University of Idaho
2007-2008
FACULTY COUNCIL AGENDA

Meeting #14
Tuesday, December 4, 2007, 3:30 p.m.
Ag 104; Boise VC Cart, CDA 145C; IF4 (TAB321b)

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2007-08 Faculty Council Meeting #13, November 27, 2007

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   Fall 2007 Graduates (Doug Adams)
   Yardley Report (Margrit Von Braun)

VI. Committee Reports.

   University Curriculum Committee:
   • FC-08-023: Provisional Admittance Policy
   • FC-08-025: Academic Certificate in Bioregional Planning & Community Design
   • FC-08-026: NOI: College of Education: add 2 options, B.S. Technology: Business Technology and Industrial Technology
   • FC-08-027: NOI: College of Engineering: Certificate in Semiconductor Theory and Devices

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Don Crowley, Chair 2007-2008, Faculty Council

Attachments:
Minutes of 2007-2008 FC Meeting #13, November 27, 2007
FC-08-023: Provisional Admittance Policy (sent previously)
FC-08-025: Academic Certificate in Bioregional Planning & Community Design (sent previously)
FC-08-026: NOI: College of Education: add 2 options, B.S. Technology: Business Technology and Industrial Technology (sent previously)
FC-08-027: NOI: College of Engineering: Certificate in Semiconductor Theory and Devices
University of Idaho

FACULTY COUNCIL MINUTES

2007-2008 Meeting #13, Tuesday, November 27, 2007

Present: Adams (w/o vote), Baker, Crowley (chair), Fritz, Griff, Guilfoyle, Hubbard, Keim-Campbell, McCollough, McDaniel, Mihelich, Miller, Odom, Rowland, Schmeckpeper, Sullivan, Ch. Williams, Wilson. Liaisons: Stauffer (Boise), Crepeau (Idaho Falls), Newcombe (Coeur d’Alene).

Absent: McCaffrey, Murphy, Ripplinger, Schmiege, Ci. Williams

Observers: 8

It was moved and seconded (Miller, Wilson) to approve the minutes of November 13th with one typographical correction. The motion carried unanimously.

Chair’s Report: The chair noted that the previous day’s university faculty meeting had been relatively brief, especially given the very lengthy list of agenda items. However, as is all too usual, there was no quorum and that made discussion on these agenda items awkward because no voting could take place. There was no obvious solution, but it was clear that the overall system of faculty governance at the institution was neither maximally efficient nor maximally satisfying.

Jeanne Christiansen had asked him to ask council for a nomination from its membership to serve on a task force of faculty and staff to design and coordinate an integrated system of professional development for the university. There were no immediate takers on this offer and the chair asked members of council to think about the possibility during the next week to see if some Faculty Council member or other appropriate faculty member might be moved to accept this important role. Concerning this proposed task force, the provost noted that this was an area where the university had been delinquent in the recent past and creating this task force was an effort to identify where we needed to focus in professional development.

Concerning another search process, Karen Guilfoyle said that the Faculty Secretary Search Committee was still looking for a few good men and women as nominees and urged that any potential nominees be identified to the committee as soon as possible.

Finally, the chair noted that the open enrollment period for signing up for health insurance benefits would be ending this Friday and if any other council members were like him and not yet have enrolled, they (and he) needed to enroll before then.

Provost’s Report: The provost began his report by announcing the death on Thanksgiving Day, after a long battle with cancer, of Nancy Dunn, former vice president for finance and administration. Her talents will be sorely missed. He also announced that the Yardley Report, or at least its draft form, is now available and noted that Faculty Council will have a chance to discuss it at its next meeting.

FC-08-018: NOI: College of Science, BS in Chemistry (forensics option): Professor Ray von Wandruszka from the Department of Chemistry provided some background on this proposal which came to Faculty Council as a seconded motion from UCC. He said this area was a growing one in terms of employment opportunities and by offering this option the Department of Chemistry would be able to increase its number of majors and help the university increase its overall enrollment. In response to questions he noted that the “big ticket item” in the proposal was the $70,000 for a gas chromatograph mass spectrometer. This was a one-time expense that he expected could be funded by outside grant money. In the near term the proposed program could get by without a new one as there was already such an instrument in the department which could be devoted on a limited basis to the demands of the new program. The only other significant expense was an ongoing one, $16,000 for an additional TA. An additional TA would be needed in any case if the number of Chemistry majors, no matter what their
option, is to grow. The subsequent discussion centered around the question as to whether Faculty Council needed to do an in depth discussion of a program’s proposed funding if that discussion had already taken place at UCC. Furthermore, if there was to be an adequate discussion of a program’s finances, is the information demanded by the full proposal going to the Board of Regents sufficient. No resolution was achieved on this issue. The vote to approve the new option in Chemistry carried unanimously.

