2020 – 2021 Faculty Senate – Pending Approval
Meeting # 17
Tuesday, January 26, 2021, 3:30 pm – 5:00 pm
Zoom only

Approved at mtg. #18 on 2/2/2021

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Tibbals, Wargo
Absent: Ahmadzadeh (excused)
Guest Speakers/Presenters: Sarah Bush, Erin Brooks, Diane Carter, Jim Connors, Jodi Johnson-Maynard, Jerry McMurtry, Bruce Saxman, Vanessa Sielert, Julie Stafford Son

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

Approval of Minutes (vote):
- Minutes of the 2020-21 Meeting #16 – Attach. #1
  The Secretary reported that she corrected an error in the attendance list (a senator’s name was mistakenly omitted). The minutes of the 2020-21 Meeting #16 were approved as corrected.

Chair’s Report:
- Welcome back to Alistair Smith (CNR) and welcome to the new ASUI representative Julie Attinger (ASUI Chief of Staff).
- By now all of us are aware that the Preferred Name project has moved forward, with changes being implemented in many places including Banner and BbLearn. The Chair recognized the work of Kristin Haltinner and Jan Johnson and the UBUNTU committee, Brian Smentkowski, Julia Keleher, and everyone else who has worked tirelessly on this project for the past few years to get it started and continued to work daily to create a welcoming and supportive space for all members of our Vandal Family. The Chair expressed gratitude to Scott Green and his cabinet for supporting this project. Many thanks to Dan Ewart and the ITS team, Lindsey Brown and her team, and all the other folks who helped make this happen since we last met.
- To those who were moved by Youth Poet Laureate Amanda Gorman’s poem at the inauguration last week as she was, Chair Kirchmeier recommended to continue exploring poetry with the Vandal Poem of the Day program. The Vandal Poem of the Day is a public poetry project that works to bring relevant contemporary poetry to the U of I community and beyond. https://poetry.lib.uidaho.edu/
- Last week, an email was sent to all Senators outlining the guests Senate Leadership plans to invite to Senate this spring. The Chair reminded everyone to reach out to their constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process during these visits, taking questions aloud and from the chat only from Senators.
- Reminders:
  - We are looking for nominations for the University Distinguished Professor Committee. Policy requires us to ask Senate, specifically, for nominations; an email was sent earlier, but we haven’t received any nominations yet from Senators. If you have someone to nominate for this Committee, please do so by tomorrow. You can email your nominations directly to Joana.
o Last week, everyone received an email asking them to provide confidential feedback on the performance of all administrators who hold faculty appointments and are direct reports to the Provost/EVP (department chairs, directors, deans, vice provosts, provost, etc.). Please submit that feedback using the provided Qualtrics form by this Friday—January 29—at 5:00pm.

o Deadline to request delay for promotion and/or tenure is March 14, 2021. Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost’s Report:

• COVID-19 update:
  o In the fall, 23,559 tests were administered. Last week, 14 tests resulted positive out of 778 (1.8%). At this time, four students are in university-supported isolation space and seven in quarantine. We continue to follow up on those students who are registered for in-person classes but have not been tested, have not provided documentation that they were tested elsewhere, or worked with instructors for remote overrides. We may consider limiting access to UI systems to address these cases.
  o ASUI has been working with the Library to address students’ needs for later hours. Dean Hunter has been very helpful with these arrangements.
  o We will plan for fall semester anticipating contingencies. Plans for after spring break should become clearer within the next two to three weeks.
  o Commencement plans: we are preparing multiple in-person options. Final plans will be decided in March.
  o The University does not manage vaccines. The state of Idaho decided that university employees will not be eligible to receive the vaccine at the same time as K-12 teachers. The university is discussing this with the State Board of Education and Public Health. Actually, we are ahead of schedule with vaccine distribution to individuals in high-risk categories.

• Financial update:
  o Enrollment is down by 3.5% in comparison to spring 2020, with undergraduate in-state students being the largest declining group. On the other hand, CLASS and CNR have reported an increase in enrollment.
  o The furlough period is complete. No need for additional furlough is expected. The State budget is being discussed this week – President Green gave his presentation to the legislators yesterday.
  o Concerning federal funds: through the “CARES Act Part 2,” the university has been allocated $11.6M of which $3.4M must go to students. So, the financial news is generally good.

• Preferred Names: as Chair Kirchmeier noted in her report, this project is well on its way.

• Course evaluations: There is a new system, with a different scale – from 1 to 5 instead of 0 to 4. Diane Kelly-Riley will work with the Teaching Committee on this change.

• Three major projects are underway this semester and are based on the recommendations of working groups last semester:
  o The new budget model: The transition to the new model will start July 2021, but it will be gradual.
  o The R1 status: We are making progress, see the recent encouraging email from Vice President Chris Nomura.
  o The online and remote delivery initiative is moving forward. We will begin searching for a project leader.
Discussion:
A Senator noted that July 1, 2021 – with no metrics yet – does not give units much time to be responsive to a new model. The Provost said that delaying implementation by one year was considered, but a gradual roll out was seen as a better option. For instance, in the white paper, the option (for the first year) to base only 20% of the budget on the metrics and the rest on our historical model, is considered. Also, we need to align the budget system with the program prioritization system. The metrics being considered are not unexpected (for instance, enrollment and student success). It will be a gradual transition and we’ll work through it together. An update can be expected in about a month.

A Senator asked whether the university can advocate for faculty who also work in schools to get the vaccine with the K-12 teachers’ group. Provost Lawrence responded that discussions are taking place with the State, SBOE, and Public Health offices.

The discussion moved to communication about the commencement. Some Senators are receiving a large volume of email from students and parents, including students who want to come back for the commencement. The Provost said that the plan is to have a live event, possibly with multiple events through Saturday and maybe Sunday. Families should plan on that weekend. Another Senator reiterated the need for additional communication with May 2021 graduates. The Provost will followup.

The conversation moved back to university employees and the COVID vaccine. The state did not include university employees in the “b1” category, but CDC did. The Senator hopes that the President will continue to try and get the U of I employees up in the vaccine distribution line.

Chair Kirchmeier noted that more aggressive variants of the virus have been detected and asked whether our current safety protocols will be sufficient against those. The Provost responded that current guidance is to continue existing safety protocol which we are following and will continue to do so. Today the CDC posted additional guidelines about classrooms – the university is looking into these and will be ready to shift if needed.

There were no more questions or comments for the Provost.

Committee Reports:
• General Education Committee.
  o American Diversity and International Courses – Diane Carter.
    At the end of last semester, UCGE developed new learning objectives for American Diversity and International courses, designed to make sure we have explicit goals to work towards. UCGE then voted to engage in periodic review of all General Education courses, starting with International courses and American Diversity courses (spring 2021), because they have new learning objectives. Reviews are planned for the Social Sciences (2022), Science, Mathematics, and Communication (2023), and Humanities (2024). The expected benefits include a more manageable, yet sufficiently broad and diverse pool of options for the students – currently, there are 75 International and American Diversity courses, too many for students to navigate through. This will also benefit faculty who are new to teaching GenEd to develop their courses around the learning objectives. The intent is to keep our GenEd courses fresh, relevant, and updated. Proposals for new courses are welcome. After gathering input from Senate, the committee will meet next Thursday to finalize the letter from Dean Panttaja to all Department chairs asking to have their faculty submit their course proposal through the Curriculum Management System.
Discussion:
Vice Chair Meeuf inquired whether the application process for having proposals reconsidered is going to be a different one. Also, are there different expectations concerning the “tools” chosen by the instructor for the purpose of assessment? Diane Carter replied that the application process is the same, although in a new system. Proposals submitted last fall will go to UCC and cycle back to UCGE for another look. As for the assessment process, Diane Carter responded that the committee does not plan to question or challenge the faculty decision. Rather, they want the faculty to look at the learning objectives to make sure their courses are heading in the right direction. There is no specified number of objectives that need to be met, but in some cases the committee may require additional information.

- University Curriculum Committee (Vote).
  - Change Department Name in Ag & Ext. Ed. – Jim Connors Attach. #2.
    The change of name to Agricultural Education, Leadership and Communications, is to better reflect the academic programs in the department.
    Discussion:
    In response to a question, Jim Connors clarified that this change is unrelated to the Extension Office.
    
    Vote: The proposal passed with 96% majority.

    This 21-credit minor combines classroom instruction on human and community development theories and models with opportunities for engagement in the local community. It will benefit students who are interested in community-based leadership positions.
    Discussion:
    In response to a question, Joana Espinoza clarified the approval status of proposals that come to Senate from UCC.
    Looking at the requirements in the Community Engagement section, a Senator asked whether a student might encounter a problem with the requirements of three credits from CLDR courses, only two of which are on the list. Erin Chapman and Sarah Bush responded that the CLDR 450 is offered every year and CLDR 480 on alternating years. Students should be able to take one of those. Vice Chair Meeuf noted that, in his program, there are excellent courses for community engagement – it would be great to see the two groups of students work together. Erin and Sarah replied that they are open to this idea.
    
    Vote: The proposal passed with 92% majority.

    The certificate covers the basics of precision agriculture. It is expected to be popular not only in Agriculture, but also in Engineering and Natural Resources. It will be offered both online and in person. The new Water Science and Management Minor will give students the
opportunity to enhance their base knowledge of agriculture and sustainability. A new minor in Water Science and Management is needed. Exposure to basic Water Science may be useful for other disciplines as well.

Vote:
The proposal in attachment #4 passed unanimously.
The proposal in attachment #5 passed unanimously.
The proposal in attachment #6 passed unanimously.

- Masters in Music, add online delivery – Vanessa Sielert Attach. #7.
  This proposal concerns Masters in Music Composition and Music Performance. The faculty are now comfortable with online delivery. With multiple delivery methods, including hybrid formats, they will be able to reach a broader community.

  Vote: The proposal in attachment #7 passed unanimously.

