2020 – 2021 Faculty Senate – Pending Approval
Meeting # 18
Tuesday, February 2, 2021, 3:30 pm – 5:00 pm
Zoom only

Approved at mtg. #19 on 2/9/2021

Present: Ahmadzadeh, 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:
Guest Speakers/Presenters: Hirotachi Abo, Charles Goebel, Elizabeth Scott, Diane Whitney, Darryl Woolley

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

Approval of Minutes (vote):
• Minutes of the 2020-21 Meeting #17 – Attach. #1
  The minutes of the 2020-21 Meeting #17 were approved as distributed.

Chair’s Report:
• Updates on visits to Faculty Senate: Greg Lambeth, Brandi Terwilliger, and Emily Tuschhoff will be visiting Senate next week to talk about issues related to Mental Health for students and employees. Please make every effort to reach out to your constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process and take questions only from Senators.
• Last week, Francesca mentioned drafting a statement in response to the insurrection at the Capitol on January 6. FAC and Faculty Senate Leadership are continuing to work on this project. Special thanks to Francesca, Russ, and FAC for working on this over the past week. A draft for Senate to consider will be distributed soon.
• Reminders:
  o Deadline to request delay for promotion and/or tenure is March 14, 2021.
  o Nominations for Honorary degrees for the December 2021 commencement are due March 15, 2021.
  o Sabbatical applications for the 2022-2023 year are due March 31, 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 Positive test rate continues to be low. Employees are encouraged to participate in surveillance testing if invited. System access will be turned off this Thursday for students who are not in compliance with COVID-19 protocols. That list is shrinking, and we hope nobody will have to lose access.
  o The state of Idaho is back to stage 3, where events of up to 50 people are allowed. There will be no impact on our classes.
  o Commencement plans: several in-person options will be communicated soon.
A special note: Dr. Jean’ne Shreeve has been at the U of I for 60 years. Her impact on scholarship and graduate student mentorship is an inspiration for all. Congratulations to Dr. Shreeve!

Discussion:
A Senator asked for an update on the “COVID Dashboard” project and membership changes in the COVID-19 Advisory Committee. Chair Kirchmeier and former committee chair David Lee-Painter said that the dashboard is built and just waiting for final approval. As for the committee membership, FSL and Staff Council are currently looking for a new chair – David Lee-Painter had to resign for personal reasons. Vacancies will be filled once the committee schedule and projected time investment become clearer. Chair Kirchmeier added that ASUI, GPSA, FSL, and SC have compiled a list of issues they would like the committee to work on.

Secretary Sammarruca asked whether there was any news about U of I employees being eligible to receive the vaccine with the K-12 teachers’ group. Provost Lawrence responded that the State Board is advocating for us, following President Green’s initiative. There were some additional comments on the importance of university faculty being vaccinated as soon as possible because of the young population to which they are exposed. Also, we are open for in-person instruction, thus we should have priority. In fact – Provost Lawrence added – in his presentation last week to the Idaho Legislature President Green talked about how proud we are to be open and successful. A Senator suggested to emphasize these issues in the weekly Talking Points and Senate notes.

A Senator asked about promoting the benefits of vaccination within the university. The Provost agreed on the importance to encourage everyone to be vaccinated. Chair Kirchmeier added that ASUI and GPSA have identified this as an important task for the Advisory Committee.

Regarding Idaho’s transition to stage 3, a Senator wondered whether the limitations on club activities and other types of gatherings are going to change as a result. Provost Lawrence said that these questions are currently being discussed – the news came only today. We may follow the “rule of 50,” but apply some restrictions depending on the type of activities. Everyone should remain cautious.

Chair Kirchmeier forwarded a question from some of her constituents: are there plans for a reorganization of the Provost Office, including membership at the Provost Council? Provost Lawrence acknowledged that, indeed, plans are being worked out and should be ready to share in a few weeks. They are looking into a shifting reorganization, with the goal to increase efficiency. For instance, the Provost Council and the President’s Cabinet evolved into groups with large overlap in membership. With the new organization, there will be different groups, fewer meetings, and the most appropriate people working on a particular topic. The smaller groups will come together for some larger leadership meetings. Responding to a follow-up question from Chair Kirchmeier, the Provost confirmed that FSL representation – currently the Faculty Secretary sits at the President’s Cabinet – will continue in one of the new groups. The Faculty Secretary will be part of a larger groups that includes deans and will cover larger university issues. They will pilot the new system and see how it works out.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).
- Change CIP in Master’s in Architecture and change name of Landscape Architecture – Elizabeth Scott Attachs. #2 & #3.

**Change of CIP:** The purpose is to enable the Master’s program to be listed as a STEM program. This way, it will be more competitive and will attract more international students. It is a fairly common change across the country because architecture involves a high degree of engineering.

**Discussion:**
A Senator asked for some examples of the engineering aspects of the degree. Elizabeth Scott mentioned environmental control systems, structural systems, lighting, building technology, and building performance simulation. There is also a “Technical Integration and Design” course, which recently has become more building-performance oriented. On the same theme, another Senator noted the absence from the curriculum of any science or math classes and wondered how to evaluate whether the program has a sufficient level of rigor to be a STEM program. Elizabeth Scott responded that this is an accredited three-year Master’s program, with up to one year accelerated placement for students who come with a bachelor’s degree. The math and science requirements (and potentially additional engineering components), such as calculus and freshmen-level physics, are covered there.

**Change of name for Landscape Architecture:** This is needed to comply with Landscape Architectural Accreditation Board Standard (effective January 2021). Under the new standards, the seamless BSLA-to-MLA degree curriculum will no longer be allowed – the accreditation requirements for the B.S. are not met. The name of the B.S. degree is being changed into “Bachelor of Environmental Design with Landscape Architecture Concentration” to be in compliance with the new accreditation standards.

**Discussion:**
There was some confusion about the degree being, or not being, a B.S. – the language in Attach. #3 indicates that it is a B.S. degree, but apparently that was not the intent. Chair Kirchmeier suggested to table this item until further clarification is provided. For the time being, Senate will vote on the change of CIP. A motion to table (Tibbals/Lee-Painter) passed.

**Vote:** The change of CIP proposal was approved with 80% majority.

- Move departments for the B.S. in Ecology & Conservation Biology – Alistair Smith Attach. #4

The college of Natural Resources requests that the B.S. in Ecology and Conservation Biology (ECB) be moved to the Department of Fish and Wildlife Science, which, since a long time, has provided most of the teaching and advising efforts to support this degree. Senator Smith noted that a Department of Natural Resources actually does not exist – it is the College of Natural Resources, an oddity that needed to be corrected.

**Discussion:**
In response to a question, Senator Smith clarified that, while the program is being moved to the appropriate department, the name of the program or the degree will not change. This change will make recruiting easier for students who seek an education in Fish and Wildlife-related areas.

**Vote:** The proposal was approved unanimously.

- New certificate in Natural Resource Management – Charles Goebel Attach. #5
This new certificate will help non-degree students, for whom limitations in the number of credits can cause delay. This 24-credit undergraduate certificate mirrors the federal requirements and offers the students a new pathway. There were no questions or comments. Vote: The proposal was approved with 96% majority.

- Name change of Math emphasis and name change of Data Analytics certificate – Hirotachi Abo. Attachs. #6 & #7
  Name change of Math emphasis: The name change – from “Applied Quantitative Modeling” to “Applied Modeling and Data Science” – and accompanying revisions in the curriculum, intends to refocus the current Quantitative Modeling Option to include both aspects of modeling: process-driven and data-driven. Students will gain skills in both approaches and be prepared for careers in the competitive data-driven world.
  Discussion:
  A Senator asked whether the total number of credits to complete the degree will change. Hirotachi Abo responded that the currently required 40 credits for this option will become 39.
  Vote: The proposal was approved unanimously.

  Name change of Data Analytics certificate: This is to better reflect the current content of the program. There were no questions on this item. Vote: The proposal was approved unanimously.

- New minor in Groundwater Hydrology – Jerry Fairley. Attach. #8
  The proposed program will support and align with the new Environmental Science curriculum. Students in the Integrated Science track of that curriculum can select a minor of their choice. The minor could also be of interest to, for instance, students in Civil Engineering who are considering a career in hydrology.
  Discussion:
  There were some questions about the possibility of overlap with existing programs, such as Water and Soil. Jerry Fairley responded that there was none. His department had extensive discussions with people at CALS and CNR. This minor is technically very narrow and specific to groundwater, not water resources. The Senator from CNR confirmed that this minor is not duplicative of any existing ones – groundwater has always been within the purview of geological sciences.
  Vote: The proposal was approved unanimously.

- Name change of Operations Management and new certificate in Business Analytics – Darryl Woolley. Attachs. #9 & #10
  Name change of Operations Management: The name change into “Operations and Supply Chain Management” more accurately represents the curriculum. There were no questions.
  New certificate in Business Analytics: The auditing profession, which used to hire exclusively accountants, now hires data analysts. This can be used by Business majors to increase their job skills. It complements, but is not in competition with, other certificates, such as the one offered by Statistics. Other groups were supportive.
  Discussion:
In response to a question about why we are creating a certificate and not a minor, Darryl Woolley clarified that a minor already exists. The Business Analytics curriculum is a bit different and more current. Students majoring in Operations and Supply Chain Management can add this certificate to their degree and gain those skills in less time than it would take for the minor. Being awarded the minor does not earn the certificate.

Vote: The two proposals above passed with 96% and 100% of the votes, respectively.

- Committee on Committees
  - Discussion on FSH 1640 and the role of committees – Russ Meeuf, Diane Whitney
  Vice Chair Meeuf introduced the topic. This will be a broader conversation than the one we started in the fall around the University Assessment Committee. Attachment #11, prepared by Policy and Compliance Coordinator Diane Whitney, contains general rules and guidelines on committee definitions and faculty responsibilities for committees. FSH 1640 committees are standing university-level committees under the oversight of Faculty Senate. What are the guidelines for committees outside that structure? Per FSH 1620 B-4, the Committee on Committees (ConC) appoints, subject to confirmation by Senate, members of FSH 1640 standing committees. However, FSH has historically housed committees not appointed by ConC. How should we, potentially, reorganize and reallocate committees? It was noted that, although some FSH 1640 committees may not be staffed by ConC, Senate is still in charge of approving the process and any alternative staffing mechanism. Vice Chair Meeuf suggested small revisions to FSH 1620 to correctly reflect what is in FSH 1640. The proposed revisions will be presented to Senate in the near future.

