in partnership with North Idaho College. The ISE degree programs are critically needed to meet the rapidly growing workforce demands in Idaho and across the United States as Micron significantly expands its operations.

Currently, Idaho companies—including Micron—must recruit ISE talent from out-of-state due to the lack of in-state degree programs. This creates a talent pipeline gap and limits opportunities for Idahoans to participate in high-wage, high-impact careers. The proposed ISE program will directly address this gap, providing career-ready graduates who can contribute immediately to our projects and operations.

Micron is the leading U.S. producer of advanced semiconductors for computer memory and storage products. As we scale up, the need for highly skilled ISE professionals has never been greater. These graduates are essential for optimizing complex manufacturing systems, improving operational efficiency, and ensuring the competitiveness of our advanced semiconductor operations. Founded in 1978 and headquartered in Boise, Micron has offices and facilities across the nation and globe.

Micron plans to expand its U.S. investments to approximately $150 billion in domestic memory manufacturing and $50 billion in research and development. We anticipate creating an estimated 90,000 direct and indirect jobs. This is based on: (1) building a second leading-edge memory fab in Boise, Idaho; (2) expanding and modernizing our existing manufacturing facility in Manassas, Virginia; and (3) bringing advanced packaging capabilities to the U.S. to enable long-term growth in High Bandwidth Memory (HBM), which is essential to the exponential AI market. Micron has already achieved key construction milestones on its first Idaho fab with DRAM output scheduled to begin in 2027. The second Idaho fab will increase Micron’s production of DRAM in the U.S., serving growing market demand fueled by AI. Micron’s investment also includes its ongoing plans for a massive semiconductor fabrication complex in New York.

The economic impact of Micron’s expansion is substantial, with thousands of new jobs and significant investments in local communities. Industrial and Systems Engineers play a pivotal role in realizing these benefits, driving innovation, productivity, and continuous improvement across our facilities. By establishing this program, the University of Idaho and North Idaho College demonstrate a strong commitment to partnering with industry, responding to workforce needs, and supporting Idaho’s economic growth.

We urge the Idaho State Board of Education to approve the proposed ISE degrees. This program will ensure that Idaho remains at the forefront of technological innovation and manufacturing excellence, and that our state’s workforce is prepared for the opportunities ahead.

Thank you for your consideration.

Sincerely,

Scott Gatzemeier
Corporate Vice President
US Expansion

In Workflow

1. **030 Chair**
2. **CLASS Review**
3. **18 Curriculum Committee Chair**
4. **18 Dean**
5. **Assessment**
6. **DLI**
7. **Provost Q 1**
8. **Degree Audit Review**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Wed, 20 Aug 2025 16:35:15 GMT
   Alexandra Teague (ateague): Approved for 030 Chair
2. Fri, 26 Sep 2025 15:06:30 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 26 Sep 2025 16:33:54 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Mon, 06 Oct 2025 22:04:14 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 06 Oct 2025 22:11:29 GMT
   Christine Slater (cslater): Approved for Assessment
6. Tue, 07 Oct 2025 18:30:41 GMT
   Nicole Remy (nremy): Approved for DLI
7. Tue, 14 Oct 2025 16:56:23 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Wed, 22 Oct 2025 22:01:55 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Thu, 23 Oct 2025 16:27:37 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 29 Oct 2025 18:32:03 GMT
    Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 04 Nov 2025 22:49:40 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Mar 23, 2022 by Alexandra Teague (ateague)
2. Mar 23, 2022 by David Barnes (dabarnes)
3. Mar 25, 2022 by David Barnes (dabarnes)
4. Mar 30, 2023 by Sydney Beal-Coles (sbeal)
5. Jan 9, 2024 by Sydney Beal-Coles (sbeal)
6. Apr 8, 2024 by Sydney Beal-Coles (sbeal)
7. Oct 17, 2024 by Alexandra Teague (ateague)
8. Jan 17, 2025 by Sydney Beal-Coles (sbeal)

Date Submitted: Wed, 20 Aug 2025 16:13:21 GMT

Viewing: 362 : Women's, Gender, and Sexuality Studies Minor

Last approved: Fri, 17 Jan 2025 19:40:32 GMT

Last edit: Thu, 23 Oct 2025 16:27:24 GMT

Changes proposed by: Lysa Salsbury

Faculty Contact

Faculty Name	Faculty Email
Alyson Roy	aroy@uidaho.edu

Type A Changes

Change curriculum requirements

Type B Changes

Type C Changes

Description of Change

Please remove WGSS 4950: Women's Center Internship from the list of eligible courses for the minor. If possible, please make this change effective for the 2025-2026 catalogue year.

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

No

Academic Level

Undergraduate

College
Letters Arts & Social Sciences

Department/Unit:
Women's, Gndr, Sexuality Stdys

Effective Catalog Year
2026-2027

Program Title
Women's, Gender, and Sexuality Studies Minor

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
18

CIP Code
05.0207 - Women's Studies.

Curriculum:

Course List

Code	Title	Hours
Select one of the following courses:		3
WGSS 2010	Introduction to Women's, Gender, and Sexuality Studies	
HIST 2120	Sex and Gender through the Ages	
SOC 2010	Introduction to Inequity and Justice	
Select a minimum of three different subject prefixes from the following:		15
ANTH 4280	Social and Political Organization	
ANTH 4620	Human Issues in International Development	
ANTH 4630	Contemporary Issues Affecting Men & Masculinities	
COMM 4320	Gender and Communication	
CRIM 4210	Gender and Crime	
CRIM 4390	Inequalities in the Justice System	
EDCI 4200	Gender and Sexual Diversity in Schools	
ENGL 2810	Introduction to Women's Literature	
ENGL 3820	Queer Literature	

Course List		
Code	**Title**	**Hours**
ENGL 4810	Women's Literature (May be retaken once to total 6 credits.)	
HDFS 1050	Individual and Family Development	
HDFS 2400	Intimate Relationships	
ECDE 3400	Parent-Child Relationships in Family and Community	
ECDE 4360	Theories of Child and Family Development	
HDFS 4400	Contemporary Family Relationships	
HDFS 4450	Issues in Work and Family Life	
FN 4510	Eating Disorders	
HIST 1112	United States History II	
HIST 2120	Sex and Gender through the Ages	
HIST 2700	Introduction to Greek and Roman Civilization	
HIST 2710	Gods, Heroes, and Monsters: Myth in the Ancient World	
HIST 3250	The Long 1960s	
HIST 3440	The Roman Empire	
HIST 3570	Women in Pre-Modern European History	
HIST 4200	History of Women in American Society	
HIST 4500	Topics in Ancient History	
HIST 4640	Gender and Race in the American West	
JAMM 3400	Media and Diversity	
JAMM 4410	Advanced Concepts in Media and Diversity	
JAMM 4460	Women in the Media	
MUSH 1060	Women in American Popular Music	
PHIL 2050	Topics in Social Philosophy	
PHIL 4080	Feminism and Philosophy	
POLS 4230	Politics, Policy and Gender	
PSYC 3150	Psychology of Women	
PSYC 3200	Introduction to Social Psychology	

Course List

Code	Title	Hours
PSYC 3300	Human Sexuality	
SOC 2010	Introduction to Inequity and Justice	
SOC 3650	Environmental Justice	
SOC 3270	Sociology of the Family	
SOC 4240	Sociology of Gender	
SOC 4270	Racial and Ethnic Relations	
WGSS 4040	Special Topics	
WGSS 4100	Feminist Theory and Action	
WGSS 4980	Internship in Women's, Gender, and Sexuality Studies	
WGSS 4990	Directed Study	
Total Hours		18

Note: ENGL 4810 may be repeated if the topic is different. WGSS 4980 and WGSS 4990 may be repeated for up to 6 credits each.

With prior approval of the Women's, Gender, and Sexuality Studies committee, a student may also include credit from survey courses, special topics courses, or seminars meeting the guidelines for inclusion of courses in the Women's, Gender, and Sexuality Studies Minor. No more than 3 credits may count toward both the student's major and minor.

