University of Idaho
Faculty Senate

Approved at Meeting #23
Feb. 27, 2024

2023 – 2024 Faculty Senate – ~~Pending Approval~~
Meeting # 22
Tuesday, February 20, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.
Absent: Miller

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #21, February 13, 2024, were approved as distributed.

Chair's Report: None. Chair Gauthier will use this time for the New Business part of the meeting.

Provost's Report:

- The next faculty gathering is two weeks from today, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please RSVP.
- We don't have an education week in the Legislature as we've had in the past. Next week, U of I is going to be at both the Education Committees and JFAC. And we're seeing a lot more interest in what's happening in Boise right now. Just a reminder – that university resources are not to be used for political activity. Sometimes people, accidentally and with good intentions, may give the impression that they are speaking on behalf of the University or use their university email address. You are welcome to reach out to your representatives and legislators, but you should do that on a personal account such as Gmail. I just wanted to remind people as we get into the busier part of the session.

  Discussion:

  A senator saw a report that Moody's is evaluating our credit ratings based on the purchase of the University of Phoenix and asked the Provost for comments. Provost Lawrence responded that the question is best addressed to our financial team. It's complex, and beyond his area of expertise, but he will follow up. From the beginning there has been discussion and analysis of the impact of the acquisition on U of I's credit rating. It's been minimal but some different opinions came out recently which we don't agree with. The Provost will check with Brian Foisy and come back to this question.

  Back to the issue of political activities, a senator added some comments. It's their understanding that we are allowed to identify ourselves as faculty at the University of Idaho, but we must say that we are acting/speaking as an individual, not as a university representative. Provost Lawrence: Reporting your job title or role is different than speaking on behalf of the institution. But sometimes people don't make it very clear whether it's one or the other. Thanks for clarifying, but it really does get confusing and can be misinterpreted. It's probably better to err on the side of caution, and just be a citizen of the State.

Vice Chair Haltinner inquired about an article in the Daily News, which reports that U of I minimized the risks of the purchase, saying that losses will be limited to $10M per year. She asked whether they are referring to risks taken by "Four Three Education" and not the University of Idaho. Provost Lawrence has not seen the article. He will review it and come back to this question.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
  - UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences, Attach. #2.
    Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.
    Discussion: None.
    Vote: 20/20 yes. Motion passes.
  - UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design, Attach. #3.
    We have several students who have come to the college of art and architecture to take a suite of classes because they're excited about graphic design. But we don't have a minor in that area or a certificate. We see this as an opportunity to attract students who are coming in as professionals in other fields, or students who are coming to us from other areas of campus. They take these courses and have that certificate to showcase on their resume.
    Discussion: None.
    Vote: 21/21 yes. Motion passes.
  - UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice Attach. #4.
    This is a graduate certificate in indigenous research and education. This proposal is in response to the desire within Indigenous communities and other invested communities for an interdisciplinary research graduate certificate. We are working with Natural Resources and Education.
    Discussion: None
    Vote: 21/21 yes. Motion passes.
  - UCC 110 B-4 Regulation Edit – Lindsey Brown, University Registrar, Attach. #5.
    We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document). This change clarifies the regulation in regard to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student. (It was clarified that the revisions as shown on the last page of the attachment are the ones being proposed.)
    Discussion:
    Some senators asked for clarification about the process. Lindsey responded that academic departments run reports of students who no longer meet course prerequisites and then send the list to her office to drop the students. There are new capabilities supposed to come out this summer for our student information systems that may make

this process more automated. Then, we would run it as a part of our end of term processing.
Senator: I understand that the purpose is to capture situations where students are taking a class in one semester that would meet the prerequisite for a next semester class they want to register for. If they fail that class, they no longer meet the prerequisite. Lindsey: Yes. It has been a longstanding practice. Now, we are codifying it in policy.
In response to another question, Lindsey clarified that the faculty can wave prerequisites. If they do wave it, then, of course, the student wouldn't get dropped.
Senator: How does this actually work? Students don't even have grades three days prior to the next semester in the spring. How do they know, unless somebody notifies them that they're about to fail? Lindsey: Generally, in between spring and fall we have plenty of time. However, in between fall and spring, time can be tight. That's when a quick turnaround is necessary, so that the students have adequate time to find an alternative course and maintain their full-time status. We want to make sure that they are adequately informed and set up for success. Although there's generally enough time in between fall and spring, my office is still working on some of those reports during the closure.
Vote: 22/23 yes. Motion passes.

New Business:

- Update on Admission Criteria – Chair Gauthier. (The slides are attached to these minutes.)
  Brief background: Two of the state institutions, BSU and U of I, send to prospective students a "letter of 8" or a "letter of 6." In the first case, they are notified that they can attend any of the 8 public institutions in the state. In the second case, they are not admitted into either BSU or U of I, but they can attend any of the other 6 institutions.
  Summary of the options for admission criteria: We could decide to set a new GPA threshold; or to leave it as it is presently. We can also require a combination of GPA and standardized test scores. (Note from a senator: We're under an emergency action. So, the actual admission criteria (temporarily changed by the emergency action) include the GPA and a standardized test. If we do nothing when the emergency action expires, we go back to requiring the GPA and some standardized test.)
  Chair Gauthier proceeded to share data on the differences between ISAT and SAT outcomes. The data is from 2019, because of all that happened afterwards. Such comparison is very difficult given the different nature of the tests and the populations who took them. Instead, Chair Gauthier has prepared some visual comparisons by gender, race, and socioeconomic status for each of the indicators under consideration – ISAT (ELA and Math), SAT, GPA. The comparisons indicate that we don't know enough about those elements to determine a final answer. Still, some trends can be seen. Looking, for example, at the comparison by race, we can see some very strong differences that are, to some extent, mitigated in the SAT outcomes by race. Comparing the outcomes of ISAT ELA and ISAT Math by race suggests that combining those with the GPA may be a reasonable approach.
  Discussion:
  Senator: Do we have data to compare SAT scores within schools as opposed to across Idaho?
  Chair Gauthier: I'm still unclear as to whether we have access to that data.
  Senator: Some of our constituents would like to have SAT/ACT scores available, even if optional. They're helpful to some departments. Another question: do your graphs indicate that looking at

the GPA only is misleading? They are too high. Chair Gauthier: Yes, there is clearly grade inflation that favors a particular population.
Senator: Did the data go through some form of statistical analysis to check whether differences are statistically significant? Chair Gauthier: No. The data is limited. I think this is the first year where the data has been more rigorous than in the past.
Senator: There was an article in the Daily News about Washington determining that there's a significant amount of grade inflation. The graph you showed seems pretty good evidence of grade inflation benefiting a particular population. Do you have a similar graph, on the same scale, comparing GPA and SAT or GPA and ISAT? Chair Gauthier: Unfortunately, I don't, but I can ask.
Senator: Aren't we supposed to have a recommendation by next week? Chair Gauthier explained that the timeline has changed. First, UCC will make their recommendation at the beginning of March, which will then come to Senate. Senator's follow-up comment: UCC should look at things we've looked at in the past, like success rate of students admitted at different GPA levels and different SAT levels. I think it's our responsibility to the students to make sure they're going to succeed when they get here.
Senator: You just presented test scores and GPA for students who graduated from Idaho high schools in spring of 2019. Do you know if in 2019 students were still required to take the SAT/ACT? I know they're required to take the ISAT. Do we have any information about what year they completed the ISAT versus the ACT or SAT? The point of the question is that ISAT is taken in the junior year, and, typically, so are ACT and SAT. But they can repeat that test. I'm just trying to figure out how these elements are comparable. Chair Gauthier: The people from the 2019 data took the tenth grade ISAT in the 2016-2017 school year and graduated in the 2018-2019 school year. I don't know if they repeated the test. Senator's follow-up comment: If we're looking at a standardized test taken in tenth grade, two years prior to high school graduation, I'm not sure that those are accurately measuring what a student is able to do when they are preparing to enter our first-year courses on campus. Chair Gauthier: I think the people from ISAT mentioned that it was a test for tenth grade, not a test for entering, but they were trying to show that it doesn't make a big difference. Senator: Many times, we talk about admission scores also being used as placement scores so that a certain score on SAT/ACT or ISAT presumably would help place students into the first-year courses that they are most qualified for. As somebody who used to work with first year writing students, I am concerned with the timing of completion of standardized tests, especially if we are going to continue collecting ISAT scores from students in tenth grade, and potentially use them for admissions and placement. Chair Gauthier: The data also shows that the GPA alone is not a fair indicator. There are large differences among GPAs from different places. Also, the choice of courses that go into the GPA can change from one place to the other. It's hard to deal with such limited data.
Provost: I just confirmed with my colleague in the State Board Office that the ISAT is moved to eleventh grade, so that it could be used for the purpose of college admissions. But it will be a number of years before we see enough data from 11th grade results. So one element of this big decision about admissions is ISAT. And of course, we still have SAT/ACT and GPA.
Senator: I am still confused about what decisions are actually being made. On the one hand, it sounds like the State Board is making a decision, on the other, it sounds like we are making an independent decision. Provost: We determine our admission criteria. Our bylaws, as you all know, say the faculty determine admission criteria, and we'll go through the proper process. But we must fold our criteria into the state "direct admit" system, which could be complicated by another test that's completely different, the ISAT. We need to learn more about ISAT. Jean-Marc is going to a meeting next week for further discussion about how the ISAT is being used in the