Adjournment:
The agenda was not completed, thus the Chair called for a motion to adjourn. The motion (Fairley/Ahmadzadeh) was approved. The Chair adjourned the meeting at 4:59pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
University of Idaho  
2020 – 2021 Faculty Senate Agenda  
Meeting #18  
Tuesday, February 2, 2021 3:30 pm  
Zoom Only  

I. Call to Order  

II. Approval of Minutes (Vote)  
- Minutes of the 2020-2021 Faculty Senate Meeting #17, Jan. 26, 2021 Attach. #1  

III. Chair’s Report  

IV. Provost’s Report  

V. Committee Reports  
- University Curriculum Committee (Vote)  
  - Change CIP in Masters in Architecture and change name of Landscape Architecture – Elizabeth Scott Attachs. #2 & #3  
  - Move departments for the B.S. in Ecology & Conservation – Alistair Smith Attach. #4  
  - New certificate in Natural Resource Management – Charles Goebel Attach. #5  
  - Name change of Math emphasis and name change of Data Analytics certificate – Hirotachi Abo Attachs. #6 & #7  
  - New minor in Groundwater Hydrology – Jerry Fairley Attach. #8  
  - Name change of Operations Management and new certificate in Business Analytics – Darryl Woolley Attachs. #9 & #10  

- Committee on Committees  
  - Discuss 1640 and the role of committees  
    1. University Faculty Responsibility for Committees Attach. #11  
    2. Assessment Committee Attach. #12  

VI. Other Announcements and Communications  
- Minor Administrative update to FSH 1640.42 Attach. #13  

VII. Special Orders  

VIII. New Business  

IX. Adjournment
Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #17 Jan. 26, 2021
- **Attach. #2** Change CIP in Masters in Architecture
- **Attach. #3** Change name of Landscape Architecture
- **Attach. #4** Move departments for the B.S. in Ecology & Conservation
- **Attach. #5** New certificate in Natural Resource Management
- **Attach. #6** Name change of Math emphasis
- **Attach. #7** Name change of Data Analytics certificate
- **Attach. #8** New minor in Groundwater Hydrology
- **Attach. #9** Name change of Operations Management
- **Attach. #10** New certificate in Business Analytics
- **Attach. #11** University Faculty Responsibility for Committees
- **Attach. #12** Assessment Committee
- **Attach. #13** FSH 1640.42
2020 – 2021 Faculty Senate – Pending Approval
Meeting # 17
Tuesday, January 26, 2021, 3:30 pm – 5:00 pm
Zoom only

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.
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.

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:
  - 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.
  - ASUI has been working with the Library to address students’ needs for later hours. Dean Hunter has been very helpful with these arrangements.
  - We will plan for fall semester anticipating contingencies. Plans for after spring break should become clearer within the next two to three weeks.
  - Commencement plans: we are preparing multiple in-person options. Final plans will be decided in March.
  - 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:
  - 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.
  - 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.
  - 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:
  - The new budget model: The transition to the new model will start July 2021, but it will be gradual.
  - The R1 status: We are making progress, see the recent encouraging email from Vice President Chris Nomura.
  - 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 follow up.

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.
  - 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).
  o 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
Program Change Request

Date Submitted: 10/21/20 2:01 pm

Viewing: 35 : Architecture (MARCH)

Last edit: 12/09/20 11:44 pm

Catalog Pages Using this Program
Architecture (M.Arch.)

Faculty Contact

In Workflow
1. 235 Chair
2. 09 Curriculum Committee Chair
3. Assessment
4. Curriculum Review
5. Graduate Council Chair
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 2:06 pm
   Gregory Turner-Rahman
   (gtrahman):
   Approved for 235 Chair
2. 10/21/20 2:06 pm
   Gregory Turner-Rahman
   (gtrahman):
   Approved for 09 Curriculum Committee Chair
3. 10/22/20 4:29 pm
   Sara Mahuron

https://nextcatalog.uidaho.edu/courseleaf/approve/
(sara): Approved for Assessment
4. 10/27/20 6:09 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
5. 11/13/20 9:21 am
Lauren Perkinson
(perkinson): Approved for Graduate Council Chair
6. 12/01/20 1:47 pm
Amy Kingston
(amykingston): Approved for Graduate Council Chair
7. 12/09/20 2:34 pm
Amy Kingston
(amykingston): Rollback to Registrar's Office
8. 12/09/20 11:44 pm
Amy Kingston
(amykingston): Rollback to Registrar's Office for UCC
9. 01/20/21 2:18 pm
Amy Kingston
(amykingston): Approved for Registrar's Office
10. 01/25/21 3:51 pm
Rebecca Frost
(rfrost): Approved for UCC

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<tr>
<th>Faculty Name</th>
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https://nextcatalog.uidaho.edu/courseleaf/approve/
Master of Architecture. Major in Architecture

Candidates must fulfill the requirements of the College of Graduate Studies and the Architecture program. Thirty-six of the 45 credits required for this degree must be at the 500-level, including the following courses: ARCH 510 (2 credits), ARCH 553 (6 credits), ARCH 554 (6 credits), and ARCH 556 (6 credits). The remaining courses required to complete credits for this degree may be 400- or 500-level architecture courses or 300- or 400-level courses in supporting areas.

Equivalents must be approved by the graduate program coordinator. Graduate students without an undergraduate architecture degree may also earn an accredited M.Arch. degree. Those students are placed in the program according to their academic qualifications, and depending on the background of the applicant, up to six years of study may be required to complete the degree requirements. Candidates must fulfill the requirements of the College of Graduate Studies and the Architecture program. Master of Architecture degree requirements are listed below.

**Required courses include:**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARCH 510</td>
<td>Graduate Project Seminar</td>
<td>3</td>
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<tr>
<td>ARCH 553</td>
<td>Integrated Architectural Design</td>
<td>6</td>
</tr>
</tbody>
</table>

https://nextcatalog.uidaho.edu/courseleaf/approve/
ARCH 554  Architectural Design: Vertical Studio  6
ARCH 556  Graduate Project  6
ARCH 568  Technical Integration in Design  3
ARCH 575  Professional Practice  3

Select Graduate Architecture Electives from the following:  6

ARCH 502  Directed Study
ARCH 504  Special Topics
ARCH 511  Native American Architecture
ARCH 512  Identity and Place in Global Space
ARCH 520  Architectural Research Methods
ARCH 521  China Program Preparation Seminar
ARCH 522  China's Urbanization Seminar
ARCH 523  Cultural & Ethical Issues in Global Architectural Practice
ARCH 552  Alternate Graduate Design Experience
ARCH 570  Natural Lighting
ARCH 571  Building Performance Evaluation
ARCH 573  Daylight Design and Simulation
ARCH 574  Building Performance Simulation for Integrated Design
ARCH 580  British Green Architecture
ARCH 585  Urban Design Seminar
ARCH 599  Non-thesis Master's Research

Total Hours  33

---

**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
- Boise
Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Students completing the graduate project seminar will demonstrate the ability to apply architectural theory to their design research and process and will be able clearly explain the theoretical basis or bases of their design solutions.

Students completing the graduate project studio will demonstrate advanced graphic communication skills, including architectural drawings, analytical diagrams, information graphics, and physical and digital models.

Students completing the comprehensive studio will demonstrate effective design synthesis skills, including the integration of material, structural, environmental control, and other building systems.

Students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal issues, and economic issues as they relate to the profession.

Students completing the Graduate Project Seminar will demonstrate advanced skills for research and critical thinking as it informs design problem analysis and definition.

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

Please see the 2nd attachment for rationale

Supporting Documents

Arch CIP CODE Haglund group-b-form_change-final.docx

STEMrationale2.docx

Requires TECC Review

No

Reviewer

Comments

Program Change Request

Date Submitted: 11/16/20 1:04 pm

Viewing: 171 : Environmental Design (B.S.)

Landscape Architecture (B.S.L.A.)

Last edit: 12/09/20 11:39 pm

Catalog Pages Using this Program

Landscape Architecture (B.S.L.A.)

Faculty Contact

In Workflow
1. 235 Chair
2. 09 Curriculum Committee Chair
3. 09 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. 09/30/20 4:28 pm
   Elizabeth Scott (bscott): Approved for 235 Chair
2. 09/30/20 4:31 pm
   Gregory Turner-Rahman (gtrahman): Approved for 09 Curriculum Committee Chair
3. 10/07/20 1:35 pm
   Joana Espinoza (jespinoza): Rollback to Initiator
4. 11/16/20 1:12 pm
   Gregory Turner-Rahman (gtrahman):

https://nextcatalog.uidaho.edu/courseleaf/approve/
Approved for 235 Chair
5. 11/19/20 4:00 pm
   Joana Espinoza
   (jespinoza):
   Approved for 09 Curriculum
   Committee Chair
6. 11/19/20 4:00 pm
   Joana Espinoza
   (jespinoza):
   Approved for 09 Dean
7. 11/19/20 4:00 pm
   Joana Espinoza
   (jespinoza):
   Approved for Provost's Office
8. 11/20/20 1:39 pm
   Rebecca Frost
   (rfrost): Approved for Curriculum Review
9. 12/09/20 2:03 pm
   Amy Kingston
   (amykingston):
   Approved for Registrar's Office
10. 12/09/20 11:39 pm
    Amy Kingston
    (amykingston):
    Rollback to Registrar's Office for UCC
11. 01/20/21 11:04 am
    Amy Kingston
    (amykingston):
    Approved for Registrar's Office
12. 01/25/21 3:55 pm
    Rebecca Frost
Faculty Name | Faculty Email
---|---
Elizabeth Scott | bscott@uidaho.edu

Change Type
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change
Changing the name of the BSLA in order to comply with accreditation requirements.

Academic Level: Undergraduate
College: Art & Architecture
Department/Unit: Art and Architecture
Effective Catalog Year: 2021-2022

Program Title
Environmental Design (B.S.) Landscape Architecture (BSLA)

Program Credits: 121

CIP Code: 04.0401 04:0601 - Environmental Design/Architecture. Landscape Architecture:

Emphasis/Option Code(s)

Curriculum:

Students are typically accepted into the landscape architecture B.S.L.A. major as freshman or as transfer students. All new students whether freshman or transfer will be required to submit a portfolio of creative work at the end of their first year in the program. (Students are encouraged to include work from landscape architecture courses and any art or architecture courses they may have taken.) A committee of faculty will review this portfolio along with each student’s cumulative GPA to determine their eligibility to continue in the program. Portfolios are due no later than the Monday of No Examination Week. All students will be notified of their eligibility for the coming fall semester no later than three weeks after the last day of classes of spring semester. Students are typically accepted into All majors in the Bachelor in Environmental Design as freshman or as transfer students. All students in the program must maintain at least a 2.5 cumulative GPA in courses for the major, in landscape architecture major
courses: Failure to do so will require the student to meet with their advisor and repeat the courses for the landscape architecture major courses that impact this overall GPA before advancing in the program.

The Bachelor in Environmental Design offers an emphasis in Landscape Architecture that provides students with advanced standing in the professional Master of Landscape Architecture (MLA) program, allowing them to complete the MLA in 2 years.

On registering for a course offered by the program, the student agrees that the college may retain work completed by the student for display, instruction, and accreditation purposes.

