I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2021-2022 Faculty Senate Meeting #12 (November 2, 2021) Attach. #1

III. Consent Agenda (Vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports
   • FSH 1640.46 Arts Committee – Shawn Copeland Attach. #2
   • UCC 250 Industrial Technology (BSTECH) Location availability – Indrajit Charit or Aleksandar Vakanski Attach. #3
   • UCC 457 Corporate Social Responsibility Certificate – Traci Craig Attach. #4

VII. Other Announcements and Communications
   • Human Resources Update – Brandi Terwilliger
   • Senate Round Table on Retention – Russ Meeuf

VIII. Special Orders

IX. New Business

X. Adjournment
Attachments:

- **Attach. #1**: Minutes of the 2021-2022 Faculty Senate Meeting #12
- **Attach. #2**: FSH 1640.46
- **Attach. #3**: UCC 250
- **Attach. #4**: UCC 457
2021 – 2022 Faculty Senate – Pending Approval
Meeting # 12
Tuesday, November 2, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Stroebel, Tenuto, Thorne, Wargo
Absent: Ahmadzadeh, Rashed (excused), Rose
Also present: Juliet Marshall (proxy for Rashad)

Guests/ Presenters: Brian Wolf, Savannah Stroebel, Kallyn Mai, Kayla Nguyen, Suzi Ball, Annette Folwell

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

Approval of Minutes (vote):
• Minutes of the 2021-22 Meeting #11 – Attach. #1.
  The minutes of the 2021-22 Meeting #11 were approved as distributed.

Chair’s Report:
• The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
• Chair Meeuf will leave the meeting at 4:50 today for a public speaking engagement and will hand the meeting over to the Vice Chair.
  Discussion:
  There were no questions for the Chair.

Provost’s Report:
• COVID update: as stated in the President’s recent memo, the mask mandate will remain in place for the next three weeks, until November 22 – Monday of the fall break.
• Update on “Great Colleges to Work for” survey results: all results have arrived and we are posting them on the webpage. Communication will go out, probably in a day or two.
• Update about mandatory COVID vaccine for entities that hold federal contracts: last Friday the state of Idaho, including the the State Board of education representing higher education institutions, joined a multi-state lawsuit against the federal government regarding the vaccine executive order. More communication is expected soon.
  Discussion:
  A Senator asked if drawings for students who submit their vaccination card are still going on. Provost Lawrence responded that the drawings are being handled by the Dean of Students’ office and will go on until Friday, November 12. New vaccination records continue to come in.

Committee Reports:
• UCC 137 – Inactivate Interdisciplinary Studies Minor – Annette Folwell, Attach. #2
The Interdisciplinary Minor is being discontinued because it has not been used for years – one student has been in the program in 20 years.
Vote: 23/24 in favor; 1/24 against.
Motion carries.

- **UCC 146 – Inactivate Justice Studies Minor – Brian Wolf, Attach. #3**
  This minor contains redundancies with the criminology BS degree. There are many other minors that the department thinks will better serve the students.
  **Discussion:**
  A Senator asked whether a criminology minor exists along with the major. Brian Wolf said that there isn’t one, though it is something that the department may talk about down the road.
  There are a number of options for a minor currently available to the students. There are about 100 students in a minor, but the department is able to serve them well.
  Vote: 23/24 in favor; 1/24 against.
  Motion carries.

**Other Announcements and Communications:**

- **ASUI Timely Grading Presentation – Savannah Stroebel (ASUI Academic Affairs Officer), Kallyn Mai (ASUI President), and Kayla Nguyen (ASUI Senator).**
  The ASUI representatives began with emphasizing the importance of timely feedback, which encompasses the subject better and is broader than just timely grading. The issue has been around for quite some time. They want to hear Senate’s thoughts and suggestions, and hope we can all work together.

  Students need to know about their progress, but some do not know where they stand in the class until the end of the semester. This may impact their academic interest and/or their career goals. Retention is impacted by timely feedback, which informs the students on where they may need extra help. Faculty must communicate with students in order for them to be successful and finish their degree. Guidelines are already in place for faculty to know when grades should be posted.