state. Hearing more about that will be very useful before we make a final recommendation. The statewide direct admit can really help us by communicating to students accurately if they get into the U of I. There's also value in us being aligned with Boise State. We need to do what's best for us, but it would be nice if we aligned, so we don't have a "letter of 6" and a "letter of 7" with U of I on its own. I don't know exactly how things will play out with the state discussion.
Senator: To recap, we must decide what our admission standards are for our own purposes. At the same time, there's some kind of deadline where that decision gets communicated to the state so it can be folded into the direct admit process. Provost: I don't think we want to be on an island. It will have to be in coordination with others, which is part of these meetings that Jean-Marc is going to. Chair Gauthier: The minimum GPA is also problematic. A GPA of 2.6 is not very discerning – almost everybody could get into the U of I – whereas a GPA of 3 would really separate two different groups. But I think we need to look at the problems one by one.
Senator: Do you know when these letters are sent to students? I assume, probably before the application season. Provost: We can't wait until then. Our own admission materials are printed in late spring and start being used at events such as Envision Idaho. So we have an internal deadline by which we really need to do this, and we need to do it rather soon. This statewide conversation originally gave us a deadline of next week, but that was extended because we need more discussion, and we don't even have all the information about ISAT.
Senator: Does the communication to admitted students go to students and to colleges and universities? Provost: It goes to students about the four-year institutions and the four two-year schools. That's where we get the 8. We have four community colleges and four universities and colleges.
Secretary: Do you know if anybody feels that a test for a particular state is not a good idea?
Chair Gauthier: Yes, that's another component of the discussions. It's complicated, because those tests are run by companies who are trying to sell the test.
Senator: In response to that, it's part of a consortium including a number of states. The assessment consortium is nationally known. I'm not concerned with it as a valid measure.
Provost: My understanding is that all standardized tests are run by companies. But the ISAT is designed around the Idaho learning objectives and that's how it's tailored for different states. So, they have similar methodology. But some of the content itself aligns with what the State is trying to teach, which may or may not align exactly with SAT/ACT. Secretary: That's what concerns me, what the State is trying to teach. I don't think what you learn in English, History, Biology, Algebra etc. should be state dependent. I'm probably over concerned.
Provost: In summary, if the University of Idaho chooses to use ISAT somehow in admissions, that would only be possible for in-state students. For example, Washington students are not going to have those scores, so that's something we'll have to deal with.

- FSH 2300 Student Code of Conduct and Resolution Process – Senator Steve Shook.
  Steve will go over the UCC meeting from about two weeks ago, concerning FSH 2300 and changes to the General Catalog. UCC received the request to edit General Catalog policies F-1 and O. 2. The part of the policy of concern for F-1 says that a grade of incomplete is assigned as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. In O-2, one reads that "Consequences for academic dishonesty may be imposed by the course instructor subject to the requirements of FSH 2300." So, F-1 and O-2 point back to FSH 2300, approved by Faculty Senate and at the UFM last fall. So it's active right now.
  Relevant policies UCC looked at:

FSH 2300.F-9.a. Instructors may issue an academic outcome separate from any outcome that Dean of students may impose if under the code, there is a finding of responsibility for academic dishonesty/conduct. If there's no finding of responsibility for academic dishonesty/misconduct, the policies below apply:
FSH 2300.F-9.b.10. "The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student."
FSH 2300.F-9.b.11. "In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of 'incomplete' until the process is complete."
UCC decided to table the request mostly because of two concerns. One is an academic freedom issue and the other one is an existing policy issue. One of the basic tenets of academic freedom is that faculty can determine, without any outside influence, what the student evaluation will be for any course that the faculty member is teaching. This is actually already codified in our policy and the General Catalog. There is FSH 1640.02.C-4 and C-5, which sets the Academic Hearing Board stipulated procedures. These policies recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty. Similar comments apply to General Catalog Policy E-6, which says that the assignment of grades and correction grades are the sole prerogative of the instructor, which goes against FSH 2300, stating that a faculty member cannot assign a grade until they get the decision back from the Dean of students. At UCC, we believe this is a violation of academic freedom and FSH 1640. They Academic Hearing Board (AHB) cannot change a grade or require that it be changed. That's largely due to E. 6 in the General Catalog. It may order that the grade it considers appropriate also be recorded on the student's academic records. Policies E. 5 or C. 5 state that it's within the purview of the Hearing board to hear an appeal against the grade imposed by instructors as a result of academic misconduct.
Discussion:
A senator recalls a policy by which a faculty member cannot change grade once it's been made final unless there's been a procedural or computational error. Steve: There is, along with a time window associated with that. And there's another issue with I believe it's You know, if you give them an incomplete grade, a student has the ability to drop a course and never get a grade if they can still drop the course, and the faculty member has no ability to assign an academic grade. Follow-up question: So even within the one-year period, would this this scenario you're putting forward here this. You think this would fit within the ability of a faculty member to change the grade under E-6? Steve: I believe it does.
Secretary: I think it would fit into procedural errors, but we need to look at that.
Blaine Eckles: Basically, what we're trying to do is assert the due process rights for students that may be found in violation of the code of conduct. Our advice here is not to come to a conclusion. Faculty do have the right to grade a student on the merits of whatever work they do, but they don't have a right to make the determination. Students have the right to an appeal process. We can easily continue to work on the language, and I know Cari is working on that. We have had situations where faculty members have assigned a grade to a student, but they were never notified about the rights to appeal. We're trying to make sure this kind of situation is addressed. Steve, you point out an excellent point, which I want to make sure we address. We don't want students that have engaged in academic dishonesty and violated our code to get out of a penalty that a faculty member assigns by withdrawing from the course. I've actually reinstated students previously, when they've tried to use that loophole. Those are some things we need to continue working through. But we absolutely need to make sure the due process

rights of students are protected, because we're legally bound to do that. So we can absolutely continue working on that language. We are not far from a converging point.
Lindsay Brown: as we look at revising this language, currently the catalog is silent as to whether a student can withdraw even with the dishonesty grade. It is something that we run into quite frequently, and I would love to see it addressed.
Blaine Eckles: It's complex. Which is why we want to make the policy as clear as possible. We're happy to continue working on the language that respects the academic freedom of our faculty in the assignment of grades, but also understand the due process rights for our students under the student code of conduct.
Steven: How would Faculty Senate leadership like UCC to proceed? I'm assuming working with Cari and Blaine on these policies and with Lindsey about dropping out of a course to avoid disciplinary actions under FSH 2300.
Provost: Do you have an idea what you want changed, or is that up for further discussion?
Steve: I think it's up for further discussion. I shared a lot with Cari already and with FSL. It's probably going to come from the DoS office through UCC.
Blaine Eckles: We're happy to continue working. And I agree with Lindsay. We want to see a change to the policy that basically reinstates students so that they cannot avoid the appropriate outcome or penalty.
There was some additional discussion on the importance of reporting instances of academic dishonesty to the Dean of Students.

- Space for the Healing Garden.
  A senator reported concerns from constituents about the location chosen for the Healing Garden, between PEB and the Ed Building. Was there an in-depth analysis of how that space is used? Furthermore, they think that the location, in between two buildings looking down at it, is not a private space suitable for a place of reflection. Dean of Students Blaine Eckles, chair of the Healing Garden committee, explained that the committee selected that site after considering several options. An in-depth analysis of how the space is used was not conducted and is not typical in the construction of any building. Another senator suggested posting a note in the Daily Register to let people know that the stakes are up in the location and invite them to send any comments to the Dean of Students.

- FSH 1520 Faculty Senate Bylaws. Number of senators per College – Vice Chair Haltinner.
  This concerns the current policy regarding the makeup of Senate. The language confused me for a while, so I wanted to run by you all an idea to simplify it. Currently, the policy states that "*each college, except for COGS, elects one Senator for each 50 or a major fraction thereof, full time equivalent faculty members in the college provided, however, that each college has at least one senator."* This is how I understand the current policy: when we have 0 to 76 full time equivalent seats in a college, we get one seat at Senate, and then from there up, it's one more for each additional group of 50. What if we just use that 50 across the board, so that one seat is 0 to 49, 50 to 99 is 2 seats, and so on. Note, though, that this change would impact the representation. She wanted to run this by the seneate for feedback.
  Discussion:
  Generally, senators seemed interested in continuing the conversation. Although the current language is accurate, more clarity would be helpful. One part of this proposal is just to clarify the current language. There were no objections to this. But adding additional seats is a much more significant step, to be considered very carefully.
  Some senators thought that, with more people, it may be harder to find consensus.

The Provost was concerned that, the more people we have, the harder it is to fill those positions for some colleges. It has been difficult to fill the current number of roles, so additional senators also take people out of other committee service. We should consider how much service capacity we have.
Vice Chair Haltinner: I wonder if there is a good reason to go up to 76 for that second rep, and only increments of 50 after that. That seems odd. The Provost doesn't know the background on that.
For the next meeting, Vice Chair Haltinner will map how the college representation would change, should the policy be revised as suggested.

Adjournment:
The agenda being completed, the Chair adjourned the meeting at 4:54pm.

Respectfully Submitted,

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

University of Idaho
Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #22

Tuesday, February 20, 2024 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes
- Minutes of the 2023-24 Faculty Senate Meeting #21 February 13, 2024 **Attach. #1**

III. Chair's Report

IV. Provost's Report

V. Committee Reports (voting)
- Proposed changes to the University Catalog
  - UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences **Attach. #2**
  - UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design **Attach. #3**
  - UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice **Attach. #4**
  - UCC 110 B-4 Regulation Edit – Lindsay Brown, University Registrar, Registrar's Office **Attach. #5**

VI. New Business

VII. Adjournment

Attachments
- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #21 February 13, 2024
- **Attach. #2** UCC 239
- **Attach. #3** UCC 525
- **Attach. #4** UCC 542
- **Attach. #5** UCC 110

Attach. #1

University of Idaho
Faculty Senate

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 21
Tuesday, February 13, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.
Absent: Miller

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

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #20, February 6, 2024, were approved as distributed.

Chair's Report:

- Admission criteria: a proposal is forthcoming and will go through the appropriate process as mandated by FSH 4120 for permanent catalog changes. We are asked by the State Board to deliver a senate-approved proposal before the end of the month, if possible, thus, the timeline is tight. A meeting about admission standards in the state will take place in Boise on February 27.