**FC-08-022: Regulation J-3:** The motion brought to council, as a seconded motion from UCC was to replace the core cluster requirement by a requirement that students would choose from concise lists of courses fulfilling humanities, social science, international, and capstone requirements. Professor J. Gary Williams, chair of the University Committee on General Education, explained how the committee had responded to last year’s council’s concern that the cluster requirement was too complex and confusing to both students and advisors. The committee had decided to replace the cluster requirement with lists of humanities, social science, and international courses and had issued calls to the various departments for nominations to the list. These nominations had been scrutinized by UCGE and the list of acceptable courses had been codified in the present list. Professor Williams emphasized the fact that this was not a static list and, indeed, there would be another call for nominations going out before the end of this semester.

The ensuing discussion quickly became more general so as to include discussion of other aspects of the core. The concerns raised focused on the lack of flexibility, as perceived by some at least, with the core, particularly for students in curricula made highly structured by accreditation requirements. Suggestions for greater flexibility included making core discovery courses count as one of the three required humanities and social science disciplines, relaxing the international requirement by allowing other ways of meeting it that were not course-specific, or allowing entering students to choose either the State Board core or the UI core as transfer students could now.

After considerable discussion of these issues, it was moved and seconded (Schmeckpeper, McCollough) to amend the proposal by changing J-3-d (4) to allow three courses from the humanities, social science, or international list. The effect would be to make the international course a possibility but not an absolute requirement. The motion to amend failed 3-13-1. The main motion, unamended, carried 16-0-1.

**FC-08-024: NOI: College of Graduate Studies: MS in Bioregional Planning and Community Design:** Professor Steve Hollenhorst provided background on this seconded motion from UCC, noting that it was one of the three programs to be funded by the president’s renewal initiative. This initiative will be supported by eight colleges and nine departments. It will require an ongoing reallocation from those units to the new program. Because planning is interdisciplinary by its very nature it was very appropriate that the proposed program be as interdisciplinary as possible. The planning envisioned by this program was not top-down and expert-driven. Rather it was based on a collaborative model that was respectful of the uniqueness of the communities where planning was taking place. In response to questions about why such-and-such a discipline was not represented, he noted that those already in the program were very much interested in making it even more inclusive than it already was by adding, e.g., those with legal, anthropological, or biological expertise. The motion to approve this program carried 15-1-1.

**Adjournment:** It was moved and seconded (Rowland, Miller) to adjourn and return to the discussion of the unfinished portion of the agenda on December 4th. The motion carried unanimously. The meeting was adjourned at 5:10 p.m.

Respectfully submitted,

Douglas Q. Adams,
Faculty Secretary and Secretary to Faculty Council
TO: University Curriculum Committee  
FROM: Admissions Committee  
RE: Proposed Change to Provisional Admission Policy [Effective: Summer 2008]  
DATE: October 12, 2007  

**Applying to the Admissions Committee**

Applicants who do not qualify for admission to the University of Idaho may petition the Admissions Committee. Such applicants must submit to the Undergraduate Admissions Office an application for admission, the appropriate fee, all required official transcripts and test scores, three signed letters of recommendation, and a signed written statement of the student's objectives. This information should be received in the Undergraduate Admissions Office by August 1 for fall semester and December 1 for spring semester.

_Students admitted through the Admissions Committee may be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement. The Admissions Committee may assign provisionally admitted students a primary adviser. These students, while on provisional status, will need this adviser's approval before registering and when making any changes to their registration. They may be required to attend pre-academic planning within an office or a program of the University. If admitted through the Admissions Committee, the student must be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement (see regulation L in part 3)._

Freshmen admitted provisionally may change to regular admission status upon satisfactory completion of 14 credits, 12 of which must be in four different categories of the general education requirements (see regulation J-3). Regular admission status must be attained within three semesters or the student will be dismissed, subject to the Admissions Committee's appeal procedures.

Transfer students admitted provisionally must enroll on probation, meet all conditions imposed by the committee, and complete the first semester with at least a 2.00 grade-point average or they will be dismissed, subject to the Admissions Committee's appeal procedure.

**Rationale:** BACKGROUND AND NEED FOR PROGRAM. Currently of the 115 students granted provisional admission by the Admission Committee approximately 50 could be considered at-risk. (Students are granted provisional admission if they do not meet the admission requirements for the University. These students must complete 14 credits within three semesters, 12 of which are to be completed in four different categories of the general education requirements. If the student meets this stipulation his/her status changes to that of a regularly admitted student. If not, they are disqualified.) Although the Admissions Committee encourages these students to seek academic services on campus, very few follow-up. Few faculty advisers know the significance of provisional admission and very few have had experience advising at-risk students. These students are frequently given the same advice, schedule and load as the ordinary student. It is believed that a support program consisting of specialized advising and support services will increase retention and GPA's.