  The ASUI goals are: 70% of the faculty submitting early warning grades or progress reports (4th week of the semester); and 90% of the faculty reporting midterm grades (8th week of the semester). If grades or points are not yet available in a course, a progress report is encouraged, indicating, for instance, good standing vs. poor standing or problems with attendance. Data from spring 2019 to fall 2021 shows a large increase in the number of submitted reports: from 19.8% to 69% for early warnings, and from 74.6% to 81.4% for midterm grades. Ultimately, the ASUI end goal is to support both students and faculty so that students at U of I can have the best academic experience possible.

  Next, the ASUI representatives moved to enrollment and retention data from the student satisfaction inventory done by SEM (24% response rate). Timely feedback was among the top 11 areas where students wanted to see improvement. In fact, this aspect was ranked at a 6.3 out of 7 in level of importance, so it's clearly a priority for them. Other areas of improvement that students ranked were all correlated to the need for more frequent assessments in some way, such as feeling prepared for their careers and having a better understanding of the material.

  Regarding retention data obtained from Dean Kahler: the number of undergraduate-continuing students is down by 5.5%. Timely feedback facilitates student retention and success.
Stories shared by some students with ASUI reveal that not knowing how they are doing in the class creates stress, frustration, anger, and confusion. Sometimes, they receive feedback when it is too late to make appropriate adjustments.

ASUI specific suggestions include college participation towards improved three-week and seven-week communication between students and faculty. To that end, they are in conversation with deans and associate deans. They have the support of U of I leadership, as Provost Lawrence confirmed. Both President Green and the Provost are fully onboard with the ASUI initiative and thankful for it. It is encouraging to see the numbers move in the right direction.

Discussion:
While in agreement with what was said, a Senator suggested that if students are experiencing problems they should report it to the Dean of Students. Some discussion followed about the role of students in improving the communication process.

The Senator representing the Student Bar Association asked whether ASUI had any communication with graduate students on this topic. He will be happy to have a conversation with anybody who wants to explore the issue in the graduate sector as well. Meaningful reporting/feedback can be quite different in graduate classes, where grades are often based on projects.

Chair Meeuf suggested that students use their voice to help advocate for technological improvements to streamline faculty workflow. Having to work with different platforms, which do not communicate with each other, makes grade reporting rather time-consuming, especially with large classes. Several Senators agreed. Hopefully the transition to Canvas will solve some of these problems and facilitate student-faculty engagement. We will continue to have these conversations and work together.

• Gateway Program Update – Torrey Lawrence, Suzi Ball, Annette Folwell.

First, what VGP is:
Although housed in CLASS, the Vandal Gateway Program (VGP) is a university-wide program, identified by President Green as one of his priorities. Today’s conversation is just to bring people up to speed. Consistent with the university vision – to expand the institution’s intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds – the purpose of VGP is to provide individuals the opportunity to pursue higher education, when otherwise they might not have that opportunity, and provide them with integrated support. This aligns with our land grant mission of serving all components of our state. VGP is a cohort-based academic support two-semester program. Students receive strong support during their first year through high-impact mentoring and coaching. VGP students enroll in General Education (GE) and elective courses, such as INTR 101, ENGL 101/109, and other GE electives (e.g. ANTH 102, CORS 232, etc.). Students are initially placed in General Studies [major] and usually declare their chosen major during the second semester.

The first cohort:
A temporary, emergency presidential action allowed for matriculation. We had 19 students in the first cohort, and hired the program coordinator in August. This first group had an average high school GPA of 2.46, an average SAT of 917, and their first semester average GPA was 2.13 – and increased slightly in their second semester to 2.31. As far as persistence in the program: 12 of the 19 students returned for spring semester. Seven left the University; three of those seven
students transferred to other schools, so we did open the door for them to continue in higher education. Transitioning into the second year, we had five of them in good standing. Overall, there was some success because nine students continued from the first group.