Courses to total 18 credits for this minor

Catalog Program Description:

Women’s, gender, and sexuality studies is an interdisciplinary academic field devoted to the study of topics concerning gender and sexuality, feminist theory and research, social history, public health, and participation in the arts and popular culture. The Women’s, Gender, and Sexuality Studies Minor offers an interdisciplinary program that allows students to develop critical thinking skills in relation to the scholarly pursuit of knowledge about the history of feminism, and the social construction of cultural variables, such as gender, sexual identity, age, and race and ethnicity. Women's, gender, and sexuality studies attract students of all sexes because it endeavors to expose unexamined attitudes about cultural factors including gender, race and ethnicity, class, age, diverse abilities, sexual identity, and beyond. The Women’s, Gender, and Sexuality Studies Minor is an asset in the job market for everyone in both the public and private sectors.

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

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 course can no longer be offered because the Women's Center no longer exists.

Supporting Documents

Reviewer Comments
Sande Schlueter (sandeschlueter) (Tue, 14 Oct 2025 16:56:19 GMT): Adding or removing a geographical location a program can be completed in person requires notification to SBOE and/or NWCCU to ensure accuracy in their program inventory. SBOE inventory includes CDA. Program directors have confirmed the minor has not been offered in CDA.

Key: 362

In Workflow

1. **006 Chair**
2. **19 Curriculum Committee Chair**
3. **19 Dean**
4. **Assessment**
5. **DLI**
6. **Provost Q 1**
7. **Degree Audit Review**
8. **Registrar's Office**
9. **Ready for UCC**
10. **UCC**
11. **Faculty Senate Chair**
12. Provost Q 2
13. State Approval
14. NWCCU
15. Catalog Update

Approval Path

1. Fri, 19 Sep 2025 16:25:18 GMT
   Tanya Miura (tmiura): Approved for 006 Chair
2. Thu, 25 Sep 2025 23:17:15 GMT
   Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
3. Mon, 29 Sep 2025 20:50:35 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 29 Sep 2025 21:28:10 GMT
   Christine Slater (cslater): Approved for Assessment
5. Thu, 02 Oct 2025 16:58:08 GMT
   Nicole Remy (nremy): Approved for DLI
6. Thu, 09 Oct 2025 22:29:20 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Wed, 22 Oct 2025 22:05:19 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 23 Oct 2025 16:28:51 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 29 Oct 2025 18:33:06 GMT
   Anna Hall (annahall): Approved for Ready for UCC
10. Tue, 04 Nov 2025 23:07:09 GMT
    Anna Hall (annahall): Approved for UCC

History

1. Jul 19, 2024 by Sydney Beal-Coles (sbeal)

Date Submitted: Thu, 18 Sep 2025 22:16:02 GMT

Viewing: 42 : Biochemistry Minor

Last approved: Fri, 19 Jul 2024 21:07:23 GMT

Last edit: Wed, 22 Oct 2025 22:05:07 GMT

Changes proposed by: Gina Tingley

Faculty Contact

Faculty Name	Faculty Email
Tanya Miura	tmiura@uidaho.edu

Type A Changes
Change curriculum requirements

Type B Changes

Type C Changes

Description of Change

Updating the minor to include course choices to reflect background in biochemistry; closing loophole for allowable credits in repeatable courses.

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

No

Academic Level
Undergraduate

College
Science

Department/Unit:
Biological Sciences

Effective Catalog Year
2026-2027

Program Title
Biochemistry Minor

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
21

CIP Code
26.0202 - Biochemistry.

Curriculum:

Course List

Code	Title	Hours
BIOL 3800	Biochemistry I	4
BIOL 4540	Biochemistry II	3
BIOL 3820	Biochemistry I Laboratory	2
Select 12 credits from the following:		12
CHEM 3020	Principles of Physical Chemistry	
or CHEM 3050	Physical Chemistry	
or CHEM 3060	Physical Chemistry II	
BIOL 3120	Molecular and Cellular Biology	
BIOL 4190	Microbial Physiology	
BIOL 4320	Immunology	
BIOL 4820	Protein Structure and Function	
BIOL 4850	Prokaryotic Molecular Biology	
BIOL 4870	Cellular and Molecular Basis of Disease	
CHEM 2530	Quantitative Analysis	
CHEM 2540	Quantitative Analysis: Lab	
CHEM 3030	Principles of Physical Chemistry Lab	
or CHEM 3070	Physical Chemistry Lab	
or CHEM 3080	Physical Chemistry Lab	
CHEM 4200	Forensic Chemistry	
CHEM 4720	Medicinal Chemistry	
PLSC 4860	Plant Biochemistry	

Course List

Code	Title	Hours
BE 4330	Bioremediation	
Total Hours		21

Courses to total 21 credits for this minor

Catalog Program Description:

N/A

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

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.

Updating the minor to include course choices to reflect adequate background in biochemistry; closing loophole for allowable credits in repeatable courses. No added workload.

Supporting Documents

Reviewer Comments
Rebecca Frost (rfrost) (Wed, 22 Oct 2025 22:05:07 GMT): Updated formatting, added correct credit total statement.

Key: 42

In Workflow

1. **126 Chair**
2. **08 Curriculum Committee Chair**
3. **08 Dean**
4. **Assessment**
5. **DLI**
6. **Financial Aid**
7. **Provost Q 1**
8. **Degree Audit Review**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Thu, 28 Aug 2025 19:03:55 GMT
   Gabriel Potirniche (gabrielp): Approved for 126 Chair
2. Thu, 11 Sep 2025 18:36:40 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
3. Fri, 12 Sep 2025 15:37:09 GMT
   Gabriel Potirniche (gabrielp): Approved for 126 Chair
4. Fri, 19 Sep 2025 03:29:46 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
5. Fri, 19 Sep 2025 03:31:50 GMT
   Suzanna Long (long): Approved for 08 Dean
6. Fri, 19 Sep 2025 17:57:05 GMT
   Christine Slater (cslater): Approved for Assessment
7. Mon, 22 Sep 2025 16:00:26 GMT
   Nicole Remy (nremy): Approved for DLI
8. Tue, 23 Sep 2025 21:51:34 GMT
   Theodore Unzicker (tunzicker): Approved for Financial Aid
9. Tue, 21 Oct 2025 20:20:33 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
10. Wed, 22 Oct 2025 22:15:09 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Thu, 23 Oct 2025 16:54:07 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office

12. Wed, 29 Oct 2025 18:30:55 GMT
    Anna Hall (annahall): Approved for Ready for UCC
13. Tue, 04 Nov 2025 19:04:37 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Thu, 11 Sep 2025 22:54:38 GMT

Viewing: 599 : Energy Literacy Undergraduate Academic Certificate

Last edit: Thu, 23 Oct 2025 16:53:57 GMT

Changes proposed by: John Kumm

Faculty Contact

Faculty Name	Faculty Email
John Kumm	jkumm@uidaho.edu

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

No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Engineering

Effective Catalog Year
2026-2027

Program Title
Energy Literacy Undergraduate Academic Certificate

Degree Type
Certificate

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits

12

Attach Program Change

CIP Code
14.2701 - Systems Engineering.

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional 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.

Describe the financial impact
The proposed certificate primarily depends on existing courses. The new course under development has outside financial support for its creation.

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a).

Course List

Code	Title	Hours
CORS 2330	Course CORS 2330 Not Found	3

Course List		
Code	**Title**	**Hours**
or ENGR 2330	Course ENGR 2330 Not Found	
ECON 2201	Principles of Macroeconomics	3
or ECON 2202	Principles of Microeconomics	
Select 6 credits of the following:		6
ARCH 4170	Designing Net-Zero Spaces	
BE 4110	Energy and Environmental Auditing	
CHE 4040	Special Topics	
CYB 1100	Cybersecurity and Privacy	
ECE 4870	Sustainable and Renewable Energy	
ENVS 4080	Energy and Environment	
ENVS 4840	History of Energy	
FIN 4650	Introduction to Market Trading	
GEOG 4880	Geography of Energy Systems	
GEOL 4620	Petroleum Systems and Energy Transitions	
INDT 4340	Power Generation and Distribution	
NRS 3110	Public Involvement in Natural Resource Management	
ME 4350	Thermal Energy Systems Design	
or ME 4360	Sustainable Energy Sources and Systems	
Total Hours		12

Courses to total 12 credits for this certificate.

Catalog Program Description:

Clean, reliable, affordable energy is a foundation for longer and more productive human lives. The production, distribution, and management of energy impinges on a vast array of professions and pursuits, from geology to engineering, from natural resources to history, and from law to business and education.