**OUTLINE OF PROGRAM**

1. The Admissions Committee will designate particular provisional students as at-risk, on the basis of test scores and transcripts and other criteria.
2. a. This year these students will be strongly encouraged to participate in the program. b. Next year, the Admissions Committee will assign the student an adviser, experienced in working with at-risk students. In most cases it will be an adviser from the Academic Advising Center. Some Colleges may choose to designate an adviser for their at-risk students. The student will also have an adviser in the department of his/her major, but the assigned adviser will be the primary adviser for the student. The primary adviser will be responsible for lifting the registration block, and the student must have the approval of the primary adviser to add or drop a class. (This is similar to the procedures for at-risk students in the Athletic Department.) The Admissions office will send a copy of the student's high school transcript and other relevant material to the primary adviser.
3. Students will be encouraged to take 12-15 credits their first semester, depending on their profile, strengths/weaknesses, and degree program requirements. The goal is for each student to experience a successful year--not to withdraw from credits and to earn a 2.0 or above GPA. Students will be encouraged to enroll in WINGS fall semester and encouraged to enroll in a College Success Strategies course either fall or spring.
4. The primary adviser will communicate with the departmental adviser of the students major regarding curriculum requirements, academic progress etc.
5. The primary adviser will meet regularly with the student to explain provisional status, to set academic goals, to develop an academic success plan, to explore major/career options, and to monitor the student's progress on a regular basis. The primary adviser will also refer the student to campus services appropriate to the student's needs such as Financial Aid, the Counseling Center, Student Support Services, and the Career Center.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program
or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Graduate Studies
Name of Department(s) or Area(s): Landscape Architecture, Architecture, Conservation Social Sciences, Civil Engineering, Political Science, Geography, Agricultural Economics and Rural Sociology.

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic   X  Professional - Technical   

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Academic Certificate in Bioregional Planning and Community Design
(Degree or Certificate)

Proposed Starting Date:  Summer 2008

For New Programs:       For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
X Other Certificate (Certificate)

Dean’s approval on record  9/5/07
Colleg of Graduate Studies Dean  Date

State Administrator, SDPTE  Date

Chief Fiscal Officer (Institution)  Date

Chief Academic Officer, OSBE  Date

Chief Academic Officer  Date

SBOE/OSBE Approval  Date

President  Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The University of Idaho proposes a new graduate certificate in Bioregional Planning and Community Design to be granted by the College of Graduate Studies. This 16-credit Certificate is designed for graduate students enrolled in various professional disciplines (e.g., transportation engineering, environmental and natural resource management, architecture, landscape architecture, public administration), who want an emphasis in planning, but have chosen not to enroll in the Bioregional Planning and Community Design M.S. degree. Students earning the certificate will gain knowledge, skills, and values in bioregional planning and be able to effectively employ planning concepts and principles within their discipline.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary).

The graduate certificate in Bioregional Planning and Community Design will provide students with the background necessary to tackle complex planning and design issues from within their selected disciplines. This background will be particularly salient for employment in the state of Idaho, which was the nation’s third fastest growing state between 2004 and 2005 (U.S. Census Bureau, 2006). The Census Bureau projects that by 2030 population will increase by 52%. By 2050, urban and suburban development is expected to double and quadruple, respectively, resulting in a loss of 4.5 million acres of ranch, farm, and open space land. This growth will be accompanied by increased energy consumption (Idaho already leads the Northwest in per capita consumption), and a projected three-fold increase in municipal water use.

While population growth is being felt throughout the state, from Boise, Kootenai and Canyon counties, in other areas, populations are stagnant or shrinking. In Boise County, for example, considered rural in 1990, the population has grown by 95%, with more than a third of its workforce now commuting to Ada and Canyon Counties. Concurrently, the economies and populations of many rural communities are stagnant or shrinking. While urban school systems are unable to build facilities fast enough to accommodate the flood of new students, many rural districts have adopted a 4-day school week to offset lost revenues and shrinking student numbers.

Along with these demographic changes, the roles, responsibilities, and structure of local government are changing and becoming more complex. Today’s community leaders must consider the changing views of the role of government, new technologies, devolution of public services, citizen demands for control of public spending, performance review, and privatization of many public functions. The responsibilities assigned to these officials range from public health to public transportation, criminal justice, sewage treatment, and protecting quality of life. They must set public policy, collect and direct use of public funds, decide who can develop land where and for what purpose, administer the organizational structure of government, manage personnel, and manage risk within their counties and communities; all while being responsive to a wide-variety of state and federal mandates.

Given the growing complexity of administering the public trust, public officials increasingly need special knowledge, skills and leadership abilities to plan and manage their communities to be economically, environmentally, and socially sustainable. In addition, many problems these leaders face are not just local problems, but ones created when both local and state governmental units are not prepared, do not work together effectively, and do not have mechanisms to jointly deal with development pressure.

To address the challenges facing Idaho, and many other Western states, the graduate certification in Bioregional Planning and Community Design will prepare new professionals with cutting edge planning knowledge and skills. Students earning the certificate will participate with UI faculty and students in the M.S. in Bioregional Planning and Community Design to foster sustainable community planning, design and development with
communities participating in the Learning and Practice Collaboratives (LPCs).

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The Planning Accreditation Board has accredited educational programs leading to bachelors and masters degrees in planning since 1984. The accreditation of U.S. planning programs is intended to foster high standards for professional education in planning. The planning accreditation program is a cooperative undertaking sponsored jointly the American Institute of Certified Planners, the Association of Collegiate Schools of Planning, and the American Planning Association.