- MS and PhD in Natural Resources, change CIP code – Alistair Smith Attach. #8.
  Alistair Smith explained that there is an error in the CIP assignment for those degrees. What they are proposing is a CIP that is appropriate for a STEM discipline.
  There were no questions on this item.

  Vote: The proposal in attachment #8 passed unanimously.

- MS in Movement Science and BS in RSTM, add online delivery – Bruce Saxman and Julie Stafford Son Attach. #9.
  It is proposed to add a full online component at the BS and the MS levels. The initiative started three years ago, and the department is now ready to make the transition.
  There were no questions on this item.

  Vote: The proposal in attachment #9 passed with 96% majority.

  This proposal moves the Professional Science Masters (PSM) degree to the College of Graduate Studies and changes the names of three emphasis areas. The idea is to centralize the degree in COGS while allowing departments to propose courses.

  Discussion:
The Senator representing CNR added that his college has no objections to the move. In response to a question, Jerry McMurtry confirmed that the intent is to recruit more students.

  Vote: The proposal in attachment #10 passed with 92% majority.
New Business:
The Secretary announced that FAC members wish to ask Senate to release a statement about the January 6, 2021 insurrection at the Capital. Specific suggestions from FAC will be brought to Senate next week.

Adjournment:
The agenda being completed, the meeting was adjourned at 4:50pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
I. Call to Order

II. Approval of Minutes
   • Minutes of the 2020-2021 Faculty Senate Meeting #16 (December 8, 2020) Attach. #1

III. Chair’s Report

IV. Provost’s Report

V. Committee Reports
   • General Education Committee
     o American Diversity and International Courses – Diane Carter
   • University Curriculum Committee (Vote)
     o Change Dept. Name in Ag & Ext. Ed. – Jim Connors Attach. #2
     o Human and Community Engagement Minor – Erin Chapman and Sarah Bush Attach. #3
     o Masters in Music, add online delivery – Vanessa Sielert Attach. #7
     o MS and PhD in Natural Resources, change CIP code – Alistair Smith Attach. #8
     o MS in Movement Science and BS in RSTM, add online delivery – Bruce Saxman and Julie Stafford Son Attach. #9
     o PSM in Interdisciplinary Science and Technology, move colleges and update emphases – Jerry McMurtry Attach. #10

VI. Special Orders

VII. New Business

VIII. Adjournment
Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #16, December 8, 2020
- **Attach. #2** Change Dept. Name in Ag & Ext. Ed.
- **Attach. #3** Human and Community Engagement Minor
- **Attach. #4** Precision Agriculture Academic Certificate
- **Attach. #5** Sustainable Food Systems Minor
- **Attach. #6** Water Science and Management Minor
- **Attach. #7** Masters in Music
- **Attach. #8** MS and PhD in Natural Resources
- **Attach. #9** MS in Movement Science and BS in RSTM
- **Attach. #10** PSM in Interdisciplinary Science and Technology
2020 – 2021 Faculty Senate – Pending Approval
Meeting # 16
Tuesday, December 8, 2020, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo
Absent: Rose
Guest Speakers/Presenters: Lee Vierling, Mindi Wood, Megan Dobson, Yesol Sapozhnikov

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

Approval of Minutes (vote):
- Minutes of the 2020-21 Meeting #15 – Attach. #1
  One typographical error was corrected in the attendance list.
  The minutes of the 2020-21 Meeting #15 were approved as corrected.

Chair’s Report:
- Last week, a question was asked about requirements for clinical faculty in the promotion and tenure process, particularly external reviews. FAC is going to look into this, together with other issues related to the recently revised promotion and tenure process. If there are aspects of the revised promotion and tenure process that you think should be reviewed, please send them to FAC, which is currently chaired by Richard Seamon.
- Reminders:
  o Nominations for University Excellence Awards close on December 11, 2020. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! https://www.uidaho.edu/governance/faculty-staff/university-awards
  o The survey seeking volunteers for Senate Committees closes on December 11, 2020. Please fill out the survey if you are interested in serving on a committee. Please encourage your colleagues to complete the survey.
  o Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., via Zoom.
- One upcoming deadline to keep in mind:
  o Deadline to request delay for promotion and/or tenure is March 14, 2021.
  Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost’s Report:
- A reminder that December 11, 2020 is the deadline for completing the required university training, see https://www.uidaho.edu/governance/edl/required-training
- “A Christmas Carol” will be on for another week. The Zoom production is great. Congratulations to David Lee-Painter for an amazing performance!
- Thanks to everyone who participated in the provost search. Special thanks to Barb Kirchmeier for her diligent work on the search committee.
- COVID-19 update: face covering is mandatory in Moscow until June 9 (or until three weeks after certain conditions are met). 396 tests were done last week and revealed a slightly higher rate of
positive cases. There is no specific news about vaccine. When it becomes available, we will be able to partner with Gritman and Public Health for needs such as low-temperature storage of the vaccine.

- Spring semester schedule: we will open in person on Wednesday, January 13. Initially, the plan was for all classes to be online the first week to make sure students can be tested prior to in-person classes, as was done in the fall. Since then, our lab capabilities have improved – we can communicate results every four hours. So, we are able to test students prior to January 13. This will also avoid the back-and-forth between different delivery modes. Furthermore, if the university went online for the first week, students may not return until after the long weekend which follows that week. As for the COVID situation around us, unfortunately the news is not good.

- Update on spring enrollment: at this point (five weeks prior), we are 4.4% behind. A reminder to encourage our students to sign up for spring classes and return to campus in January.

Discussion:
A Senator asked whether online classes fill faster than those in person. The provost responded that, from a comparison in GenEd – where there is a large number of classes both online and in person – it does not seem to be the case. Institutional Research can look into this.

With regard to the mandatory training, a Senator inquired about the consequences of not complying with the requirement. Can email and internet access be taken away from those employees who do not complete the training? Provost Lawrence noted that “disciplinary measures” are mentioned in the memo. There was plenty of time to complete the training. Why not just do it?

To the question of whether the number of students who test positive becomes part of state public health data, the Provost responded affirmatively.

Will the university go virtual/online the week after Spring Break to allow for testing, and will testing be required for employees? The Provost clarified that employees are recommended, but not required, to be tested. Probably, there will be some time with only virtual/online classes after Spring Break, depending on how the data looks before Spring Break.

Vice Chair Meeuf noted that some faculty have already spent considerable time making plans based on earlier communication that the first week (or more) of the term would be entirely remote. Provost Lawrence said that starting in person will help get students engaged. On the other hand, we all need to be ready to switch, so efforts to be prepared for a transition are not wasted.

There were no more questions or comments for the Provost.

Committee Reports:
- University Curriculum Committee (Vote)
  - Discontinuation of B.S. in Natural Resources Conservation – Lee Vierling Attach. #2
  - Changes to the B.S. in Environmental Science Emphases – Lee Vierling Attach. #3

Rationale: The Environmental Science B.S. degree, especially the Social Science Option, and the Natural Resources Conservation B.S. degree have considerable overlap, especially in the areas of environmental planning, policy, and natural resources.
management. The discontinuation of the B.S. in Natural Resources Conservation is proposed together with the changes to the Environmental Science curriculum to be adopted concurrently.

Discussion:
In reply to a question, Lee Vierling said that the proposed changes will have no impact on the M.S. program. This is only about the new undergraduate curriculum.

A Senator asked about students enrolled in these programs and whether these changes will impact recruiting. Lee Vierling replied that there are about 45 students currently enrolled in the Natural Resources Conservation program. There is a teach-out plan specifically for those students. The same courses will continue to be taught without creating any problems. As for the Environmental Science program, there are 120 UG students enrolled in the current degree options, and those degree options will continue to be taught out. With regard to recruiting: these changes will result in more delineated career options. Currently, it is difficult for students to see how such a broad area (with Social, Biological, Physical Science options) can lead to a specific career path. The names now given to the new options will help with both recruiting and advising. Lee Vierling emphasized that the faculty did diligent work, met with many groups across campus, and benchmarked other institutions. They believe this will make a strong program even stronger and do well over time.

- Faculty Staff Policy Group
  - Removal of FSH 1440 – Mindi Wood Attach. #4
    Mindi Wood explained that FSH 1440 contains only a link to the Provost webpage. It is not a policy and thus it is appropriate to remove it from FSH.

The votes were as follows:
  - Discontinuation of B.S. in Natural Resources Conservation – approved with 96% majority.
  - Changes to the B.S. in Environmental Science Emphases – approved unanimously
  - Removal of FSH 1440 – approved with 96% majority

- COVID 19 Committee Dashboard Presentation – David Lee-Painter Attach. #5
  David Lee-Painter said it was an honor to serve on the COVID-19 Advisory Committee. The 16 members met every Friday at 8am through the fall semester to support the on-going university efforts. The committee membership was a true cross section of the U of I family, including leaders and experts in the sciences, law, admissions, and student representatives from GSA and ASUI. Recently, the committee’s focus has been on how we can improve COVID-19 data communication. Two of the seven exceptional student members will present the committee’s proposal today: Megan Dobson and Yesol Sapozhnikov. Megan is a junior majoring in Biology and Microbiology with a Pre-Health minor. Megan is a registered certified nursing assistant and EMT, and serves as the COS Ambassador. After graduation, Megan plans to pursue graduate studies in Public Health with emphasis on Infectious Diseases. She is also ГΦΒ Vice President of Community Engagement. Yesol Sapozhnikov is a third-year doctoral student in Bioinformatic and Computational Biology. Yesol is a COVID-19 testing specialist at Gritman and a registered nurse.
David Lee-Painter said he is proud to have these two exceptional students represent the committee.