- The Artificial Intelligence plus Machine Learning, AI+ML Exhibition will be in the Reflections Gallery, in the ISUB building, from Monday April 1st to Saturday April 13. The exhibition covers a selection of current AI projects from faculty and students at the U of I. There will be around 20 posters and interactive media on several monitors. The list of topics includes image analysis, computer vision with ML, generative AI, expertise and assessment, Chat GPT tutorials, animation with diffusion and machine learning, text to 3D scene. Please let your units know that they can submit via email to vtd@uidaho.edu. The deadline 03/17/2024.

  Discussion:

  A senator asked for clarification about the February 27th meeting. Who is attending this meeting? Do we know what kind of proposal is forthcoming? When will we see that proposal? Chair Gauthier's response: The meeting in Boise is a meeting of the board to decide what would work for a U of I, Boise State University and other institutions. So, it's not a decision meeting. It's more like a collegial discussion. Provost Lawrence: all 8 institutions should present admissions criteria by which they can be admitted through the state's direct admission letters. We must get those criteria to them rather soon, which is why we are under some pressure. Of course, this must tie into our new admissions criteria in the catalog, should we change them. We are gathering all the relevant information, so we can have a more informed conversation about the various options. Going into the ISAT test, some people feel very strongly that it's a great indicator of college success, but we need more information and ISAT data. So, we're still assembling all the pieces. And then, we can bring proposed admission standards forward through the process that Jean-Marc mentioned. If we decide on a change, it will be a permanent catalog change to be pursued by the processes outlined in FSH.

A senator argued that UCC has jurisdiction over the admission standards, but UCC has heard nothing about this. And if there's a proposal to change permanently our admission standards, it's not happening, and shouldn't happen, by next week. It should maybe happen a year from now, unless you just really want to short circuit the faculty governance process and rush something through without us being able to consider it. That's totally unfair and it's not following the process. If there's some other emergency, then it's understandable. Provost Lawrence's response: Our plan is to follow the process and go to UCC first. Senator: So, we're trying to have a proposal to discuss in a week. UCC should do a thorough reading and discuss it and then make a recommendation to bring to this body. Chair Gauthier: We were hoping to have all elements by this week. Senator: I don't see how it can be implemented this coming academic year. There's no way to go through a fair process. The Secretary noted that, while going through UCC is important and it's what we will do, FSH 1520 Constitution of the University Faculty gives to the faculty the responsibility to establish admission standards.
Question from another senator: What is the best way to deliver comments from constituents about admission standards? Should we bring them to senate or send them to the leadership? Chair Gauthier's response: Please keep FSL in the loop about any feedback you receive.

Provost's Report:

- Three-minute Thesis Competitions. This is a statewide competition where our students give a three-minute presentation on their research. UI students received first place, second place, and third place. One of our very own, Abbey Rode, who is our GPSA representative at senate, won first place. She will go on to the regional competition as our state representative. Congratulations, Abbey!

- The next faculty gathering is two weeks, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please spread the word.

- NWCCU, the U of I's accreditor, agreed with our assertion that the affiliation with the University of Phoenix is not a substantive change and requires no approval or further action by the commission. See today's memo from President Green.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
  - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy.
    The certificate has the purpose of demonstrating competence with conceptual issues and scientific reasoning and also ethical issues that arise and scientific practice specifically with respect to the life sciences.
    No questions.
    Vote: 21/21 yes. Motion passes.

- **Proposed Changes to the Administrative Procedures Manual (non-voting):**
  - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources.

We are proposing to delete this APM, because the information contained in this item is now maintained on the Human Resources website.
No questions.

Announcements and Communications:

- Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician.
  Beau is an occupational safety specialist with Environmental Health and Safety (EHS). He talked about safety resources at the university. For more information, visit https://www.uidaho.edu/dfa/division-operations/ehs. There, one can find detailed description of first aid.
  Reach out to Beau at safety@uidaho.edu for any questions on high-quality first aid kits. First aid kits are a departmental responsibility to purchase and upkeep.
  EHS also manages the Automatic External Defibrillator (AED) program as an integral part of the university's commitment to safety. They maintain a Moscow AED map and list. We have approximately 80 AED in total and probably about 70 on the main campus. We do have quite a few on our extensions as well.
  For information on all safety training, follow the link to
  https://www.uidaho.edu/dfa/division-operations/ehs/safety-training
  Beau is the only instructor now. He tries to offer at least one CPR class per month. Just email Beau or follow the links. He can help you sign up and register for the class or arrange for a special class just for your group.
  Discussion:
  Senators made very useful suggestions, such as including the floor number on the maps, which would facilitate locating the first aid kit or the AED.
  Senator: Is it possible to take a refresher course in First Aid? Beau: Unfortunately upon further discussion with leadership EHS cannot offer CPR training to those who do not need the CPR certification. EHS needs a department index number before you can register for CPR training. If you do not need a CPR card, you can just sit in the class. Since we have a limit of 8 people per class, priority is given to those who need a CPR card, but you can join the next class. The same applies to cases when the department cannot pay for the class.
  Senator: The 911 operator asks for the precise location of the emergency. Most of us know building names but not street addresses. Will this cause a delay in the emergency response? Beau suggested giving the 911 operator as much information as possible on the location, although they should be able to identify the building's location from its name. A senator suggested placing the building postal address on the AED device, which was received as a great suggestion.

- First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences
  The number of first generation (First Gen) students continues to increase on our campus (currently, about 50% of our students are First Gen). To help us think more comprehensively about how we serve First Gen. Students, we have begun an initiative to be part of the First Gen Scholars Network, which is part of NASPA and comes from the Center for First Generation Student Success. Alongside Dean Kahler, Jenny LeBeau, the Office of the Dean of Students, our Center for Multicultural Affairs, our Center for Disabilities Access Resources, and several other

institutional partners, the College of Education, Health, and Human Sciences is embarking on submitting a proposal to have us recognized as part of the First Gen Scholars Network. They hope to find a faculty member who would partner with us in the initial proposal stage, which is a data gathering phase. They want to make sure they have faculty representation.
Some of the benefits: it's free of charge for us. The institution must be a member of NASPA and celebrate First Gen Students' Day, both of which requirements we already meet.
This is a free opportunity to network with other institutions serving First Gen students in our State. BSU is a member of this network, and so is LCSC. As a member of this network, BSU is a step ahead of us. We shouldn't be left behind in the state of Idaho. As we're thinking about how we improve graduation and retention rates, this is going to play a pivotal role in how we can better serve our First Gen Students.
We'll receive public identification as a member of the network; we will be listed on the Center's website and will connect with a team of folks who are heavily involved in research and practice around first generation student success; we will have the opportunity to participate in professional development; We'll be able to work together to craft institutional mission and vision, particularly around First Gen student success.
We will set goals and monitor progress. They are gathering data and planning how to best analyze it.
Discussion:
There was a reminder that a faculty member who's had the experience of being a First Gen Student is preferable.

- Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director
  Slate is a tool to communicate with prospective graduate and undergraduate students and is useful in many more applications. Our contract with VandalStar is about to expire. Slate is already available and would replace Vandal Star, which costs us $159K per year. It has not yet been discontinued; we want the faculty to participate in this dialogue. Functions that we can easily move from Vandal Star, to mention a few, are appointment scheduling, setting flags and reporting capabilities.
  Discussion:
  The Secretary said that this may be a welcome change, since many faculty have been unhappy with VandalStar, to her knowledge.
  What features are improved by Slate over Vandal Star? Response: Besides the saving aspect, Slate is flexible and customizable. Vandal Star is very limited and is not a communication tool. With Slate, users can build portals.
  A senator agreed that Vandal Star was not everyone's favorite. However, when we make a change, we must learn a new system, which will also present problems.
  There are no additional software costs.

  Are there any other costs? Response: There will be training costs and such. Slate may even eliminate the need for other software.
  Some senators remained concerned about another switch. Chair Gauthier noted that a huge number of people use Slate, so we can easily get feedback about the system. Vice Provost Dean Kahler confirmed that this is currently the most popular tool. Most important, it's customizable, meaning that users can change what they don't like into something that fits their needs.

New Business:
None.

Adjournment:
The agenda being completed, the Chair adjourned the meeting at 4:30pm.

Respectfully Submitted,

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

Attach. #2

239: GEOLOGY (BS)

In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Fri, 22 Sep 2023 23:00:28 GMT
   Alistair Smith (alistair): Approved for 224 Chair
2. Mon, 09 Oct 2023 21:30:26 GMT
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Mon, 09 Oct 2023 21:41:42 GMT
   Ginger Carney (gingercarney): Approved for 19 Dean
4. Sat, 04 Nov 2023 23:40:31 GMT
   Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 07 Feb 2024 19:55:14 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Wed, 07 Feb 2024 23:35:41 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Thu, 08 Feb 2024 21:53:28 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 13 Feb 2024 18:50:25 GMT
   Sydney Beal (sbeal): Approved for UCC

History

1. Oct 12, 2020 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)
3. Mar 24, 2022 by David Barnes (dabarnes)
4. Apr 1, 2022 by David Barnes (dabarnes)
5. May 24, 2023 by Renee Love (rlove)
6. May 24, 2023 by Sydney Beal (sbeal)
7. Jun 7, 2023 by Sydney Beal (sbeal)
8. Jun 7, 2023 by Sydney Beal (sbeal)
9. Jun 7, 2023 by Sydney Beal (sbeal)
10. Jun 7, 2023 by Sydney Beal (sbeal)
11. Jul 7, 2023 by Sydney Beal (sbeal)
12. Jul 20, 2023 by Sydney Beal (sbeal)

Date Submitted: Fri, 22 Sep 2023 18:11:08 GMT

Viewing: 239 : Geology (BS)

Last approved: Thu, 20 Jul 2023 14:37:16 GMT

Last edit: Tue, 13 Feb 2024 18:55:39 GMT

Changes proposed by: Renee Love

Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

Change Type (Choose all that apply)

Create an option, emphasis, concentration, specialization

Description of Change

Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas.