Computer Equipment: Beginning with the first year of the program, all landscape architecture students are required to have their own laptop computer and appropriate software for use in their courses.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>Integrated Art and Design Communication</td>
<td>2</td>
</tr>
<tr>
<td>ART 121</td>
<td>Integrated Design Process</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Biology and Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biology and Society Lab</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 101L</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>LARC 150</td>
<td>Landscape, Culture and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>LARC 210</td>
<td>Landscape Architecture Representation and Media 2</td>
<td>3</td>
</tr>
<tr>
<td>LARC 251</td>
<td>Introduction to Principles of Site Design</td>
<td>3</td>
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<tr>
<td>LARC 252</td>
<td>Landscape Architecture Design Foundations Studio</td>
<td>6</td>
</tr>
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<td>LARC 253</td>
<td>Landscape Architecture Design Process Studio</td>
<td>6</td>
</tr>
<tr>
<td>LARC 288</td>
<td>Plant Materials &amp; Design 1</td>
<td>3</td>
</tr>
<tr>
<td>LARC 353</td>
<td>Landscape Architecture Studio 1</td>
<td>3</td>
</tr>
<tr>
<td>LARC 355</td>
<td>Landscape Architecture Studio 2</td>
<td>3</td>
</tr>
<tr>
<td>LARC 358</td>
<td>Professional Office Practice in Landscape Architecture</td>
<td>2</td>
</tr>
<tr>
<td>LARC 363</td>
<td>Landscape Architecture Studio 3</td>
<td>3</td>
</tr>
<tr>
<td>LARC 365</td>
<td>Landscape Architecture Studio 4</td>
<td>3</td>
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<tr>
<td>LARC 389</td>
<td>History of Landscape Architecture</td>
<td>3</td>
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<tr>
<td>LARC 395</td>
<td>GIS Applications in Land Planning 1</td>
<td>3</td>
</tr>
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<td>LARC 453</td>
<td>Landscape Architecture Studio 5</td>
<td>3</td>
</tr>
<tr>
<td>LARC 455</td>
<td>Landscape Architecture Studio 6</td>
<td>3</td>
</tr>
<tr>
<td>LARC 463</td>
<td>Landscape Architecture Studio 7</td>
<td>3</td>
</tr>
<tr>
<td>LARC 465</td>
<td>Landscape Arch Terminal Studio</td>
<td>3</td>
</tr>
<tr>
<td>LARC 481</td>
<td>Urban Systems in Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 143</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>NR 321</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 credits of electives from the following:

Plus 18 credits of electives from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARC 289</td>
<td>Plant Materials &amp; Design 2</td>
<td>18</td>
</tr>
</tbody>
</table>
LARC 310  Landscape Architecture Representation and Media 3
LARC 340  Grading, Drainage, and Stormwater Management
LARC 341  Construction Materials, Detailing, and Documentation
LARC 364  Summer Study Abroad Design Studio (Summer only)
LARC 380  Water Conservation Technologies
LARC 382  Landscape, Language and Culture
LARC 390  Italian Hill Towns and Urban Centers (Summer only)
LARC 480  The Resilient Landscape
LARC 495  GIS Applications in Land Planning 2

Total Hours 98

* Courses that contribute to General Education Requirements total 11 credits in J-3-c, J-3-d, including: BIOL 102, 102L; GEOL 101, 101L; and MATH 143.

Courses to total 121 credits for this degree

Note: the Senior Experience course changes from LARC 480 in the previous curriculum to LARC 465 in this curriculum.

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**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
  - Boise
  - Moscow

**Student Learning Outcomes**

Have learning outcomes  Yes, more than 25%
Learning Objectives

The graduate will be able to demonstrate a range of technical and communication competencies to translate ideas into contextually appropriate design and planning solutions.
The graduate will be able to critically assess information and issues, and apply an array of verbal, written and graphic communication skills to communicate their understanding of these issues.
The graduate will demonstrate the ability to create solutions for place that synthesize process, theory, spatial literacy, technology, and knowledge regarding resilient, regenerative natural and cultural systems.
The graduate will be able to apply design thinking processes to discover and frame opportunities, generate multiple alternatives, refine ideas, and evaluate their proposals to address the complex needs of the built and natural environment.

Through a range of opportunities including community-based engagement, international travel, independent research, internships, or field trips, the graduate will demonstrate integration of personal abilities and interests with acquired knowledge and professional skills within a global perspective.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Studio and other project based coursework will be assessed by: external reviewers for each studio course; by submission of at least one project (usually capstone studio project) to ASLA award or other competition.

Work assessed includes: technical analysis and documentation work (LARC 251, LARC 395), reviewed by external reviewers (professionals in the field); production of research papers and presentations, evaluated by faculty for technical accuracy and appropriate and effective communication in upper division seminar courses (e.g., LARC 389, LARC 480)

Upper division project work will be reviewed by internal and external reviewers for clarity, appropriateness and successful resolution of problems posed in studio courses and courses focused on contemporary landscape change issues (LARC 395, LARC 481).

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

The proposed changes are being made to comply with changes to Landscape Architectural Accreditation Board Standards that will become effective in January 2021. The current “seamless” BSLA – to - MLA degree curriculum will no longer be allowed under those standards. See attached explanation brief for more detail. The change to the program does not create additional workload, rather refocuses efforts from undergraduate to graduate program.

Learning outcomes do not change substantively for the MLA.

Supporting Documents

Landscape Architecture Curriculum Change Exploration_Fall
2020.docx
program change_Rename BSLA.docx
Environmental Design_BS.xlsx

https://nextrcatlog.uidaho.edu/courseleaf/approve/
Reviewer

Comments

Joana Espinoza (jespinoza) (10/07/20 1:35 pm): Rollback: Elizabeth a couple of comments. First we are moving away from degrees OF and going towards degrees IN. So we will support changing the degree to a B.S. in Environmental Design. I also don't think you should include the word concentration in the degree name if that can be avoided. According your documents there is a desire to develop future emphases within this degree and by having concentration in the title and then essentially having concentrations that will be confusing. Also I do not see the dean's signature on the short form. As you can imagine we are still working out the kinks in CIM and the dean is currently not on the workflow so for this year I will need to have the document, which you did provide but it will need to be fully complete so I know the dean approves.

Amy Kingston (amykingston) (12/09/20 2:03 pm): Note: Do the two comments at the bottom of the curriculum actually belong on that page or are they just notes for the committee?

Rebecca Frost (rfrost) (12/09/20 5:32 pm): 4 year plan added by Rebecca Frost. Also adjusted the statement of general education credits that apply, as while SOIL 205 is a general education course, it is an extraneous science credit that would only be counted if a student double-dipped another general education area. As a further note I am unable to meet the 121 credits that are listed with the required courses and General Education. In addition, LARC 465 has not been submitted as a Senior Experience course to the UCGE, so LARC 480 would have to be taken as an elective until this is remedied.

Amy Kingston (amykingston) (12/09/20 11:39 pm): Rollback: Holding for future meeting - still has issues to resolve - see comments from Rebecca Frost.
Program Change Request

Date Submitted: 10/08/20 2:58 pm

Viewing: 84 : Ecology and Conservation Biology (BSECOLCONSBIOL)

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

Catalog Pages Using this Program

Faculty Contact

In Workflow
1. 150 Chair
2. 151 Chair
3. 11 Curriculum Committee Chair
4. Assessment
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. 10/08/20 3:12 pm Joana Espinoza (jespinoza):
   Approved for 150 Chair
2. 10/08/20 3:13 pm Joana Espinoza (jespinoza):
   Approved for 151 Chair
3. 10/08/20 3:16 pm Joana Espinoza (jespinoza):
   Approved for 11 Curriculum Committee Chair
4. 10/20/20 10:59 am Sara Mahuron (sara): Rollback to

https://nextcatalog.uidaho.edu/courseleaf/approve/
5. 10/23/20 3:14 pm  
Lisette Waits  
(lwaits): Approved for 150 Chair  
6. 10/26/20 1:17 pm  
Steven Shook  
(shook): Approved for 151 Chair  
7. 10/26/20 1:17 pm  
Steven Shook  
(shook): Approved for 11 Curriculum Committee Chair  
8. 11/09/20 4:02 pm  
Sara Mahuron  
(sara): Approved for Assessment  
9. 11/16/20 11:38 am  
Rebecca Frost  
(rfrost): Approved for Curriculum Review  
10. 12/09/20 11:38 pm  
Amy Kingston  
(amykingston): Approved for Registrar's Office  
11. 12/10/20 4:10 pm  
Amy Kingston  
(amykingston): Rollback to Registrar's Office for UCC  
12. 01/20/21 2:16 pm  
Amy Kingston  
(amykingston): Approved for Registrar's Office
Change Type: Change curriculum requirements

Description of Change:

Move program from Natural Resources to Fish and Wildlife Sciences and update learning outcomes.

Academic Level: Undergraduate
College: Natural Resources
Department/Unit: Fish & Wildlife Sciences
Effective Catalog Year: 2021-2022
Program Title:
Ecology and Conservation Biology (BSECOLCONSBIO)

Program Credits: 120

Emphasis/Option CIP Code(s):

Curriculum:

Improving global environmental conditions requires researchers and other citizens who can understand ecological principles, who can analyze and interpret ecological conditions, and who can predict the consequences of alternative natural resource management decisions. Understanding the importance of social values and policy for ecology and management of rare, threatened, and endangered species and their habitat is necessary to reverse the order of their decline. In the ecology and conservation biology program, students learn to apply biological, ecological, social, and political understanding to solve problems related to long-term conservation of biological diversity and to sustainable management of ecosystems.

This degree combines the biological, ecological, and social sciences to provide:

An interdisciplinary understanding of the composition, structure, and processes of ecosystems, and
The skills necessary to provide long-term planning for the conservation and sustainable management of populations, species, and ecosystems.
Students will examine topics from molecular to landscape scales and integrate the social and biophysical worlds. Graduates will be equipped to address the issues and problems of sustainable resource use, conservation of rare, threatened, or endangered biota, management of ecosystems, and long-term conservation of biological diversity. This program is flexible enough to adapt to the interests of individual students, while remaining firmly grounded in ecological principles applicable to species, populations, communities, landscapes, and ecosystems. It is distinctly different from the emphasis on management in the other forestry, wildlife, fisheries, range, and conservation social sciences programs, or the more general environmental science programs. Graduates of the program often continue advanced studies at national and international universities. This natural resources "liberal science" degree can also serve as pre-professional training for law school, or for professional positions in federal, state, and private environmental organizations including local and regional planning groups and consulting firms.