The second cohort:
The admission process for the second cohort involved petitioning the Admission Committee. This is a much smaller group of six. These were students who finished HS during the first full year of COVID. The average high school GPA was 2.23 and the average SAT score was 895. In summary, their midterm grades for Fall 2021 show mixed results.

Moving forward:
We have had two years with two different admission processes. COVID has certainly been a challenge for everyone, especially so for these students. We need to make a decision on where we go from here, and the biggest deciding factor is the admission process. Some possible ideas for discussion would be to think about a three-year pilot to restart the program, hopefully with less impact from COVID and a direct admission policy with fewer barriers. Within some chosen GPA range, they could go directly into VGP. The range could be about 2.30 to 2.59 – just below the 2.60 currently required for admission (emergency policy already in place for Fall 2022 regular admission). But these numbers are certainly negotiable. In this range, we hope to have a cohort of up to 100 students. And of course, the main goal is to decrease barriers for admission. We're not proposing a permanent change in the catalog to our admission policy – just a three-year pilot. In 2024, we would then have two years of data to evaluate the success of the program. VGP will update Senate each spring when we can evaluate a student’s performance after a full year. Students who do not qualify for regular admission but don't want to participate in VGP could still have the option to petition the Admissions Committee. A student whose GPA is below the VGP threshold could be admitted through a successful petition to the Admissions Committee, with the Committee’s recommendation to join VGP. We are open to ideas for providing different pathways to students who want to pursue higher education but don't meet the automatic admission criteria. Changes to admission standards must go through the University Curriculum Committee. Provost Lawrence concluded by inviting questions and suggestions.

Discussion:
The following points were raised during the Q&A:

- Is the program financially viable? The university is spending $6,000 per student, and some have left the program. Does the program cost more than it generates in tuition revenue? There is questionable evidence of success.
  
  Response: We do need to see a better success rate. As for costs, tuition money collected did cover the costs for the first year. Based on the expenses of the first year, the break-even point is around 14 – 15 students. It was not a financial burden to the institution nor did we reallocate resources to pay for the program. The second year was not cost effective because of the smaller cohort, which is why we want to increase access. A key point is the admission process.

- Senators appreciated that the program was reframed as a way to eliminate the GPA barrier without lowering the bar. Admission thresholds may be lower, but the support the students receive gives them the opportunity to succeed. These numbers are, to a certain extent, arbitrary and don't define the University of Idaho.
A big concern was raised about students who do not make it. They don't have scholarships so they're paying full tuition and board. And they are probably one of the most at-risk groups for not making it because they don't have the family background and support system that many other students have. If they do not complete the degree, they will leave with no credentials and a large amount of debt.

Response/comment from the VGP Team: They want to set the students up to be as successful as possible. That's why they are proposing a three-year pilot program. If it is not beneficial to students, it should not be continued. But we need to look at all variables. Should we take away that opportunity or should we let the students make an informed choice?

This conversation should include our new capital campaign, which is focused on raising money for scholarships. Is this a potential request we should make? That is, raising money specifically to support VGP students in their first year in order to help mitigate the risks.

A three-year pilot program is being proposed. What kind of approval pipeline is the team thinking of?

Response/comment from the VGP Team: The idea is to have a temporary admission range approved for direct admission to this program. In the past, there was a lot of hesitation about making permanent changes to our admission policy. We could try it for a few cohorts and see how it works. In essence, what we want is a three-year window to fully implement the program then evaluate.

Perhaps the best would be to go through the prescribed steps and work with UCC to create an academic program that is actually in the books. We can all agree that more accessibility is great, and the idea of utilizing capital campaign funds to help alleviate the students’ financial burden is a good one. The VGP Team should go ahead and propose the program through the official channels. It is always possible to discontinue a program.

Response/comment from the VGP Team: as a point of clarification, this is an academic support program, not an academic program. The Senator disagrees.

Some Senators said they are not opposed to the program and believe it can be beneficial to the students in the cohorts. However, building stronger bridges with the community colleges in our area may be more efficient and less risky for the students, who could seamlessly come to the University of Idaho. We can help make the pathway seamless for students by integrating some of our classes in the curriculum. It could be a more effective use of everybody's time and money.