The graduate certificate will be offered as part of the accredited Bioregional Planning and Community Design program. The BioP program will become accredited through the Planning Accreditation Board in 5 years, after meeting the five preconditions required for accreditation: 1) degrees granted to at least 25 students; 2) the program’s parent institution is accredited by the Council for Higher Education Accreditation or its successor organization; 3) the word “planning” is used in the title of both the program and degree; 4) for graduate students seeking a first professional degree in planning, a minimum of two academic years of full-time study or the equivalent is provided; and 5) the primary focus of the degree is on the preparation of professional planning practitioners.

The graduate certificate, as part of the BioP program, will be dedicated to the highest standards of scholarship, informed by theory and empirical evidence, and employ multiple thinking strategies such as problem solving, creative design processes, the scientific method, and critical thinking. While it is anticipated that new courses will be created, the certificate program will also utilize a significant number of courses already present in several different programs.

Students in the certificate program will have the opportunity to participate in real-life planning projects through the Learning and Practice Collaboratives (LPCs). The LPCs consist of community/university partnerships aimed at providing planning assistance to Idaho communities and rural areas. This hands-on community planning, design and development assistance is primarily possible due to the involvement of the UI Extension in the BioP program. This effort will enhance the capacity of campus-based faculty to engage community leaders, underrepresented populations, and community organizations throughout the state, and serve as a model of effective land grant engagement with citizens of the state.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Boise State University offers a certificate in community and regional planning, which is focused primarily on issues and challenges related to urban planning. This makes sense given their location in the Boise metro area and the unique growth pressures experienced in that region. The UI certificate in Bioregional Planning and Community Design will complement the BSU program in its bioregional focus and emphasis on engagement with local communities through the LPCs. We are working together to insure collaboration between our programs.
Table 1. Enrollment and Graduates (i.e., number of majors or other relevant data) By Institution for the Proposed Program Last three years beginning with the current year and the 2 previous years.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CSI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EITC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ISU</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NIC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UI</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2. Degrees (Certificates) offered by school/college or program(s) within disciplinary area under review.

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e. centrality).

The State Board of Education’s mission for higher education in the State of Idaho is to promote institutions that “provide a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers.” The BioP program aids the SBOE in meeting the goals of its mission by providing a rich and diverse educational, training, and research opportunity to the citizens of Idaho, which includes a graduate certificate of completion and an M.S. degree.

The SBOE’s 8-Year Plan for Delivery of Academic Programs states that “the effectiveness of the [higher-education] system relates to the provision of courses and programs that respond to the identified needs of Idaho education stakeholders such as students and businesses. System efficiency relates to delivery of education and minimizes costs by avoiding unnecessary duplication of programs and courses.” The creation of the BioP program, and specifically, the graduate certificate, has emerged as a result of campus and Extension faculty, and statewide community stakeholders identifying the need for an accredited planning program in the state of Idaho. To ensure the program’s fit with the needs of Idaho’s citizens, between August and November 2006, nearly a dozen listening sessions were hosted in several locations across Idaho. These sessions gave stakeholders the opportunity to describe their community’s needs and to characterize the vital competencies required by BioP graduates if they are to become planners in their communities.

In addition to meeting the SBOE’s policies and missions for higher education, the BioP program meets and exceeds those for the University of Idaho. The UI’s mission states that it is “a land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs.” The academic programs emphasized at the UI are agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international
programs. In these specific focus areas, the UI offers a wide range of certificates of completion, masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs. The interdisciplinary BioP program will contribute to the UI’s mission by providing a graduate research-based certificate that is responsive to the needs of Idaho’s businesses and communities.

6. Is the proposed program in the 8-year Plan? Indicate below.

   Yes  X  No  ____

   If not on 8-year plan, provide a justification for adding the program.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Expenditures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>$25,133</td>
<td>$26,139</td>
<td>$27,184</td>
<td>$78,456</td>
</tr>
<tr>
<td>6 new faculty positions</td>
<td>$115,500</td>
<td>$240,240</td>
<td>$374,774</td>
<td>$730,514</td>
</tr>
<tr>
<td>Current faculty reallocations</td>
<td>$326,589</td>
<td>$339,274</td>
<td>$352,467</td>
<td>$1,018,330</td>
</tr>
<tr>
<td>Grad. Coordinator (summer salary)</td>
<td>$6,673</td>
<td>$6,940</td>
<td>$7,218</td>
<td>$20,831</td>
</tr>
<tr>
<td>LPC Coordinator (50% time)</td>
<td>$23,400</td>
<td>$24,336</td>
<td>$25,310</td>
<td>$73,046</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>$32,240</td>
<td>$33,530</td>
<td>$34,871</td>
<td>$100,641</td>
</tr>
<tr>
<td>Fringe (33% Admin Asst., 38% others)</td>
<td>$199,611</td>
<td>$253,098</td>
<td>$310,550</td>
<td>$763,259</td>
</tr>
<tr>
<td>Total Salary and Fringe</td>
<td>$729,146</td>
<td>$923,557</td>
<td>$1,132,374</td>
<td>$2,785,077</td>
</tr>
<tr>
<td>2. Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program operating budget</td>
<td>$30,000</td>
<td>$31,500</td>
<td>$33,075</td>
<td>$94,575</td>
</tr>
<tr>
<td>Computer services</td>
<td>$4,680</td>
<td>$4,867</td>
<td>$5,062</td>
<td>$14,609</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>$80,000</td>
<td>$166,400</td>
<td>$173,056</td>
<td>$419,456</td>
</tr>
<tr>
<td>Graduate Student Recruitment</td>
<td>$7,500</td>
<td>$7,800</td>
<td>$8,112</td>
<td>$23,412</td>
</tr>
<tr>
<td>Sub-Awards: LPC Projects</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$60,000</td>
<td>$120,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$4,680</td>
<td>$4,867</td>
<td>$5,062</td>
<td>$14,609</td>
</tr>
<tr>
<td>Faculty startup packages @ $25,000 each</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Total Operating Expenditures</td>
<td>$196,860</td>
<td>$305,434</td>
<td>$334,367</td>
<td>$836,661</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furnishings, computers, software</td>
<td>$30,000</td>
<td></td>
<td></td>
<td>$30,000</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
</tbody>
</table>
**TOTAL EXPENDITURES**