Yesol Sapozhnikov started the presentation noting that current data is difficult to interpret and needs more comprehensive reporting and transparency. The students spoke to experts in data modelling, visualization, and communication. Thanks to Shirley Luckhart, they made contact with a team led by Dr. Howard Forman, Professor of Diagnostic Radiology at Yale University School of Public Health, and Dr. Cary Gross, Professor of Medicine and Public Health at Yale University School of Medicine. Following their model, the committee recommends that U of I provide an interactive user interface that includes easy-to-read, detailed summaries and data visualization of current COVID-19 indicators and testing data. This information should be collected and shared on a web-based dashboard. Good data and transparency build trust. Clearly visible trends can influence both individual and institutional actions as well as monitor and validate the effectiveness of our mitigation plans. Tracking leading indicators helps prevent and minimize outbreaks. As the leading research institution in the state, we have the obligation to inform and lead our state during the pandemic.

Discussion:
There was a question about where accurate information would come from and how it would compare with data from state and federal sources. Response: The data which we are asking to be communicated clearly and visually is already being posted weekly on the U of I website in numerical form, not tabulated or visualized. In order to see trends, one needs to expand the history of past updates. Also, for a web-based, real-time dashboard to be effective, it needs to be updated more frequently. The administration already receives real-time updates on testing data – it’s a matter of weighing the advantages and disadvantages of more frequent updates. Some schools post campus data together with county or even state data, which allows students to obtain all the information they need from one site, whereas in Idaho it is not easy to get the overall picture without additional information from the different public health districts.

A Senator asked which aspects of the proposal require Senate approval. Response: This ad hoc committee originated from Faculty Senate and Staff Council. We brought this proposal to Senate for their endorsement.

Could the dashboard be useful in other circumstances? Response: Once it is built, it can be used in other reporting situations.

Is it possible to incorporate spatial/geographic information from the state and compare data with those from U of I? Incorporating a geographical component would be very useful to identify spatial hot spots for the purpose of planning and mitigation. Response: The university has the data that we are asking to be more visually presented and more frequently updated. We like to see positive cases reported daily or as frequently as possible, broken down by demographics, undergraduate or graduate students, faculty or staff. This way, we’ll have a better idea of where the hot spots are across campus. Once the template to showcase or graph the data is built, the university, using the data it already has, would need to update it, for instance through a spreadsheet that automatically feeds into the dashboard. Once the templates are established – they have been offered to us – maintenance will require minor effort. With regard to expanding geographically to areas around us: as the U of I Advisory Committee, we focus on U of I data and on providing links to data for other communities, counties, and at the state level, so that students who are traveling can be more aware of the risks. As for the spatial component, there
is a modeling team on campus that is working on that, but it is strictly separate from the U of I data we are talking about.

A Senator expressed appreciation for the committee’s idea and wondered whether the committee had received any negative feedback. Response: we are trying our best to support our campus. As we move into the winter and the unknown about the spring semester, having transparent, readily updated (in real time), easy-to-access data will help the administration validate the positive outcomes. It will also engage people collectively in the safety of the campus and help them make the best personal decisions. There are no negatives which we haven’t talked about and addressed.

A Senator thanked the Advisory Committee for their efforts and asked about the timeline for the dashboard to be up and accessible to everyone. Response: just before Thanksgiving, the committee reached out to the group of national experts identified earlier by Yesol and asked for their help. The group is about to launch – around mid-December – a major initiative to help colleges across the country. They are willing and excited to help our campus.

A Senator asked what Senate can do, concretely. Chair Kirchmeier responded that, because the Advisory Committee is an ad hoc committee, a seconded motion from the floor is needed (to accept the proposal as written, or formulated in other words). If the motion passes, Faculty Senate Leadership will send a copy of the proposal to President Green’s office with the full support of Senate behind it.

Are any funds needed? Response: None. The Yale team offered to help us build the dashboard from the transportable template Yesol talked about. They will provide intellectual and technical support to work with our experts to modify their template for our purposes. They are willing to help us build the dashboard and customize it to our needs for free.

It was moved (Schwarzlaender) and seconded (Tibbals) to approve the proposal from the Advisory COVID-19 Committee as written.

Further discussion:
Responding to a pending question about incorporating vaccine information, a committee member said that they do not expect to have that type of information – unless it is related to some special program internal to U of I and separate from what is happening at the federal level. As for regional data, the committee hopes we can be as comprehensive and inclusive as possible, if the administration does not object to including external data on the U of I website.

A Senator noted that U of I data would have to go beyond the Moscow campus. We need access to data from the state, because we have off-campus centers and because of travel.

Shirley Luckhart added some final remarks: The committee members reached out to many people with excitement about our involvement with, and support by, the Yale group. This inspired a “national COVID dashboard makeover challenge.” The challenge was for each campus to gather 100 nominations from faculty, staff, students, alumni, and parents. The first to get 100 nominations wins the challenge. Our campus had 100 nominations by the next day, while nobody else was even close. The largest number of votes came from students, which is why we
are happy to have Megan and Yesol represent our committee and the students, who had the strongest voice.

Vote: The motion was approved unanimously. Chair Kirchmeier will send the Senate support of the proposal to President Green by the end of the week. She gave special thanks to the committee members for their work and dedication through the semester and asked them to be recognized.

Chair Kirchmeier introduced the next item on the agenda and noted that, with ten minutes left, only one of the two remaining agenda items can be undertaken. The conversation regarding the assessment committee with Dean Panttaja was postponed and will continue in the spring. Charles Goebel will be invited back to participate in the conversation.

Senator Charles Goebel expressed appreciation for the opportunity to sit in for Alistair Smith as the CNR representative this fall semester.

Other Announcements and Communications:

- Update on the budget metrics – Torrey Lawrence

  Provost Lawrence proceeded to give a brief update – more will be communicated in the spring. First, some context/history: President Green put together a work group to develop a new budget model for the university. The product of that was a white paper describing some general parameters for a new way of budgeting, which, in the Provost’s own words, could be described as a “responsive” budget – responsive, for instance, to enrollment figures. This is different than what has been typically done – units get a fixed budget. Within the new model, there are several components, some of which would be based on very general metrics such as enrollment. The main question is: how academic units (that is, colleges) will be budgeted. A focal point of the discussions (primarily with Provost Council, the Vice Provost, and the directors of our centers), was to understand in which way metrics will influence where money goes. A number of brainstorming sessions resulted in 124 possible metrics, focused on three areas: 1. Student success; 2. Research; 3. Financial health. This list was narrowed down to about 30 and is in the process of being further narrowed down to about six, depending on the metrics themselves and how they will be used. Enrollment and student credit hours are examples of possible metrics. Completion and retention rates could measure student success. Possible metrics for research may include research expenditures, graduate or terminal degrees awarded, successful grant proposals. Student credit hours are also a measure of financial health, along with program costs and program management. None of the above is finalized – discussions will continue in January. Finding metrics that work for every unit is challenging, and there can be unintended consequences of using a particular metric. Another group is working on metrics to fund non-academic units, such as Facilities or Student Services. More information will come later, with opportunities for input and feedback. In the end, we hope to have a budget model that is responsive to needs, based on the university’s priorities.

Discussion:

A Senator noted that, although it is useful to have benchmarks by which we evaluate programs and departments, departments can be very different in nature. A department may not “fit” within a given index or benchmark. Are these contingencies going to be considered? The Provost
recognized that colleges can have unique attributes and, thus, unique aspects of budgeting. The goal – if possible – is to have a model that is understandable and works for everybody, but one of the main challenges is precisely to identify metrics and use/weight them in a way that is fair to different units.

Chair Kirchmeier invited the Senators to send additional questions to her or place them in the Zoom chat.

On behalf of Senate, Chair Kirchmeier congratulated Torrey Lawrence for his appointment to the position of Provost and Executive Vice President, and thanked him for his dedication to the university.

Adjournment:
The agenda was not completed, thus the Chair asked for a motion (Fairley/ Ahmazadeh) to adjourn. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
Miscellaneous Change Request

**New Proposal**

Date Submitted: 11/16/20 12:00 pm

Viewing: **Change Dept of Ag and Extension Education Name**

Last edit: 11/16/20 12:00 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

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<tbody>
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<td>Jim Connors</td>
<td><a href="mailto:jconnors@uidaho.edu">jconnors@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type: Change the name of an administrative unit

Effective Catalog Year: 2021-2022

Title: Change Dept of Ag and Extension Education Name

Request Details:
The Department of Agricultural and Extension Education would like to change their department name to the Department of Agricultural Education, Leadership and Communications. The department does not offer any degree or major courses in extension education. Past changes in curriculum, courses, and faculty have resulted in increased offerings in agricultural leadership and communications. The proposed new name better reflects the programs and
degrees within the department.
Most similar departments at other land-grant universities have changed from Agricultural and Extension Education to some other name that includes references to Agricultural Education, Agricultural Communications, and Agricultural Leadership. This change will not only better reflect department offerings but it will keep the department in line with nationwide trends in the three disciplines.