Response/comment from the VGP Team: the community college option is still there for these students. But these students do apply to U of I because they want to come here. They want to move to Moscow and perhaps study a discipline that is not available at other schools. If granted admission to VGP, they still have the option to consider a community college. We can provide them that choice.

New Business:
Vice Chair Smith asked whether there was any new business. There was none.

Adjournment:
The agenda being completed, Vice Chair Smith adjourned the meeting at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
POLICY COVER SHEET

For instructions on policy creation and change, please see
https://sitecore.uidaho.edu/governance/policy.

Policy Sponsor, if different from Originator: Shawn Copeland (Chair, Arts Committee)

Review by General Counsel Yes X No Name & Date: n/a

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

   There are two main reasons for these changes: first, to include the administrative role the committee has had for years re the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university’s Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

   None

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

   None.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

   January 1
Function: To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

1640.46
ARTS COMMITTEE
[rev. 7-99, extensively revised 7-08]

A. FUNCTION:
A-1. To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2 To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3 To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the university administration.

A-4 To advocate for the arts through endeavors that advance arts education on campus and community outreach and enrichment in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

A-5 To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and four six ex-officio (non-voting) members to include one administrator designated by the president the dean of the college of Art and Architecture, Director of University Galleries, or designee the University Arts Administrator, a representative from the UI Foundation, a representative from Facilities Management, and the City of Moscow Arts Program Manager Moscow Arts Commission Art Director, or designee.
250: INDUSTRIAL TECHNOLOGY (BSTECH)

In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (crepeau@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Tue, 14 Sep 2021 18:43:17 GMT
   Indrajit Charit (icharit): Rollback to Initiator
2. Fri, 17 Sep 2021 15:53:45 GMT
   Indrajit Charit (icharit): Approved for 468 Chair
3. Tue, 05 Oct 2021 19:42:52 GMT
   Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Tue, 05 Oct 2021 20:37:08 GMT
   John Crepeau (crepeau): Approved for 08 Dean
   Dean Panttaja (panttaja): Approved for Provost's Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Dwaine Hubbard (dhubbard): Approved for Degree Audit Review
   Dwaine Hubbard (dhubbard): Approved for Registrar's Office
   Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 02 Nov 2021 15:40:07 GMT
    Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Tue, 14 Sep 2021 19:33:13 GMT

Viewing: 250 : Industrial Technology (BSTECH)

Last approved: Tue, 15 Jun 2021 22:30:19 GMT
Last edit: Tue, 26 Oct 2021 21:03:00 GMT

Changes proposed by: Aleksandar Vakanski
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?
Rationale for Inactivation

Attach State Form

Faculty Contact

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<th>Faculty Email</th>
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<tr>
<td>Indrajit Charit</td>
<td><a href="mailto:icharit@uidaho.edu">icharit@uidaho.edu</a></td>
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Change Type (Choose all that apply)
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Expand an academic program into a U of I designated region: Make the Industrial Technology program available in Coeur d’Alene. Industrial Technology is currently available only in Idaho Falls.

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
2022-2023

Program Title
Industrial Technology (BSTECH)

Degree Type
Major

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

Program Credits
124

Attach Program Change

CIP Code
15.0612 - Industrial Technology/Technician.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?
Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form.

Discribe the financial impact.

Curriculum:

The Industrial Technology Bachelor of Science degree program is designed to provide students with the opportunity to develop in-depth knowledge and hands-on experience in basic and advanced industrial processes, procedures, planning, and management.

To graduate in this program, all students are required to take the Certified Technology Manager (CTM) exam. Passing the CTM exam is not a requirement; students only need to show proof that they have taken the exam.

Required coursework includes the university requirements (regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and the following:

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Total Hours: 100

This degree is currently only available at the Idaho Falls and Coeur d’Alene Centers.
Elective credit can also be obtained through Technical Competency. Up to 24 credits can be obtained in this manner. Consult with your advisor for information on this process.

