I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2021-2022 Faculty Senate Meeting #10 (October 19, 2021) Attach. #1

III. Consent Agenda (Vote)

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports
   • UCC 361 - Rangeland Ecology and Management (B.S) name change (Charles Goebel) - Attach. #2
   • UCC 443 - Enterprise Systems Integration Certificate (Darryl Woolley) Attach. #3
   • UCC 450 - Technical Program Management Certificate (Darryl Woolley) Attach. #4
   • UCC 449 - Applied Finance Academic Certificate (Darryl Woolley) Attach. # 5

VII. Other Announcements and Communications
   • Retention Presentation (Dean Kahler and Cynthia Castro) Attach. # 6
   • *APM 05.11 - Authorization of Volunteers - Attach. # 7

VIII. New Business

IX. Adjournment
Attachments:

- **Attach. #1**: Minutes of the 2021-2022 Faculty Senate Meeting #10
- **Attach. #2**: UCC 361
- **Attach. #3**: UCC 443
- **Attach. #4**: UCC 450
- **Attach. #5**: UCC 449
- **Attach. #6**: Retention Presentation
- **Attach. #7**: APM 05.11

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.
2021 – 2022 Faculty Senate – Pending Approval
Meeting # 10
Tuesday, October 19, 2021, 3:30 pm – 5:00 pm
Zoom only

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

Guests/Presenters: Charles Goebel, Sanjay Sisodiya, Shenghan Xu, Kristin Haltinner

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #9 – Attach. #1.
  There was a correction to the minutes: The question about hiring raised by a Senator under New Business referred specifically to hiring within the Office of Sponsored Programs. The minutes of the 2021-22 Meeting #9 were approved as corrected.

Chair’s Report:

- At next week’s Senate meeting, we will be joined by Dean Kahler and Cynthia Castro, who will give a presentation on retention efforts at the University of Idaho. Please reach out to your constituents and ask if they have any questions on this topic.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
  - The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
  - Yolanda Bisbee has requested Senate representation on the President’s Council on Diversity and Inclusion (PCDI) and other groups at the Office of Multicultural Affairs, so please let me know if you are interested in serving in this capacity.

Vice Chair Smith: We are seeking nominations for the University Promotion and Tenure Committee (P&T). An online nomination form will be circulated widely to solicit nominations. When making nominations, Senators should consider the broad cross section of academic duties: scholarly work via teaching, research/creative activity, outreach, and service. It is important to have a committee that on the whole is representational of these major pursuits. Senators are also encouraged to nominate faculty who have not previously (or recently) served on the committee, and individuals seen as leaders in their colleges and departments.

Discussion:
In response to a question, the Provost said the meeting will be held via Zoom. It is expected to last a full day.
A Senator heard that only tenured full professors are allowed to be on the University P&T Committee. Provost Lawrence will ensure that the relevant policies on the committee structure are shared. He later shared in the Zoom Chat that tenure is not required for membership, but one committee member must be tenured.

Provost’s Report:
- Presently, we have one student in isolation and four in quarantine. The number of students who submitted vaccination information is now over 4,000. The mask requirement continues and will be revisited by Nov. 1.
- Great news on the enrollment side: Enrollment at the University of Idaho is up 4.7%. See President Green’s memo from earlier today for more details. There is still work to be done, but this is a time to celebrate what we have accomplished, especially during a pandemic.
- Retention is the area where we need to focus the most. It will be discussed at Senate next week.
- The Provost invited Vice Provost for Faculty Kelly-Riley to report on the results from the recently sent survey about class attendance.

Vice Provost for Faculty Kelly-Riley:
The survey was sent to all instructional personnel to get a sense of how students are attending classes. 277 faculty responded, representing 546 courses from all colleges – see second of the two slides attached to these minutes. The first slide shows faculty estimates of attendance during the week prior to midterms, by college and combined. The responses to the open-ended question reveal that COVID still presents challenges in the classroom. Faculty are tired, though grateful for the mitigating strategies available to them. Some respondents are concerned about untested students who are unsure whether they have COVID and miss classes. They are also concerned about student mental health.

Discussion:
Any updates on “Great Colleges to Work for” survey results? Provost Lawrence responded that there are no major updates since last week. The university is still waiting for more information from the survey company. Again, he hopes that everything will be available to us before the end of October.