Attach State Form  CALS - Change Dept Name in AEE.pdf

Supporting Documents
Reviewer
Comments

Key: 15
Program Change Request

**New Program Proposal**

Date Submitted: 10/15/20 3:41 pm

**Viewing:** 427: Human and Community Engagement Minor

**Last edit:** 12/09/20 11:18 pm

Changes proposed by: Elizabeth Bullers (V00575337)

Faculty Contact

---

In Workflow

1. 063 Chair
2. 07 Curriculum Committee Chair
3. 07 Dean
4. Provost's Office
5. Assessment
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

---

Approval Path

1. 10/13/20 4:11 pm Michelle McGuire (smcguire):
   Approved for 063 Chair
2. 10/15/20 3:09 pm Brenda Schroeder (bschoeder):
   Rollback to Initiator
3. 10/15/20 6:13 pm Michelle McGuire (smcguire):
   Approved for 063 Chair
4. 10/15/20 7:41 pm Brenda Schroeder (bschoeder):
   Approved for 07

https://nextcatalog.uidaho.edu/courseleaf/approve/
Curriculum Committee Chair
5. 10/18/20 10:50 pm
Matthew Doumit (mdoumit):
Approved for 07 Dean
6. 11/16/20 11:55 am
Joana Espinoza (jespinoza):
Approved for Provost’s Office
7. 11/16/20 12:03 pm
Sara Mahuron (sara): Approved for Assessment
8. 12/09/20 11:19 pm
Amy Kingston (amykingston):
Approved for Registrar’s Office
9. 12/14/20 4:27 pm
Rebecca Frost (rfrost): Approved for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Chapman</td>
<td><a href="mailto:chapman@uidaho.edu">chapman@uidaho.edu</a></td>
</tr>
<tr>
<td>Sarah Bush</td>
<td><a href="mailto:sabush@uidaho.edu">sabush@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Academic Level: Undergraduate
College: Agricultural & Life Sciences
Department/Unit: Family and Consumer Sciences
Effective Catalog Year: 2021-2022
Program Title: Human and Community Engagement Minor
Degree Type: Minor
Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

<table>
<thead>
<tr>
<th>Program Credits</th>
<th>21</th>
</tr>
</thead>
</table>

Attach Program Change

| CIP Code | 44.0201 - Community Organization and Advocacy |

Will the program be Self-Support?
Yes

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will program be Regional or Statewide Responsibility?
Regional

---

### Financial Information

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

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

Describe the financial impact
No negative fiscal impact is anticipated. This minor is a collaboration within the College of Agricultural and Life Sciences—the Margaret Ritchie School of Family and Consumer Sciences and the Department of Agricultural and Extension Education. Courses currently exist primarily within these two program areas and are covered by faculty teaching loads within the two departments.

---

**Curriculum:**

- **CLDR/FCS 220** Intro Human & Comm Engagement 1
- **CLDR 360** Ldrship and Comm Dynamics 3
- **CLDR/FCS 420** Adv Human & Comm Engage Exp 2
- **FCS 105** Individual and Family Development 3

Human Engagement: (Choose 6 credits from these courses, 3 of which must be from FCS.) 6
COMM 233  Interpersonal Communication
COMM 335  Intercultural Communication
COMM 340  Family Communication
COMM 410  Conflict Management
FCS 240  Intimate Relationships
FCS 254  Middle Childhood Development
FCS 334  Adolescence & Emerging Adult
FCS 340  Parent-Child Relationships in Family and Community
FCS 360  Sexuality Across the Lifespan
FCS 434  Adulthood and Aging within the Context of Family
FCS 436  Thry Child & Family Dev
FCS 440  Contemporary Family Relationships
FCS 445  Issues in Work and Family Life
Community Engagement: (Choose 6 credits from these courses, 3 of which must be from CLDR.)  6
   AGED 359  Developing 4-H Youth Programs
   CLDR 450  Leading People and Teams
   CLDR 480  Change & Power in Society
   ORGS 305  Nonprofit Organizations
   SOC 201  Intro to Inequity and Justice
Total Hours  21
Courses to total 21 credits for this minor

Distance Education Availability

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

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

Yes

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

Yes

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

Geographical Area Availability
Identify the geographical area(s) this program can be completed in:

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.

Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives within a group or community.
4. Develop effective communication and leadership-based skills.
5. Develop strategies for addressing personal, organizational, and community issues.
6. Identify opportunities for increased success of a community-based organization.
7. Create a development plan for lifelong citizenship.

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

Assessment for the overall minor will be occur through multiple mechanisms. Course evaluations for the required courses; an exit survey for graduating minors; final report and reflection assignments from the service learning course, FCS/CLDR 420. Additionally, coordinating faculty in FCS and CLDR will meet with prospective minors regarding their minor goals and plans.

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

Collaborating faculty will meet each semester to review minor programmatic components and students progress and productivity within the required courses (FCS/CLDR 220; FCS 105; CDLR 360; and FCS/CLDR 440). Additionally, university and community partners will provide feedback in refining the minor components, including the required FCS/CLDR 420 service learning course, in which students are required to engage in direct engagement with individual, family and community development.
What direct and indirect measures will be used to assess student learning?

Learning outcomes will be assessed using both formative and summative assessment. Formative assessment will occur through class discussion, learning activities, and self-reflection. Summative assessment will occur through individual projects (i.e., FCS/CLDR 220), and a final report and presentation (i.e., FCS/CLDR 420).

When will assessment activities occur and at what frequency?

For each of the required courses for this minor:

FCS/CLDR 220 (1 credit): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual projects, primarily at the conclusion of the semester course. Projects will include human and community engagement theory and model application-based assessments, a community leader interview, and reflection summaries and a final application paper.

FCS 105 (3 credits): Formative assessment will occur through class discussions and learning activities (approximately 13-15) throughout the semester. Summative assessment will occur through chapter quizzes (10 per semester), unit exams (3 per semester), and a comprehensive final lifespan project at the end of the semester.

CLDR 360 (3 credits): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual and group projects throughout the semester and at the conclusion of the course. Projects will include critical learning reflections, case studies, and a personal reflection on the learner’s role as a change agent and a citizen leader. The final project will include an organizational profile of a local organization and the development of a case study around the organization.

FCS/CLDR 420 (2 credits): Formative assessment will occur through self-reflection throughout the semester as students are completing required service learning hours. Summative assessment will occur through a proposal, final report and presentation at the conclusion of the semester.

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**Student Learning Outcomes**

Learning Objectives
Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives.
within a group or community.
4. Develop effective communication and leadership-based skills.
5. Develop strategies for addressing personal, organizational, and community issues.
6. Identify opportunities for increased success of a community-based organization.
7. Create a development plan for lifelong citizenship.

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

A core theme of the University of Idaho’s mission is to challenge students to learn and integrate, think and create, communicate, clarify purpose and perspective, and practice citizenship. Additionally, UI service-learning places high importance on courses that integrate course content and community service. However, formal coursework does not exist to help students recognize their talents and strengths for serving their local communities, including individuals and families, personally and professionally in their future careers. This minor combines classroom instruction on human and community development theories and models with opportunities for application through engagement in the local community. Upon completion of this minor, graduates will be prepared to analyze community and societal-based issues and create collaborative social change and community development issues that are designed for the communities and the individuals across the lifespan they are working with. These graduates will be prepared to serve their communities as leaders and change agents.

As a collaborative effort between FCS and AEE, this minor will be supported and staffed by both departments. Additional course workload is minimal (a 1-credit introductory course and a 2-credit service learning course) and will be shared between coordinating faculty within FCS and AEE. Local and University partners are supportive regarding the service learning component of the minor (i.e., supervised service-learning experience placements in the community).

Supporting Documents

- CLDR-FCS 220- Course Approval Form.docx
- CLDR-FCS420- Course Outline.docx
- CLDR-FCS220- Course Outline.docx
- CLDR-FCS 420- Course Approval Form.docx

Requires TECC Review
No

Reviewer Comments

Brenda Schroeder (bschroeder) (10/15/20 3:09 pm): Rollback: The two courses mentioned in description as to be developed have been approved by UCC. Please remove from description. Thanks! -Brenda
Joana Espinoza (jespinoza) (10/19/20 3:54 pm): Made change to delivery. F2F in Moscow and 100% online.
Program Change Request

New Program Proposal

Date Submitted: 11/09/20 8:55 am

Viewing: 437: Precision Agriculture Academic Certificate

Last edit: 12/14/20 4:41 pm
Changes proposed by: Joana Espinoza (V00370901)

In Workflow
1. 084 Chair
2. 07 Curriculum Committee Chair
3. 07 Dean
4. Provost's Office
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path
1. 11/09/20 9:45 am
   Joana Espinoza (jespinoza):
   Approved for 084 Chair
2. 11/09/20 9:45 am
   Joana Espinoza (jespinoza):
   Approved for 07 Curriculum Committee Chair
3. 11/09/20 9:47 am
   Joana Espinoza (jespinoza):
   Approved for 07 Dean
4. 11/09/20 9:48 am
   Joana Espinoza (jespinoza):
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jodi Johnson-Maynard</td>
<td><a href="mailto:jmaynard@uidaho.edu">jmaynard@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Academic Level: Undergraduate

College: Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog Year: 2021-2022

Program Title: Precision Agriculture Academic Certificate

Degree Type: Certificate

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

Program Credits: 16

Attach Program Change: [Precision Ag Cert Short Form - Signed.pdf](#)

CIP Code: 01.0299 - Agricultural Mechanization, Other.

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 program be Regional or Statewide Responsibility?
Regional

Financial Information

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

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

Describe the financial impact
The certificate should not have a financial impact. All faculty positions required are in place and modest student laboratory fees will be assessed to cover the cost of maintaining equipment that receives additional use due to the new program.

Curriculum:

**ASM 240**  Comp Apps in Bio Systems  3
**ASM 305**  GPS and Precision Agriculture  3
**ASM/REM 475**  Course ASM 475 Not Found  3
**ASM 409**  Agricultural Tractors, Power Units and Machinery Management  3-4
or **ASM 405**  Precision Ag Science & Tech

**ASM 498/499**  Internship  1-3

Total Hours  13-16

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

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 familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.
2. Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.
3. Students familiar with precision application implements, remote sensing, drones, and farm-data management software.
4. Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

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

Learning outcomes will be assessed each year according to the existing University/College/Departmental process. This process includes data gathering according to identified metrics and benchmarks, reporting and discussion of findings at the departmental level.