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

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Earth & Spatial Sciences

Effective Catalog Year

2024-2025

Program Title

Geology (BS)

Program Credits

120

CIP Code

40.0605 - Hydrology and Water Resources Science.

Emphasis/Option CIP Code(s)

Code(s)
40.0601

Curriculum:

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

Code	Title	Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 318	Science Writing	3
GEOG 385	Foundations of GIS	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 422	Principles of Geophysics	4
GEOL 490	Geology Field Camp	3
MATH 143	College Algebra	3
MATH 170	Calculus I	4

Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
Select one of the following:		4
PHYS 111 & 111L	General Physics I and General Physics I Lab	
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	
Options		
Select one of the following options:		23-43
Physical Geology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#physicalgeology)		
Energy Resiliency (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#energyresiliency)		
Environmental Hydrogeology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#environmentalhydrogeology)		
Sustainable Mining and Earth Resource Management (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#sustainableminingandearthresourcemanagement)		
Geological Education (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#geologicaleducation)		
Total Hours		**78-98**

A. Physical Geology

Code	Title	Hours
Select 36-38 credits from the following:		36-38
GEOL 212	Dinosaurs and Prehistoric Life	
GEOL 309	Ground Water Hydrology	
GEOL 310	Geological Core Logging	
GEOL 318	Economic Geology	
GEOL 335	Geomorphology	
GEOL 407	Basin Analysis	
GEOL 410	Groundwater Field Methods	
GEOL 411	Advanced Paleontology	
GEOL 423	Principles of Geochemistry	
GEOL 428	Geostatistics	
GEOL 433	Geodynamics	
GEOL 435	Glaciology and the Dynamic Frozen Earth	
GEOL 447	Geochronology and Thermochronology	
GEOL 462	Petroleum Systems and Energy Transitions	
GEOL 467	Volcanology	
GEOL 471	Ore Deposits and Exploration	
GEOL 474	Stable Isotopes in the Environment	
Total Hours		**36-38**

B. Energy Resiliency Option

Code	Title	Hours
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 462	Petroleum Systems and Energy Transitions	3
GEOL 471	Ore Deposits and Exploration	3
GEOG 313	Global Climate Change	3
GEOG 488	Geography of Energy Systems	3
GEOG 435	Climate Change Mitigation	3
ENGR 215	Elements of Materials Science	3
MSE 438	Fundamentals of Nuclear Materials	3
ENVS 484	History of Energy	3

ENVS 485	Energy Efficiency and Conservation	3
ENVS 415	Environmental Lifecycle Assessment	3
GEOL 318	Economic Geology	3
Total Hours		**37**

Courses to total 120 credits for this degree

C. Environmental Hydrogeology Option

Code	Title	Hours
GEOL 309	Ground Water Hydrology	3
GEOL 361	Geology and the Environment	3
HYDR 409	Quantitative Hydrogeology	3
GEOL 410	Groundwater Field Methods	3
HYDR 412	Environmental Hydrogeology	3
GEOL 428	Geostatistics	3
GEOL 431	Chemical Hydrogeology	3
GEOL 435	Glaciology and the Dynamic Frozen Earth	3
or GEOL 474	Stable Isotopes in the Environment	
Select two courses from the following:		6-7
MATH 175	Calculus II	
STAT 251	Statistical Methods	
STAT 301	Probability and Statistics	
Select one of the following:		4
PHYS 112 & 112L	General Physics II and General Physics II Lab	
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II	
Select one elective from the following:		6-8
GEOG 301	Meteorology	
GEOG 401	Climatology	
MATH 275	Calculus III	
MATH 310	Ordinary Differential Equations	
MATH 330	Linear Algebra	
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	
CHEM 275 & CHEM 276	Carbon Compounds and Carbon Compounds Lab	
CHEM 277 & CHEM 278	Organic Chemistry I and Organic Chemistry I: Lab	
Total Hours		**40-43**

Courses to total 120 credits for this degree

D. Sustainable Mining and Earth Resource Management Option

Code	Title	Hours
CE 105	Civil Engineering Drafting	3
CE 211	Engineering Surveying	3
GEOE 465	Excavation and Materials Handling	3
GEOE 499	Directed Study	2
or GEOL 498	Senior Thesis	
or GEOL 400	Seminar	
GEOG 350	Sustainability of Global Development	3-4
GEOL 361	Geology and the Environment	3
GEOL 447	Geochronology and Thermochronology	3
or GEOL 474	Stable Isotopes in the Environment	
GEOL 462	Petroleum Systems and Energy Transitions	3
GEOL 471	Ore Deposits and Exploration	3
GEOL 428	Geostatistics	3
HYDR 412	Environmental Hydrogeology	3

FOR 207	Properties of Artificial Growth Media	1
or REM 280	Introduction to Wildland Restoration	
NRS 488	NEPA in Policy and Practice	3
or ENVS 479	Introduction to Environmental Regulations	
GEOL 318	Economic Geology	3
GEOL 310	Geological Core Logging	1
Total Hours		**40-41**

E. Geological Education Option

Code	Title	Hours
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOG 100	Introduction to Planet Earth	3
GEOG 100L	Introduction to Planet Earth Lab	1
GEOG 401	Climatology	3
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 335	Geomorphology	3
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
PLSC 205	General Botany	4
Select one of the following:		3-4
MATH 175	Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Total Hours		**29-30**

Courses to total 120 credits for this degree

Degree Maps:

Physical Geology Option

Fall Term 1		**Hours**
ENGL 101	Writing and Rhetoric I	3
MATH 143 or MATH 144	College Algebra or Precalculus II: Trigonometry	3
GEOL 101 or GEOL 111	Physical Geology or Physical Geology for Science Majors	3
GEOL 101L or GEOL 111L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
GEOG 165 or GEOG 200	Human Geography ((Human and Artistic Ways of Knowing)) or World Cultures and Globalization	3
	Hours	**13**
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
	Hours	**15**
Fall Term 2		
PHYS 111 or PHYS 211	General Physics I or Engineering Physics I	3
PHYS 111L or PHYS 211L	General Physics I Lab or Laboratory Physics I	1
Humanistic and Artistic Ways of Knowing		3
Elective in GEOL		4
Elective in GEOL		3
	Hours	**14**
Spring Term 2		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
Elective in GEOL		3
Societal Ways of Knowing		3
	Hours	**14**

Summer Term 2		
GEOL 302	Field Geology Methods	3
	Hours	**3**
Fall Term 3		
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
Elective in GEOL		3
Elective in GEOL		3
	Hours	**14**
Spring Term 3		
ENGL 318	Science Writing	3
American Diversity Course		3
Elective in GEOL		3
Elective in GEOL		3
Oral Communication Course		3
	Hours	**15**
Summer Term 3		
GEOL 490	Geology Field Camp	3
	Hours	**3**
Fall Term 4		
GEOG 385	Foundations of GIS	3
Elective in GEOL		3
Elective in GEOL		3
Elective in GEOL		3
Elective Course		3
	Hours	**15**
Spring Term 4		
GEOL 422	Principles of Geophysics	4
Societal Ways of Knowing Course		3
Elective in GEOL		3
Elective in GEOL		3
Elective Course		1
	Hours	**14**
	Total Hours	**120**

Energy Resiliency Option

Fall Term 1		**Hours**
ENGL 101	Writing and Rhetoric I	3
GEOG 165 or GEOG 200	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization	3
MATH 143	College Algebra	3
MATH 144	Precalculus II: Trigonometry	1
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L)		4
	Hours	**14**
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
	Hours	**15**
Fall Term 2		
GEOL 212	Dinosaurs and Prehistoric Life	4
MSE 201	Course MSE 201 Not Found	3
GEOL 318	Economic Geology	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
	Hours	**14**
Spring Term 2		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
Social and Behavioral Ways of Knowing Course		3
	Hours	**14**
Summer Term 2		
GEOL 302	Field Geology Methods	3
	Hours	**3**

Fall Term 3		
GEOG 313	Global Climate Change	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 462	Petroleum Systems and Energy Transitions	3
	Hours	**14**
Spring Term 3		
ENGL 318	Science Writing	3
MSE 438	Fundamentals of Nuclear Materials	3
American Diversity Course		3
Oral Communication Course		3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	**15**
Summer Term 3		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
	Hours	**3**
Fall Term 4		
GEOL 471	Ore Deposits and Exploration	3
GEOG 435	Climate Change Mitigation	3
ENVS 485	Energy Efficiency and Conservation	3
GEOG 350	Sustainability of Global Development (Recommended)	3
Humanistic and Artistic Ways of Knowing		3
	Hours	**15**
Spring Term 4		
GEOL 422	Principles of Geophysics	4
ENVS 484	History of Energy	3
GEOG 488	Geography of Energy Systems	3
ENVS 415	Environmental Lifecycle Assessment	3
	Hours	**13**
	Total Hours	**120**

Environmental Hydrogeology Option

Fall Term 1		**Hours**
ENGL 101	Writing and Rhetoric I	3
GEOL 101 or GEOL 111	Physical Geology or Physical Geology for Science Majors	3
GEOL 101L or GEOL 111L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
MATH 143	College Algebra	3
MATH 144	Precalculus II: Trigonometry	1
Humanistic and Artistic Ways of Knowing Course		3
Oral Communication Course		3
	Hours	**17**
Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 102	Writing and Rhetoric II	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
	Hours	**15**
Fall Term 2		
GEOL 309	Ground Water Hydrology	3
MATH 175 or STAT 251 or STAT 301	Calculus II or Statistical Methods or Probability and Statistics	4
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Social and Behavioral Ways of Knowing Course		3
	Hours	**14**
Spring Term 2		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
STAT 251 or MATH 175 or STAT 301	Statistical Methods or Calculus II or Probability and Statistics	3
(PHYS 112 AND PHYS 112L) OR (PHYS 211 AND PHYS 211L)		4
	Hours	**15**