The program requires 120 credits, and students must choose either the Natural Resources Ecology or Conservation Biology option. Students pursuing a B.S. Ecol. Cons. Biol. must receive a grade of 'C' or better in each of the following 4 indicator courses to register in upper division courses in NRS/FISH/FOR/REM/WLF and to graduate with either option: BIOL 114, BIOL 213, FOR 221, NR 321, STAT 251, or WLF 220. Before students are allowed to begin their senior thesis or project (NRS 485 or NRS 497), they must attend two evening thesis/project sessions and one senior poster presentation.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
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<tr>
<td>BIOL 114</td>
<td>Organisms and Environments</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>Cells and the Evolution of Life</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 115L</td>
<td>Cells and the Evolution of Life Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 213</td>
<td>Struct/Functn Tree of Life</td>
<td>4</td>
</tr>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
<td>2</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
<td>3-4</td>
</tr>
<tr>
<td>or ECON 272</td>
<td>Foundatns of Economic Analysis</td>
<td></td>
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<tr>
<td>ENGL 317</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>or WLF 370</td>
<td>Management and Communication of Scientific Data</td>
<td></td>
</tr>
<tr>
<td>FOR 220</td>
<td>Forest Biology &amp; Dendrology</td>
<td>3</td>
</tr>
<tr>
<td>or REM 341</td>
<td>Systematic Botany</td>
<td></td>
</tr>
<tr>
<td>FOR 235</td>
<td>Society and Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>FOR 375</td>
<td>Introduction to Spatial Analysis for Natural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Survey of Calculus</td>
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<tr>
<td>or MATH 170</td>
<td>Calculus I</td>
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<td>NR 101</td>
<td>Exploring Natural Resources</td>
<td>2</td>
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<tr>
<td>NR 200</td>
<td>Seminar</td>
<td>1-16</td>
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<tr>
<td>NR 300</td>
<td>Ecology and Conservation Biology Thesis Seminar</td>
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</tr>
<tr>
<td>NRS 383</td>
<td>Natural Resource and Ecosystem Service Economics</td>
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</tr>
<tr>
<td>STAT 251</td>
<td>Statistical Methods</td>
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Select one of the following:

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<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 314</td>
<td>Ecology and Population Biology</td>
</tr>
<tr>
<td>FOR/REM 221/WLF 220</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>NR 321</td>
<td>Ecology</td>
</tr>
</tbody>
</table>
Select one of the following:

**CHEM 101**
Introduction to Chemistry

& **101L**
and Introduction to Chemistry Laboratory

**CHEM 111**
General Chemistry I

& **111L**
and General Chemistry I Laboratory

Select one of the following:

**FISH 473**
ECB Senior Presentation

**FOR 473**
ECB Senior Presentation

**FSP 473**
Ecology and Conservation Biology Senior Thesis

**NRS 473**
ECB Senior Presentation

**REM 473**
ECB Senior Presentation

**WLF 473**
ECB Senior Presentation

Select one of the following:

**FISH 497**
Senior Thesis (Max 6 credits)

**FOR 497**
Senior Thesis (Max 98 credits)

**NR 497**
Senior Thesis (Max 3 credits)

**REM 497**
Senior Research and Thesis

**WLF 497**
Senior Thesis (Max 6 credits)

Options

Select one of the following options:

- [Natural Resources Ecology](#)
- [Conservation Biology](#)

Total Hours

90-114

### A. Natural Resources Ecology Option

The Natural Resources Ecology option combines ecological theory, field experience, and quantitative tools to gain an interdisciplinary understanding of the structure and function of ecosystems. This field covers ecological topics from local, regional, and landscape scales while integrating the social and biophysical worlds.

To graduate in this option, students must achieve a 'C' or better in the following six core courses: **FOR 330, NR 200, REM 429, SOIL 205/SOIL 206**, and **WLF 448**.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>FOR 330</strong></td>
<td>Terrestrial Ecosystem Ecology</td>
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<tr>
<td><strong>REM 429</strong></td>
<td>Landscape Ecology</td>
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<tr>
<td><strong>SOIL 205</strong></td>
<td>The Soil Ecosystem</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOIL 206</strong></td>
<td>The Soil Ecosystem Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>WLF 448</strong></td>
<td>Fish and Wildlife Population Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

**PHYS 100**
Fundamentals of Physics

& **100L**
and Fundamentals of Physics Lab

**PHYS 111**
General Physics I

& **111L**
and General Physics I Lab
Select one Quantitative Resource Analysis Restricted elective from the following: 2-4

FOR 472  Remote Sensing of the Environment
GEOG 385  GIS Primer
NRS 310  Social Science Methods
REM 410  Principles of Vegetation Monitoring and Measurement 1
REM 411  Wildland Habitat Ecol & Assmnt 1
STAT 422  Survey Sampling
STAT 431  Statistical Analysis
WLF 411  Wildland Habitat Ecol & Assmnt

Select one Resource Management Restricted elective from the following: 3-4

FISH 418  Fisheries Management
FOR 424  Silviculture Principles and Practices
FOR 462  Watershed Science and Management
NRS 386  Managing Complex Environmental Systems
NRS 490  Wilderness and Protected Area Management
NRS 496  Monitoring Impacts in Protected Areas and Wilderness
REM 456  Integrated Rangeland Management
WLF 492  Wildlife Management

Select 10 credits of Ecology Restricted electives from the following: 2-10

BIOL 421  Advanced Evolution/Population Dynamics
BIOL 478  Animal Behavior
ENT 469  Introduction to Forest Insects
FISH 314  Fish Ecology
FISH 315  Fish Ecology Field Techniques and Methods
FISH 415  Limnology
FISH 430  Riparian Ecology and Management
FOR 326  Fire Ecology
FOR 468  Forest and Plant Pathology
GEOG 410  Biogeography
PLSC 410  Invasive Plant Biology
REM 440  Restoration Ecology
REM 459  Rangeland Ecology
REM 460  Integrated Field Studies in Rangelands
WLF 314  Ecology of Terrestrial Vertebrates
WLF 315  Techniques Laboratory
WLF 440  Conservation Biology

Select one Social/Political Restricted elective from the following: 2-3

COMM 410  Conflict Management
FOR 484  Forest Policy and Administration
GEOG 420  Land, Resources, and Environment
HIST 424  American Environmental History
B. Conservation Biology Option

The Conservation Biology option is centered around a multidisciplinary curriculum that provides students with training to work in jobs aimed at conserving the earth’s biodiversity. This option provides a broad-based education that covers biological diversity from the genetic level to the landscape level, and it provides additional training in social sciences and management. In the words of Hunter (1996), "Conservation biology is cross-disciplinary, reaching far beyond biology into subjects such as philosophy, economics, and sociology; disciplines that are concerned with the social environment in which we practice conservation--as well as into subjects such as law and education that determine the ways we implement conservation."

To graduate in this option, students must achieve a 'C' or better in the following seven core courses: BIOL 421, NR 200, PHIL 452, REM 429, WLF 440, and WLF 448.

- **BIOL 310**  Genetics  3
- **BIOL 421**  Advanced Evolution/Population Dynamics  3
- **PHIL 452**  Environmental Philosophy  3
- **REM 429**  Landscape Ecology  3
- **WLF 440**  Conservation Biology  3
- **WLF 448**  Fish and Wildlife Population Ecology  4

Select one Quantitative Resource Analysis Restricted elective from the following:  2-4

- **FOR 472**  Remote Sensing of the Environment
- **GEOG 385**  GIS Primer
- **NRS 310**  Social Science Methods
- **REM 410**  Principles of Vegetation Monitoring and Measurement 1
- **REM 411**  Wildland Habitat Ecol & Assmnt 1
- **STAT 422**  Survey Sampling
- **STAT 431**  Statistical Analysis

Select one Resource Management Restricted elective from the following:  3-4

- **FISH 418**  Fisheries Management
- **FOR 424**  Silviculture Principles and Practices
FOR 462  Watershed Science and Management
NRS 386  Managing Complex Environmental Systems
NRS 490  Wilderness and Protected Area Management
NRS 496  Monitoring Impacts in Protected Areas and Wilderness
REM 456  Integrated Rangeland Management
WLF 492  Wildlife Management

Select 6 credits of Ecology Restricted electives from the following:  6

   BIOL 478  Animal Behavior
   ENT 469  Introduction to Forest Insects
   FISH 314  Fish Ecology
   FISH 315  Fish Ecology Field Techniques and Methods
   FISH 415  Limnology
   FISH 430  Riparian Ecology and Management
   FOR 330  Terrestrial Ecosystem Ecology
   FOR 326  Fire Ecology
   FOR 468  Forest and Plant Pathology
   GEOG 410  Biogeography
   PLSC 410  Invasive Plant Biology
   REM 440  Restoration Ecology
   REM 459  Rangeland Ecology
   REM 460  Integrated Field Studies in Rangelands
   WLF 314  Ecology of Terrestrial Vertebrates
   WLF 315  Techniques Laboratory

Select one Organismal Biology Restricted elective from the following:  3-4

   BIOL 483  Mammalogy
   BIOL 489  Herpetology
   FISH 481  Ichthyology
   WLF 482  Ornithology

Select two Social/Political Restricted electives from the following:  4-6

   COMM 410  Conflict Management
   ENVS 225  International Environmental Issues Seminar
   FOR 484  Forest Policy and Administration
   GEOG 420  Land, Resources, and Environment
   HIST 424  American Environmental History
   NRS 386  Managing Complex Environmental Systems
   NRS 387  Environmental Communication Skills
   NRS 462  Natural Resource Policy
   NRS 311  Public Involvement in Natural Resource Management
   POLS 364  Politics of the Environment

Total Hours  37-43

1 Both REM 410 and REM 411 must be completed to satisfy Quantitative Resource Analysis Restricted Elective
2 At least 2 credits from FISH 315, FISH 415, FISH 430, REM 460, and/or WLF 315

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?

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 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?

Yes, more than 25%

Learning Objectives

**Natural Resources Ecology Option**

1. **Articulate disciplinary identity:**

   Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Ecology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

2. **Work collaboratively:** Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems. Students will demonstrate the ability to locate pertinent ecological, social, economic, and political information. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards.
a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. **Locate, organize, analyze, and critically evaluate information**.

a. Students will demonstrate the ability to locate pertinent ecological, social, economic and political information.

b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. **Effectively communicate ideas and technical knowledge**.

Students will effectively utilize diverse forms of communication (written, oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. **Work collaboratively**

Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems.

6. **Practice ethical behavior**

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

---

**Conservation Biology Option**

1. **Articulate disciplinary identity**: Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Conservation Biology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

2. **Understand principles and theories**:

   a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

   b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. **Locate, organize, analyze, and critically evaluate information**.

   a. Students will demonstrate the ability to locate pertinent ecological, social, economic and political information.

   b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. **Effectively communicate ideas and technical knowledge**:

   Students will effectively utilize diverse forms of communication (written, oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. **Work collaboratively**

   Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems.
6. Practice ethical behavior

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

changed to more than 25%

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

Effective July 1, 2005, the University of Idaho began offering the B.S. Ecology and Conservation Biology (ECB) degree, which has been continuously managed under the Department of Natural Resources. This department houses the Forest, Wildlife and Range Experiment Station, the Idaho Cooperative Fish and Wildlife Research Unit, and all the college’s graduate programs. The B.S. ECB degree is the only undergraduate degree offered by this department, which is inconsistent with the purpose and operation of the department (i.e., manage Experiment Station, Coop, and graduate studies).

Thus, the College of Natural Resources is requesting that the B.S. ECB be moved to the Department of Fish and Wildlife Sciences; this department has long provided the bulk of teaching effort and nearly all advising effort to support this undergraduate degree program.

Supporting Documents

- CNR Move ECB to FWS.docx
- Revised Outcomes 2020 Nat Rec (002).docx
- Revised Outcomes 2020 Cons Bio (002).docx
- Ecology and Conservation Biology - Conservation
- Biology_BSEcolConsBiol.xlsx
- Ecology and Conservation Biology-Natural Resource
- Ecology_BSEcolConsBiol.xlsx

Requires TECC Review

No

Reviewer

Sara Mahuron (sara) (10/20/20 10:59 am): Rollback: The Natural Resources Ecology degree option should have a minimum of 3 learning outcomes for a bachelors degree that articulates the depth and breadth of the program. Please add at least 2 more outcomes for this major/option. The Conservation Biology Option is a good example -- it has 4 comprehensive and robust outcomes. Please send questions to sara@uidaho.edu, thanks!!!
Sara Mahuron (sara) (11/09/20 4:02 pm): added the learning outcomes received via email; changed to more than 25%, approved to move forward

Rebecca Frost (rfrost) (12/10/20 10:55 am): 4 year plan added by Rebecca Frost.