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

Data gathered and findings generated during the assessment cycle will be discussed at a special faculty meeting focused on curriculum. Actions to improve identified weaknesses will be determined and implemented following the meeting.
What direct and indirect measures will be used to assess student learning?

i) Students familiar with methods of precision agriculture ...
Direct: Final paper or oral report in directed student or internship demonstrates proficiency regarding knowledge of the methods utilized in precision agriculture.
Indirect: Site supervisor assessment of learning and knowledge gained during student's internship.
Indirect: Grades received by enrolled students in each required course
Indirect: Student's self-assessment of knowledge on the exit survey
il Students able to assess and evaluate technologies ...
Direct: Quality of assignment in ASM 305 that focuses on limitations of precision ag data sets
Direct: Students' assessment of technology utilized in directed study project or internship within their final written/oral report.
Indirect: Student grades in ASM 305 assignments related to identification of challenges and benefits of precision agriculture technologies utilized in class.
Indirect: Students' self-assessment of their ability to assess precision agricultural technologies on exit survey
3) Students familiar with precision agriculture implements ...
Direct: Students' demonstration of familiarity with precision ag implements on final project for ASM 405 or 409
Indirect: Students' grades in ASM 405 or 409
Indirect: Site supervisor assessment of student's abilities to use implements and tools during internship
Indirect: Students' self-assessment of knowledge of precision ag implements, tools and software on exit survey
4) Students understand the social, economic, regulatory and environmental context of precision agriculture
Direct: Demonstration of understanding of the complex social, economic, regulatory and environmental issues in relation to precision ag on final project for ASM 305, 405, 498 and 499
Indirect: Students' grades in ASM 305, 405, 498 and 499

When will assessment activities occur and at what frequency?

Assessment will occur throughout the year and reporting takes place annually.

Student Learning Outcomes

Learning Objectives
Students familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.
Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.
Students familiar with precision application implements, remote sensing, drones, and farm-data management software.
Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

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

The certificate will be offered both on line and in-person and will cover the basics of precision agriculture including foundational concepts, equipment, drones/remote sensing and data management/analysis.

Supporting Documents

Requires TECC No Review

Reviewer Comments

Rebecca Frost (rfrost) (11/16/20 11:27 am): ASM 405 does not exist. ASM 240 is showing deleted.

Amy Kingston (amykingston) (12/09/20 11:29 pm): There was a discrepancy with the number of required credit hours. Need to verify if it is 12 or 16.
Program Change Request

New Program Proposal

Date Submitted: 11/09/20 9:01 am

Viewing: 438: Sustainable Food Systems Minor

Last edit: 12/09/20 11:33 pm
Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

1. 084 Chair
2. 07 Curriculum Committee Chair
3. 07 Dean
4. Provost's Office
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 11/09/20 9:45 am Joana Espinoza (jespinoza): Approved for 084 Chair
2. 11/09/20 9:46 am Joana Espinoza (jespinoza): Approved for 07 Curriculum Committee Chair
3. 11/09/20 9:47 am Joana Espinoza (jespinoza): Approved for 07 Dean
4. 11/09/20 9:48 am Joana Espinoza (jespinoza):
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jodi Johnson-Maynard</td>
<td><a href="mailto:jmaynard@uidaho.edu">jmaynard@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Academic Level**: Undergraduate  
**College**: Agricultural & Life Sciences  
**Department/Unit**: Soil & Water Systems  
**Effective Catalog Year**: 2021-2022  
**Program Title**: Sustainable Food Systems Minor  
**Degree Type**: Minor  

*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**: 20  
**Attach Program Change**: CALS - new minor in Sustainable Foods.pdf  
**CIP Code**: 01.0308 - Agroecology and Sustainable Agriculture.

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 program be Regional or Statewide Responsibility?
Regional

**Financial Information**

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

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

Discribe the financial impact
None. We will use existing courses to create this minor.

Curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
<td>3</td>
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<tr>
<td>SOIL 206</td>
<td>The Soil Ecosystem Lab</td>
<td>1</td>
</tr>
<tr>
<td>SOIL 210</td>
<td>Introduction to Food Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOIL 417</td>
<td>Market Garden Practicum</td>
<td>4</td>
</tr>
<tr>
<td>SOIL 427</td>
<td>Sustainable Food Systems</td>
<td>3</td>
</tr>
<tr>
<td>AGED 451</td>
<td>Communicating in Agriculture</td>
<td>3</td>
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</tbody>
</table>

Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 350</td>
<td>Food, Culture, and Society</td>
</tr>
<tr>
<td>SOIL 446</td>
<td>Soil Fertility</td>
</tr>
<tr>
<td>FS 436</td>
<td>Principles of Sustainability</td>
</tr>
<tr>
<td>PLSC 451</td>
<td>Vegetable Crops</td>
</tr>
<tr>
<td>MVSC 486</td>
<td>Healthy Active Lifestyle Assessment and Intervention</td>
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</tbody>
</table>

Total Hours 20

**Courses to total 20 credits for this minor**

**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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

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.

• Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.
• Understand how agronomic management practices relate to soil conservation and water quality.
• Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.
• Understand the roles and responsibilities of food systems professionals in society.
• Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Assessment of students will occur primarily in the required courses:
Soil 210 - Initial introduction to systems thinking and application of whole systems analysis through project and presentation
• Soil 417 - Projects, weekly labs, and demonstration of learned farm management skills
• Soil 427 - Individual research papers, presentations and demonstrated knowledge of food systems
• AgEd 451 - Projects and presentations focused on various communication methods
• Soil 205/206- exams and quizzes and weekly labs focused on understanding soil properties and suitability of different land uses.

The minor will be assessed through student evaluations of instructors and student exit interviews with SFS advisor.

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

Examination of student projects and presentations in the above mentioned courses will be used to help evaluate how well the program learning goals and university learning outcomes are met. Every year the instructor will use feedback from student survey's, one-on-one de-briefs of projects and group feedback to dictate necessary changes to instruction. Feedback from students will be used to improve learning outcomes, final project objectives and course content.

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

Direct assessment of student learning: Student work including presentations, projects, research papers, etc.
Indirect assessment of student learning: One-on-one meetings with SFS advisor at least once a year to discuss student learning and career goals and other formative assessments in various forms by the instructor.

When will assessment activities occur and at what frequency?

Direct and indirect assessment will occur while taking the core courses and throughout each semester. Indirect assessment will occur at least once a year and primarily upon completion of the minor.

---

**Student Learning Outcomes**

Learning Objectives
Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.

Understand how agronomic management practices relate to soil conservation and water quality.

Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.

Understand the roles and responsibilities of food systems professionals in society.

Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.

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

This will be a new minor in the department of Soil and Water Systems. This new minor will give students the opportunity to enhance their base knowledge of agriculture and sustainability. Students will learn how to examine the food system using a systems perspective that will add depth to other majors. Students will learn principles of sustainability, organic agriculture, systems thinking and how to effectively communicate these concepts to a wide audience.

Supporting Documents

Requires TECC Review

No

Reviewer Comments

Key: 4.38
Program Change Request

New Program Proposal

Date Submitted: 11/13/20 3:36 pm

Viewing: 440: Water Science and Management Minor

Last edit: 12/09/20 11:35 pm
Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow
1. 084 Chair
2. 07 Curriculum Committee Chair
3. 07 Dean
4. Provost's Office
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path
1. 11/13/20 5:56 pm
   Jodi Johnson-Maynard
   (jmaynard):
   Approved for 084 Chair
2. 11/16/20 11:23 am
   Joana Espinoza
   (jespinoza):
   Approved for 07 Curriculum Committee Chair
3. 11/16/20 11:24 am
   Joana Espinoza
   (jespinoza):
   Approved for 07 Dean
4. 11/16/20 11:24 am
   Joana Espinoza

https://nextcatalog.uidaho.edu/courseleaf/approve/
Faculty Name | Faculty Email
--- | ---
Jodi Johnson-Maynard | jmaynard@uidaho.edu

Academic Level | Undergraduate
College | Agricultural & Life Sciences
Department/Unit: | Soil & Water Systems
Effective Catalog Year | 2021-2022

Program Title | Water Science and Management Minor
Degree Type | Minor

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 | 19
Attach Program Change | CALS - new minor in Water Science.pdf
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 program be Regional or Statewide Responsibility?
   Regional

**Financial Information**

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

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

Describe the financial impact
   There will be no new classes developed specifically for this minor. The classes have the capacity to increase student numbers and therefore there will only be an indirect benefit from increased student credit hours for professors teaching these courses

Curriculum:

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOIL 205</strong></td>
<td>The Soil Ecosystem</td>
</tr>
<tr>
<td>&amp; <strong>SOIL 206</strong></td>
<td>and The Soil Ecosystem Lab</td>
</tr>
<tr>
<td><strong>GEOL 111</strong></td>
<td>Physical Geology for Science Majors</td>
</tr>
<tr>
<td>&amp; <strong>1111</strong></td>
<td>and Physical Geology for Science Majors Lab</td>
</tr>
<tr>
<td><strong>ASM 315</strong></td>
<td>Irrigation Systems and Water Management</td>
</tr>
<tr>
<td>or <strong>SOIL 448</strong></td>
<td>Drinking Water and Human Health</td>
</tr>
<tr>
<td><strong>SOIL/ENVS 450</strong></td>
<td>Environmental Hydrology</td>
</tr>
<tr>
<td>or <strong>SOIL 415</strong></td>
<td>Soil and Environmental Physics</td>
</tr>
<tr>
<td><strong>SOIL 452</strong></td>
<td>Environmental Water Quality</td>
</tr>
<tr>
<td>or <strong>SOIL 444</strong></td>
<td>Water Quality in the Pacific Northwest</td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEOL 309</strong></td>
<td>Ground Water Hydrology</td>
</tr>
<tr>
<td><strong>GEOG 424</strong></td>
<td>Hydro Apps/GIS&amp;Remote Sensing</td>
</tr>
<tr>
<td><strong>FISH 415</strong></td>
<td>Limnology</td>
</tr>
<tr>
<td><strong>FOR 462</strong></td>
<td>Watershed Science and Management</td>
</tr>
</tbody>
</table>
Courses to total 19 credits for this minor

Distance Education Availability

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

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

Yes

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

No

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

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

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 learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality. Students will be develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability. Students will learn the fundamental physical, chemical and biological properties of soils. Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Each course was selected to develop and assess the ability of each student to achieve the basic learning outcomes of the minor. Most of the classes in the curriculum include applied water resources projects and written or oral presentation of their hydrologic assessment. We will communicate with instructors to determine if students in this minor are adequately meeting class goals. We will also reach out to graduates of the program and interview them to determine whether specific coursework was beneficial and instructive.