Summer Term 2		
GEOL 302	Field Geology Methods	3
	Hours	**3**
Fall Term 3		
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 361	Geology and the Environment	3
ENGL 318	Science Writing	3
	Hours	**14**
Spring Term 3		
GEOL 474 or GEOL 435	Stable Isotopes in the Environment or Glaciology and the Dynamic Frozen Earth	3
HYDR 412	Environmental Hydrogeology	3
GEOG/MATH/CHEM, Major Elective Course		3
Social and Behavioral Ways of Knowing Course		3
American Diversity Course		3
	Hours	**15**
Summer Term 3		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
	Hours	**3**
Fall Term 4		
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
GEOG 385	Foundations of GIS	3
Humanistic and Artistic Ways of Knowing		3
GEOG/MATH/CHEM, Major Elective Course		3
	Hours	**15**
Spring Term 4		
GEOL 422	Principles of Geophysics	4
GEOL 428	Geostatistics	3
GEOL 431	Chemical Hydrogeology	3
International Course (GEOG 350 recommended)		3
	Hours	**13**
	Total Hours	**124**

Sustainable Mining and Earth Resource Management Option

Freshman		
Fall Term 1		**Hours**
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
MATH 144	Precalculus II: Trigonometry	1
GEOL 101 or GEOL 111	Physical Geology or Physical Geology for Science Majors	3
GEOL 101L or GEOL 111L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
GEOG 165 or GEOG 200	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization	3
Oral Communication Course		3
	Hours	**17**
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
	Hours	**15**
Sophomore		
Fall Term 2		
GEOL 318	Economic Geology	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
PHYS 111 or PHYS 211	General Physics I or Engineering Physics I	3
PHYS 111L or PHYS 211L	General Physics I Lab or Laboratory Physics I	1
Humanistic and Artistic Ways of Knowing Course		3
	Hours	**14**

Spring Term 2		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
CE 105	Civil Engineering Drafting	3
	Hours	**14**
Summer Term 2		
GEOL 302	Field Geology Methods	3
	Hours	**3**
Junior		
Fall Term 3		
CE 211	Engineering Surveying	3
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 361	Geology and the Environment	3
GEOL 462	Petroleum Systems and Energy Transitions	3
	Hours	**13**
Spring Term 3		
ENGL 318	Science Writing	3
FOR 207 or REM 280	Properties of Artificial Growth Media or Introduction to Wildland Restoration	1
GEOL 498 or GEOL 400 or GEOE 499	Senior Thesis (or internship) or Seminar or Directed Study	2
American Diversity Course		3
Social and Behavioral Ways of Knowing Course		3
	Hours	**12**
Summer Term 3		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
	Hours	**3**
Senior		
Fall Term 4		
GEOE 465	Excavation and Materials Handling	3
GEOL 310	Geological Core Logging	1
GEOL 471	Ore Deposits and Exploration	3
ENVS 479 or NRS 488	Introduction to Environmental Regulations or NEPA in Policy and Practice	3
HYDR 412	Environmental Hydrogeology	3
	Hours	**13**
Spring Term 4		
GEOG 350	Sustainability of Global Development (International Course)	3
GEOL 428	Geostatistics	3
GEOL 422	Principles of Geophysics	4
GEOL 474	Stable Isotopes in the Environment	3
Humanistic and Artistic Ways of Knowing		3
	Hours	**16**
	Total Hours	**120**

Geological Education Option

Fall Term 1		**Hours**
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
MATH 144	Precalculus II: Trigonometry	1
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L)		4
Oral Communication Course		3
	Hours	**14**
Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 102	Writing and Rhetoric II	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
	Hours	**15**
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOL 249	Mineralogy and Optical Mineralogy	4
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4

Humanistic and Artistic Ways of Knowing Course		3
	Hours	**15**
Spring Term 2		
GEOG 100	Introduction to Planet Earth	3
GEOG 100L	Introduction to Planet Earth Lab	1
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 326	Igneous and Metamorphic Petrology	4
Social and Behavioral Ways of Knowing Course		3
	Hours	**15**
Summer Term 2		
GEOL 302	Field Geology Methods	3
	Hours	**3**
Fall Term 3		
ENGL 318	Science Writing	3
GEOG 385	Foundations of GIS	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 345	Structural Geology	4
MATH 175 OR MATH 330 OR STAT 251		3
	Hours	**17**
Spring Term 3		
GEOL 335	Geomorphology	3
GEOL 422	Principles of Geophysics	4
Social and Behavioral Ways of Knowing Course		3
International Course		3
	Hours	**13**
Summer Term 3		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
	Hours	**3**
Fall Term 4		
GEOL 423	Principles of Geochemistry	3
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
American Diversity Course		3
Elective Course		3
	Hours	**13**
Spring Term 4		
GEOG 401	Climatology	3
PLSC 205	General Botany	4
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		2
	Hours	**12**
	Total Hours	**120**

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

Distance Education Availability

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

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

No

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 B 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

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Graduates will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes.

Graduates will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers.

Graduates will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis.

Graduates will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences.

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

Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.

Supporting Documents

Learning Outcomes Template - BS Geological Sciences 2019-2020.docx

Reviewer Comments

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:55:10 GMT): Adjusted Option selection as per R Love 2/7/24 to allow a credit range for requirements to 36-38 for Physical Geography option. Adjusted study plan to reflect elective areas and bring degree map total to 120 credits.

Sydney Beal (sbeal) (Fri, 09 Feb 2024 18:49:42 GMT): Replaced MSE 201 with ENGR 215 per subject/number course change

Sydney Beal (sbeal) (Tue, 13 Feb 2024 18:55:39 GMT): Missing learning outcomes added per UCC 2/12/24 meeting

Key: 239

Learning Outcomes System Template

NOTE: The purpose of this form is to avoid any loss of data from a system time out or other event. **Please type your assessment plan/report into this template first.** Then cut and paste it into the assessment system. If for some reason your information is not saved, please send this completed template to assessment@uidaho.edu to have it manually entered by our staff. (You can add more rows to the table if you have more learning outcomes, or leave rows blank if you have fewer.)

Program Name:	B.S Geological Sciences
Name and email of person completing this form:	Leslie Baker lbaker@uidaho.edu

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

Overall, most of our students are performing well in challenging lab- and field-based courses, and are successfully integrating the content from different classes and acquiring appropriate habits of mind for geologists. This is in agreement with informal reporting from employers who hire our students for summer internships and permanent positions.

Instructors are tweaking their exam practices in hopes of improving how well those assessments really reflect students' knowledge and skills. Instructors are also incrementally improving rubrics for better transparency in grading and better communication to students about course expectations.

The courses used in this assessment are all taught by early-career faculty (all pre-tenure, including two first-year faculty). The information from this activity will help them in refining their newly developed courses. Faculty with several years' experience have shared their materials and practices, such as example assignments and rubrics, with newer faculty in order to assist them.

Our faculty have recently completed a correlation matrix relating knowledge and skills taught in all our classes to content domains tested on the National Association of State Boards of Geology's Fundamentals of Geology examination. This process examined our curriculum to ensure that we were teaching all the necessary content for the learning outcomes below. This does not directly affect the results of this assessment process, but it is still important; this assessment process examines whether our students are learning the content we are teaching, but the correlation matrix examines whether that content is what our students need to know as future professional earth scientists. Initial analysis indicates that our program is satisfactory in most respects, but we will be using the matrix to guide future decisions on curriculum.

Learning Outcome	Tools and Procedures	Benchmarks	Findings	Changes
Graduates receiving a B.S. in Geological Sciences will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes.	Direct Measures Program assessment questions on class final exams for GEOL 324 Sedimentology and Stratigraphy, GEOL 326 Igneous and Metamorphic Petrology, GEOL 345 Structural Geology, and GEOL 422 Principles of Geophysics. At least one fall and one spring course will be assessed each year.	Performance Target Undergraduate geology majors will receive scores above 80% on the assessment questions.	Direct Findings Geol 324: The class average score for these questions was 80% This average is somewhat lower than previous years. Geol 422: Out of ten majors, nine scored above 80% on these questions, with an average score of 89%. One student scored a 76, and one student received an incomplete and has not yet taken the final exam.	Geol 324: For AY 2019-2020, switching exam structure to two short exams (lower score dropped) plus final exam, to improve student knowledge retention. Geol 422: In AY 2018-2019, changed final exam format to take-home, to reduce text anxiety and reliance on memorization, and allow students to focus on demonstrating what they know. This appears to have improved overall exam performance. In AY 2019-2020, mid-term exam format will also be changed to take-home.
Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship	Indirect Measures	Stretch Target	Indirect Findings	
Learning Outcome	Tools and Procedures	Benchmarks	Findings	Changes
Graduates receiving a B.S. in Geological Sciences will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and	Direct Measures Laboratory scores for GEOL 324, GEOL 326, GEOL 345, and GEOL 422. These courses have lab sections which teach	Performance Target Class average lab scores for undergraduate geology majors will be above 80%.	Direct Findings GEOL 324: Class lab scores averaged 83%. GEOL 422: Class lab scores averaged 88%	Geol 324: new scoring rubric attached for large lab project writeups and oral presentations

geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers.	fundamental disciplinary skills (optical and hand sample analysis of rock and mineral samples, field-based geospatial data collection and analysis, application of principles from other fields). At least one fall and one spring course will be assessed each year.		overall. All but one student scored above 80%.	Geol 422: No changes are planned to lab exercises at this time.
Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship	Indirect Measures	Stretch Target	Indirect Findings	
Learning Outcome	Tools and Procedures	Benchmarks	Findings	Changes
Graduates receiving a B.S. in Geological Sciences will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis.	Direct Measures Final project results for GEOL 490, Field Geology II. This capstone course integrates knowledge from all previous geology classes. It requires students to use their discipline-specific technical skills, make observations, and analyze and interpret their data.	Performance Target Students will score at least 80% overall on the elements evaluated by the rubric to evaluate the scientific quality of the final map project product and writeup. This rubric includes categories for quality of field notes, lithologic descriptions, geologic history, maps, and cross sections.	Direct Findings Three students were enrolled in Geol 490 in Summer 2018. All three performed extremely well on all metrics of scientific quality. Final course grades were two A's and one B, so this benchmark was met by all members of this very small class.	Instructorship of this class is changing in Summer 2019, but main class practices are not expected to change significantly. The 2019 class will be larger and will be a more statistically significant sampling of our overall student population.

Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship	Indirect Measures	Stretch Target	Indirect Findings	
Learning Outcome	Tools and Procedures	Benchmarks	Findings	Changes
Graduates receiving a B.S. in Geological Sciences will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences.	Direct Measures GEOL 490 Field Geology II field mapping project scores. Students work in pairs or groups (this is required in the field for safety purposes) and collaborate on planning, data collection, and interpretation. Students write their own project reports with analysis of their data.	Performance Target Students will score at least 80% overall on the elements evaluated by the rubric to evaluate the project design, collaboration, and communication aspects of the final mapping project and writeup.	Direct Findings This small class worked as a single group in the field. Their final mapping project was well designed and collaborative work was carried out effectively. The final reports were very good, with the exception that some students' draftsmanship of their maps and cross sections was not up to professional standards.	Basic draftsmanship, and standards of drafting map figures, will be emphasized more in future classes. We will examine where this skill can be developed in earlier classes, such as the Geol 290 Field Methods class, or the Geol 345 Structural Geology lab.
Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship	Indirect Measures	Stretch Target	Indirect Findings	
Learning Outcome	Tools and Procedures	Benchmarks	Findings	Changes
	Direct Measures	Performance Target	Direct Findings	

Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship	Indirect Measures	Stretch Target	Indirect Findings	

Performance Target (the performance the program wants to see; this represents success for achieving the program-level learning outcome)

Stretch Target (a challenging but realistic target; the program could achieve this with some work)

Attach. #3

525: GRAPHIC DESIGN UNDERGRADUATE CERTIFICATE

In Workflow

1. 086 Chair (delphine@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 03 Oct 2023 01:29:18 GMT
   Delphine Keim (delphine): Approved for 086 Chair
2. Wed, 04 Oct 2023 20:16:43 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Wed, 04 Oct 2023 20:28:36 GMT
   Shauna Corry (scorry): Approved for 09 Dean
4. Sat, 07 Oct 2023 01:53:16 GMT
   Linda Lundgren (lindalundgren): Rollback to Initiator
5. Sat, 07 Oct 2023 03:01:41 GMT
   Delphine Keim (delphine): Approved for 086 Chair
6. Sat, 07 Oct 2023 03:02:53 GMT
   Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
7. Thu, 26 Oct 2023 18:00:09 GMT
   Shauna Corry (scorry): Approved for 09 Dean
8. Thu, 26 Oct 2023 23:18:35 GMT
   Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 20:16:16 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 16 Jan 2024 21:33:34 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Thu, 08 Feb 2024 21:57:46 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 13 Feb 2024 19:09:34 GMT
    Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sat, 07 Oct 2023 03:01:15 GMT

Viewing: 525 : Graphic Design Undergraduate Certificate

Last edit: Tue, 13 Feb 2024 19:09:12 GMT

Changes proposed by: Delphine Keim

Faculty Contact

Faculty Name	Faculty Email
Delphine Keim	delphine@uidaho.edu

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

No

Academic Level
Undergraduate

College
Art & Architecture

Department/Unit:
Art & Design

Effective Catalog Year
2024-2025

Program Title
Graphic Design Undergraduate Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
50.0409 - Graphic Design.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

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

Discribe the financial impact
The certificate has been developed with existing courses. There is no financial impact.

Curriculum:

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

Code	Title	Hours
Select one of the following:		3
ART 205	Visual Culture	
ART 213	History and Theory of Modern Design	
ART 323	History of Typography	
Select two from the following:		6
ART 221	Introduction to Graphic Design	

COURSE NAME: ART 271 INTRODUCTION TO INTERACTION DESIGN
Meeting Days and Times:
Semester Offered:

INSTRUCTOR: Dave Gottwald and/or Graduate Teaching Assistant with industry experience and practicum.

Catalog Description
Creative problem solving with emphasis on User Experience (UX) and User Interaction (UI) design practices for mobile devices. Exercises and projects assigned include project proposal, product identity, design personas, user personas, development of user interfaces, documentation of product user flows, and live prototyping. Design process, prototyping, and industry standard software will be used. Two 3-hour studios per week and assigned work.

Learning Outcomes
- Introduction to User Experience (UX) and User Interaction (UI) design fundamentals including research, sketching, fidelity, iteration, prototyping, and documentation.
- Understanding of the unique properties and constraints of 2D layout within the mobile device screen space.
- Exploration of interface design for mobile devices using existing design systems by customizing and redesigning existing assets.
- Development of product persona and app identity.
- Development of proto user personas based on interviews.
- Documentation of app user flows and writing a basic use case.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS
7 Projects – Use design process to investigate alternate solutions to visual problems involving typography and letterforms towards refined final projects.
Participation – Contribution during critiques, documentation process, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

ART 222	Introduction to Typography	
ART 271	Introduction to Interaction Design	
Select one of the following:		3
ART 321	Graphic Design: Concepts	
ART 322	Graphic Design: Studio	
ART 370	Interaction/Experiential Design: Concepts	
ART 373	Interaction/Experiential Design: Studio	
Total Hours		**12**

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

No

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 B 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

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 gain:
- Ability to conceive and design visual communications and systems.
- Ability to read text and image for implicit and explicit messages.
- Ability to use the design process and design thinking.
- Understanding of how to incorporate research and findings regarding people and contexts into decision-making.

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

Each of the three upper division studio options has a portfolio requirement. The final studio will function like a capstone experience for the certificate. The portfolio will tell the most of the story regarding the achievement of learning outcomes for the program. The portfolio of projects is the primary artifact for assessment. Secondary artifacts include prompt-driven reflective writings with each project. Assessment of each portfolio will cover the learning outcomes for the program.

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

The quality of portfolios will demonstrate which skills are being developed and synthesized by our students. We will use our assessment findings of their project work to adjust the briefs given in each studio course and refine our introduction of the software skills required to successfully complete those projects. This may include advising students to take additional courses to better support their efforts.

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

Portfolios, critical writing, and exams will provide direct measures. Oral reflection (during critiques) and written reflections will provide indirect measures.

When will assessment activities occur and at what frequency?

Interim and final critiques will be conducted at the end of each studio project with a range of as few as two (more complex upper division work), and up to six projects per studio. Written reflections will be prompted at the conclusion of each formal critique. History/theory courses will have three or more options for assessment activities including quizzes, projects and essays, and exams.

Student Learning Outcomes

Learning Objectives

Students will gain:

- Ability to conceive and design visual communications and systems.
- Ability to read text and image for implicit and explicit messages.
- Ability to use the design process and design thinking.
- Understanding of how to incorporate research and findings regarding people and contexts into decision-making.

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

By offering this certificate we help the other programs reduce the need to stand up similar courses and allow for a way to recognize this concentrated coursework that leads to competence in graphic design. Primary audiences include non-majors, adjacent majors, continuing education for those in the workplace, and other non-traditional students. A future version of this certificate might include online/asynchronous options.

Supporting Documents

ART 221 Introduction to Graphic Design.pdf
ART 370 Interaction and Experiential Design Concepts.pdf
ART 323 History of Typography.pdf
ART 322 Graphic Design Studio.pdf
ART 321 Graphic Design Concepts.pdf
ART 271 Introduction to Interaction Design.pdf
ART 222 Introduction to Typography.pdf
ART 373 Interaction and Experiential Design Studio.pdf
ART 213 History and Theory of Modern Design.pdf
ART 205 Visual Culture.pdf
525 Program Description.docx
525 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 23:53:55 GMT): 10/6/23: Program description attached. Answer to self-support changed to no.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 01:53:16 GMT): Rollback: Rolling back to dept. Both boxes of the student learning outcomes need to match.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:16:08 GMT): Curriculum edited to catalog standards.

Key: 525

COURSE NAME: ART 221, INTRODUCTION TO GRAPHIC DESIGN
Meeting Days and Times:
Semester Offered: Fall
INSTRUCTOR: Delphine Keim and/or Graduate Teaching Assistant with industry experience and practicum

Course Overview
(Catalog Description) Creative problem solving with emphasis on two dimensional solutions to formal and conceptual design problems; fundamental design principles are reiterated and developed into visual communication using word and image. Design process, prototyping and industry standard software will be used. Recommended Preparation: Working knowledge of digital design software or ART 216 (strongly recommended). Two 3-hour studios per week and assigned work.

LEARNING Outcomes

- Students will be introduced to simplified communication design problems and consider strategies used by designers to address similar design problems.
- Students will translate skills gained in foundation courses into working with type and image. Students will communicate the nature of their work in informal and formal critiques and reflections, written assignments, and presentations.
- In their research for creative work and written assignments, students will learn about how designers worldwide are addressing design problems and connect the research to their own design interests.
- Participation in the studio culture will help individuals cultivate a variety of leadership skills as well as independent drive. The studio is a microcosm of opportunities to apply principles of ethical leadership collaborative engagement and socially responsible behavior. As students develop and reflect upon their projects in class, they realize their interdependence with respect to the studio and critique culture they establish. Students learn to invest in and respect one another for their creative activity. Students along with faculty hold each other accountable for showing respect and commitment to a diversity of collective and independent goals.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: understanding and use of basic visual communication principles and processes, the ability to conceive and to design visual communications and systems involving various integrations of the elements of professional practice and understanding of and the ability to use technology.

COURSE REQUIREMENTS
4 Projects – Use design process to investigate alternate solutions to visual problems towards refined final projects.
Peer Assessment – Written feedback given to students in small groups with instructor input.
Written Reflection – Demonstrates awareness of strengths and weaknesses to solution for the past assignment.
Participation – Contribution during critiques, documentation of design process, willingness to share suggestions with your peers.