<table>
<thead>
<tr>
<th></th>
<th>$ 956,006</th>
<th>$1,228,991</th>
<th>$ 1,466,741</th>
<th>$ 3,651,738</th>
</tr>
</thead>
</table>

**B. Source of Funds**

1. Appropriated-reallocation
   - Strategic Initiative grant  $333,333  $333,333  $333,333  $999,999
   - New faculty commitments from colleges  $153,615  $319,519  $498,450  $971,584
   - Current faculty reallocation  $432,814  $449,623  $467,105  $1,349,542
   - Fees (dedicated, summer, course, non-credit)  $39,471  $67,259  $84,421  $191,151
   - Community matches for LPCs  $20,000  $30,000  $40,000  $90,000
   - Grants, including NIATT startup support  $52,500  $52,500  $52,500  $157,500
   - Indirect returns  $10,500  $14,000  $19,250  $43,750
   - Project donations  $9,500  $14,000  $19,250  $42,750

   **Total reallocated**  $1,051,733  $1,280,234  $1,514,309  $3,846,276

2. Appropriated – New  $-  $-  $-  $-

3. Federal  $-  $-  $-  $-

4. Other:
   - Returned to University/UI Foundation
     - Fees (grad, non-res. tuition, summer)  $69,036  $117,452  $164,694  $351,182
     - Indirect returns (projected grants *.30)  $67,500  $82,500  $105,000  $255,000
     - UI Foundation fees on donations (@5%)  $500  $1,250  $1,750  $3,500

   **Related Revenue Activity**
   - Projected faculty external grants (.70)  $105,000  $140,000  $192,500  $437,500

**TOTAL FUNDS**

| AVAILABLE FOR PROGRAM¹ | $1,051,733 | $1,280,234 | $1,514,309 | $3,846,276 |
| RETURNED TO UI/UI FOUNDATION | $137,036 | $201,202 | $271,444 | $609,682 |

**C. Nature of Funds**

1. Recurring *
   - $718,400  $946,901  $1,180,976  $2,846,277

2. Non-recurring ** (expires after five years)
   - $333,333  $333,333  $333,333  $999,999

**TOTAL:**  $1,051,733  $1,280,234  $1,514,309  $3,846,276

¹ Budget shows a positive balance of $194,538. These funds, along with other revenue sources, will be used to support the Learning Practice Collaborative and Professional Development components of the program.

**Budget Note: Transition to Self Sufficiency**

A transition to self-sufficiency has been designed into the program in several ways. First, the program captures a diverse array of revenue streams and leveraged resources that will continue after the grant ends. These include the faculty hires from the colleges, involvement from current faculty, for-credit and non-credit tuition and fee revenues, community LPC matches, projected grant revenues, and development. Second, only a small portion of grant funds are dedicated to permanent personnel. In fact, these funds are limited to the Director summer salary and stipend, the LPC coordinator, an administrative assistant, and an Extension program coordinator. These continuing costs will be offset by the additional revenue to the program and UI from increased student FTE’s and indirect returns on external grants. Third, the major share of grant funds is used to support graduate assistantships and support for LPC projects. After 5 years, it is expected that grants and donations will support these programs. Also, by building an international reputation, the academic program will be able to attract quality graduate students who are self-supporting and pay full fees, thereby lowering the need to offer assistantships.
Academic Certificate (Graduate Level)

BioP 501  Seminar (2 cr)
BioP 520  Bioregional Planning and Practice (3 cr)
BioP 521  Planning History and Theory (3 cr)
Studio I (4-5 cr.) – one of the following:
    LArc 559  The Northern Rocky Regional Landscapes (4 cr)
    Arch 553  Architectural Design VII (5 cr)