The Energy Literacy Undergraduate Certificate provides undergraduates with the knowledge to ask better questions and make better choices about energy use in personal and

professional pursuits. The certificate is available to and valuable for undergraduates in every major discipline through coursework that is broad enough for learning tailored to individual degrees and interests. Some of the certificate elective courses require prerequisite courses.

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

Learning Objectives

-Knowledge of the technical, economic, regulatory, and environmental constraints on modern energy systems.

-Ability to understand and use basic terms and calculations commonly employed in energy discussions.

-Ability to understand economic concepts and market forces that influence prices paid by energy consumers as well as costs borne by energy producers and suppliers.

-Ability to think critically about multi-constraint systems and collaborate with the intention of arriving at value-creating solutions.

-Understanding of the historic and environmental constraints as well as the human costs and benefits of energy intensive societies.

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.

Certificate courses each have written and exam-based assessments that will offer the primary indication of the efficacy of content delivery for students.

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

Exam results and the quality of thought captured in written exercises will provide feedback regarding the effectiveness of instructional tools at conveying the material. Subjects or material will be adjusted to improve student outcomes.

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

Critical writing and exam results will provide direct measures. Oral and written reflections will provide indirect measures.

When will assessment activities occur and at what frequency?

Three or more options for assessment activities--including quizzes, projects, essays, and exams--will be conducted for each course. Written reflections will be prompted in conjunction with selected course activities. These measures will be assessed on a full-certificate basis following completion of the first certificate, and annually thereafter.

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.

Clean, reliable, affordable energy is a foundation for longer and more productive human lives, better educational attainment, greater freedom and reach for creativity and expression, and accelerated improvement in the human condition. The systems supporting energy production, distribution, and consumption are complex and highly constrained through technical limitations, natural resource availability, environmental concerns, and economic realities. Whatever our personal, professional, and academic goals, our attainment will be influenced by the abundance of reliable energy, or lack thereof.

With these facts in mind, we propose that literacy in energy topics is valuable to University of Idaho graduates in any discipline. This certificate encourages our graduates entering all professions to have a better understanding of both the costs and benefits of our energy systems. With this understanding, they become better, more effective energy users and more valuable leaders in their chosen professions through coursework that is broad enough for learning tailored to individual degrees and interests. The only new course is CORS 2040/ENGR 2040 Energy in the Modern World. All other courses in the Required and Elective sections are already part of the UI Catalog. The syllabus of CORS 2040/ENGR 2040 has been

added to this proposal. The new course does not add extra teaching load, and it will be part of the normal teaching loads for the faculty involved in delivering it.

Supporting Documents
Syllabus CORS Energy in the Modern World 20250911.docx
EnergyLiteracyUGCertNotificationFormAcademicCertificate.pdf

Reviewer Comments
Sande Schlueter (sandeschlueter) (Tue, 21 Oct 2025 20:20:25 GMT): SBOE now requires the attached notification form for certificates (undergraduate or graduate) consisting of fewer than 30 credits (and zero fiscal/financial impact).
Rebecca Frost (rfrost) (Wed, 22 Oct 2025 22:14:56 GMT): Updated to catalog format. Left original entry for reference.

Key: 599

University of Idaho Energy Institute

CORS(XXXX): Energy in the Modern World

Instructors:

Vivek Utgikar, College of Engineering: vutgikar@uidaho.edu

Romuald Afatchao, CLASS: afatchao@uidaho.edu

Meeting Days/Times: Tuesdays and Thursdays, preferably in the 12:30 – 1:45 time block

Introduction

Human use of external energy sources to increase work dates back to before human history. As our ingenuity has made energy more abundant, reliable, and safer, its effect on human productivity, longevity, and stability has grown. In fact, dependable and affordable modern energy is the foundation of our society and the standards of living in the developed world. Electricity heats, cools, and lights our homes and workplaces. Abundant natural gas powers heating, cooking, and industrial processes. Liquid hydrocarbons energize transportation, agriculture, and serve as a feedstock for manufacturing many critical materials. These benefits come with costs—environmental and human—to various forms of life and ecosystems communities.

This course covers the fundamentals of energy, various energy sources (both renewable and non-renewable), energy systems and technologies, and the impact of energy on society and the environment. It surveys the development of energy, including its costs and benefits, examines key applications of energy in the modern world, and dedicates additional time to exploring the objectives, benefits, and constraints associated with electric power utility operations in North America. Throughout the course, we will analyze the balance of costs and benefits related to energy use, preparing students to think critically about energy-related issues.

Among the various tools we will utilize for instruction, a newly developed energy simulation game may prove to be the most effective. The game is a computer simulation in which student teams will think critically and collaborate to make choices about the operation of their electric utilities. Decisions and outcomes will be evaluated over a multi-year simulation period based on their economic, energy reliability, and environmental impacts. Various industry experts are invited to present on specific topics to enrich the student experience. Saturday field trips to regional energy production facilities may be included.

Learning Outcomes

- Understand the energy architecture, energy sources, and their transformations, applications, and social and regulatory factors for implementation of energy systems in local/regional/global settings.
- Develop the fundamental mathematics and conceptual vocabulary needed to understand the function, constraints, and operations of contemporary energy systems.
- Examine the environmental and societal costs associated with energy production and consumption.

- Understand the regulatory and management frameworks governing energy in the United States and globally.
- Enhance students' understanding of utility decision-making constraints through collaborative, server-based gameplay with classmates.
- Engage in complex, team-oriented decision-making concerning resource planning for energy systems.
- Reflect on the promising opportunities and significant challenges that lie ahead in the fields of energy production, distribution, and consumption.

Course Reading Materials:
All the reading materials will be available on the course Canvas site. Students are required to read the class materials before attending class. The instructors may provide additional reading if deemed necessary.

- Textbook: "The Energy System: Technology, Economics, Markets, and Policy," Travis Bradford (tent), plus selected articles and videos.

Course Requirements:
Various Projects: Written projects and gameplay will require learning synthesis from various course elements to achieve game objectives. Inter- and intra-team negotiation will be necessary to set priorities and maximize outcomes. Assignments will include reflections on individual contributions to decision-making in electric utility game play as an element of a multi-disciplinary team, and a final essay project.

<u>All writing, excluding direct quotes, must be your own – AI-generated text is not acceptable for this assignment.</u>

1. **Short papers:** There will be four written papers throughout the semester based on specific questions to assess comprehension of different concepts.
2. **Group Project:** Energization, A Game of Energy Decision Making
3. **Midterm Exam:** A midterm exam will be administered for this class, and it will cover fundamental knowledge and integration of concepts.
4. **Final paper:** This paper will reflect on the knowledge gained during the semester and integrate the lessons learned from the Energy Decision Making game

The specific description and details of all the assignments will be available on the course Canvas page.

5. **Attendance, Participation, and Preparation:**

Attendance is mandatory and will be recorded throughout the semester. All students are expected to arrive prepared, having completed the assigned readings, and ready to engage in discussions on a variety of topics. Your attendance and participation grade will be determined by punctuality and active involvement in class discussions.

Participation encompasses group discussions, collaboration, and ideation with both peers and competitors. This includes documenting team objectives, assumptions, and expectations, as well as comparing them with actual outcomes. Effective group collaboration also involves articulating decision-making criteria and anticipated outcomes, being open to sharing suggestions with classmates, and demonstrating the ability to incorporate feedback from peers, instructors, and stakeholders into your work.

Instructors reserve the right to call on students who seem reluctant to participate. In such cases, students may be randomly selected to respond to questions related to the assigned readings. If you anticipate needing to miss any class session, please inform the instructor in advance.

Evaluation mechanisms:

Assessment type	**Point value**
Short Papers (4 papers @ 25 pts each)	100
Midterm Exam	50
Game of Energy Decision Making	100
Final Paper	50
Attendance and Participation (30 @ 5 pts each)	150
Total	450

Grading: **You are not "entitled" to any grade. YOU EARN IT.**

Letter Grades:

A = Greatly Exceeding Expectations	100-90%
B = Exceeding Expectations	89-80%
C = Meeting Expectations	79-70%
D = Working Towards Expectations	69-60%
F = Not Meeting Expectations	59-0%

Assignments and Due Dates:

TBD

Policy on Late Assignments:

Each student is required to submit all assignments by the due dates specified in the class schedule. We understand that unforeseen circumstances can arise. If you need an extension, please notify me in advance of the due date so we can discuss options for submitting your assignment late. You are also welcome to submit your assignments early.

Please note that unapproved late assignments will incur a penalty of 10% per day, including weekends and holidays.