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

New Program Proposal

Date Submitted: 10/08/20 2:52 pm

Viewing: 426: Natural Resource Management Academic Certificate

Last edit: 12/09/20 11:45 pm

Faculty Contact

In Workflow

1. 161 Chair
2. 11 Curriculum Committee Chair
3. 11 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/08/20 3:13 pm Joana Espinoza (jespinoza): Approved for 161 Chair
2. 10/08/20 3:16 pm Joana Espinoza (jespinoza): Approved for 11 Curriculum Committee Chair
3. 10/08/20 3:17 pm Joana Espinoza (jespinoza): Approved for 11 Dean
4. 10/08/20 3:17 pm Joana Espinoza

https://nextcatalog.uidaho.edu/courseleaf/approve/
(jespinoza):
Approved for Provost's Office
5. 10/20/20 8:39 am
Sara Mahuron
(sara): Rollback to 161 Chair for Assessment
6. 11/11/20 9:43 am
Joana Espinoza
(jespinoza):
Approved for 161 Chair
7. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11 Curriculum Committee Chair
8. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11 Dean
9. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for Provost's Office
10. 11/11/20 9:48 am
Sara Mahuron
(sara): Approved for Assessment
11. 11/16/20 10:46 am
Rebecca Frost
(rfrost): Approved for Curriculum Review
12. 11/25/20 11:21 am
Amy Kingston
(amykingston):
Approved for Registrar's Office
13. 12/09/20 11:45 pm
Amy Kingston
(amykingston):
Rollback to Registrar's Office for UCC
14. 01/20/21 2:15 pm
Amy Kingston
(amykingston):
Approved for Registrar's Office
15. 01/25/21 4:01 pm
Rebecca Frost
(rfrost): Approved for UCC

<table>
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<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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<tbody>
<tr>
<td>Charles Goebel</td>
<td><a href="mailto:cgoebel@uidaho.edu">cgoebel@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Academic Level: Undergraduate

College: Natural Resources

Department/Unit: Forest, Rangeland & Fire Sci

Effective Catalog Year: 2021-2022

Program Title:
Natural Resource Management 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: 24

CIP Code: 03.0199 - Natural Resources Conservation and Research, 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?
Statewide

---

**Financial Information**

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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
All courses are already offered so no financial impact related to course development and delivery. Only costs associated with marketing and recruitment of students into the program.

---

**Curriculum:**

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of “C” or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select 24 credits from the following courses:

- REM 151 Rangeland Principles
- FOR 221 Principles of Ecology
- REM 252 Wildland Plant Identification
- REM 253 Wildland Field Plant Idnet
- REM 280 Introduction to Wildland Restoration
- GEOG 385 GIS Primer
- REM 341 Systematic Botany
- ENVS 450 Environmental Hydrology
- ENVS 485 Energy Efficiency and Conservation
- FISH 415 Limnology
- FOR 451 Fuels Inventory and Management
- FOR 454 Air Quality, Pollution, and Smoke
FOR 484  Forest Policy and Administration
REM 407  GIS Application in Fire Ecology and Management
REM 410  Principles of Vegetation Monitoring and Measurement
REM 411  Wildland Habitat Ecol & Assmnt
REM 429  Landscape Ecology
REM 440  Restoration Ecology
REM 456  Integrated Rangeland Management
REM 459  Rangeland Ecology
WLF 440  Conservation Biology

Total Hours  24

Courses to total 24 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
- Other

Where?  100% online

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 that complete the Natural Resource Management certificate should be able to integrate technical “field” knowledge with analytical skills to solve important natural resource management problems.

Specifically, students should be able to:

1. Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.

2. Characterize natural resources and be familiar with methods to quantify at least one of these resources.

3. Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

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

We will evaluate how well students are achieving the intended learning outcomes by:

1. Requiring all students achieve a letter grade of at least a letter grade of a “C” in all certificate courses.

2. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate.

3. Tracking performance in methods-oriented courses completed as part of the certificate.

4. Tracking performance of management-oriented courses completed as part of the certificate.

5. Upon completion of coursework and after applying for certificate, successfully passing a comprehensive, online exam that addresses key aspects of the three learning outcomes.
How will you ensure that the assessment findings will be used to improve the program?

Performance metrics will be collected at the end of each academic year of all students in the certificate program and reviewed by faculty in the Department of Forest, Rangeland and Fire Sciences. Depending on performance metrics, we will adjust course content and/or the course list associated with the certificate to ensure students are meeting the three learning objectives.

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

Measures of student performance will be related directly to the three learning objectives of the certificate. These include:

1. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a “B” for courses that are biology- and ecology-oriented.

2. Tracking performance in methods-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a “B” for courses that are methods-oriented.

3. Tracking performance of management-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a “B” for courses that are management-oriented.

4. Tracking performance on a comprehensive exam that examines competencies associated with the three learning objectives following the completion of coursework for the certificate. Target: 80% of all students pass the comprehensive exam.

When will assessment activities occur and at what frequency?

Assessment will occur each annually, with performance data collected for all certificate students at the end of each academic year. Performance data will be reviewed with Department faculty and adjustments to the certificate structure and assessment made as need each fall.

**Student Learning Outcomes**

Learning Objectives
Students that complete the Natural Resource Management certificate should be able to integrate technical “field” knowledge with analytical skills to solve important natural resource management problems.
Specifically, students should be able to:
Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.

Characterize natural resources and be familiar with methods to quantify at least one of these resources.

Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

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

Requested CIP code: 03.0199

Describe the proposed new program component or certificate to include overview of program:

This 24-credit certificate program is designed for individuals currently employed seeking career advancement or individuals considering employment with a federal land management organization (e.g., U.S. Forest Service, Bureau of Land Management, National Park Service). The certificate is designed to meet the GS-401 Natural Resource Management and Biological Sciences (0401) series and will prepare students for federal positions that manage, supervise, lead, or perform professional research, or scientific work in biology, agriculture, or natural resources management that is not classifiable to another more specific professional series in the Natural Resources Management and Biological Sciences Group, 0400. After completing this certificate program students will have the ability to apply sound science to solve complex natural resource natural resource management issues.

The GS-0401 OPM Qualification Standards are defined as:

Courses equivalent to a major course of study in biological sciences, agriculture or natural resources management, chemistry or at least 24 credit hours in biological sciences, natural resources, wildland fire management, forestry, or agriculture equivalent to a major field of study, plus appropriate experience of additional education that is comparable to that normally acquired through the successful completion of a full four-year course of study in the biological sciences, agriculture, or natural resources.

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of “C” or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select from the following courses; all coursework must be completed with a grade of 'C' or better.

REM 151 Rangeland Principles (3 credits)
FOR 221 Principles of Ecology (3 credits)
GEO 252 Wildlife (3 credits)
REM 253 Wildland Plant Identification Field Studies (1 credit)
REM 280 Introduction to Wildland Restoration (2 credits)
GEOG 385 GIS Primer (3 credits)
REM 341 Systematic Botany (3 credits)
ENVS 450 Environmental Hydrology (3 credits)
ENVS 485 Energy Efficiency and Conservation (3 credits)
FISH 415 Limnology (4 credits)

FOR 451 Fuels Inventory and Management (2 credits)
FOR 454 Air Quality, Pollution, and Smoke (3 credits)
FOR 484 Forest Policy and Administration (2 credits)
REM 407 GIS Application in Fire Ecology and Management (2 credits)
REM 410 Principles of Vegetation Measurement (2 credits)
REM 411 Wildland Habitat Ecology and Assessment (2 credits)
REM 429 Landscape Ecology (3 credits)
REM 440 Wildland Restoration Ecology (3 credits)
REM 456 Integrated Rangeland Management (3 credits)
REM 459 Rangeland Ecology (2 credits)
WLF 440 Conservation Biology (3 credits)

Courses to total at least 24 credits to complete this certificate.

Rationale:

There is strong demand for continuing education of current federal employees and those seeking positions with federal land management organizations. Many of these individuals are currently employed in seasonal and temporary positions with the federal government and have completed some coursework at two-year or four-year colleges and universities. Others have completed four-year degrees; however, these degrees are in programs unrelated to natural resources (e.g., from liberal arts programs) making these individuals ineligible for advancement in natural resource management positions with the federal land management agency. The GS-0401 series is the entry point for advancement in the federal land management agencies.

Currently, the Department of Forest, Rangeland and Fire Sciences and College of Natural Resources is supporting students in meeting these standards. As these students participating are doing so as non-degree seeking students, they are limited in the number of courses they can enroll in each semester (seven credit hours) which delays coursework and completing the requirements to qualify for the GS-0401 credentials. The proposed certificate will allow these students the flexibility of enrolling as full-time students at the University of Idaho and complete the 24-credit requirement in one semester assuming the students transfer six credits from
As we currently offer many of these courses online, there is little to no cost in developing and delivering this certificate. We also anticipate strong demand for this certificate from these non-traditional students, helping to increase enrollment in the Department and College as certificate-seeking students. We also believe that this certificate has the potential to increase enrollment in our B.S. and M.N.R programs as students complete the certificate and consider investing additional time and resources in their federal careers as future advancement above the GS-0401 level that will require additional study and coursework.

Supporting Documents

CNR new UG cert in FRFS.docx

Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:39 am): Rollback: Please identify at least one direct measure per outcome statement or include descriptions of direct measures when describing the process that will be used to evaluate students. Currently, these appear to all be indirect measures that look at performance in courses, but not at the student's ability to perform individual outcome statement(s). For example, where/how will the program evaluate how well students "describe ecological processes?" Will there be an exam that asks students to do this, or a student presentation evaluated with a rubric for this outcome, etc... The plan must include direct measures for each or all outcomes. Please reach out to sara@uidaho.edu with questions, for help revising this, or to discuss further. Thanks!

Program Change Request

Date Submitted: 10/08/20 3:05 pm

Viewing: 253 : Mathematics (BS)

Last edit: 01/25/21 10:08 am

Catalog Pages Using this Program
Mathematics (B.S.)

Faculty Contact

In Workflow
1. 024 Chair
2. 19 Curriculum Committee Chair
3. Assessment
4. Curriculum Review
5. Registrar's Office
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path
1. 10/08/20 3:12 pm
   Joana Espinoza (jespinoza):
   Approved for 024 Chair
2. 10/08/20 3:15 pm
   Joana Espinoza (jespinoza):
   Approved for 19 Curriculum Committee Chair
3. 10/19/20 9:01 am
   Sara Mahuron (sara): Rollback to 19 Curriculum Committee Chair for Assessment
4. 10/21/20 3:49 pm
   Mark Nielsen
(markn): Approved for 19 Curriculum Committee Chair
5. 10/22/20 4:29 pm
   Sara Mahuron (sara): Rollback to 024 Chair for Assessment
6. 11/06/20 8:08 pm
   Hirotachi Abo (abo): Approved for 024 Chair
7. 11/11/20 11:46 am
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
8. 11/11/20 11:47 am
   Sara Mahuron (sara): Approved for Assessment
9. 11/16/20 9:57 am
   Rebecca Frost (rfrost): Approved for Curriculum Review
10. 12/09/20 2:14 pm
    Amy Kingston (amykingston): Approved for Registrar's Office
11. 12/09/20 2:15 pm
    Amy Kingston (amykingston): Approved for Registrar's Office
12. 12/09/20 11:44 pm
    Amy Kingston (amykingston): Rollback to
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<tbody>
<tr>
<td>Hirotachi Abo</td>
<td><a href="mailto:abo@uidaho.edu">abo@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Change Type**

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

**Description of Change**

Change the title of the option from "Applied - Quantitative Modeling" to "Applied - Modeling and Data Science" and the course requirements.