One additional course in a substantive planning specialization such as land use planning; environmental planning; community and economic development planning; health planning; transportation planning; housing, social and community development planning. Written approval by the Bioregional Planning and Community Design faculty advisor is required.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Education
Name of Department(s) or Area(s): Adult, Career, and Technology Education

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic x Professional - Technical ______

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:
Add 2 Options within the BS in Technology. Major: Technology, Training & Development: An option in Business Technology and an option in Industrial Technology

(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs: For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
x Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 10/29/07
College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The department of Adult, Career & Technology Education (ACTE) seeks approval to add a Business Technology option and an Industrial Technology option to the B.S. in Technology: Technology, Training and Development degree (B.S. Tech.). Students will prepare to teach business, marketing, and business technology subjects for private sector and government organizations, as well as post-secondary institutions (primarily post-secondary two-year programs). The student’s preparation will address the requirements for Professional-Technical certification at the post-secondary level. This is an important certification as it then allows the program for which they teach to receive state and national funds for equipment, professional development, and program improvement. The need for certified professionals to teach professional-technical courses in business and marketing is increasing regionally and nation-wide as more people enroll in two-year programs supported with Carl Perkins vocational funds.

Students will enroll for and take many courses that are presently required of business and marketing teacher education students, including completing the same College of Business & Economics courses as our K-12 business and marketing education students. Because the B.S. Tech. students are not preparing for a career in the public schools, they will not be required to take the Education Core subjects required for a secondary teaching certificate, nor will they be required to complete a secondary teaching internship. We believe these students will be best served by majoring in Technology, Training and Development with an emphasis in Business Technology.

This proposal has the support of the director of professional development and certification at the Idaho State Division of Professional-Technical Education

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.)

The demand for qualified individuals to teach business, marketing and technology classes in community colleges, professional-technical career centers and in industry is increasing. More money is spent on training and development in this country than is spent on all public education – primary grades through university. There are jobs available for people who can design and implement training programs to meet the needs of business, industry, and government agencies. In addition, the demand for trained workers who have excellent computer skills is high and graduates of this program will have these skills, allowing them employment options that are in addition to training and development activities.

Existing resources will remain the same and we believe enrollment will increase. The program aligns well with industry needs for training and development to keep personnel current, particularly in the areas of computers and technology. In addition, many students and potential students express an interest in teaching and training but they do not want to teach children and youth. They want to teach and train adults.
This program should help increase enrollment, which is good for our department, the college and the University of Idaho.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The curriculum meets the National Business Education Standards and the Idaho Standards for Professional-Technical post-secondary certification. Students will take classes from the College of Business and Economics as well as Professional-Technical certification courses, a methods course, and several state-of-the art technology courses.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Idaho State University has a bachelor’s degree in Corporate Training. It is similar in some respects but it does not include a strong focus on technology. It also does not include a focus on post-secondary teaching of business, marketing, and technology courses. In addition, this program will not be delivered in the southeastern part of the state and thus, it will not directly compete for students.

Enrollment and Graduates (i.e., number of majors or other relevant data)
By Institution for the Proposed Program
Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The Business Technology option to the BS in Technology is unique. Similar programs do not exist in northern Idaho, eastern Washington, or the Treasure Valley. The option will align closely with the Business and Marketing Teacher Education program. Students will attend existing classes that have capacity. Every year students inquire about the business and marketing education major but walk away when they learn there is no option for them to complete a business and marketing education program without having to complete a public school teaching internship. Some students are working full or part-time and want to pursue a degree without having to quit their job or take a semester leave of absence. This would provide them with a workable and practical solution.

6. Is the proposed program in the 8-year Plan? Indicate below.

Yes   No  x 

If not on 8-year plan, provide a justification for adding the program.

This is not a new program. It is an option to a program that already exists and which uses curriculum that is already in place. It will provide students with an additional choice, which they do not have now. It will allow students to specialize in teaching business technology, business and marketing at the post-secondary level. They do not need or want the Education Core subjects or the 6-12 student internship requirement.
8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Operating</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1,500</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |         |         |         |       |
| 1. Appropriated-        | x       | x       | x       | x     |
| reallocation            |         |         |         |       |
| 2. Appropriated – New   |         |         |         |       |
| 3. Federal              |         |         |         |       |
| 4. Other:               |         |         |         |       |
| **TOTAL:**              |         |         |         |       |

| **B. Nature of Funds**  |         |         |         |       |
| 1. Recurring *          | x       | x       | x       | x     |
| 2. Non-recurring **     |         |         |         |       |
| **TOTAL:**              | $500    | $500    | $500    | $1,500|

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

Designed to prepare students for both technical and professional careers in industry and business, particularly for supervisory and other mid-management level positions.

Required course work includes the university requirements (see regulation J-3) and one of the following options:

**A. Business Technology**

The Business Technology option is for students interested in teaching/training Business Technology, Business, and Marketing subjects at the postsecondary/workforce level, or for those interested in a well-rounded degree with a focus on Business Technology and training. Additional coursework is required to qualify for a standard Idaho Secondary Teaching Certificate with teaching endorsements in Business Technology, Marketing Technology, and Economics.