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

The feedback from instructors and graduates will be used to evaluate and potentially modify the required coursework in the minor. We will also evaluate as new technology and tools become available whether new courses should be included in the minor. The minor includes 3 credits in a water quality and provides options to direct interest in either agricultural and natural resources water management. The minor includes course work that will build and assess the ability of students to master both quantitative hydrologic assessment skills as well as policy and oral/written communication skills.

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

We will use student class evaluations and interviews of recent graduates as well as communication with instructors.

When will assessment activities occur and at what frequency?

Assessments will occur annually at the end of spring semester.

---

**Student Learning Outcomes**

**Learning Objectives**
Students will learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality.
Students will be develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability.
Students will learn the fundamental physical, chemical and biological properties of soils.
Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.
Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Need for a new minor in Water Science and Management.

Supporting Documents

<table>
<thead>
<tr>
<th>Requires TECC</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td></td>
</tr>
</tbody>
</table>

Reviewer

Comments

Key: 440
Program Change Request

Date Submitted: 11/09/20 9:31 am

Viewing: **196 : Music (MMUS)**

Last edit: 12/09/20 11:43 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

[Music (M.Mus.)](#)

Faculty Contact

In Workflow

1. 022 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. 18 Dean
5. Provost's Office
6. Curriculum Review
7. Graduate Council Chair
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 11/09/20 9:45 am
   Joana Espinoza (jespinoza):
   Approved for 022 Chair
2. 11/09/20 9:47 am
   Joana Espinoza (jespinoza):
   Approved for CLASS Review
3. 11/09/20 9:48 am
   Joana Espinoza (jespinoza):
   Approved for 18 Curriculum Committee Chair

https://nextcatalog.uidaho.edu/courseleaf/approve/
4. 11/09/20 9:48 am
   Joana Espinoza
   (jespinoza):
   Approved for 18
   Dean
5. 11/09/20 9:48 am
   Joana Espinoza
   (jespinoza):
   Approved for
   Provost's Office
6. 11/10/20 4:22 pm
   Rebecca Frost
   (rfrost): Approved
   for Curriculum
   Review
7. 11/13/20 9:20 am
   Lauren Perkinson
   (perkinson):
   Approved for
   Graduate Council
   Chair
8. 12/09/20 2:06 pm
   Amy Kingston
   (amykingston):
   Approved for
   Registrar's Office
9. 12/09/20 11:43 pm
   Amy Kingston
   (amykingston):
   Rollback to
   Registrar's Office for
   UCC
10. 01/07/21 11:18 am
     Amy Kingston
     (amykingston):
     Approved for
     Registrar's Office
11. 01/11/21 4:11 pm
     Rebecca Frost
     (rfrost): Approved
     for UCC

Applicants for the M.Mus. degree may concentrate in music education; performance (with degree patterns in brass, choral conducting, keyboard, percussion, strings, voice and woodwinds); composition; piano pedagogy and performance studies; or collaborative piano. Admission to the Master of Music program varies by the area of concentration. Please see the Lionel Hampton School of Music website for the requisite application materials listed by concentration. Except for students enrolled in the Master of Music with a concentration in Music Education, all graduate music students must complete at least 18 semester hours of credit towards the Master of Music degree in residence on the University of Idaho Moscow campus.
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  No

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

Yes

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

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

  Coeur d'Alene
  Moscow

Student Learning Outcomes

Have learning outcomes changed?  No Change

Learning Objectives
The student will be able to interpret and present musical ideas through performance.
The student will be able to demonstrate expertise in major performing medium.
The student will be able to demonstrate proficiency in reading music.

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

Through the past eight months we have successfully transitioned into the ability to offer classes in a hyflex manner. Because of this transition, we now see the capability to offer our MMus at a distance as well as face-to-face without adding courses to our existing program, therefore increasing our student population to include those professionals who may not be able to move to Moscow for a variety of reasons including ties to their community, family and/or employment. This degree will be able to be completed synchronously remotely or in person.
Requires TECC Review  No

Reviewer
Comments

Program Change Request

Date Submitted: 10/07/20 10:16 am

Viewing: **258 : Natural Resources (MS)**

Last edit: 10/07/20 10:16 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

- **Natural Resources (M.S.)**

Faculty Contact

In Workflow

1. 151 Chair
2. 11 Curriculum Committee Chair
3. Assessment
4. Graduate Council Chair
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:46 pm Joana Espinoza (jespinoza):
   Approved for 151 Chair
2. 10/07/20 12:47 pm Joana Espinoza (jespinoza):
   Approved for 11 Curriculum Committee Chair
3. 10/19/20 9:03 am Sara Mahuron (sara): Approved for Assessment
4. 10/28/20 8:53 am Lauren Perkinson (perkinson):

https://nextcatalog.uidaho.edu/courseleaf/approve/
Approved for Graduate Council Chair
5. 11/16/20 10:40 am Rebecca Frost (rfrost): Approved for Curriculum Review
6. 11/25/20 11:24 am Amy Kingston (amykingston): Approved for Registrar's Office
7. 12/07/20 3:57 pm Rebecca Frost (rfrost): Approved for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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</thead>
<tbody>
<tr>
<td>Dennis Becker</td>
<td><a href="mailto:drbecker@uidaho.edu">drbecker@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type

Description of Change

Academic Level: Graduate
College: Natural Resources
Department/Unit: Natural Resources
Effective Catalog Year: 2021-2022
Program Title: Natural Resources (MS)
Program Credits: 30
CIP Code: 03.0199 03.0201 - Natural Resources Conservation Management and Research, Other. Policy:
Master of Science. Major in Natural Resources.

Thesis and non-thesis options are offered with a major in natural resources. See the respective departmental sections for details.

**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 C change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability**

Identify the geographical area(s) this program can be completed in:

- Coeur d'Alene
- Moscow

**Student Learning Outcomes**

Have learning outcomes changed?

No Change

Learning Objectives

Demonstrate understanding of the scientific method and qualitative/quantitative analysis methods.

Critically synthesize existing knowledge in science and their natural resource discipline and describe how their research represents a step forward towards the generation of new knowledge.

Critically apply theories, methodologies, and knowledge to address important questions in natural resources.

Conduct research of significance in a natural resource discipline or as part of a disciplinary or an interdisciplinary or creative project.

https://nextcatalog.uidaho.edu/courseleaf/approve/
Plan and conduct this research or implement this project under the guidance of an advisor and/or committee while developing intellectual independence.
Develop potential ability in disseminating oral communication to peers in disciplinary research areas.
Develop potential ability in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.
Develop potential ability in disseminating and presenting complex information to non-science groups.
Develop potential expertise in a specialized research area in natural resources.
Demonstrate self-defined pathway for career following defense.
Develop potential ability for leadership in natural resource discipline.
Interact productively with people from diverse backgrounds and team members with integrity and professionalism.
Develop potential ability, through service, for the value of their discipline to the academy and community at large.
Follow the principles of ethics in their field and in academia.

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

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR’s current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR’s graduate degrees to be recognized as STEM degrees and, resultingy, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation’s Graduate Research Fellowship Program awards.

Supporting Documents

Supporting Document: CNRChangeCIPShortForm.docx

Requires TECC Review: No

Reviewer Comments

Key: 258
Program Change Request

Date Submitted: 10/07/20 10:23 am

Viewing: 261 : Natural Resources (PHD)

Last edit: 10/07/20 10:23 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

Natural Resources (Ph.D.)

Faculty Contact

In Workflow

1. 151 Chair
2. 11 Curriculum Committee Chair
3. Assessment
4. Graduate Council Chair
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/07/20 12:46 pm
   Joana Espinoza (jespinoza):
   Approved for 151 Chair

2. 10/07/20 12:47 pm
   Joana Espinoza (jespinoza):
   Approved for 11 Curriculum Committee Chair

3. 10/19/20 9:06 am
   Sara Mahuron (sara): Approved for Assessment

4. 10/28/20 8:51 am
   Lauren Perkinson (perkinson):
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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</thead>
<tbody>
<tr>
<td>Dennis Becker</td>
<td><a href="mailto:drbecker@uidaho.edu">drbecker@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type

Description of Change

Academic Level: Graduate

College: Natural Resources

Department/Unit: Natural Resources

Effective Catalog Year: 2021-2022

Program Title: Natural Resources (PHD)

Program Credits: 78

CIP Code: 03.0199 03.0201 - Natural Resources Conservation Management and Research, Other. Policy.
Curriculum:

Doctor of Philosophy. Major in Natural Resources.

General Ph.D. requirements apply. Doctoral candidates are required to have an understanding of the principles of resource management in areas other than that chosen as a specialization. There is no general college requirement of proficiency in a foreign language for the doctorate, but one may be required by an individual student's committee where this seems desirable. There is only one major for the Ph.D. degree in Natural Resources. However, dissertation topics are selected from disciplinary areas within each department. The single designation for the major is in keeping with the college's philosophy of integrated resource management.

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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

- Coeur d'Alene
- Moscow

Student Learning Outcomes

Have learning outcomes changed? No Change

Learning Objectives
Students plan and conduct research or implement a project under the guidance of an advisor and/or committee while demonstrating intellectual independence.
Demonstrate original thought and insights to advance their discipline.
Develop skills in disseminating oral communication to peers in disciplinary research areas.
Demonstrate skills in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.
Demonstrate skills in disseminating and presenting complex information to non-science groups.
Demonstrate skills in synthesizing need of research focus to potential sponsors.

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

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR’s current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR’s graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation’s Graduate Research Fellowship Program awards.