Vice Chair Smith had a question on mandatory COVID vaccine for federal employees: Has there been any discussion about a vaccine mandate for university employees as a federal contractors? The Provost responded that conversations are taking place, but it is a complicated issue. There are conflicting interpretations of these definitions and many open questions, but no clear direction on what is expected. This applies to a number of states besides Idaho. The Provost will try and gather more information and follow up on this question.

Committee Reports:
- UCC 124 B.S. Forestry – Charles Goebel
  This proposal adds a new Emphasis Area called "Forest Hydrology and Watershed Management." The new emphasis area is focused on forest hydrology and watershed management and provides necessary background for students to qualify for federal positions as a hydrologist while retaining Society of American Foresters accreditation. This emphasis area complements existing emphasis areas in general forestry, forest operations, and forest biology by focusing on water resources and management. No additional workload is expected as these are all existing courses.
  There were no questions or comments.
  Vote: 26/26 in favor, 0 against.
• UCC 178 Marketing (BUSBUS) – Sanjay Sisodiya
  We are communicating to Idaho State Board of Education and NWCCU that the requirements for
  the academic program are 100% available by distance education. There is no change in
  workload, as all of the courses are currently available via distance. We are submitting this
  request to match what we currently offer.
  There were no questions or comments.
  Vote: 25/25 in favor, 0 against.

• UCC 446 Sales Management Academic Certificate – Sanjay Sisodiya
  From a study on growth areas within the State and region, sales and sales management were
  identified as high growth areas. This certificate is provided to help students build knowledge and
  skills in the field of sales management. It presents the theoretical foundation to marketing,
  business negotiations, sales management, and develops skills in applied sales management. This
  sequence of courses allows students to understand marketing, negotiations, the role of sales as
  a marketing function, and build and develop sales management skills. It’s a “stand-alone”
  certificate, meaning that all one needs is in the certificate.
  There were no questions or comments.
  Vote: 25/25 in favor, 0 against.

• UCC 448 Promotion and Digital Marketing Academic Certificate – Sanjay Sisodiya
  This certificate is intended to provide students with the knowledge necessary to be successful in
  the field of promotions. This certificate presents the theoretical foundation to marketing, and an
  opportunity to build knowledge in the domain of promotions and digital marketing strategy,
  while including the integration of the promotions mix and strategic applications in the marketing
  mix. The use of electives allows students to develop complementary skillsets. Since many
  promotions activities can be applied in the remaining elements of the marketing mix (product,
  price, and place), students are provided with a choice to augment their learning by taking
  marketing electives. Similar to our sales certificate, this is an all-inclusive certificate – there’s no
  hidden course that someone might have to take to complete the program.
  Discussion:
  Chair Meeuf wondered about the possibility of conversations with his own department. The
  Social Media and Management Analytics class which they offer would be a good supplement if
  students pursuing the certificates could get into the class without having to jump through its
  prerequisites. Sanjay Sisodiya replied that his department is absolutely open to having those
  conversations. In fact, in the past both groups would engage regularly in healthy curriculum
  conversations.
  Vote: 25 in favor, 1 against.

A Senator had a general question about the certificates: is there a formal assessment or
prediction of the number of students that these courses are expected to attract, and what
happens if not enough students apply for the certificates? Sanjay Sisodiya briefly reviewed the
process. For instance, if there is a heightened level of demand – say 35-40 students – they
consider introducing additional sections. On the other hand, if there are too many sections for
the number of students, they reduce the number of sections. They deliver the promotion
related certificate using existing courses, so there is no need for new resources. If the demand
for digital marketing and promotions were to fall off in the near future, they will revisit the
programs at that time. They did not do a formal demand analysis on the Promotion certificate,
primary because they are using “off the shelf parts” to deliver something that is in high demand.

Provost Lawrence said he applauds the College of Business and Economics (CBE) for offering these certificates. The market for certificates is exploding, and he hopes that all of our colleges are considering these options. Back to the previous question about demand, with certificates it is not easy to predict what the market needs are. Most of them cover niche topics, so it is hard to get standardized data across the nation. With our new budget model, colleges are going to look carefully at enrollments and programs that are gaining large interest while using “tools” that are already built in. Down the road they will need to monitor the cost effectiveness of certificates, but what CBE is doing is exciting.