525: Graphic Design Certificate Program Description

The Graphic Design Certificate is a concentrated area of study that develops visual design competency through coursework in three areas: history/theory, lower-division design studios, and culminating in an upper-division design studio. With this certificate students develop portfolios demonstrating competency in graphic design relevant to many professional settings.

525 Program Description:

The Graphic Design Certificate is a concentrated area of study that develops visual design competency through coursework in three areas: history/theory, lower-division design studios, and culminating in an upper-division design studio. With this certificate students develop portfolios demonstrating competency in graphic design relevant to many professional settings.

COURSE NAME: ART 205 VISUAL CULTURE
Meeting Days and Times:
Semester Offered:

INSTRUCTOR: Staff

Catalog Description
An introduction to the interdisciplinary approaches in art history, visual studies, film and media studies, sociology, and the general field of cultural studies that constitute the field of visual culture. Visual Culture addresses the societal, cultural, economic, aesthetic, and political dimensions and provocations of images and the visual in our contemporary world. This course offers a broad introduction to the most important critical and theoretical methods for the analysis, critique, and evaluation of visual culture.

Learning Outcomes
- Broad overview of what constitutes visual culture and how that context varies from region to region and people to people around the world.
- Understanding of the distinction between micro- and macro- levels of visual artifacts.
- Examination of the intersections between different kinds of visual artifacts.
- Understanding of the distinction and overlap between visual and material culture.
- Examination of how visual culture and the artifacts produced by societies varies and evolves over time, from early civilizations to the present.
- Acquisition of a critical vocabulary of visual culture and its varied products.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS
Projects / Responses – Students have the option of responding to given prompts by creating a visual work or writing a short research paper.
Exams – Multiple-choice assessment drawn from questions submitted by students.
Participation – Contribution to in-class discussion.

COURSE NAME: ART 213 HISTORY AND THEORY OF MODERN DESIGN
Meeting Days and Times:
Semester Offered:

INSTRUCTOR: Staff

Catalog Description
Study, analysis, and critique of design history and theory from Industrial Revolution to the present. Historical and theoretical analysis of the emergence of the industrial, product, graphic, and interaction/experience design professions and the relationship between design products, corporations, and global communities. Throughout the course we will critically examine and address the theoretical and practical aspects of contemporary design. Topics considered include: industrialization and modernism; design and propaganda; design and the modernist avant-garde; design and nationalism; the politics and economics of global design movements; and design and advertising.

Learning Outcomes
- Exploration of the history and theory of modernist design from the 18th to the late 20th Century.
- Discussion of such critical topics as the sources of modernism, graphic design's role in propaganda, the Avant-garde and its relationship to popular culture, multinational corporations and global economics, the politics and economics of design, and a comparison of contemporary design cultures.
- Review of the intersections and cross-fertilization between art and design in global context with an exploration of Modernist design in non-European settings: China, Japan, Latin America, the Middle East, and the Indian subcontinent.
- Examination of products, furniture, packaging, advertising, typography, and examples of graphic and industrial design through the lens of historical development and impact.
- Examination of the theoretical dimensions of modernism.
- Acquisition of a critical vocabulary of contemporary design.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS
Online Discussion – Students are provided with readings and videos to review on their own and then engage in asynchronous online discussion posts.
Projects / Responses – Students have the option of responding to given prompts by creating a visual work or writing a short research paper.
Final Project – Students have the option of creating a final visual work or writing a final paper.
Participation – Contribution to in-class discussion.

COURSE NAME: ART 373 INTERACTION / EXPERIENTIAL DESIGN: STUDIO
Meeting Days and Times:
Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description
User Experience (UX) and User Interaction (UI) problem solving at an advanced level. In addition to design and development, strategies for client interaction, project presentation and production preparation are practiced. Two 3-hour studios per week and assigned work.

Learning Outcomes
- Advanced problem solving leveraging prior understanding of User Experience (UX) and User Interaction (UI) design fundamentals.
- Advanced testing and documentation.
- Development of User Experience Use Cases and how to properly tell the story of a use case in one's professional portfolio.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS
Various Projects – Project work varies from term to term. Past assignments have included cohesive multimedia design solutions spanning spaces and screens using established intellectual properties (IP) in a fictionalized setting, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).
Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 222 INTRODUCTION TO TYPOGRAPHY
Meeting Days and Times:
Semester Offered: Spring

INSTRUCTOR: Dave Gottwald and/or Graduate Teaching Assistant with industry experience and practicum.

Catalog Description
Visual communication design with emphasis on typography, letterforms, and typographic syntax. Ideas are developed into thoughtful visual communication through the exploration of typographic conventions and the use of type as image. Introduction to history and theory of typography. Working knowledge of digital design software or ART 216 (strongly recommended). Two 3-hour studios per week and assigned work.

Learning Outcomes
- Introduction to the fundamentals of typographic communication using a combination of Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and Adobe Acrobat.
- In-depth exploration of the design fundamentals of 2D composition, combining text and image across a variety of standard formats with a strong focus on professional typesetting skills from posters to multi-page documents. Students also learn about the expressive nature of typography and explore how type can function as image.
- Develop the ability to think, write, and speak about typography critically and fluently.
- Participation in the studio culture will help individuals cultivate a variety of leadership skills as well as independent drive. The studio is a microcosm of opportunities to apply principles of ethical leadership collaborative engagement and socially responsible behavior. As students develop and reflect upon their projects in class they realize their interdependence with respect to the studio and critique culture they establish. Students learn to invest in and respect one another for their creative activity. Students along with faculty hold each other accountable for demonstrating respect and commitment to a diversity of collective and independent goals.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Solve communication problems, describe and respond to the audiences and contexts which communication solutions must address, create and develop visual form in response to communication problems, understanding of tools and technology.

COURSE REQUIREMENTS
7 Projects – Use design process to investigate alternate solutions to visual problems involving typography and letterforms towards refined final projects.
Participation – Contribution during critiques, documentation process, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

COURSE NAME: ART 321, GRAPHIC DESIGN CONCEPTS
Meeting Days and Times:
Semester Offered: Fall
INSTRUCTOR: Delphine Keim

Course Overview Advanced design problems that center on individual development and the exploration of contemporary design issues. The conceptual potential of words and images is emphasized. Individual and group work. Two 3-hour studios per week and assigned work.

LEARNING Outcomes
To reinforce a design process that:
- Values a broad preliminary exploration of ideas.
- Allows the designer to think critically about content.
- Gives the designer an opportunity to incorporate critical input.
- Concludes with a well-researched, well-conceived final project.

To gain a deep understanding of:
- The use of a unifying concept.
- What makes communication compelling.
- Visual communication that is appropriate for a given audience.
- The use of formal design principles with a strong concept.
- For portfolios to demonstrate the knowledge gained in the course.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS
This work should leverage every facet of your ability as a designer. Projects have been devised to help students generate work that demonstrates sound visual design, showcases conceptual ability, and is executed in a highly refined and professional manner.

Assignments include:
- 3 individual projects (highly refined, portfolio-ready work)
- 3 exercises (less realized work where the focus is on design thinking)
- group work (systems thinking, teamwork)
- participation and reflection with each assignment; you will be assessing each other with respect to participation in group work
- a final portfolio with work that has been revised after the critiques

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 322, GRAPHIC DESIGN STUDIO
Meeting Days and Times:
Semester Offered: Spring
INSTRUCTOR: Delphine Keim

Course Overview
Visual communication design and problem solving in the community environment; strategies for client interaction, project presentation and production preparation are practiced. Two 3-hour studios per week and assigned work.

LEARNING Outcomes
This course will allow you to apply design and problem-solving skills to real world assignments. You will:

- develop your conceptual, compositional, and technical abilities
- develop your ability to communicate, interact and present to clients
- learn about designing in a community context
- develop you visual and verbal presentation skills
- focus on your individual development and point of view as a designer

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Projects You will complete about 4 projects over the semester. Because these are stakeholder driven projects, they will have real-world deadlines for which we will work out production schedules as a class.

Writing You will be required to provide written project briefs, conceptual synopses, and project reflections as evidence that you are fully considering your design process as well as synthesizing information gained in the undertaking of projects.

Presentations This semester you will be presenting your work to clients. This is different from discussions with peers in critique. We will focus on how to discuss the features of your design based on the stakeholder's priorities.

Critiques Work will be reviewed prior to client meetings. Your contribution during critiques is a part of your participation grade.

COURSE NAME: ART 323 HISTORY OF TYPOGRAPHY
Meeting Days and Times:
Semester Offered: Spring

INSTRUCTOR: Dave Gottwald

Catalog Description
History and Theory of Typography: Historical and theoretical survey of typography and graphic technologies from the invention of writing to the present. The course begins with the study of writing before the printing press and continues detailing the origin of European typography and design for printing through the Industrial Revolution and the invention of photography. The study of typography in the modernist era follows, including close examination of Bauhaus and Neue Typographie, the Swiss Neue Graphik and subsequent developments in America and abroad. A detailed study of the practical, historical, and theoretical implications of digital typography will conclude the course.

Learning Outcomes
- Understanding of how the design of Roman letterforms has evolved from before the printing press to the digital age.
- Intimate familiarity with how changes in technology affect typeface design and application, and how this evolution is inseparable from the practices of publishing, printing, and visual and graphic design.
- Production of visual works that express the visual literacy of specific time periods in the history of Roman letterforms.
- Ability to identify key typefaces by era, classification, and name.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS
7 Projects / Responses – Students have the option of producing a written response to a prompt, or a visual response in the form of a poster. Non-majors tend to take the written option. Poster designs must draw from a list of provocations and must typographically represent the sensibilities and visual literacy of the time period each is commenting on.
14 Typeface Tracings – Students must complete weekly typeface alphabet tracings, one in pencil and one in ink, of typeface samples that represent each era of study.
Midterm + Final Project – A single visual essay project divided into two parts. Students must find a set number of typographic samples from a list of categories spanning all eras of study, photograph them, and conduct basic research including classification and, if possible, designer, date, and typeface family name.
Participation – Contribution to discussion and critiques, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

COURSE NAME: ART 370 INTERACTION / EXPERIENTIAL DESIGN: CONCEPTS
Meeting Days and Times:
Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description
Advanced design problems that center on individual development and the exploration of contemporary design issues surrounding user, visitor, and guest experiences. The conceptual potential of placemaking using both mobile and tablet devices within the built environment is emphasized, as is prototyping, testing, and revision. Individual and group work. Two 3-hour studios per week and assigned work.