Supporting Documents
CNRChangeCIPShortForm.docx

Requires TECC Review No

Reviewer
Comments

Key: 261
Program Change Request

Date Submitted: 10/21/20 2:16 pm

Viewing: **266 : Movement and Leisure Sciences (MS)**

Last edit: 12/10/20 4:09 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

[Movement and Leisure Sciences (M.S.)](#)

Faculty Contact

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In Workflow

1. 105 Chair
2. 15 Curriculum Committee Chair
3. Curriculum Review
4. Graduate Council Chair
5. Registrar's Office
6. Graduate Council Chair
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/21/20 3:35 pm Joana Espinoza (jespinoza): Approved for 105 Chair
2. 10/21/20 3:46 pm Joana Espinoza (jespinoza): Approved for 15 Curriculum Committee Chair
3. 10/22/20 11:31 am Rebecca Frost (rfrost): Approved for Curriculum Review
4. 11/13/20 9:20 am
Lauren Perkinson (perkinson):
Approved for
Graduate Council
Chair
5. 12/09/20 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
6. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Graduate Council
Chair
7. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 12/10/20 4:09 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
9. 01/07/21 11:17 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
10. 01/11/21 3:53 pm
Rebecca Frost
(rfrost): Approved for
UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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</thead>
<tbody>
<tr>
<td>Bruce Saxman</td>
<td><a href="mailto:bsaxman@uidaho.edu">bsaxman@uidaho.edu</a></td>
</tr>
</tbody>
</table>
Change Type: Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)
CIP code change

Description of Change:

providing this degree online as well as face to face
(please note, the CIP code was entered incorrectly initially so there is no request from the college for a CIP code change, just change the administrative error)

Academic Level: Graduate
College: Education, Health & Human Sci
Department/Unit: Movement Sciences
Effective Catalog Year: 2021-2022
Program Title: Movement and Leisure Sciences (MS)
Program Credits: 30

Emphasis/Option CIP Code(s):

Curriculum:

**Master of Science. Major in Movement and Leisure Sciences.**

This program provides students the skills, tools, and philosophy necessary to be servant leaders in organizations related to physical activity, sport and recreation.

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience and the M.S. in Bioregional Planning and Community Development. Persons interested in doctoral study should visit the College of Education and departmental web page for more information about admission requirements and application procedures.

**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  No

If Yes, can 100% 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 C change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Coeur d’Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?  No Change

Learning Objectives
Students are able to use inquiry (analytical/critical thinking) skills and techniques to effectively investigate problems and communicate knowledge related to leading healthy active lifestyles.
Students will understand the key components of wellness through a holistic perspective in relation to healthy active lifestyles.
Students understand the value of effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyle experiences.

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

Students will be able to complete the MS more than 50% face to face or hybrid and they can complete the RSTM specialization in the MS 100% online.

Supporting Documents  RSTM Online Curriculum Change 9-11-2020 Signed.pdf
Reviewer

Comments

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.
Program Change Request

Date Submitted: 10/21/20 2:14 pm

Viewing: 280 : Recreation, Sport, and Tourism Management (BSREC)

Last edit: 12/10/20 4:09 pm
Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program
Recreation, Sport, and Tourism Management (B.S.Rec.)

In Workflow
1. 105 Chair
2. 15 Curriculum Committee Chair
3. Curriculum Review
4. Registrar's Office
5. Registrar's Office
6. UCC
7. Faculty Senate Chair
8. UFM
9. President's Office
10. State Approval
11. NWCCU

Approval Path
1. 10/21/20 3:35 pm
   Joana Espinoza (jespinoza):
   Approved for 105 Chair
2. 10/21/20 3:46 pm
   Joana Espinoza (jespinoza):
   Approved for 15 Curriculum Committee Chair
3. 10/22/20 11:31 am
   Rebecca Frost (rfrost): Approved for Curriculum Review
4. 12/09/20 2:17 pm
   Amy Kingston (amykingston):

https://nextcatalog.uidaho.edu/courseleaf/approve/
Approved for Registrar's Office
5. 12/09/20 2:18 pm
Amy Kingston (amykingston):
Approved for Registrar's Office
6. 12/10/20 4:09 pm
Amy Kingston (amykingston):
Rollback to Registrar's Office for UCC
7. 01/07/21 11:17 am
Amy Kingston (amykingston):
Approved for Registrar's Office
8. 01/11/21 4:00 pm
Rebecca Frost (rfrost): Approved for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Saxman</td>
<td><a href="mailto:bsaxman@uidaho.edu">bsaxman@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type: Change curriculum requirements

Description of Change:

Add online options to the B.S.Rec and M.S. MLS RSTM (specialization) degree program offerings to be taught alongside our existing face-to-face programs.

Academic Level: Undergraduate
College: Education, Health & Human Sci
Department/Unit: Movement Sciences
Effective Catalog Year: 2021-2022
Program Title: Recreation, Sport, and Tourism Management (BSREC)
Program Credits 120

Curriculum:

A minimum cumulative university GPA of 2.25 is required of all recreation majors who seek to take upper-division courses. Recreation, Sport, and Tourism majors must also achieve a minimum cumulative university GPA of 2.25 to graduate with a B.S.Rec. degree.

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

Core Course Requirements

MVSC 201 Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles 3
RSTM 104 Recreation, Sport, and Tourism in Healthy Communities 3
RSTM 280 Practicum in Recreation, Sport, and Tourism 1
RSTM 498 Internship in Recreation, Sport, and Tourism 9

Select 9 credits from the following: 9

RSTM 107 Outdoor Recreation and Adventure Sports
RSTM 424 Inclusive Physical Education and Recreation
RSTM 425 Programming and Marketing in Movement and Leisure Sciences
RSTM/PEP 430 Activity and Health in MLS
RSTM 485 Trends and Policies in Recreation, Sport and Tourism

Select 5 credits from the following: 5

MVSC 486 Healthy Active Lifestyle Assessment and Intervention
PEP 275/475 Moral Reasoning in Sport
RSTM 310 Outdoor and Adventure Leadership
RSTM 380 Principles of Travel and Tourism
RSTM 408 Experiential Education and Adventure Recreation
RSTM 490 Experience and Event Management

Select one of the following: 3

ENGL 207 Persuasive Writing
ENGL 313 Business Writing
ENGL 317 Technical Writing

Select one of the following: 3

COMM 233 Interpersonal Communication
COMM 335 Intercultural Communication
COMM 347 Persuasion
COMM 355 Organizational Communication

Total Hours 36

Courses to total 120 credits for this degree
**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  No

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

Yes

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

**Geographical Area Availability**

Identify the geographical area(s) this program can be completed in:
- Coeur d'Alene
- Moscow

**Student Learning Outcomes**

Have learning outcomes changed?

No Change

Learning Objectives

Students shall demonstrate the following entry-level knowledge:

- the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;
- techniques and processes used by professionals and workers in these industries; and
- the foundation of the profession in history, science and philosophy.

Students shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Students shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and/or related professions.

Students shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or related organizations.
Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Adding an option to complete the B.S.Rec 100% online. Students will now have the option to take the entire program either online and still have the option to complete the program greater than 50% face to face and greater than 50% hybrid.

Supporting Documents

- RSTM Online Curriculum Change 9-11-2020 Signed.pdf
- Recreation Sport and Tourism Management_BSRec.xlsx

Requires TECC Review No

Reviewer

Comments

Rebecca Frost (rfrost) (12/10/20 10:38 am): 4 year plan added by Rebecca Frost.

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.
New Program Proposal

Date Submitted: 11/24/20 12:09 pm

Viewing: 441: Interdisciplinary Science and Technology (PSM)

Last edit: 01/11/21 4:13 pm
Changes proposed by: Amy Kingston (V00546093)

Faculty Contact

In Workflow
1. 276 Chair
2. 20 Curriculum Committee Chair
3. 20 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Graduate Council Chair
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path
1. 11/24/20 12:16 pm
   Jerry McMurtry (mcmurtry):
   Approved for 276 Chair
2. 11/24/20 2:28 pm
   Amy Kingston (amykingston):
   Approved for 20 Curriculum Committee Chair
3. 11/24/20 2:29 pm
   Amy Kingston (amykingston):
   Approved for 20 Dean

https://nextcatalog.uidaho.edu/courseleaf/approve/
4. 12/01/20 1:14 pm
   Joana Espinoza (jespinoza):
   Approved for Provost's Office
5. 12/02/20 9:02 am
   Sara Mahuron (sara): Approved for Assessment
6. 12/02/20 9:12 am
   Rebecca Frost (rfrost): Approved for Curriculum Review
7. 12/18/20 11:26 am
   Lauren Perkinson (perkinson): Approved for Graduate Council Chair
8. 01/07/21 11:21 am
   Amy Kingston (amykingston): Approved for Registrar's Office
9. 01/11/21 4:14 pm
   Rebecca Frost (rfrost): Approved for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry McMurtry</td>
<td><a href="mailto:mcmurtry@uidaho.edu">mcmurtry@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Academic Level: Graduate
College: Graduate Studies
Department/Unit: Graduate Studies
Effective Catalog Year: 2021-2022
Program Title
Interdisciplinary Science and Technology (PSM)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Major</th>
</tr>
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</table>

*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 30

Attach Program Change

CIP Code 52.0216 - 52.0216

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will program be Regional or Statewide Responsibility?

Statewide

**Financial Information**

What is the financial impact of the request?

Less than $250,000 per FY

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

Describe the financial impact

Curriculum:

*Note: This program is under review by the State Board of Education and is not accepting new students at this time.*

**Professional Science Master. Major in Interdisciplinary Science and Technology.**
The Professional Science Master (P.S.M.) degree is a partnership of the University of Idaho and regional employers, where graduates are immersed in enhanced learning and are faced with real-world learning scenarios. The P.S.M. is a national program with over 165 partner institutions participating in coordination with the National Professional Science Masters Association (NPSMA).

There are 3 requirements for the P.S.M. degree in Interdisciplinary Science and Technology:
12 credits of professional skills courses,
15 credits in the student's emphasis area, and
3 credits of elective skills courses.