Study Skills and Resources

Remember, you should spend at least 3 hours studying, such as reading textbooks and reviewing notes, for every hour you are in class. Additional time is also necessary for researching, writing papers, and developing projects. Plan accordingly. If you need help with notetaking, study strategies, writing, time management, or tutoring, do not hesitate to contact your professors.

Writing Your Research Paper:

Consider the resources at http://www.uidaho.edu/class/english/WritingCenter. The Writing Center is a collaborative learning program dedicated to providing one-on-one assistance to student writers. The Writing Center also offers a library of handbooks and style manuals, three student computers, a collection of writing handouts, and a comfortable space for reading and writing.

Library Resources:

Become very familiar with our library, as it will become a second home. To become more familiar with and fully utilize the resources of the library, visit http://www.lib.uidaho.edu/services/instruction/.

While conducting your research, critically evaluate your sources and determine which resources are valuable and valid. This is especially important in assessing website resources. Please see the "Policy on the Use of Artificial Intelligence" below for instructions on how to use AI in your research.

Questions About Technology:

Visit the ITS Help Desk at their office in the Administration Building, room 133, contact them by e-mail at helpdesk@uidaho.edu, or call 208-885-HELP (4357) with any technology questions they may have. The website is http://support.uidaho.edu/.

Center for Disability Access and Resources (CDAR):

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact the Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class, will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. Phone is 208-885-6307 and e-mail is cdar@uidaho.edu. For a listing of services and current business hours, visit https://www.uidaho.edu/cdar.

Respect your fellow CORS (XXXX) students:

- Respect others' rights to express their views, regardless of your opinion.
- Respect others by sharing your observations clearly, concisely, and precisely, and by not dominating the conversation.
- Follow common courtesies and civility, such as participating in threaded discussions on time, listening, and not talking while others "have the podium," etc. In short, "do unto others as you would have them do unto you."

Maintaining Instructional Order:

U of I adopted FSH 4170, "Maintaining Instructional Order," to promote a productive and respectful learning environment. This policy clarifies expectations about classroom behavior and provides a process for instructors to address disruptions. Please read the policy carefully.

Policy on Absences for University-related Activities:

The absence policy is enforced by the Vice Provost for Student Affairs and the Office of the Dean of Students, and no other written or verbal agreements preempt this policy.

1. Students are not to be excused from class sessions for any living group-related activities (including, but not limited to, residence hall meetings, fraternity or sorority house meetings, or other living group functions). This includes any function deemed "mandatory" by the living group officers that may carry with it fines or other penalties for non-attendance.
2. Only students with a written request signed by a university official will be granted an excused absence for university-sponsored activities, including, but not limited to, travel to sporting events in which the student is an official participant (not a spectator) and participation in scheduled, university-sponsored class field trips.
3. Students who seek excused absences from class sessions because of other university-related activities must notify you, the instructor, in advance of their absence to request an excused absence.
4. Students who are granted an excused absence are responsible for completing all work assigned during their absence in the timeframe you, the instructor, establish.

This policy is designed to help you, the students, achieve academic success and to remain a full and productive member of your classroom community. If you have questions, please contact the Office of the Dean of Students at 208-885-6757, TLC 232.

Concealed Carry of Firearms:

The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho-enhanced concealed carry license, provided those firearms remain concealed at all times. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of university policy. Please contact local law enforcement (call 911) to report firearms on university property.

University of Idaho leadership remains committed to maintaining a safe work, living and learning environment on campus. We will not tolerate any threatening use of firearms or any other weapons. While authorized license holders may have familiarity and be at ease carrying a loaded firearm, we ask that they be aware that many people are not familiar with handguns and are uncomfortable in their presence. For more information, please visit UI Public Safe and Security Page.

Academic Integrity:

Please review the site from the Dean of Students

Violations of any aspect of student conduct will result in an immediate referral to the Dean of Students. Plagiarism in any form will result in a zero for the assignment (if it is a group assignment) and referral of all guilty parties to the Dean of Students.

Policy on the Use of Artificial Intelligence (AI):

There have been impressive advances in AI generative text tools, some of which are freely accessible online, while others require payment. These are powerful tools that can support the learning process. My policy aims to ensure they assist in learning rather than replace it.

I will specify how you may use AI tools in the instructions for your assignments, activities, quizzes, and tests, so you are responsible for reading the instructions carefully and asking for clarification if needed. An example of such instructions is:

You may use AI generative text tools to help you create a sample outline of your writing assignment and as a proofreading and editing tool. You must download all evidence of your work with the AI tool and include that evidence along with the submission draft of the assignment. Failing to provide evidence or to follow the guidelines I have set for your use of AI tools will result in a failing grade for the assignment, and I will need to report the incident to the UI Dean of Students as outlined in the Student Code of Conduct (see below).

If I do not stipulate how you may use AI tools, you should assume that use is prohibited.

You must cite your use of AI tools using the guidelines for APA citation.

This policy is supported by the Student Code of Conduct and Resolution Process as indicated below:

E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

a. Cheating. Cheating includes, but is not limited to, the following actions as they relate to academic work:

1. Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.

2. Copying from another's academic work either for the student's own use or for the use of others.

3. Sharing academic work without prior permission from instructor.

4. Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
5. Completing academic work for someone else or having someone else complete academic work on your behalf.
6. Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
7. Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.

COURSE SCHEDULE

PART 1: INTRODUCTION AND OVERVIEW

Module 1: Course Introduction and Definition of the Concept of Energy

Module 2: Historical Trends and Energy in Human Development

Module 3: A Quick Overview of Energy System Infrastructure

Module 4: Energy Flow (Sankey Diagrams)

PART II: ENERGY RESOURCES AND TRANSFORMATION

Module 5: Primary Energy Sources

Module 6: Energy Transformation

Module 7: Bioenergy

PART III: ENERGY INFRASTRUCTURE

Module 8: Energy Distribution

Module 9: Energy storage

PART IV: ENERGY FINANCE, ECONOMICS, AND GOVERNANCE

Module 10: Energy Finance

Module 11: Energy economics

Module 12: Governance of Energy

PART V: ENVIRONMENTAL IMPACTS AND SUSTAINABILITY

Module 13: Environmental Impacts of Energy Production, Distribution, and Consumption

Module 14: Public and Personal Safety Considerations; Energy Resilience and Disaster Response

Module 15: Sustainability and the Future of Energy

IDAHO STATE BOARD OF EDUCATION

NOTIFICATION

Academic Certificates

Institution	University of Idaho
College/Department	College of Engineering/Engineering
Proposed Title of Certificate	Energy Literacy
Certificate Level	Undergraduate
CIP Code	14.2701
Effective Date	2026-2027

Indicate those that apply for the planned certificate:

X	Embedded Certificate: Students enroll in a degree program and earn the embedded certificate within the credit structure for their degree.
	Stackable Certificate: Students complete an independent credential that is part of a sequence of credentials that can lead to a degree.
	Standalone Certificate: Students enroll in a certificate program to acquire a specific set of skills. It is not designed to contribute to a degree.
	Combination of the above
	Other (Explain below)

Summary:

1. Provide a description of the proposed certificate. If it is an embedded certificate, please describe which majors, minors, or programs of study within which it is embedded or for which majors or minors it will be recommended. If it is a stackable certificate, please describe the additional certificates a student might pursue and the credential it leads to. If it is a standalone credential, please identify the specific workforce demand or industry need that it is designed to meet. Include the total number of credits required to complete the certificate, and describe the method of delivery (e.g., in-person, online, hybrid).

The Energy Literacy Undergraduate Academic Certificate will be embedded within the program of any undergraduate degree offered at the University of Idaho and will offer students the tools to join the workforce as knowledgeable energy consumers and decision makers. The certificate requires 12 credits of coursework, obtained through two required 3-credit courses that instill common, fundamental concepts of energy and economics. Two more elective courses are selected from a list of energy courses from across the university to offer depth and specificity relevant to student goals and interests. The certificate should be attractive to students pursuing many different majors. At this time, the coursework is delivered in person on the UI Moscow campus.