- Acct 201 Introduction to Financial Accounting and Acct 202 Introduction to Managerial Accounting or Acct 205 Fundamentals of Accounting (4-6 cr)
- AdOL 410 Foundations of Human Resource Development (3 cr)
- AdOL 473 Foundations of Adult Education and Adult Development (3 cr)
BLaw 265  Legal Environment of Business (3 cr)
Bus 311  Introduction to Management (3 cr)
Bus 321  Marketing (3 cr)
Comm 101  Fundamentals of Public Speaking (2 cr)
Econ 201  Principles of Economics and Econ 202  Principles of Economics (3 cr) or Econ 272  Foundations of Economic Analysis (4-6 cr)
Engl 313  Business Writing (3 cr)
Math 130  Finite Mathematics or Math 143  Pre-calculus Algebra and Analytic Geometry (3 cr)
Psyc 101  Introduction to Psychology (3 cr)
PTTE 351  Principles and Philosophy of Professional-Technical Education (3 cr)
PTTE 415  Microcomputer Applications (3 cr)
PTTE 416  Website Design and Development (3 cr)
PTTE 419  Teaching and Learning Database Applications (3 cr)
PTTE 426  Instructional Design and Curriculum (3 cr)
PTTE 430  Leadership and Student Organizations (2 cr)
PTTE 431  Supervising PTTE Student Organizations (1 cr)
PTTE 447  Diverse Populations and Individual Differences or ED 201  Diverse Learners in Schools and Social/Cultural Contexts (3 cr)
PTTE 460  Desktop Publishing (3 cr)
PTTE 464  Career Guidance and Transitioning to Work (3 cr)
PTTE 492  Business and Marketing Education Methods (3 cr)
PTTE 495  Administrative Technology Management and Procedures (3 cr)
PTTE 496  Directed Work Experience (3 cr)
Electives to total 128 credits for the degree

Suggested Electives:
  • Bus 425  Retail Distribution Management (3 cr)
  • PTTE 411  Web Graphics and Animation (3 cr)
  • PTTE 420  Evaluation in Professional-Technical Education (3 cr)
  • PTTE 428  Computer Integrated Systems (3 cr)

B. Industrial Technology

Designed to prepare students for both technical and professional careers in industry and business, particularly for supervisory and other mid-management level positions.

BLaw 265  Legal Environment of Business or PTTE 443  Government Contract Law (3 cr)
Bus 311  Introduction to Management (3 cr)
Bus 370  Introduction to Operations Management or ME 410  Principles of Lean Manufacturing or CE 482  Project Engineering (3 cr)
Bus 441  Labor Relations or PTTE 446  Labor Law (3 cr)
Bus 456  Quality Management or PTTE 434  Quality Assurance Organization and Management (3 cr)
Chem 101  Introduction to Chemistry I or Chem 111  Principles of Chemistry I (4 cr)
Engl 317  Technical Writing (3 cr)
Engr 105  Engineering Graphics (2 cr)
Math 143  Pre-calculus Algebra and Analytic Geometry or Math 160  Survey of Calculus or Math 170  Analytical Geometry and Calculus I (3-4 cr)
Phys 100  Fundamentals of Physics or Chem 112  Principles of Chemistry II (4 cr)
Phys 111, 112  General Physics I-II or Phys 211, 212  Engineering Physics I-II (8 cr)
Psyc 101  Introduction to Psychology (3 cr)
PTTE 130  Introduction to Electricity and Electronics (3 cr)
  • PTTE 267  Computer Aided Drafting/Design (3 cr)
PTTE 333  Computer-Industrial Electronics (3 cr)
  • PTTE 367  Teaching and Learning Computer Aided Drafting/Design (3 cr)
PTTE 415  Microcomputer Applications (3 cr)
PTTE 428  Computer Integrated Systems Teaching and Learning Computer Operating Systems for Technology (3 cr)
PTTE 450  Occupational Safety/Industrial Safety (3 cr)
PTTE 460  Desktop Publishing (3 cr)
PTTE 470  Technical Competence and/or PTTE 490  Adv Technical Competence and/or approved technical electives (32 cr)
PTTE 475  LAN Technology (3 cr)
  • PTTE 481  Computer Integrated Manufacturing/Computer Numerical Control Manufacturing (3 cr)
Stat 251  Statistical Methods or 301  Probability and Statistics (3 cr)
Technical Specialization Block, see dept for course options (16 cr)
Electives to total 334-128 credits for the degree
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho

Name of College, School, or Division: College of Engineering

Name of Department(s) or Area(s): Electrical and Computer Engineering

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program

Academic  X  Professional - Technical  ____

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Certificate in Semiconductor Theory and Devices

(Degree or Certificate)

Proposed Starting Date: Summer 2008

For New Programs:  For Other Activity:

Program (i.e., degree) Title & CIP 2000

☐ Program Component (major/minor/option/emphasis)

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

X Certificate of Completion

Signed by Aicha Elshabini, Dean, College of Engineering  10/6/06

College Dean (Institution)  VP Research & Graduate Studies  Date

Chief Fiscal Officer (Institution)  State Administrator, SDPTE  Date

Chief Academic Officer (Institution)  Chief Academic Officer, OSBE  Date

President  SBOE/OSBE Approval  Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

   The courses in this sequence are part of the existing SBOE-approved electrical engineering graduate program.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary).