Courses to total 124 credits for this degree

Degree Maps:

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<td>ECN 202</td>
<td>Principles of Microeconomics</td>
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<td></td>
<td>ENGL 102</td>
<td>Writing and Rhetoric II</td>
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<td>MATH 160</td>
<td>Survey of Calculus</td>
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<td>MATH 170</td>
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<td>American</td>
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<tr>
<td>Fall Term 2</td>
<td>IND 310</td>
<td>Introduction to Industrial Technology</td>
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<tr>
<td></td>
<td>IND 332</td>
<td>Introduction to Analog and Digital Electronics</td>
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<td></td>
<td>ENGR 105</td>
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<td>PHYS 111</td>
<td>General Physics I</td>
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<td>STAT 251</td>
<td>Statistical Methods</td>
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<td>STAT 301</td>
<td>Probability and Statistics</td>
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<td></td>
<td>American</td>
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<td>Spring Term 2</td>
<td>IND 333</td>
<td>Industrial Electronics and Control Systems</td>
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<tr>
<td></td>
<td>IND 415</td>
<td>Impact of Technology on Society</td>
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<td>PHYS 112</td>
<td>General Physics II</td>
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<td>PHYS 112L</td>
<td>General Physics II Lab</td>
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<td>ENGL 317</td>
<td>Technical Writing</td>
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<td></td>
<td>IND 350</td>
<td>Introduction to Materials Science</td>
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<td></td>
<td>IND 362</td>
<td>Behavior Based Safety</td>
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<td></td>
<td>IND 434</td>
<td>Power Generation and Distribution</td>
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<td></td>
<td>IND 435</td>
<td>Network Administration</td>
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<td></td>
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<td>IND 353</td>
<td>Manufacturing Systems</td>
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<td>IND 442</td>
<td>Systems Integration</td>
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<td>IND 444</td>
<td>Quality Assurance Organization and Management</td>
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<td>MHR 311</td>
<td>Introduction to Management</td>
<td>3</td>
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<td></td>
<td>International Course</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>Humanistic</td>
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<td>3</td>
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<td>Fall Term 4</td>
<td>IND 443</td>
<td>Government Contract Law</td>
<td>3</td>
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<td>IND 446</td>
<td>Project and Program Management</td>
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<td>IND 484</td>
<td>Industrial Technology Capstone I</td>
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<td>Technical, Major Elective Course</td>
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<td></td>
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<td>Labor Law</td>
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<td></td>
<td>IND 453</td>
<td>Computer Integrated and Robotics Manufacturing Technology</td>
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<tr>
<td></td>
<td>IND 485</td>
<td>Industrial Technology Capstone II</td>
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</table>
The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

**Distance Education Availability**

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

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability**

In which of the following geographical areas can this program be completed in person?
- Coeur d'Alene
- Idaho Falls

Where?

**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?
No

Learning Objectives

1. Graduates are prepared to design, implement, and improve processes and systems in the manufacturing, research, and development, service or government sectors. The students will be able to:
   a. Apply theories and principles from mathematics, physical science, and computer applications and information technology to solve practical technology problems;
   b. Apply quality, safety, and industrial technology skills in a professional work environment within real-world constraints;
   c. Demonstrate proficiency in the use of robotics and manufacturing equipment to solve practical technology and engineering problems;
d. Apply the principles of cognitive systems and human performance to perform task analyses and evaluate human-computer/machine interfaces;

e. Interpret, describe, and implement information contained in typical project specifications.

2. Our graduates are prepared to succeed in managerial and leadership positions. The students will be able to:
   a. Demonstrate project management skills by applying time value of money, select and implement cost-effective solutions and understand cost-accounting and effective scheduling principles;
   b. Develop, motivate, direct, and assist teams in applying critical thinking concepts to solve technology and engineering problems;
   c. Identify customer project goals, financial needs, timeline constraints, and other customer service based efforts.

3. Our graduates are prepared to communicate with team members, work in teams, customers, and suppliers in the global environment. The students will be able to:
   a. Demonstrate good written and oral communication skills and use current multimedia tools to convey information;
   b. Draw conclusions from and explain information synthesized from several sources;
   c. Manage dispute resolution to mutually beneficial accord.