Applicable Board Policy - Board Policy III.G.3.c, Postsecondary Program Review and Approval.
Subsequent to institutional review and consistent with institutional policies, and at least 30 days before implementation, institutions shall notify the Executive Director or designee of the establishment of new academic undergraduate or graduate certificates consisting of fewer than 30 credits. A short proposal is required if the certificate is more than 30 credits with a financial impact of less than $250,000 per fiscal year and a full proposal is required regardless of number of credits if the financial impact is more than $250,000 per fiscal year. In accordance with Board Policy III.G., at the sole discretion of the Executive Director, State Administrator, or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

2. A full budget is not required for new academic certificates. However, if there will be costs or savings associated with this certificate, please describe them here. If the proposed certificate consists of an academic program fee as defined in Board Policy V.R., a short budget form is required for Board approval.

We do not anticipate material costs or savings in conjunction with delivering this certificate. While there is one new course being developed by the Energy Institute, all courses are already offered, so there is no increase in costs.

Applicable Board Policy - Board Policy III.G.3.c, Postsecondary Program Review and Approval.
Subsequent to institutional review and consistent with institutional policies, and at least 30 days before implementation, institutions shall notify the Executive Director or designee of the establishment of new academic undergraduate or graduate certificates consisting of fewer than 30 credits. A short proposal is required if the certificate is more than 30 credits with a financial impact of less than $250,000 per fiscal year and a full proposal is required regardless of number of credits if the financial impact is more than $250,000 per fiscal year. In accordance with Board Policy III.G., at the sole discretion of the Executive Director, State Administrator, or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

In Workflow

1. **470 Chair**
2. **21 Curriculum Committee Chair**
3. **21 Dean**
4. **Assessment**
5. **DLI**
6. **Financial Aid**
7. **Provost Q 1**
8. **Degree Audit Review**
9. **Registrar's Office**
10. **Ready for UCC**
11. **UCC**
12. **Faculty Senate Chair**
13. Provost Q 2
14. State Approval
15. NWCCU
16. Catalog Update

Approval Path

1. Thu, 18 Sep 2025 17:52:59 GMT
   Theodore Unzicker (tunzicker): Approved for 470 Chair
2. Wed, 24 Sep 2025 19:51:58 GMT
   Yunhyung Chung (yunchung): Approved for 21 Curriculum Committee Chair
3. Wed, 24 Sep 2025 19:53:19 GMT
   Yunhyung Chung (yunchung): Approved for 21 Dean
4. Wed, 24 Sep 2025 20:07:55 GMT
   Christine Slater (cslater): Approved for Assessment
5. Wed, 24 Sep 2025 22:19:12 GMT
   Nicole Remy (nremy): Approved for DLI
6. Thu, 25 Sep 2025 22:09:53 GMT
   Theodore Unzicker (tunzicker): Approved for Financial Aid
7. Tue, 14 Oct 2025 21:53:22 GMT
   Sande Schlueter (sandeschlueter): Approved for Provost Q 1
8. Wed, 22 Oct 2025 22:20:09 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Thu, 23 Oct 2025 16:55:45 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 29 Oct 2025 18:37:50 GMT
    Anna Hall (annahall): Approved for Ready for UCC
11. Tue, 04 Nov 2025 23:14:19 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Thu, 18 Sep 2025 17:38:03 GMT

Viewing: 605 : Outdoor Recreation Leadership Certificate

Last edit: Thu, 23 Oct 2025 16:55:17 GMT

Changes proposed by: Brian Fowler

Faculty Contact

Faculty Name	Faculty Email
Brian Fowler	bfowler@uidaho.edu
Chris Zajchowski	czajchowski@uidaho.edu

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

No

Academic Level
Undergraduate

College
Intercollege Curriculum Committee

Department/Unit:
Intercollege Curriculum Committee

Effective Catalog Year
2026-2027

Program Title
Outdoor Recreation Leadership Certificate

Degree Type
Certificate

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
12

Attach Program Change
605 Outdoor Recreation LeadershipNotificationFormAcademicCertificate.pdf

CIP Code
31.0601 - Outdoor Education.

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional 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.

Describe the financial impact

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a).

Course List

Code	Title	Hours
NRS 1250	Introduction to Conservation and Natural Resources	3
NRS 4440	Recreation Ecology	3
RSTM 3100	Outdoor and Adventure Leadership	3

Skill Based Electives [1]

Course List

Code	Title	Hours
Select 3 credits from the following:		3
IFIT 1070	Individual and Team Sports	
NRS 4820	Outdoor Leadership Expedition	
RSTM 2180	Rock Climbing & Mountaineering	
RSTM 2240	Whitewater Rafting	
RSTM 2290	Swiftwater Rescue Training	
RSTM 2310	Alpine Skiing	
RSTM 2900	Wilderness First Responder	
Total Hours		12

[1]

Multiple outdoor recreation focused RSTM and IFIT options may be available with advisor approval.

Courses to total 12 credits for this certificate.

Catalog Program Description:

The Outdoor Recreation Leadership Certificate prepares students to lead and manage outdoor recreation experiences in diverse natural settings. This interdisciplinary program emphasizes foundational knowledge of conservation and recreation ecology, coupled with applied leadership skills in outdoor and adventure environments. Students gain both theoretical grounding and practical competencies through coursework in leadership, recreation resource management, and skill-based field experiences.

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

Learning Objectives

Upon completion of the Outdoor Recreation Leadership Certificate, students will be able to:

1. Demonstrate leadership and facilitation skills for guiding individuals and groups in outdoor and adventure recreation settings.
2. Apply principles of conservation, natural resource management, and recreation ecology to promote sustainable outdoor practices and responsible land use.
3. Exhibit technical competencies and safety skills across a range of outdoor activities (e.g., wilderness medicine, climbing, paddling, skiing, expedition leadership).
4. Communicate effectively and work collaboratively in diverse professional contexts, integrating ethical decision-making and risk management into outdoor leadership and recreation resource management practice.

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.

Student achievement of the Outdoor Recreation Leadership Certificate learning outcomes will be assessed through a combination of course-embedded measures and performance-based evaluations across required and elective courses. The assessment process includes:

1.) Course Assignments and Exams – Students' understanding of conservation, natural resource principles, and recreation ecology will be assessed through written assignments, exams, and applied projects.

2.) Leadership and Facilitation Evaluations – In RSTM 3100 and selected skill-based electives, students will be evaluated on their ability to design, lead, and reflect on outdoor experiences. Faculty will use structured rubrics to assess competencies in leadership, communication, group facilitation, and ethical decision-making.

3.) Technical Skill Demonstrations – Field-based courses (e.g., rock climbing, rafting, swiftwater rescue, trail building, or wilderness first responder) require students to demonstrate technical proficiency, safety awareness, and risk management. Instructors

directly observe and evaluate performance using standardized checklists and skill assessments.

4.) Reflective Practice and Integration – Students will complete reflective assignments (journals, presentations, or written reflections) that require them to connect leadership practices, ecological principles, and technical skills to broader professional contexts in outdoor recreation.

Program-level assessment will be supported through (1) Faculty review of student work samples to evaluate trends in outcome achievement, and (2) Regular program review to ensure alignment between curriculum, learning outcomes, and industry standards.

This multi-method assessment process ensures students not only acquire theoretical knowledge but also demonstrate applied leadership and technical skills in real-world outdoor settings.

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

As this certificate is an interdisciplinary certificate across multiple colleges, assessment findings will be shared and discussed at all-faculty meetings at least once annually.

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

Direct Measures: (1) Performance-based skill demonstrations in skill-based courses, (2) Leadership facilitation projects, (3) Written and applied assignments, (4) Final projects and/or exams.

Indirect Measures: (1) Low stakes (ungraded) class activities, (2) Student reflection on alignment of the certificate and career goals, (3) Alumni & employer feedback when available, (4) Course evaluations.

When will assessment activities occur and at what frequency?

Assessment of the Outdoor Recreation Leadership Certificate is multi-level and ongoing. Student learning is evaluated each semester through course-embedded assignments, skill demonstrations, and leadership projects, providing direct evidence of outcome achievement. Indirect measures, such as student reflections and surveys, complement these evaluations by capturing perceptions of growth and readiness. At the end of each academic year, faculty aggregate and review assessment data to identify trends and make program adjustments.

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.

The proposed Outdoor Recreation Leadership Certificate provides students with a structured pathway to develop foundational knowledge and applied skills in outdoor recreation, leadership, and recreation resource management. This certificate responds to student demand for professional preparation in outdoor and adventure-based careers and eventually will strategically replace the former Outdoor Recreation Leadership minor with a more focused and manageable set of requirements. By combining interdisciplinary coursework from Recreation, Sport and Tourism Management (RSTM) and Natural Resources and Society (NRS) with skill-based electives, the certificate integrates leadership training, technical competencies, and ecological awareness in a way that enhances both employability and experiential learning opportunities.