Professional Skills Courses (12 credits)
At least three of the four skills courses must be taken at the 500 level. Joint-listed courses must be taken at the graduate level. At least two of the skills courses must be designated PSM core courses, which include ENGL 522.

Scientific Communication
- AOLL 528 Program Planning, Development, and Evaluation
- ENGL 522 Communication for Science Professionals
- FOR 546 Science Synthesis and Communication

Scientific Ethics
- PHIL 450 Ethics in Science
- PHIL 552 Environmental Philosophy

Leadership and Innovation
- AOLL 583 Organizational Leadership
- BUS 552 Management of Scientific Innovation
- EDAD 530 Ethical Leadership and Law in Education
- MHR 513 Leadership and Organizational Behavior

Managing Projects and Budgets
- ACCT 582 Enterprise Accounting
- COMM 410 Conflict Management

Emphasis Area Courses (15 credits)
The following scientific tracks serve as emphasis areas. Students must select 15 credits of electives from one of these tracks:

Environmental Contamination
- ENVS 428 Pollution Prevention
- ENVS 450 Environmental Hydrology
- ENVS 541 Sampling and Analysis of Environmental Contaminants
- ENVS 579 Introduction to Environmental Regulations
- FOR 554 Air Quality, Pollution, and Smoke
- FS 509 Princ Environmental Toxicology
- FS 564 Food Toxicology
- SOIL 438 Pesticides in the Environment

Sustainable Soil and Land Systems
- AGEC/ENVS 577 Law Ethics and the Environment
- ENVS 428 Pollution Prevention
<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td><strong>ENVS 485</strong></td>
<td>Energy Efficiency and Conservation</td>
</tr>
<tr>
<td><strong>ENVS 536</strong></td>
<td>Principles of Sustainability</td>
</tr>
<tr>
<td><strong>FISH 540</strong></td>
<td>Wetland Restoration</td>
</tr>
<tr>
<td><strong>FS 509</strong></td>
<td>Princ Environmental Toxicology</td>
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<td>Societal Resilience and Adaptation to Climate Change</td>
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<td>Global Climate Change</td>
</tr>
<tr>
<td><strong>REM 440</strong></td>
<td>Restoration Ecology</td>
</tr>
<tr>
<td><strong>WR 506</strong></td>
<td>Interdisciplinary Methods in Water Resources</td>
</tr>
</tbody>
</table>

**Climate Change**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td><strong>BE 553</strong></td>
<td>Northwest Climate and Water Resources Change</td>
</tr>
<tr>
<td><strong>BIOP 520</strong></td>
<td>Intro to Bioregional Planning</td>
</tr>
<tr>
<td><strong>FOR 462</strong></td>
<td>Watershed Science and Management</td>
</tr>
<tr>
<td><strong>GEOG 401</strong></td>
<td>Climatology</td>
</tr>
<tr>
<td><strong>GEOG 410</strong></td>
<td>Biogeography</td>
</tr>
<tr>
<td><strong>GEOG 420</strong></td>
<td>Land, Resources, and Environment</td>
</tr>
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<td><strong>NRS 510</strong></td>
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**Water Resources**

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<tbody>
<tr>
<td><strong>BE 552</strong></td>
<td>Environmental Water Quality</td>
</tr>
<tr>
<td><strong>ENVS 450</strong></td>
<td>Environmental Hydrology</td>
</tr>
<tr>
<td><strong>FISH 540</strong></td>
<td>Wetland Restoration</td>
</tr>
<tr>
<td><strong>FOR 462</strong></td>
<td>Watershed Science and Management</td>
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<tr>
<td><strong>GEOG 524</strong></td>
<td>Hydro Apps/GIS&amp;Remote Sensing</td>
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<tr>
<td><strong>HYDR 512</strong></td>
<td>Environmental Hydrogeology</td>
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<tr>
<td><strong>NRS 510</strong></td>
<td>Applications of Communication Theory in Natural Resource Management</td>
</tr>
<tr>
<td><strong>NRS 573</strong></td>
<td>Planning &amp; Decision Making for Watershed Management</td>
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<td><strong>WR 506</strong></td>
<td>Interdisciplinary Methods in Water Resources</td>
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**Management of Regulated River Systems**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td><strong>CE 421</strong></td>
<td>Engineering Hydrology</td>
</tr>
<tr>
<td><strong>CE 428</strong></td>
<td>Open Channel Hydraulics</td>
</tr>
<tr>
<td><strong>CE/ME 520</strong></td>
<td>Fluid Dynamics</td>
</tr>
<tr>
<td><strong>CE 535</strong></td>
<td>Fluvial Geomorphology and River Mechanics</td>
</tr>
<tr>
<td><strong>FISH 430</strong></td>
<td>Riparian Ecology and Management</td>
</tr>
<tr>
<td><strong>FISH 515</strong></td>
<td>Large River Fisheries</td>
</tr>
<tr>
<td><strong>NRS 510</strong></td>
<td>Applications of Communication Theory in Natural Resource Management</td>
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<tr>
<td><strong>NRS 573</strong></td>
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**Ecological Science and Management**

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<td><strong>ENVS 450</strong></td>
<td>Environmental Hydrology</td>
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<tr>
<td><strong>FISH 415</strong></td>
<td>Limnology</td>
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<td>Course</td>
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**Precision Nutrition for Animal and Human Health**

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<tbody>
<tr>
<td>AGEC 451</td>
<td>Applied Environmental and Natural Resource Economics</td>
</tr>
<tr>
<td>BE 585</td>
<td>Fundamentals of Bioenergy and Bioproducts</td>
</tr>
<tr>
<td>BE 592</td>
<td>Biofuels</td>
</tr>
<tr>
<td>BE 594</td>
<td>Thermochemical Technologies for Biomass Conversion</td>
</tr>
<tr>
<td>ENVS/FS 536</td>
<td>Principles of Sustainability</td>
</tr>
<tr>
<td>FS 538</td>
<td>Introduction to Physical Properties of Food</td>
</tr>
<tr>
<td>FS 570</td>
<td>Advanced Food Technology</td>
</tr>
<tr>
<td>FSP 438</td>
<td>Introduction to Lignocellulosic Chemistry</td>
</tr>
<tr>
<td>FSP 536</td>
<td>Biocomposites</td>
</tr>
<tr>
<td>FSP 538</td>
<td>Lignocellulosic Biomass Chemistry</td>
</tr>
<tr>
<td>PLSC 407</td>
<td>Field Crop Production</td>
</tr>
<tr>
<td>PLSC 546</td>
<td>Plant Breeding</td>
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**Sustainable Food and Fiber**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AGED 406</td>
<td>Exploring International Agriculture</td>
</tr>
<tr>
<td>AGED 548</td>
<td>Foundations of Extension Education</td>
</tr>
<tr>
<td>ENVS/FS 536</td>
<td>Principles of Sustainability</td>
</tr>
<tr>
<td>FS 510</td>
<td>Functional Foods and Health</td>
</tr>
<tr>
<td>FS 516</td>
<td>Food Laws</td>
</tr>
<tr>
<td>FS 564</td>
<td>Food Toxicology</td>
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<tr>
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<td>Field Crop Production</td>
</tr>
<tr>
<td>PLSC 546</td>
<td>Plant Breeding</td>
</tr>
<tr>
<td>PLSC 551</td>
<td>Vegetable Crops</td>
</tr>
<tr>
<td>SOIL 417</td>
<td>Market Garden Practicum</td>
</tr>
<tr>
<td>SOIL 438</td>
<td>Pesticides in the Environment</td>
</tr>
<tr>
<td>SOIL 446</td>
<td>Soil Fertility</td>
</tr>
<tr>
<td>SOIL 527</td>
<td>Sustainable Food Systems</td>
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**Geographic Information Skills, Mapping, and Monitoring**

<table>
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<tr>
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<tbody>
<tr>
<td>ECE 516</td>
<td>Image Sensors and Systems</td>
</tr>
<tr>
<td>FOR 554</td>
<td>Air Quality, Pollution, and Smoke</td>
</tr>
<tr>
<td>GEOG 524</td>
<td>Hydro Apps/GIS&amp;Remote Sensing</td>
</tr>
<tr>
<td>REM 507</td>
<td>Landscape and Habitat Dynamics</td>
</tr>
</tbody>
</table>
REM 510 GIS Application in Fire Ecology and Management
STAT 419 Introduction to SAS/R Programming
STAT 555 Statistical Ecology

Elective Science Skills (3 credits)

The elective skills course should complement the student's emphasis area, but does not have to be from within that emphasis area.

Total Hours 30

Courses to total 30 credits for this degree

Distance Education Availability

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

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

Yes

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

Yes

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

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

- Boise
- Coeur d'Alene
- Idaho Falls
- 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.

No Change
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

No Change

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

No Change

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

No Change

When will assessment activities occur and at what frequency?

No Change

**Student Learning Outcomes**

Learning Objectives
Demonstrate an understanding of integrated environmental problem-solving based on a sound foundation in the principles of science.
Demonstrate mastery in financial and organizational management of scientific projects.
Communicate effectively, at a professional level through written work and oral presentations.
Demonstrate an understanding of ethical reasoning in scientific research and practice.
Demonstrate the ability to develop an innovation within an organization and drive adoption of the innovation by external stakeholders.

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

This proposal would move the P.S.M. to the College of Graduate Studies and change the name of three of the emphasis areas (which are not full, transcripted emphases). Bioenergy and Bioproducts becomes Precision Nutrition for Animal and Human Health. Water Resources Management becomes Water Resources. Sustainability Science becomes Sustainable Soil and Land Systems.

Supporting Documents

Requires TECC Review No
Reviewer
Comments

Amy Kingston (amykingston) (11/24/20 2:28 pm): Note: This is not a fully new program - it currently exists under the College of Natural Resources. In order to move it to the College of Graduate Studies, I've inactivate the existing program and rebuilt it here.