   Semiconductors are a core part of electrical engineering. Many engineers would benefit from the classes offered and possibly enhance their employment potential.

   For additional information, please refer to the attached Semiconductor Theory and Devices Certificate informational flyer.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

   The courses in this sequence are part of the existing electrical engineering curriculum, and therefore, have already met SBOE requirements, and the requirements of the College of Engineering for ABET and regional accreditation.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

   Currently, there are no other known semiconductor theory and devices certificates available at BSU, CSI, EITC, ISU, LCSC, NIC, or in the region.

Enrollment and Graduates (i.e., number of majors or other relevant data) By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

These certificate courses will be delivered by a combination of “live” instruction and Web-supported DVD media through the UI Engineering Outreach program. This “hybrid” approach will meet the needs of outreach students as well as on-campus students seeking coursework in the focus area of Semiconductor Theory and Devices.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes  No  X

   If not on 8-year plan, provide a justification for adding the program.

   The semiconductor theory and devices area is increasing in significance, both regionally and nationally. Because of faculty expertise and existing UI courses and programs, UI is uniquely positioned to offer a certificate in this area.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

   Estimated Fiscal Impact  FY   FY   FY   FY   Total

   A. Expenditures
      1. Personnel
      2. Operating
      3. Capital Outlay
      4. Facilities

   TOTAL:

   B. Source of Funds
      1. Appropriated-reallocation
      2. Appropriated – New
      3. Federal
      4. Other:

   TOTAL:

   B. Nature of Funds
      1. Recurring *
      2. Non-recurring **

   TOTAL:

   No additional funds or resources will be required.

   * Recurring is defined as ongoing operating budget for the program, which will become of the base.
   ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.
Curricular Requirements

Note: A grade of ‘B’ or higher is required in all coursework for this academic certificate.

ECE 460  Semiconductor Devices (3 cr)
ECE 562  Semiconductor Theory (3 cr)

Electives (6 cr):
- ECE 515  CMOS Analog Electronics (3 cr)
- ECE 517  Pulse and Digital Circuits (3 cr)
- ECE 545  VLSI Design (3 cr)
- ME 526  Statistical Thermodynamics (3 cr)

Approved 500-level ECE course*

*Note: Directed study, special topics, thesis credit and similar offerings will not be accepted.

Semiconductor Theory and Devices Certificate

This certificate provides an introduction to semiconductor theory and devices, as well as breadth courses in electronic circuit design. With graduate committee approval, the certificate courses may be included in a graduate study plan. Nondegree students can enhance their knowledge in this area without seeking a graduate degree, and simultaneously build a strong foundation for a master’s degree at a future date.

Prerequisites

- A completed undergraduate degree in a related field with a minimum cumulative 2.80 GPA as approved by the certificate coordinator in consultation with the department chair;
- Admission to the University of Idaho;
- Graduate students must declare the certificate by submitting a Graduate and Certificate Change of Curriculum form to the department chair for approval;
- Students must contact the certificate coordinator prior to starting the certificate.

Course Selection

This certificate consists of 12 credits selected from the list below and approved by the certificate coordinator. Students must earn a grade of ‘B’ or better in each course to qualify for the certificate; coursework may not be more than five (5) years old unless it is being used in conjunction with the completion of a graduate degree. To view the Engineering Outreach semester course schedule, visit the Web at www.outreach.uidaho.edu/eo.

<table>
<thead>
<tr>
<th>Required Courses (6 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 460  Semiconductor Devices</td>
<td>3</td>
</tr>
<tr>
<td>ECE 562  Semiconductor Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (6 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 515  CMOS Analog Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ECE 517  Pulse and Digital Circuits</td>
<td>3</td>
</tr>
<tr>
<td>ECE 545  VLSI Design</td>
<td>3</td>
</tr>
<tr>
<td>ME 526  Statistical Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ECE 5XX  Any 500-level ECE course (except special topics, thesis credits, etc.) as approved by the certificate coordinator</td>
<td>3</td>
</tr>
</tbody>
</table>

Admission and Transfer Credits

Prior to starting this certificate, students must be admitted to the University of Idaho (nondegree or ECE-grad).

- Graduate students may use up to three (3) approved transfer credits toward the certificate, with department approval.
- Nondegree students must earn all certificate course credits from UI unless they plan to continue working toward a graduate degree in the same department. Although the courses listed above are routinely included in the graduate curricula for electrical engineering, students considering transferring credits into a graduate program must contact the department for early advising.
- Course credits earned as an undergraduate may not be applied toward this certificate.

Coordinator  Dennis Sullivan, Ph.D., P.E.
Department of Electrical and Computer Engineering
Phone:  (800) 824-2889, extension 5926
E-mail:  dennis@ee.uidaho.edu