The certificate aligns with the University of Idaho's land-grant mission by leveraging the state's natural resources as living laboratories and preparing graduates to contribute to Idaho's outdoor recreation economy. The program design draws on existing courses that are already part of faculty teaching loads, and no new course development is required. As such, the certificate does not impose additional workload on the department; instead, it repackages current offerings into a coherent credential that can be completed by students across majors. Faculty from RSTM and NRS will collaboratively advise students to ensure smooth completion.

Supporting Documents

Reviewer Comments

Sande Schlueter (sandeschlueter) (Tue, 14 Oct 2025 21:53:01 GMT): added new Certificate Notification form required by SBOE for academic certificates consisting of fewer than 30 credits.

Rebecca Frost (rfrost) (Wed, 22 Oct 2025 22:19:59 GMT): Put requirements into catalog format. Left original entry for reference.

Key: 605

University of Idaho

To: Provost Lawrence, Faculty Senate

From: Faculty Compensation Committee

Subject: Recommendations for Changes to Employee Compensation

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Dear Faculty Senate and Provost Lawrence,

The Faculty Compensation Committee (FCC) is aware that funding for raises is at least partially dependent on sufficient allocation of financial resources by the legislature. We are also aware that the legislature, similar to last year, might choose to allocate funds for raises with specific stipulations (i.e. across the board percentage allocation for each employee). However, to the extent that the legislature allocates funds for employee compensation that is not specifically limited to required allocations, the FCC recommends the following distribution priorities. The FCC also recommends that the University of Idaho increase promotion raises to adjust for inflation since the last change occurred in 2006. Finally, the FCC has considered a number of other factors that should be taken into account in future CEC distribution discussions. However, the FCC will not be making any recommendations on these items at this time, but does intend to investigate the issues and explore options for later discussion.

1) CEC distributions priorities

The FCC recommends equity be prioritized in raises over merit. To that end, the FCC recommends that any general allocation of compensation funding not necessary for promotion and tenure raises, be divided as follows.

1st Portion Allocation Priority (45%)

The FCC recommends that 45% of funds be focused on moving employees closer to target. Rather than a straight allocation for those at a certain level (i.e. all those under 80% for example), the committee suggests that this be done in tiers. This is due to fairness concerns, retention concerns, and the inability to know the amount of funding the university will be allocated.

Specifically, the FCC would like to target different proportions to three tier levels: employees who are less than 80% of target, less than 90% of target, and less than 100% of target. Those in the first category would get a greater percentage of fund allocation, but not to the exclusion of the other two categories. Rather, the percentage of allocation would decrease at each tier. Not knowing how much funding will be available, it is difficult for the FCC to suggest a proportionality formula.

2nd Portion Allocation Priority (45%)

The FCC suggests that another 45% of funds be allocated "across the board." That is, all employees would get the same percentage increase. For example, if the amount in this "second portion" has sufficient funding to allow all employees a 2% raise, then that would be the amount of increase across the board. The FCC recommends these raises be in the form of percentages of current salary rather than "flat" raises (i.e. a set total dollar amount for the coming year).

3rd Portion Allocation Priority (10%)

The FCC suggests that the final 10% of funds be allocated for performance increases pursuant to the standards and procedures in FSH3420.

2) Tenure and promotion raises

As set forth in last year's ad hoc committee letter, the promotion and tenure raises have not changed since 2006. Adjusting for inflation, this means that the value of those rates have decreased by approximately 37%. As mentioned by the ad hoc committee, "the equivalent spending power of a $6,000 raise in 2006 would require a raise of approximately $9500 in 2024," a 58% increase.

The FCC contends that those faculty who have performed at a level warranting successful promotion and/or tenure should be valued through compensation increases that reflect the worth of their efforts and service to the University. Without compensating for inflation, the University is inherently saying the value of those efforts decreases year over year. With the advancement of the University of Idaho to R1 status, while continuing our mission as a land grant institution, this is a serious concern, especially if the University wants to continue to retain high-performing faculty and attract new faculty.

Therefore, the FCC recommends that the current promotion rates increase by 58% beginning this academic year. The FCC recommends that the promotion rates be reviewed annually thereafter to adjust for inflation.

3) Other Considerations

The FCC considered the below factors in its discussion of the foregoing recommendations. It determined that further exploration and investigation on these topics are required prior to making any formal recommendations. Thus, the FCC will investigate these topics as potential future initiatives.

- FSH3420 and transparency in the performance increase processes.
- Cost of living by campus location
- Proportionality metric(s) to replace the 'across the board' strategy for tiered target salary allocations
- Retroactive P&T salary increases

Respectfully,

The Faculty Compensation Committee: Brenda Bauges, R. A. Borrelli, Lide Chen, Dale Graden, Carolina Manrique Hoyos, Corey McKenna, Leticia Ribeiro da Silva dos Santos, Benjamin Ridenhour, Kenneth Wallen

In Workflow

1. **468 Chair**
2. **08 Curriculum Committee Chair**
3. **08 Dean**
4. **Assessment**
5. **DLI**
6. **Provost Q 1**
7. **Degree Audit Review**
8. **Registrar's Office**
9. **Ready for UCC**
10. **UCC**
11. **Faculty Senate Chair**
12. Provost Q 2
13. State Approval
14. NWCCU
15. Catalog Update

Approval Path

1. Thu, 18 Sep 2025 19:10:18 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
2. Fri, 19 Sep 2025 16:58:31 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
3. Thu, 25 Sep 2025 02:46:54 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
4. Tue, 30 Sep 2025 15:54:16 GMT
   Gabriel Potirniche (gabrielp): Rollback to Initiator
5. Wed, 01 Oct 2025 16:05:25 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
6. Fri, 03 Oct 2025 17:41:20 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Fri, 03 Oct 2025 17:44:20 GMT
   Suzanna Long (long): Approved for 08 Dean
8. Fri, 03 Oct 2025 18:34:12 GMT
   Christine Slater (cslater): Approved for Assessment
9. Wed, 08 Oct 2025 15:34:14 GMT
   Nicole Remy (nremy): Approved for DLI
10. Tue, 21 Oct 2025 19:54:45 GMT
    Sande Schlueter (sandeschlueter): Approved for Provost Q 1
11. Wed, 22 Oct 2025 23:28:24 GMT
    Rebecca Frost (rfrost): Approved for Degree Audit Review

12. Wed, 29 Oct 2025 16:58:49 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
13. Wed, 29 Oct 2025 18:31:00 GMT
    Anna Hall (annahall): Approved for Ready for UCC
14. Thu, 06 Nov 2025 16:13:22 GMT
    Anna Hall (annahall): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Oct 2025 04:07:42 GMT

Viewing: 606 : Industrial and Systems Engineering (BS)

Last edit: Thu, 06 Nov 2025 16:12:50 GMT

Changes proposed by: Ean Ng

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

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

No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Nuclear Engineering and Industrial Mgmt

Effective Catalog Year
2026-2027

Program Title
Industrial and Systems Engineering (BS)

Degree Type
Major

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits
126

Attach Program Change
BS ISE SBOE Proposal.pdf

CIP Code
14.3501 - Industrial Engineering.

Emphasis/Option CIP Code(s)

Code(s)
14.2701
14.3501

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional online program fee?

No

Will this program lead to licensure in any state?

Yes

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.

Describe the financial impact

Curriculum:

To graduate in this program, a grade of C or better is required in all math, science, and engineering courses used to fulfill degree requirements. Students may accumulate no more than 12 credit hours of D or F in industrial and systems engineering (ISE) courses. Included in this number are multiple repeats of a single class or single repeats of multiple classes, as well as courses transferred from other institutions. Students who exceed 12 credits of D or F in ISE courses will be permanently disqualified from pursuing the B.S. degree in Industrial and Systems Engineering at the University of Idaho. To complete this degree, all students must show proof of registering for the Fundamentals of Engineering (FE) Exam.