4. Our graduates are prepared to engage in today’s evolving market place. The students will be able to:
   a. Analyze contemporary issues for pertinence and potential impacts;
   b. Describe and evaluate professional and ethical responsibilities;
   c. Demonstrate the ability to adapt emerging technologies;
   d. Recognize and evaluate the impact of engineering decisions in a global and societal context;
   e. Put into practice the concepts of service learning.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

It is requested to make the Industrial Technology program available in Coeur d'Alene. The INDT program will allow employees at local industries and local students to earn BSTech degree in Coeur d'Alene. The degree is relevant for many of the local industries and electives may be developed specifically to meet the needs of the industries and community. The degree will be offered as it is currently both at Idaho Falls and Coeur d'Alene campuses.

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

**Indrajit Charit (icharit)** (Tue, 14 Sep 2021 18:43:17 GMT): Rollback: Hi Alex, I am sending back the CDA expansion form. Thanks, Indy

**Dwaine Hubbard (dhubbard)** (Fri, 15 Oct 2021 23:25:15 GMT): Updated total degree credits per department request.

Key: 250

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
457: CORPORATE SOCIAL RESPONSIBILITY

Export to PDF Export to Word

In Workflow
1. UCC (none)
2. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
3. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
6. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Mon, 27 Sep 2021 16:47:35 GMT
   Traci Craig (tcraig): Approved for 001 Chair
2. Tue, 28 Sep 2021 17:37:48 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Tue, 28 Sep 2021 17:44:26 GMT
   Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Sun, 10 Oct 2021 20:03:59 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
   Dean Panttaja (panttaja): Approved for Provost’s Office
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 12 Oct 2021 18:48:18 GMT
   Rebecca Frost (rfrost): Approved for Registrar’s Office
   Steve Stubbs (sstubbs): Rollback to Initiator
10. Tue, 02 Nov 2021 15:37:23 GMT
    Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal
Date Submitted: Mon, 01 Nov 2021 15:18:57 GMT

Viewing: 457: Corporate Social Responsibility
Last edit: Mon, 01 Nov 2021 15:18:55 GMT
Changes proposed by: Steve Stubbs
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traci Craig</td>
<td><a href="mailto:tcaig@uidaho.edu">tcaig@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

Description of Change
**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

Existing courses will be used to create a constellation of courses that meet the learning outcomes for the certificate in Corporate Social Responsibility

Curriculum:

All required coursework must be completed with a grade of ‘C’ or better (0-10-a).
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>FCS 445</td>
<td>Issues in Work and Family Life</td>
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<tr>
<td>JAMM 341</td>
<td>Mass Media Ethics</td>
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<tr>
<td>MHR 310</td>
<td>Leading Organizations and People</td>
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<tr>
<td>MHR 441</td>
<td>Maintaining Employee and Labor Relations</td>
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<td>Workplace Motivation</td>
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<td>ORGS 322</td>
<td>Workplace Soft Skills</td>
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<tr>
<td>ORGS 323</td>
<td>Messaging for Small Organizations</td>
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<tr>
<td>ORGS 441</td>
<td>Human Relations in the Workplace</td>
<td></td>
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<tr>
<td>PHL 103</td>
<td>Introduction to Ethics</td>
<td></td>
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<tr>
<td>PHL 208</td>
<td>Business Ethics</td>
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<tr>
<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
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<tr>
<td>WGS 201</td>
<td>Introduction to Women’s, Gender, and Sexuality Studies</td>
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<td></td>
<td>Workplace Considerations - Select 1 course from the following:</td>
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<tr>
<td>ACCT 201</td>
<td>Introduction to Financial Accounting</td>
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<td>ACCT 202</td>
<td>Introduction to Managerial Accounting</td>
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<tr>
<td>BLAW 265</td>
<td>Legal Environment of Business</td>
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<tr>
<td>CYB 110</td>
<td>Cybersecurity and Privacy</td>
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<tr>
<td>ORGS 320</td>
<td>Budgeting for Small Organizations</td>
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</tr>
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<td></td>
<td>Health and Environment - Select 3 credits from the following:</td>
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<tr>
<td>CORS 232</td>
<td>Science on Your Plate: Food Safety, Risks and Technology</td>
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</tr>
<tr>
<td>ENVS 101</td>
<td>Introduction to Environmental Science</td>
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</tr>
<tr>
<td>FS 110</td>
<td>Introduction to Food Science</td>
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<td>FS 113</td>
<td>Introduction to Vines and Wines</td>
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<td>FS 436</td>
<td>Principles of Sustainability</td>
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<td>IAD 151</td>
<td>Introduction to Interior Architecture and Design</td>
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<tr>
<td>LARC 151</td>
<td>Introduction to the Built Environment</td>
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<tr>
<td>NR 101</td>
<td>Exploring Natural Resources</td>
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<td>PSYC 319</td>
<td>Environmental Psychology</td>
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<td>RSTM 104</td>
<td>Recreation, Sport, and Tourism in Healthy Communities</td>
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<td>SOC 346</td>
<td>Responding to Risk</td>
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<td>Culture and Creativity - Select 6 credits from the following:</td>
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<td>AIST 321</td>
<td>Tribal Elders Series</td>
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<tr>
<td>AMST 301</td>
<td>Studies in American Culture</td>
<td></td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ART 100</td>
<td>Introduction to Art: Why Art Matters</td>
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</tr>
<tr>
<td>CHIN 101</td>
<td>Elementary Chinese I</td>
<td></td>
</tr>
<tr>
<td>COMM 335</td>
<td>Intercultural Communication</td>
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<tr>
<td>DAN 100</td>
<td>Dance in Society</td>
<td></td>
</tr>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
<td></td>
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<tr>
<td>GEOG 165</td>
<td>Human Geography</td>
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<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
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<td>JAPT 101</td>
<td>Elementary Japanese I</td>
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<td>MUSH 106</td>
<td>Women in American Popular Music</td>
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<td>MUSH 201</td>
<td>History of Rock and Roll</td>
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<td>SPAN 101</td>
<td>Elementary Spanish I</td>
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<td>THE 101</td>
<td>Introduction to the Theatre</td>
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<td>INTR 401</td>
<td>Career and Leadership Development</td>
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**Total Hours**: 18-20

**Courses to total a minimum of 18 credits for this certificate**

Degree Maps:
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

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

Students will be able to create and foster a workplace environment that promotes innovation and practices sustainability.
Students will be able to communicate clearly with multiple stakeholders of an organization including customers, vendors, and employees.
Students will be able to integrate their knowledge of culture and environment to implement practices that demonstrate socially responsible behavior.
Students will be able to practice citizenship by gaining respect for diversity and understanding the necessity of sustaining local and global communities.

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

Students in the INTR 401 course will complete a series of applied assignments that will require them to demonstrate through solving practical problems how they have met the program learning outcomes.

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

Assessment outcomes will be discussed, and course and curricular changes will be implemented to ensure students have every opportunity to achieve the learning outcomes for this certificate.

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

Direct measures will be assessed via certificate completion assignments in the INTR 401 course. Indirect measures will include survey and focus group responses from students completing the program.

When will assessment activities occur and at what frequency?

Assessment will be ongoing and as students complete the certificate the learning outcomes will be robustly assessed in the INTR 401 course each year.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives
Students will be able to create and foster a workplace environment that promotes innovation and practices sustainability.
Students will be able to communicate clearly with multiple stakeholders of an organization including customers, vendors, and employees. Students will be able to integrate their knowledge of culture and environment to implement practices that demonstrate socially responsible behavior. Students will be able to practice citizenship by gaining respect for diversity and understanding the necessity of sustaining local and global communities.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No additional workload. Adding certificate to provide students a particular credential for industry jobs to supplement existing degrees.

Supporting Documents
Requires TECC Review
No

Department Voting Results
College Voting Results
Reviewer Comments

Key: 457
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:
Course:
Proposal A
Program:
Proposal B

Submit Cancel