**Academic Level**: Undergraduate  
**College**: Science  
**Department/Unit**: Mathematics & Statistical Science  
**Effective Catalog Year**: 2021-2022  
**Program Title**: Mathematics (BS)  
**Program Credits**: 120  
**CIP Code**: 27.0101 - Mathematics, General.

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<td>27.0306</td>
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Curriculum:

https://nextcatalog.uidaho.edu/courseleaf/approve/
Required course work includes the university requirements (see regulation J-3) and:

**MATH 170**  Calculus I  4
**MATH 175**  Calculus II  4
**MATH 275**  Calculus III  3
**MATH 330**  Linear Algebra  3

Options

Select one of the following options:  36-54

- **General**
- **Applied - Computation**
  - **Applied - Modeling and Data Science**
  - **Applied - Mathematical Biology**

Total Hours  50-68

### A. General Option

This is the traditional curriculum in Mathematics. It is more mathematically rigorous than the other options. It is especially good for secondary education majors and students intending to go to graduate school in Mathematics or other sciences.

Math Courses

**MATH 176**  Discrete Mathematics  3
**MATH 215**  Proof via Number Theory  3
**MATH 310**  Ordinary Differential Equations  3
**MATH 461**  Abstract Algebra I  3
**MATH 471**  Introduction to Analysis I  3

Select one of the following:  3

- **MATH 430**  Advanced Linear Algebra
- **MATH 452**  Mathematical Statistics
- **MATH 453**  Stochastic Models
- **MATH 462**  Abstract Algebra II
- **MATH 472**  Introduction to Analysis II
- **MATH 476**  Combinatorics

Select four math courses above 310  12

Supporting Courses

**STAT 301**  Probability and Statistics  3
**CS 112**  Computational Thinking and Problem Solving  3
or **CS 120**  Computer Science I

Total Hours  36

**Courses to total 120 credits for this degree**

### B. Applied - Computation Option
The emphasis is on the mathematics related to computer science and technology. With a major or minor in computer sciences this is a good preparation for work in the computer industry.

Math Courses

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<tr>
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<td>MATH 215</td>
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<td>MATH 428</td>
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<td>MATH 452</td>
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Select two additional courses from the following: 6

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<tr>
<td>MATH 426</td>
<td>Discrete Optimization</td>
</tr>
<tr>
<td>MATH 430</td>
<td>Advanced Linear Algebra</td>
</tr>
<tr>
<td>MATH 432</td>
<td>Numerical Linear Algebra</td>
</tr>
<tr>
<td>MATH 451</td>
<td>Probability Theory</td>
</tr>
<tr>
<td>MATH 452</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>MATH 461</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MATH 462</td>
<td>Abstract Algebra II</td>
</tr>
<tr>
<td>MATH 476</td>
<td>Combinatorics</td>
</tr>
</tbody>
</table>

Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 120</td>
<td>Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>CS 121</td>
<td>Computer Science II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 37

Courses to total 120 credits for this degree

---

**E:Applied - Quantitative Modeling and Data Science Option**

The emphasis is on the mathematics used to model phenomena in engineering, science, business and economics. With a second major in one of these disciplines, this provides ideal preparation for graduate school.

Math Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 176</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Proof via Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 183</td>
<td>Intro Data Science in Python</td>
<td>3</td>
</tr>
<tr>
<td>MATH 310</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 428</td>
<td>Numerical Methods</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 432</td>
<td>Numerical Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 451</td>
<td>Probability Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
**MATH 483**  Found of Machine Learning  3
or **MATH 438**  Mathematical Modeling

**STAT 301**  Probability and Statistics  3
or **MATH 452**  Mathematical Statistics

Select three additional courses from the following:  9
Select four additional courses from the following:  12

- **CS 360**  Database Systems
- **CS/MATH 385**  Theory of Computation
- **CS/MATH 395**  Analysis of Algorithms
- **CS 411**  Parallel Programming
- **CS 415**  Computational Biology: Sequence Analysis
- **CS 420**  Data Communication Systems
- **CS 470**  Artificial Intelligence
- **CS 479**  Data Science
- **MATH 371**  Mathematical Physics
- **MATH 376**  Discrete Mathematics II
- **MATH 415**  Cryptography
- **MATH 420**  Complex Variables
- **MATH 426**  Discrete Optimization
- **MATH 428**  Numerical Methods
- **MATH 432**  Numerical Linear Algebra
- **MATH 437**  Mathematical Biology
- **MATH 438**  Mathematical Modeling
- **MATH 452**  Mathematical Statistics
- **MATH 453**  Stochastic Models
- **MATH 471**  Introduction to Analysis I
- **MATH 472**  Introduction to Analysis II
- **MATH 476**  Combinatorics
- **MATH 480**  Partial Differential Equations
- **MATH 483**  Found of Machine Learning
- **MIS 453**  Database Design
- **MIS 455**  Data Management for Big Data
- **ME 313**  Dynamic Modeling of Engineering Systems
- **SOC 417**  Social Data Analysis
- **STAT 431**  Statistical Analysis

**Quantitative Electives**
Select 6 credits of advisor-approved quantitative electives in Science, Engineering, Business, Economics, etc.  6
These electives can be drawn from the above list, as long as they are not used to fulfill the elective requirement.

**Supporting course**
- **CS-120**  Computer Science I  4

Total Hours  39

https://nextcatalog.uidaho.edu/courseleaf/approve/
Courses to total 120 credits for this degree

D. Applied - Mathematical Biology Option

This option offers training across Mathematics and Biology and provides the background to pursue a career in technical industries and to obtain graduate degrees in Biomathematics, Biostatistics, and Bioinformatics.

Math and Statistics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
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<tr>
<td>MATH 451</td>
<td>Probability Theory</td>
<td>3</td>
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<tr>
<td>MATH 452</td>
<td>Mathematical Statistics</td>
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<tr>
<td>STAT 251</td>
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<tr>
<td>or STAT 301</td>
<td>Probability and Statistics</td>
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Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 310</td>
<td>Ordinary Differential Equations</td>
</tr>
<tr>
<td>MATH 453</td>
<td>Stochastic Models</td>
</tr>
<tr>
<td>STAT 431</td>
<td>Statistical Analysis</td>
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</table>

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 428</td>
<td>Numerical Methods</td>
</tr>
<tr>
<td>MATH 430</td>
<td>Advanced Linear Algebra</td>
</tr>
<tr>
<td>MATH 480</td>
<td>Partial Differential Equations</td>
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</table>

Biology Courses

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
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<td>4</td>
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<tr>
<td>BIOL 115</td>
<td>Cells and the Evolution of Life</td>
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<td>Cells and the Evolution of Life Laboratory</td>
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<td>BIOL 310</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 456</td>
<td>Computer Skills for Biologists</td>
<td>3</td>
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</table>

Select 12 Credits Upper Division Biology courses 12

Supporting Courses

<table>
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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
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</table>

Total Hours 54

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?

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? Yes, less than 25%

Learning Objectives
Students should be able to think critically, apply problem solving strategies, and be able to construct and defend mathematical proofs.

Students should be able to use mathematical structures and the language of mathematics to formulate models for real-world problems.

Students should be able to effectively communicate their work and should gain experience working in collaborative settings.

Students should be able to interpret and extract relevant information from data using appropriate modeling techniques.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct assessment such as students’ exam performance, presentations, and projects will be administered to students enrolled in designated courses. Indirect assessment takes form of exit interview and/or survey, which takes place towards the end of every academic year.
Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

There are fundamentally two kinds of modeling: the process-driven modeling that uses physical rules and mathematical formulas and the data-driven modeling that focuses more on the relationships between input and output data. With the advancement of computational powers and data availability, data-driven approaches are gaining immensely in importance. This name change and accompanying adjustment in curriculum seeks to refocus the current Quantitative Modeling Option to feature both of these aspects to modeling. Students in the program will thus gain skills critical to both fundamental approaches.

Supporting Documents

- short-form-Math-QuantModOption.docx
- curriculum-change-form-Math-QuantModelingOption.docx
- Mathematics-Applied Modeling and Data Science_BS.xlsx

Requires TECC Review

No

Reviewer Comments

**Sara Mahuron (sara) (10/19/20 9:01 am):** Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

**Sara Mahuron (sara) (10/22/20 4:29 pm):** Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

Rebecca Frost (rfrost) (01/25/21 10:08 am): Year plan added by Rebecca Frost.
Program Change Request

Date Submitted: 10/09/20 10:44 am

Viewing: 210: Data Science Analytics Academic Certificate

Last edit: 12/09/20 11:44 pm

Catalog Pages Using this Program

Data Analytics Graduate Academic Certificate

Faculty Contact

In Workflow

1. 024 Chair
2. 19 Curriculum Committee Chair
3. Curriculum Review
4. Registrar's Office
5. Graduate Council Chair
6. Registrar's Office
7. UCC
8. Faculty Senate Chair
9. UFM
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/09/20 10:44 am
   Joana Espinoza (jespinoza):
   Approved for 024 Chair
2. 10/09/20 10:45 am
   Joana Espinoza (jespinoza):
   Approved for 19 Curriculum Committee Chair
3. 10/21/20 6:45 pm
   Rebecca Frost (rfrost): Approved for Curriculum Review
4. 11/10/20 8:23 pm
   Amy Kingston

https://nextrcatolog.uidaho.edu/courseleaf/approve/
(amykingston):
Approved for
Registrar's Office
5. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
6. 12/09/20 2:07 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/09/20 11:44 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
8. 01/20/21 2:17 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
9. 01/25/21 4:33 pm
Rebecca Frost
(rfrost): Approved
for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hirotachi</td>
<td>Abo</td>
</tr>
</tbody>
</table>

Change Type

Description of Change

Academic Level    Graduate
College            Science
Department/Unit: Mathematics & Statistical Science

Effective Catalog Year: 2021-2022

Program Title: Data Science Analytics Academic Certificate

Program Credits: 12

CIP Code: 45.0102 - Research Methodology and Quantitative Methods.

Curriculum:

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

Select one of the following: 3

- **CS 472**  Evolutionary Computation
- **CS 475**  Machine Learning
- **OM 439**  Systems and Simulation
- **OM 456**  Enterprise Quality Management
- **MKTG 431**  Marketing Analytics
- **STAT 507**  Experimental Design
- **STAT 519**  Multivariate Analysis
- **STAT 565**  Computer Intensive Statistics

- **CS 479**  Data Science 3
- **MIS 455**  Data Management for Big Data 3
- **STAT 517**  Statistical Learning and Predictive Modeling 3

Total Hours: 12

Courses to total 12 credits for this certificate.

---

**Distance Education Availability**

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

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

The name change merely reflects the more current terminology for the subject matter. The content of the certificate has not changed.

JEE – confirmed with the college that they discussed this with the Data Science workgroup and the group supported this. They consider this a name change and the existing certificate already works interdisciplinary with other COS departments, Engineering and College of Business. The working group is working on an online certificate (this is not) that will likely be undergraduate. This is a grad certificate so there is not concern of overlap.