Curriculum

Course List

Code	Title	Hours
Basic Math and Science		
MATH 1170	Calculus I	4
MATH 1750	Calculus II	4
MATH 2750	Calculus III	3
MATH 3300	Linear Algebra	3
STAT 3010	Probability and Statistics	3
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
Engineering Science		
ENGR 1230	First Year Engineering	2
ENGR 2100	Engineering Statics	3
ENGR 2120	Python Programming Essentials	3
ENGR 2150	Elements of Materials Science	3
ENGR 2400	Introduction to Electrical Circuits	3

Course List		
Code	**Title**	**Hours**
ENGR 3600	Engineering Economy	2
ISE Required Courses		
ISE 2321 Statistical Methods for Process and Quality Control New		3
ISE 3311 Introduction to Operations Research New		3
ISE 3312 Model-based Simulation and Decision Support Systems New		3
ISE 3331 Work Systems Engineering New		3
ISE 3361 Information Systems Engineering New		3
ISE 3362 Operational Excellence New		3
ISE 4322 Experimental Design and Analysis of Industrial Processes New		3
ISE 4341 Tech Elective related to AI/ML for ISE New		3
ISE 4363 Production, Distribution, and Inventory Planning and Control New		3
ISE 4364 Facilities Design and Material Handling New		3
ISE 4371 Engineering Project Management New		3
ISE 4372 Manufacturing Costing Systems New		3
ISE 4381 Systems Approaches to Managing Complex Systems New		3
ISE 4397 ISE Capstone I New		3
ISE 4398 ISE Capstone II New		3
CS 4553	Robotic Systems Engineering I	3
INDT 3330	Course INDT 3330 Not Found	
INDT 3530	Course INDT 3530 Not Found	
Electives		
PHIL 1103	Introduction to Ethics	3
PSYC 1101	Introduction to Psychology	3
Econ elective options		3
ECON 2201	Principles of Macroeconomics	
ECON 2202	Principles of Microeconomics	

Course List

Code	Title	Hours
ECON 2720	Foundations of Economic Analysis	
Total Hours		102

Degree Maps:

Four-Year Plan

Plan of Study Grid

	Fall Term 1	**Hours**
ENGL 1101	Writing and Rhetoric I	3
MATH 1170	Calculus I	4
ENGR 1230	First Year Engineering	2
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
Humanistic and Artistic Ways of Knowing Course		3
	Hours	16
	Spring Term 1	
ENGL 1102	Writing and Rhetoric II	3
MATH 1750	Calculus II	4
PSYC 1101	Introduction to Psychology	3
COMM 1101	Fundamentals of Oral Communication	3
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
	Hours	17
	Fall Term 2	
MATH 2750	Calculus III	3
ENGR 2100	Engineering Statics	3
STAT 3010	Probability and Statistics	3
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
American Experience Course		3
	Hours	16
	Spring Term 2	
MATH 3300	Linear Algebra	3
ENGR 2150	Elements of Materials Science	3
ENGR 2120	Python Programming Essentials	3
ECON 2201	Principles of Macroeconomics	3

or ECON 2202	or Principles of Microeconomics	
or ECON 2720	or Foundations of Economic Analysis	
International Course		3
	Hours	15
	Fall Term 3	
ENGR 3600	Engineering Economy	2
INDT 3530	Course INDT 3530 Not Found	3
ENGR 2400	Introduction to Electrical Circuits	3
PHIL 1103	Introduction to Ethics	3
ISE 2321	Course ISE 2321 Not Found	3
ISE 3311	Course ISE 3311 Not Found	3
	Hours	17
	Spring Term 3	
INDT 3330	Course INDT 3330 Not Found	3
ISE 3312	Course ISE 3312 Not Found	3
ISE 3331	Course ISE 3331 Not Found	3
ISE 3361	Course ISE 3361 Not Found	3
ISE 3362	Course ISE 3362 Not Found	3
	Hours	15
	Fall Term 4	
ISE 4363	Course ISE 4363 Not Found	3
ISE 4371	Course ISE 4371 Not Found	3
ISE 4371	Course ISE 4371 Not Found	3
ISE 4381	Course ISE 4381 Not Found	3
ISE 4397	Course ISE 4397 Not Found	3
	Hours	15
	Spring Term 4	
CS 4553	Robotic Systems Engineering I	3
ISE 4322	Course ISE 4322 Not Found	3
ISE 4341	Course ISE 4341 Not Found	3
ISE 4364	Course ISE 4364 Not Found	3
ISE 4398	Course ISE 4398 Not Found	3
	Hours	15
	Total Hours	126

Five-Year Plan

Plan of Study Grid

	Fall Term 1	**Hours**
ENGL 1101	Writing and Rhetoric I	3
MATH 1143	Precalculus I: Algebra	3
MATH 1144	Precalculus II: Trigonometry	1
ENGR 1230	First Year Engineering	2
CHEM 1111	General Chemistry I	3
CHEM 1111L	General Chemistry I Laboratory	1
	Hours	13
	Spring Term 1	
ENGL 1102	Writing and Rhetoric II	3
MATH 1170	Calculus I	4
PSYC 1101	Introduction to Psychology	3
PHYS 2110	Engineering Physics I	3
PHYS 2110L	Laboratory Physics I	1
	Hours	14
	Fall Term 2	
ENGR 2120	Python Programming Essentials	3
MATH 1750	Calculus II	4
PHYS 2120	Engineering Physics II	3
PHYS 2120L	Laboratory Physics II	1
Humanistic and Artistic Ways of Knowing Course		3
	Hours	14
	Spring Term 2	
MATH 3300	Linear Algebra	3
COMM 1101	Fundamentals of Oral Communication	3
STAT 3010	Probability and Statistics	3
ECON 2201 or ECON 2202 or ECON 2720	Principles of Macroeconomics or Principles of Microeconomics or Foundations of Economic Analysis	3
	Hours	12
	Fall Term 3	
ENGR 2100	Engineering Statics	3
ENGR 2400	Introduction to Electrical Circuits	3
INDT 3530	Course INDT 3530 Not Found	3
ISE 2321	Course ISE 2321 Not Found	3
MATH 2750	Calculus III	3
	Hours	15

	Spring Term 3	
INDT 3330	Course INDT 3330 Not Found	3
ENGR 2150	Elements of Materials Science	3
ISE 3312	Course ISE 3312 Not Found	3
ISE 3331	Course ISE 3331 Not Found	3
ENGR 3600	Engineering Economy	2
	Hours	14
	Fall Term 4	
PHIL 1103	Introduction to Ethics	3
ISE 3311	Course ISE 3311 Not Found	3
ISE 3361	Course ISE 3361 Not Found	3
American Experience Course		3
	Hours	12
	Spring Term 4	
CS 4553	Robotic Systems Engineering I	3
ISE 3362	Course ISE 3362 Not Found	3
ISE 4371	Course ISE 4371 Not Found	3
International Course		3
	Hours	12
	Fall Term 5	
ISE 4363	Course ISE 4363 Not Found	3
ISE 4372	Course ISE 4372 Not Found	3
ISE 4381	Course ISE 4381 Not Found	3
ISE 4397	Course ISE 4397 Not Found	3
	Hours	12
	Spring Term 5	
ISE 4322	Course ISE 4322 Not Found	3
ISE 4341	Course ISE 4341 Not Found	3
ISE 4364	Course ISE 4364 Not Found	3
ISE 4398	Course ISE 4398 Not Found	3
	Hours	12
	Total Hours	130

Catalog Program Description:

Industrial and Systems Engineering is a transdisciplinary and integrative discipline that leverages mathematics and statistics, scientific theories, technology, social sciences, intuition, and practice-derived methods to enable the successful realization, use, and

retirement of engineered systems at all scales. Industrial and systems engineers design, develop, test, and evaluate integrated engineered systems for managing industrial, manufacturing, and production processes. These systems encompass human-machine systems, human factors, quality control, inventory control, logistics and material flow, cost analysis, and production coordination, all aimed at increasing efficiency and improving quality. Industrial and systems engineers increase productivity and efficiency by optimizing materials and product flows, adopting and implementing new technologies, optimizing the configuration of workspaces, and integrating diverse domains in innovative ways.

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?

Coeur d'Alene
Moscow

Student Learning Outcomes

Learning Objectives

Program Educational Objectives: Within four to six years after completing their B.S. in industrial and systems engineering, we expect our graduates to:

1. Become formal and informal leaders in designing, analyzing, innovating, integrating, managing, and retiring modern complex engineered systems in all sectors of local, regional, national, and global industries.