Learning Outcomes
- More advanced survey of User Experience (UX) and User Interaction (UI) design fundamentals including research, iteration, prototyping, revision, and documentation.
- Testing of live app prototypes with users and making design revision decisions based on that testing.
- Core understanding of the differences between users (digital technology), visitors (didactic contexts such as galleries and cultural institutions), and guests (hospitality contexts such as dining, retail, and recreation).
- Exploration of the interactive interplay between spaces and environments and devices and screens.
- Working in team(s) as well as with external stakeholders.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS
Various Projects – Project work varies from term to term. Past assignments have included app design for mobile, tablet, and web; exhibit design for art galleries and cultural institutions, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).
Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

542: INDIGENOUS RESEARCH AND EDUCATION GRADUATE CERTIFICATE

In Workflow

1. UI10 Chair (pstevens@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 02 Oct 2023 22:26:52 GMT
   Philip Stevens (pstevens): Approved for UI10 Chair
2. Thu, 05 Oct 2023 18:24:04 GMT
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 05 Oct 2023 21:39:45 GMT
   Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 05 Oct 2023 22:03:41 GMT
   Sean Quinlan (quinlan): Approved for 18 Dean
5. Thu, 19 Oct 2023 23:04:29 GMT
   Linda Lundgren (lindalundgren): Approved for Provost's Office
6. Thu, 21 Dec 2023 20:32:57 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 19 Jan 2024 23:27:19 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 23 Jan 2024 21:31:48 GMT
   Theodore Unzicker (tunzicker): Rollback to Graduate Council Chair for Registrar's Office
9. Tue, 23 Jan 2024 21:54:12 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
10. Wed, 31 Jan 2024 17:18:34 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 31 Jan 2024 18:00:39 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
12. Thu, 01 Feb 2024 18:55:37 GMT
    Sydney Beal (sbeal): Rollback to Ready for UCC for UCC
13. Thu, 08 Feb 2024 22:00:33 GMT
    Sydney Beal (sbeal): Approved for Ready for UCC
14. Tue, 13 Feb 2024 19:41:03 GMT
    Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 02 Oct 2023 20:53:14 GMT

Viewing: 542 : Indigenous Research and Education Graduate Certificate

Last edit: Tue, 13 Feb 2024 19:37:19 GMT

Changes proposed by: Philip Stevens

Faculty Contact

Faculty Name	Faculty Email
Philip Stevens	pstevens@uidaho.edu

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

Academic Level
Graduate

College
Letters Arts & Social Sciences

Department/Unit:
American Indian Studies

Effective Catalog Year
2024-2025

Program Title
Indigenous Research and Education Graduate Certificate

Degree Type
Certificate

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

Program Credits
13

CIP Code
45.0201 - Anthropology.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

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

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

Discribe the financial impact
The new certificate will produce new tuition and fees.

Curriculum:

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

Code	Title	Hours
ANTH 580	Course ANTH 580 Not Found	1
ANTH 581	Course ANTH 581 Not Found	2
ED 592	Decolonizing, Indigenous, and Action-Based Research Methods	3
NRS 598	Internship	1
6 credits of electives chosen in consultation with a faculty advisor.		6
Total Hours		**13**

Courses to total 13 credits for this certificate

Distance Education Availability

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

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

Yes

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

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 B 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

Student Learning Outcomes

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

1. Students will be able to navigate the academic institution in ways that affirm Indigenous peoples' goals and priorities while recognizing the ways the institutionalized educational systems has not been designed around these goals and priorities.
2. Students will understand the various ways that Indigenous STEM is practiced in communities, and how these relate to their own research and education.
3. Students will be able to examine how learning has happened in Indigenous communities and will be able to compare these with learning as presented in academic institutions.
4. Students will be able to explain principles of ethical partnering with Tribal communities and the ways that these are put into practice in their own research.
5. Students will analyze tribal sovereignty as a bedrock for addressing complex issues of sustainable community development in the US.
6. Students will design research that engages methodologies grounded of Indigenous epistemologies, ontologies and axiologies and scholarship in the field of Indigenous research.

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

This new academic certificate will be part of the yearly assessment process of the university. Signature assignments will be embedded in courses. Students' performance on signature assignments will be used to determine the percentages of students who failed to meet, meet, or exceed expectations articulated in the program learning outcomes.

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

Assessment findings will be reviewed during the annual assessment cycle and used to refine course signature assignments and course materials and content.

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

Signature assignments embedded in courses will serve as direct measures.Indirect measures will include consultations with local tribal representatives and invested parties.

When will assessment activities occur and at what frequency?

All learning outcomes will be assessed during a two year cycle (3 per year).

Student Learning Outcomes

Learning Objectives

1. Students will be able to navigate the academic institution in ways that affirm Indigenous peoples' goals and priorities while recognizing the ways the institutionalized educational systems has not been designed around these goals and priorities.
2. Students will understand the various ways that Indigenous STEM is practiced in communities, and how these relate to their own research and education.
3. Students will be able to examine how learning has happened in Indigenous communities and will be able to compare these with learning as presented in academic institutions.
4. Students will be able to explain principles of ethical partnering with Tribal communities and the ways that these are put into practice in their own research.
5. Students will analyze tribal sovereignty as a bedrock for addressing complex issues of sustainable community development in the US.
6. Students will design research that engages methodologies grounded of Indigenous epistemologies, ontologies and axiologies and scholarship in the field of Indigenous research.

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

The Certificate in Indigenous Research and Education (CIRE) is foundational to the University of Idaho land-grant mission and seeks to enhance relational accountability between the university and Indigenous lands, people, and Knowledge Systems within the state of Idaho and the region. There is a desire within Indigenous communities and other invested communities to support transformative teaching and research that furthers partnerships with Tribes and Tribal-State nation building in higher education. Tribal leaders and representatives of the 11 MOU Tribe's serving on the President's Native American Advisory Committee note the need for increased graduate preparation to build capacity among both Tribal and non-Tribal citizens to develop an integrated understanding and application of Native American law, educational philosophies, and integrated natural resource management. This call is driven by a need to have research informed by Indigenous and relational methodologies in assessing and addressing contemporary social and environmental challenges.

The creation of ANTH 580; 581 and NRS 5xx and 598 will be a compilation of individual courses already being offered. ED 592 is an established class already being offered. No additional workload is expected.

Supporting Documents

Rationale_Course&Certificate.pdf
542_ Indigenous Research and Education program description .pdf
542 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 20:27:16 GMT): 10/6/23: LL attached the program description.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 02:16:05 GMT): LL: Changing self-support to no, per Dr. Stevens.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 02:21:31 GMT): LL: Uploading program description.

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 18:54:05 GMT): Per Dr. Stevens, changing online program fee from "yes" to "no"

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 23:03:35 GMT): Methods of delivery, per Dr. Philip Stevens: 1) Face to Face; 2: Fully Online; 3)Hybride.

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 23:04:15 GMT): LL 10/18/23: Approved by GG, moving forward in workflow.

Theodore Unzicker (tunzicker) (Tue, 23 Jan 2024 21:31:48 GMT): Rollback: Rolled back so Stephanie Thomas can make edits.

Sydney Beal (sbeal) (Thu, 01 Feb 2024 18:55:37 GMT): Rollback: Rolled back per request

Sydney Beal (sbeal) (Tue, 13 Feb 2024 19:37:19 GMT): Removed NRS 504 and changed 3 credits of electives to 6 per UCC 2/12/24 meeting

Key: 542

110: B-4 REGULATION EDIT

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 10 Jan 2024 19:12:49 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Fri, 02 Feb 2024 17:39:24 GMT
   Brenda Helbling (brendah): Approved for Provost's Office
3. Thu, 08 Feb 2024 22:05:26 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 13 Feb 2024 20:49:54 GMT
   Sydney Beal (sbeal): Approved for UCC
5. Wed, 14 Feb 2024 22:02:21 GMT
   Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 02 Jan 2024 16:38:11 GMT

Viewing: B-4 Regulation Edit

Last edit: Tue, 13 Feb 2024 20:49:23 GMT

Changes proposed by: Sydney Beal

Faculty Contact

Faculty Name	Faculty Email
Lindsey Brown	lindseybrown@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

B-4 Regulation Edit

Request Details

We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document).

This change clarifies the regulation in regards to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student.

Supporting Documents

B-4 Registration for Courses Without Completion of Prerequisites LB Edits 11-27-23.docx
B-4 Registration for Courses Without Completion of Prerequisites LB Edits 11-27-23 gg-bh.docx

Reviewer Comments

Brenda Helbling (brendah) (Fri, 02 Feb 2024 17:39:19 GMT): Edits in second document discussed with Lindsey Brown. 2.2.24 BRH

Key: 110

B-4. Registration for Courses Without Completion of Prerequisites

Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

Students who no longer meet course prerequisites may be dropped from the course no later than three business days prior to the first day of classes for the semester. Students must be notified of any subsequent changes in registration due to not meeting prerequisites.

B-4. Registration for Courses Without Completion of Prerequisites

Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

When not waived, s~~S~~tudents who ~~no longer~~ do not successfully complete a ~~meet~~ course prerequisite(s) in a prior semester~~–~~, may be dropped from the course no later than three business days prior to the first day of classes for the semester. Students must be notified of any subsequent changes in registration due to not meeting prerequisites.