Supporting Documents

short-form-AnalyticsCertificate.docx

Requires TECC Review
No

Reviewer

Comments

Program Change Request

New Program Proposal

Date Submitted: 10/21/20 3:22 pm

Viewing: 428: Groundwater Hydrology Minor

Last edit: 12/10/20 3:58 pm

Faculty Contact

In Workflow
1. 225 Chair
2. 19 Curriculum Committee Chair
3. 19 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
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 3:48 pm
   Joana Espinoza (jespinoza):
   Approved for 225 Chair
2. 10/21/20 3:49 pm
   Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. 10/21/20 3:54 pm
   Joana Espinoza (jespinoza):
   Approved for 19 Dean
4. 10/21/20 3:59 pm
   Joana Espinoza (jespinoza):
Approved for Provost's Office
5. 10/22/20 4:31 pm
   Sara Mahuron
   (sara): Approved for Assessment
6. 11/16/20 11:06 am
   Rebecca Frost
   (rfrost): Approved for Curriculum Review
7. 12/09/20 11:32 pm
   Amy Kingston
   (amykingston): Approved for Registrar's Office
8. 12/10/20 3:58 pm
   Amy Kingston
   (amykingston): Rollback to Registrar's Office for UCC
9. 01/20/21 2:17 pm
   Amy Kingston
   (amykingston): Approved for Registrar's Office
10. 01/25/21 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>Leslie Baker</td>
<td><a href="mailto:lbaker@uidaho.edu">lbaker@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Academic Level: Undergraduate
College: Science
Department/Unit: Geography & Geological Sciences
Effective Catalog Year
2021-2022

Program Title
Groundwater Hydrology 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

CIP Code

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

Curriculum:

**GEOL 101**
Physical Geology

or **GEOL 111**
Physical Geology for Science Majors

**GEOL 101L**
Physical Geology Lab
or **GEOL 111L**  
**MATH 175**  
**GEOL 309**  
**GEOL 410**  
**HYDR 409**  
Physical Geology for Science Majors Lab  
Calculus II  
Ground Water Hydrology  
Groundwater Field Methods  
Quantitative Hydrogeology

One of the following:  
**GEOL 431**  
**HYDR 412**  
**BE 450**  
Chemical Hydrogeology  
Environmental Hydrogeology  
Environmental Hydrology

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.

The objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:
- Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;
- Plan, execute, and interpret data from aquifer slug and pumping tests;
- Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);
- Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

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

Program assessment will be carried out primarily using student work products from GEOL 409 (Quantitative Hydrogeology) and GEOL 410 (Techniques of Groundwater Study), the two most advanced required courses in the minor.

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

Students that have taken the courses listed in previous years are routinely employed in the groundwater sector (public and private). Many of these students remain in contact with the Geological Sciences faculty long after graduation. They continue to offer suggestions for improving the coursework, and improve the educational experience. Continuous reassessment and revision has been a hallmark of the geology/groundwater program.

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

Direct assessment measures include performance on field and laboratory exercises, completion of problem sets outside of class, evaluation of written and oral communication skills, and the capacity to successfully field hydrologic tests such as aquifer slug and pumping tests. In addition, students are assessed on their ability to keep legal standard field notes, prepare a (rudimentary) safety plan, understand the basics of project budgeting, and anticipate logistical problems that arise in fieldwork. Indirectly, student learning is assessed by the frequency with which students graduating from the program are hired by industry, and their success in those positions.
When will assessment activities occur and at what frequency?

Departmental program assessment occurs on an annual basis. Assessment activities within classes are ongoing during the semester, as well as at the conclusion of the course.

---

**Student Learning Outcomes**

Learning Objectives
The objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:
Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;
Plan, execute, and interpret data from aquifer slug and pumping tests;
Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);
Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

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

The proposed program would support and align with the new Environmental Science curriculum. Students in the Integrated Sciences track of that curriculum will be able to select a minor of their choice. They are currently able to select the Geology minor, but with the importance of groundwater resources in Idaho, we believe there will be interest in this specific topic. It is expected that this minor may also be of interest to students majoring in Civil Engineering who wish to pursue careers in hydrology or geotechnical engineering. The minor provides tangible evidence of training in groundwater resources as a pathway to careers in industry and the public sector.

Supporting Documents
ShortForm_GroundwaterHydrologyMinor.docx
CurriculumChangeForm_GroundwaterHydrologyMinor.doc

Requires TECC Review
No

Reviewer
Comments
Rebecca Frost (rfrost) (10/27/20 6:17 pm): GEOL 409 needs to be reactivated in order to be included in this curriculum.
Rebecca Frost (rfrost) (11/16/20 11:05 am): Changed GEOL 409 to HYDR 409. Same title, GEOL course does not exist, and the HYDR is being proposed.

Amy Kingston (amykingston) (12/10/20 3:58 pm): Rollback: Due to time constraints, holding for future meeting.
Program Change Request

Program Reactivation Proposal

Date Submitted: 10/07/20 11:05 am

Viewing: 301 : Operations and Supply Chain Management (B.S.)

Last approved: 10/07/20 9:27 am

Last edit: 12/10/20 10:50 am

Catalog Pages Using this Program

Operations Management (B.S.Bus.)

Faculty Contact

In Workflow
1. 079 Chair
2. 13 Curriculum Committee Chair
3. 13 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. 10/07/20 12:45 pm Joana Espinoza (jespinoza): Approved for 079 Chair
2. 10/07/20 12:48 pm Joana Espinoza (jespinoza): Approved for 13 Curriculum Committee Chair
3. 10/07/20 12:48 pm Joana Espinoza (jespinoza): Approved for 13 Dean
4. 10/07/20 12:49 pm Joana Espinoza (jespinoza):
5. 10/19/20 9:16 am
Sara Mahuron
(sara): Rollback to
079 Chair for
Assessment

6. 11/20/20 11:39 am
Scott Metlen
(metlen): Approved
for 079 Chair

7. 11/20/20 11:45 am
Scott Metlen
(metlen): Approved
for 13 Curriculum
Committee Chair

8. 11/20/20 12:04 pm
Marc Chopin
(mchopin):
Approved for 13
Dean

9. 11/20/20 12:51 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office

10. 11/20/20 3:03 pm
Sara Mahuron
(sara): Approved for
Assessment

11. 12/09/20 2:31 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

12. 01/25/21 3:43 pm
Rebecca Frost
(rfrost): Approved
for UCC
### Faculty Name

<table>
<thead>
<tr>
<th>Faculty Name</th>
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<tbody>
<tr>
<td>Scott</td>
<td>Metlen</td>
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#### Change Type
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

#### Description of Change
Change the program name from Operations Management to Operations and Supply Chain Management

<table>
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<th>Academic Level</th>
<th>College</th>
<th>Department/Unit:</th>
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<tr>
<td>Undergraduate</td>
<td>Business &amp; Economics</td>
<td>Business</td>
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<td>2021-2022</td>
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#### Program Title
Operations and Supply Chain Management (B.S.)

<table>
<thead>
<tr>
<th>Program Credits</th>
<th>CIP Code</th>
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<tbody>
<tr>
<td>120</td>
<td>52.0205 - Operations Management and Supervision.</td>
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#### Emphasis/Option

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</tbody>
</table>

### Curriculum:

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

- [Colleges of Business & Economics Requirements](https://courseleaf/approve/)
- Major Requirements
- Total Hours

<table>
<thead>
<tr>
<th>54-57</th>
<th>79-82</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OM 378</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>OM 439</td>
<td>Systems and Simulation</td>
<td>4</td>
</tr>
<tr>
<td>OM 456</td>
<td>Enterprise Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>OM 470</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>OM 472</td>
<td>Enterprise Planning &amp; Sched</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least three courses from the following:

- **ENVS 428** Pollution Prevention
- **ME 410** Principles of Lean Manufacturing
- **STAT 431** Statistical Analysis

One 300-400 level CBE course 1

One Business, Culture, Economics or Language class 2

Total Hours: 25

1 300-400 level CBE: Excluding **MHR 311** and courses taken to complete the CBE Common Requirements.

2 Business, Culture, Economics, Language class must include a significant international experience component.

Courses to total 120 credits for this degree

A. PGA Golf Management Option

Required course work includes all Operations Management requirements and:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGA 103</td>
<td>Introduction to PGA Golf Management</td>
<td>2</td>
</tr>
<tr>
<td>PGA 150</td>
<td>PGA Golf Management I</td>
<td>3</td>
</tr>
<tr>
<td>PGA 251</td>
<td>PGA Golf Management II</td>
<td>3</td>
</tr>
<tr>
<td>PGA 298</td>
<td>Internship (Max 6 credits)</td>
<td>4</td>
</tr>
<tr>
<td>PGA 385</td>
<td>PGA Golf Management III</td>
<td>3</td>
</tr>
<tr>
<td>PGA 398</td>
<td>Internship (Max 6 credits) 1</td>
<td>6</td>
</tr>
<tr>
<td>RSTM 105</td>
<td>Teaching Golf I</td>
<td>2</td>
</tr>
<tr>
<td>RSTM 205</td>
<td>Teaching Golf II</td>
<td>2</td>
</tr>
<tr>
<td>RSTM 305</td>
<td>Teaching Golf III</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours: 27

1 **PGA 385** or **PGA 398** can be used to cover the (nine credits) of OM electives.

Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.

Courses to total 129 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.

https://nextcatalog.uidaho.edu/courseleaf/approve/
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

Have learning outcomes changed?

Yes, less than 25% No Change

Learning Objectives

Students will develop and implement a program to improve the quality of organizational processes. Students will demonstrate an understanding of the use of both “soft” project management skills (e.g., stakeholder management, conflict management, project leadership) and “hard” project management skills (e.g., budgeting, scheduling, risk management) to successfully manage a project through its life cycle (i.e., initiation, planning, execution, and closing).

Students will recommend process improvements for a improvement strategies based on computers models of business processes that they created for the business process in question.

Students will be able Ninety percent of graduating students develop solutions to and are expected to develop solutions to common supply chain problems.

Students will develop, manage, and improve production planning and control and inventory management systems.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

The five required classes for the major all have evaluating mechanisms built in to assess the degree of success in achieving the major's objectives.
Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Changing the name of the Operations Management Major to Operations and Supply Chain Management.

Rationale from college/department:
Operations management and supply chain management are closely aligned disciplines with overlap between the two. Some universities offer an operations management major, others a supply chain management major, and many a combined operations and supply chain management majors. Our current operations management major has as much or more supply chain management content that some regional competitors offering combined operations and supply chain management degrees. The jobs that we are preparing our students for are in both operations and supply chain, but our current name works against students pursuing the supply chain management type of jobs, especially when the employer is not familiar with our major and doesn’t understand that it covers both. The name change is to simply better communicate the true content of the degree and align with the language that the marketplace is looking for when recruiting our students.

Supporting Documents

OM name change.pdf
Operations and Supply Chain Management BS.xlsx
Operations and Supply Chain Management-PGA Golf Management BSBus.xlsx

Requires TECC Review
No

Reviewer

Comments
Sara Mahuron(sara) (10/19/20 9:16 am): Rollback: Please review learning outcomes: For #3, should it be "computer's model" or "computers model?" For #4, please review the outcome statement for consistency in formatting. Something like, "Students will develop solutions to common supply chain problems." 90% could be the internal benchmark the program uses to determine how well it is doing in meeting this outcome. However, the outcome statement itself should apply to all students. These are simple fixes, but need to be fixed to move forward so that the outcomes are correct in the catalog. Please email any questions to sara@uidaho.edu or to discuss.