2. Use systems thinking to understand and solve technical problems in an increasingly complex and changing global environment by integrating and balancing business, equipment, materials, energy, information, human, environmental, and societal factors.
3. Become valuable contributors to society and to their organization by improving or evolving their organizations through the application of systems thinking, production methods and processes, and management methodologies and tools.
4. Embrace life-long learning and career advancement by pursuing and embracing professional/career development activities, education, certifications, licensure, and by joining and actively participating in professional societies.

Student Outcomes: By graduation, students will be able to attain the following learning outcomes:

1. Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global cultural, social, environmental, and economic factors.
3. Ability to communicate effectively with a range of audiences.
4. Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Ability to develop and conduct appropriate testing or experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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.

This proposed BS in Industrial and Systems Engineering program will be accredited by ABET (Accreditation Board for Engineering and Technology, Inc.). The assessment approach and frequency described in this and following sections were designed to meet ABET requirements.

Course Learning Outcomes (CLO): For each course, we will develop a set of learning outcomes that are specific to the course content and address the Program Educational Objectives and Student Outcomes (listed in the previous section). The course learning

outcomes will include both the specific technical content and the teamwork, leadership, and collaboration skills that engineering students are expected to acquire. The course learning outcomes will be unique to each course, but will correspond to selected Student Outcomes. Across all ISE courses, each of the Student Outcomes (seven in total) will be assessed in at least two courses in Junior and Senior year.

CLO Assessments: For each of the CLOs, the Instructor will identify at least two learning activities (assignments, projects, quizzes, etc.) to be assessed throughout the semester. The instructor will also collect work samples that demonstrate student outcome that meets, exceed, and do not meet the expectation. The instructor can adjust the instructional approach depending on the assessment. At the end of the semester, the instructor will compile all the assessments to determine the overall achievement of student learning outcomes for the course.

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

At the end of each academic year, the Industrial and Systems Engineering faculty will review the annual aggregated assessment data for the entire program to identify any deficiencies and identify strategies to rectify them. This is part of the continuous improvement process required by the ABET accreditation as well.

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

ABET Accreditation requires both formative and summative assessments, and for each type of assessment, direct and indirect assessments data will be collected. The data collection includes the grade distributions for each assessment, as well as work samples demonstrating below expectation, meet expectation, and exceed expectation will be collected.

1. Formative assessment – conducted throughout the four years to identify students' performance related to student outcomes, and enable proactive actions in subsequent courses to improve student outcomes.

1a. Direct assessment data – assessment data where students demonstrate their learning. These data will be collected for each course at least once
i. Aggregated student grades in basic math and science coursework assignments during the first two years of the program.
ii. Aggregated student grades in engineering-specific coursework assignments in the upper division courses.
iii. Aggregated student grades in required coursework in written and oral communication: This will focus on the General Education Communication requirements, as well as Industrial and Systems Engineering Senior Design Capstone courses, which require communication of project results in both oral and written form.

1b. Indirect assessment data – assessment data that reflect student learning.
i. Student Feedback on Teaching of Courses and Instructors: Course feedback allows

students to evaluate both the course and the instructor and provide the NEIM department with information regarding course utility in meeting the students' needs.
ii. Student self-assessment of course learning outcomes achievement: This survey will be conducted in conjunction with the student feedback on the teaching of courses and instructors. Students will be asked to self-assess their learning achievement for each of the course learning outcomes.
iii. Instructor's assessment of the student's technical readiness and adequacy of the pre-requisite course. This assessment will be performed by the instructor at the conclusion of each course. The assessment results will be used for continuous improvement of the overall program.

2. Summative assessment – conducted at or near the end of the B.S. program to assess student attainment of the outcome. The assessment results will be used to improve the overall program if necessary.

2a. Direct assessment data – assessment data where students demonstrate their learning.
i. Senior Design Projects (two-course series to be taken in the fall-spring semesters of senior year): Students will work in a team on an industry-sponsored project to apply their technical knowledge to solve an actual industry problem and apply their professional skills in managing their external stakeholders (e.g. project sponsor, government entities for applicable standards and regulations, subject-matter experts) and internal stakeholders (e.g. instructors, teammates). In addition to technical and professional skills, students will also need to demonstrate their oral and written communication skills through routine meetings with stakeholders to ensure that they are meeting the objectives, and produce report to document their project and the results.
The end point of the year-long project is the University of Idaho College of Engineering's annual Engineering Design Exposition (EXPO). The student team will present their project results to EXPO judges (consisting of industry professionals and faculty) and manage a live question-and-answer session for the public (including K-12 students, faculty, and EXPO judges). The EXPO judges assess (in writing) the degree to which the student design team has integrated and understood the project and their ability to communicate the concepts to an audience. These written assessments will be used for the overall program continuous improvement.
ii. Career placement rate at graduation: At the end of their senior year before graduating, we will collect data on the students' job placement and graduate school placement.

2b. Indirect assessment data – assessment data that reflect student learning.
i. Pre-graduation Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).
ii. Survey of Graduating Seniors: An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.
iii. Industrial Advisory Board (Focus Group): The NEIM Department Advisory Board will add

members with industrial and systems engineering knowledge and expertise, perform periodic review of our curriculum, and provide feedback on our graduates placed within their organization. (Industrial Advisory Board is also a requirement by ABET).
iv. Alumni Career Survey: We will conduct rolling surveys at 5- and 10 years post-graduation to assess whether graduates are working in careers relevant to the degree. Through this direct measure, we will also invite past graduates to comment on their perceptions of strengths and weaknesses in the curriculum for continuous improvement.

When will assessment activities occur and at what frequency?

The assessment of student learning outcomes will be conducted at each offering of the ISE course. The work samples will be collected at least once every two years to fulfill ABET requirements.

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.

Rationale for this new program:
The Idaho Department of Labor estimates that the annual opening for ISE is 134, with a projected growth of 2% across Idaho through 2030. At the national level, the US BLS projects a 12% increase in demand for ISE through 2033. Through interviews that we conducted with industries across Idaho, companies in Idaho have been hiring ISE graduates from around the country. They have expressed interest in providing a co-operative education experience for students through a full-time position during their junior and senior year while they pursue their BS degree.

Currently, no Idaho academic institution offers a four-year degree program in this area and content, under this name or a similar name. If approved, this will be the first Bachelor of Science (BS) program in Industrial and Systems Engineering (ISE) within the State of Idaho.

Departmental Workload:
The NEIM Department currently has four faculty members with Ph.D. in industrial and/or systems engineering. They currently support our engineering technology and technology management/engineering management master's programs. The existing administrative support from the NEIM Department and the advising and student support from the College of Engineering are adequate to support this new program with 15 students per year and 50 students maximum.

No new resources are proposed to implement this degree.

Supporting Documents
BS ISE New Courses Syllabi.docx
Curricular Analytics - BS ISE 5-year 2025-09-30.pdf

Curricular Analytics - BS ISE 4-year 2025-09-30.pdf
INL Support Letter.pdf
UI Industrial and Systems Engineering Degrees - Letter of Support 10-2025 - signed.pdf
University of Idaho ISE Degree Letter of Support (002).pdf

Reviewer Comments

Gabriel Potirniche (gabrielp) (Fri, 19 Sep 2025 16:58:31 GMT): Rollback: Ean, please work with Indy to implement any necessary changes. Here are some examples: (1) syllabi, (2) 5-year plan, (3) certification portion of the catalog, (1) ENGL 1101 in both 4- and 5-year plans, and others.

Gabriel Potirniche (gabrielp) (Tue, 30 Sep 2025 15:54:17 GMT): Rollback: Ean, please implement the changes that you discussed with Indy. Thanks.

Rebecca Frost (rfrost) (Wed, 22 Oct 2025 23:28:01 GMT): Updated four year plan to remove duplicate COMM 1101 course and add in missing American Experience course. Adjusted 5 year plan to start with MATH 1143 and 1440 as needed for a five year plan and moved other courses accordingly to better distribute credits. This should be checked by the department to verify this will meet the standard semester offerings.

Anna Hall (annahall) (Wed, 05 Nov 2025 16:14:39 GMT): Removed gen-ed electives from curriculum per UCC since they are already listed in J-3.

Anna Hall (annahall) (Thu, 06 Nov 2025 16:12:50 GMT): Removed Communication Skills header along with ENGL 1101, ENGL 1102, and COMM 1101 in program curriculum per UCC recommendation and with support from Ean Ng as these requirements are listed in J-3. Courses will still appear in 4-year plan.

Key: 606