Rebecca Frost (rfrost) (12/10/20 10:50 am): 4 year plans added by Rebecca Frost.
New Program Proposal

Date Submitted: 10/07/20 12:37 pm

Viewing: 425 : Business Analytics Academic Certificate

Last edit: 12/09/20 4:31 pm

Faculty Contact

In Workflow
1. 078 Chair
2. 13 Curriculum Committee Chair
3. 13 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. 10/07/20 12:44 pm
   Joana Espinoza (jespinoza):
   Approved for 078 Chair
2. 10/07/20 12:48 pm
   Joana Espinoza (jespinoza):
   Approved for 13 Curriculum Committee Chair
3. 10/07/20 12:49 pm
   Joana Espinoza (jespinoza):
   Approved for 13 Dean
4. 10/07/20 12:49 pm
   Joana Espinoza (jespinoza):
Approved for Provost's Office
5. 10/20/20 8:32 am
Sara Mahuron  
(sara): Rollback to 078 Chair for Assessment
6. 10/21/20 3:45 pm
Darryl Woolley 
(dwoolley):
Approved for 078 Chair
7. 11/20/20 12:50 pm
Joana Espinoza  
(jespinoza):
Approved for 13 Curriculum Committee Chair
8. 11/20/20 12:50 pm
Joana Espinoza  
(jespinoza):
Approved for 13 Dean
9. 11/20/20 12:51 pm
Joana Espinoza  
(jespinoza):
Approved for Provost's Office
10. 11/20/20 3:02 pm
Sara Mahuron  
(sara): Approved for Assessment
11. 12/09/20 4:31 pm
Amy Kingston  
(amykingston):
Approved for Registrar's Office
12. 01/25/21 3:45 pm
Rebecca Frost  
(rfrost): Approved for UCC
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darryl</td>
<td>Woolley</td>
</tr>
</tbody>
</table>

Academic Level: Undergraduate  
College: Business & Economics  
Department/Unit: Accounting  
Effective Catalog Year: 2021-2022  
Program Title: Business Analytics 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: 12  
Attach Program Change  
CIP Code: 52.0301 - Accounting.

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
no financial impact

Curriculum:

BUS 354  Business Analytics  3
or STAT 431  Statistical Analysis
MIS 440  Data Visualization  3
Select two additional courses from the following:  6

ACCT 421  Accounting Data Analytics
BUS 354  Business Analytics
ECON 453  Econometrics
FIN 463  Portfolio Management
MHR 417  Deploying and Developing Human Capital
MIS 453  Database Design
MIS 455  Data Management for Big Data
MKTG 431  Marketing Analytics
OM 439  Systems and Simulation (prerequisite of OM 370)
or OM 470  Supply Chain Management
STAT 419  Introduction to SAS/R Programming 1
or STAT 422  Survey Sampling
or STAT 426  SAS Programming
or STAT 427  R Programming

1 May not choose these courses if STAT 431 is taken in lieu of BUS 354.

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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 use inference, regression, times series, decision analysis, and optimization to analyze business problems.

Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.

Students will analyze and assess data quality and use appropriate tools to clean the data.

Students will demonstrate use of a variety of data management tools and software for analysis.

Students will present information as visualizations for management decision making.

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

Students will demonstrate learning in tests and projects administered in MIS 440, Data Visualization.

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

Two faculty will be overseeing the certificate and will analyze the data from the assessments for the two required courses. Additionally, alumni and advisory board members will provide an external review of the assessment with suggestions and changes as is appropriate.

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

Direct measures of knowledge will be completed by quizzes, exams, and assignments. Students will also have present analysis and findings to peers and faculty. This will provide direct measure of knowledge and indirect measure by receiving student feedback on presentations.

When will assessment activities occur and at what frequency?

For elective courses, an end of course summary of outcomes will be submitted to the associate dean at the end of the year. For the two required courses, formative assessment activities will occur at least twice during the course and added to the end of year summary which will also be submitted to the associate dean.
Learning Objectives

Students will use inference, regression, time series, decision analysis, and optimization to analyze business problems.
Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.
Students will analyze and assess data quality and use appropriate tools to clean the data.
Students will demonstrate use of a variety of data management tools and software for analysis.
Students will present information as visualizations for management decision making.

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

Analytics in business is the fastest growing component of the workforce. A certificate would attract UI students to the topic because of the workforce trends and would also be open to community members seeking additional knowledge of the topic for their job positions. The certificate has two required courses providing an overview of all stages of data analytics and allows students to select two courses that would provide specific knowledge on an analytics area (e.g., data management).

Supporting Documents

19_ACCT_Data Analytics Certificate.docx

18_ACCT_course-add-form-MIS4xx_DataVisualization RD.docx

Requires TECC Review No

Reviewer Comments

Sara Mahuron (sara) (10/20/20 8:32 am): Rollback: Please review the learning outcomes -- specifically the verbs -- and revise to actionable verbs that articulate the student can do or show they did "learn" what is expected. The section that asks to "describe the assessment process" actually contains two measurable outcome statements (1.) the student will display how to access and clean data prior to analysis, and 2.) Students will perform analyses and display the information in appropriate format for decision-making). You may be able to swap out those outcome statements with the corresponding learning objectives above. Additionally, one of the "learning outcomes" (#4 in the list) states what students will experience (variety of data management tools). Please revise this to articulate what students will know or be able to do as a result of this "experience." Some examples of how these could be revised to be measurable outcomes: Students will demonstrate proficiency in basic programming and SQL skills as it related to data acquisition and data access. Or, Students can use a variety of data management tools and software for analysis. Or, Students will be able to present information as visualizations for managerial decision making. Please reach out to sara@uidaho.edu with questions or to discuss further.
University Faculty Responsibility for Committees

• FSH 1640 committees are 1) university-level and 2) standing. FSH 1620 A.
• Faculty Senate approves the establishment, discontinuance, restructuring, and assignment of responsibility to these committees. FSH 1620 B-2.
• The Committee on Committees appoints, subject to confirmation by Senate, members of FSH 1640 standing committees. FSH 1620 B-4.
• But faculty responsibility is not limited to standing committees contained in FSH 1640. Faculty establish all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university. FSH 1520 IV.11. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. FSH 1620 B-4.
• Faculty have no authority over 1) ad hoc committees to advise the president or 2) committees primarily comprising administrators. FSH 1520 IV.11., 1620 B-3.

How do we define university-wide/university-level? Existing 1640 committees do not necessarily affect all constituencies or units, unless we take the view that every part of the university affects the whole, which would render the terms meaningless. Current 1640 committees range from those with broad application (ex: Ubuntu) to those with very narrow application (ex: Officer Education Committee).
University Assessment Committee

The University Assessment Committee, hereafter UAC, is a relatively new entity that first met in Fall 2017. A “committee charge” document exists, as well as a website listing committee members. The chair of the committee is listed on the website as Sara Mahuron, Associate Director of Assessment and Accreditation.

Relevant FSH Policy

FSH 1620 B-2.: The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, standing committees of the university faculty are policy actions that require approval by the Faculty Senate.

FSH 1620 B-6.: Ordinarily, no faculty committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

FSH 1620 B-7.: Unless otherwise noted within the structure of a committee in FSH 1640, chairs are selected by the Committee on Committees. The chairs of faculty standing committees generally are rotated so that no committee comes to be identified with one person.

Issues

UAC appears to be functioning outside faculty governance as it pertains to curriculum development, assessment, and approval.

- UAC has not been sanctioned by Faculty Senate; it does not exist in the Committee Directory (FSH 1640).
- No information is available on the University of Idaho website concerning the creation of UAC. For instance, under what authority was UAC created, what process was used to develop and approve the UAC’s charge, and how was UAC’s structure and membership determined?
- UAC appears to be duplicating assessment tasks charged to the University Teaching Committee (FSH 1640.87). Two functions of the University Teaching Committee, per FSH, are:
  - FSH 1640.87 A-2. To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes. [rev. 10-19, 3-20]
  - FSH 1640.87 A-3. To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty. [ed. 7-09, rev. 10-19, 3-20]

Other concerns

- While it appears that UAC “is an advisory committee providing oversight of assessment,” this oversight is duplicative of the tasks assigned to the University Teaching Committee.

- One might argue that UAC is just “providing compliance” with accreditation guidelines, and compliance is an appropriate administrative function; in other words, is the institution ensuring that measurement and assessment student learning outcomes is taking place. The process to develop, refine, measure, and approve student learning outcomes, however, is a faculty task. Allowing administrators and staff to control the process undermines faculty control of curriculum and assessment.

- If the UAC was approved as a standing faculty committee sanctioned by FSH, how would the committee’s responsibilities differ from the University Teaching Committee?
University Assessment Committee

UAC Membership:

One representative from each college and/or each division/unit. One UG and GRAD student.

Purpose

This Committee facilitates communication, development, and implementation of Student Learning Outcomes Assessment in respective departments and colleges. The UAC will support the development of student learning assessment plans and reports that directly assess program-level student learning outcomes to ensure a quality education, continuous program improvement, and compliance with accreditation standards.

Duties

1. Facilitate communication between Institutional Effectiveness and Accreditation (IEA) and faculty/staff
2. Develop and implement assessment guidelines based on best practices
3. Provide faculty/staff development on assessment and program improvement related topics
4. Recognize those who are actively engaged in assessment work
5. Review and comment on results from university-wide assessment plans and reports
6. Review individual programs’ assessment plans and processes, including General Education, and recommend ways for improvement
7. Provide input and feedback on the online UI student learning outcomes reporting system
8. Serve as the subject matter expert in your college or area on student learning outcomes assessment and continuous program improvement
Program Review and Accreditation Committee

Purpose
This Committee positions the University to meet standards, policies, and procedures related to achieving Northwest Commissions on Colleges and Universities (NWCCU) accreditation and specialized accreditations. The committee provides recommendations on processes and intended outcomes, reviews and offers recommendations on draft specialized accreditation and external program review reports, and evaluates strengths and areas for growth in support of departments and colleges as part of the accreditation processes.

Duties
- Plan annual EPR Orientation each Fall semester
- Review EPRs and specialized accreditation reports and assist with feedback to programs and/or the Provost’s Office
- Review NWCCU reports and/or recommendations and provide input/feedback
- Provide input/feedback on the EPR online system and Institutional Memory Bank
- Assist with special projects pertaining to accreditation or EPR, as appropriate
- Advise on matters related to ongoing collection of data and evidence for accreditation standards
- Maintain a timeline for accreditation reporting
- Advise IEA on accreditation issues, as requested
POLICY COVER SHEET

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

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
☐ Addition x Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 1640.42 FACULTY AFFAIRS COMMITTEE

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Rich Seamon, Faculty Affairs Committee Chair

Policy Sponsor, if different from Originator:

Reviewed by General Counsel   Yes  x No                Name & Date:

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

   FSH 1640.02 is revised for clarity: FAC is one of many possible points of contact for questions of policy interpretation, and need not be the first point of contact.

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

   None.

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

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

A-1. To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

A-2. To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern. [ed. 7-09]

A-3. To serve as a point of first contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure. [rev. 7-17]

B. STRUCTURE. Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee). The Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote. [rev. 7-08, 1-19, 7-19]