- UCC 301 Operations and Supply Chain Management (B.S.) – Shenghan Xu
  Some of the courses they offer are already available online and through distance learning, so this change is basically to acknowledge that in the catalog so students are aware if it.
  Discussion:
  A Senator had a question about teaching a class with an audience in the classroom for registered students on the Moscow campus, and another (synchronous) component with people online, who would then have access to the same content delivered by the instructor. At the same time, this would alleviate the problem of not having enough instructors for the certificates. have. Shenghan Xu said that they are essentially following the HyFlex model developed during the pandemic, that is, the instructor teaches the class in person and holds, simultaneously, a zoom session. They also have faculty who are developing material for asynchronous delivery. The process is not without challenges, but student feedback is very positive, so they intend to continue this practice for the next few semesters. Additional technology tools are needed to make it possible, and faculty cannot walk around the classroom. Also, it becomes very challenging for faculty who teach large sections.

  Provost Lawrence added that, in contrast to HyFlex, this is a by-modal delivery, in that there are actually two synchronous sections for each class (approximately 40 classes, 80 sections), one in person and one virtual. The model is challenging for instructors, but there is huge potential for delivering the same content anywhere in the state and beyond. We should learn from what they have done this semester.

  A Senator inquired about the Golf Management option. Is that also available online? Shenghan Xu responded that the option concerns the minor, whereas the change under consideration is for the major.
  Vote: 24 in favor and 0 against.

- UBUNTU Equity in Hiring Best Practices for Committees – Kristin Haltinner (non-voting item)
  Chair of Ubuntu Kristin Haltinner provided some background. Public information about the racial demographics of the faculty at U of I (from a website called College Factual, the reliability of which Kristin is not sure about), reports that our faculty are 94% white. So U of I is behind in equity, diversity, and inclusion. What she is presenting today is a draft and not a formal document. She briefly summarized the scope of the project, as described in Attachment #7, and welcomed questions and suggestions.
Vice Chair Smith commented on a recent experience as a member of a search committee, where he observed application of implicit biases. He suggested that workshops – where specific examples are presented and hands-on training is offered – may be more effective than the training that every search committee member must take. Kristin Haltinner agreed that current training sessions may not be adequate for diversity education.

A Senator noted that a newly proposed policy for the recognition of Affinity Groups has been in the office of General Counsel for some time. Presently, there are no formally recognized groups for the support of affinity people, such as, for instance, Black Faculty and Staff. She is concerned that potential applicants may be discouraged from applying to U of I. Chair Meeuf agreed. Faculty Senate Leadership is inquiring frequently about the status of the policy.

Secretary Sammarruca suggested Zoom interviews with a diverse pool of applicants prior to on-campus interviews. This may help committee members form a holistic view of the candidates which may be missed looking just at the paperwork – something more in depth and more structured than the phone interviews search committees typically do.

Kristin added that Ubuntu is working on other projects as well, which include anti-bullying policy – in the works since a couple of years – equity in admissions, providing gender neutral bathrooms, and the MLK awards coming up in January.

Chair Meeuf commented on the importance of advertising a position for a sufficiently long time, as emphasized in the Ubuntu draft. Often times, the timeline for searches is a bit rushed. This could be an area for structural improvement to be discussed with the Provost.

Responding to the Chair’s call for more suggestions on how to facilitate cultural changes in the hiring process (we tend to see diversity hires as “additive” rather than at the core of what we do), the Secretary offered help and suggestions as needed based on her life-long experience in a male-dominated arena.

Chair Meeuf reminded everyone who has more suggestions about the draft or how to best communicate these practices and live by them, should contact Kristin at khaltinner@uidaho.edu

New Business:
Chair Meeuf suggested, as a new business item, a robust discussion about the kind of by-modal delivery method mentioned earlier. A Senator added that it would be interesting to have classes with full-time registered students shared with students who are pursuing a certificate. In this way, they would have online access from anywhere in Idaho to the same teaching quality as the regular students. It would be an important step towards disseminating our teachings to a wider audience. Chair Meeuf asked Vice Provost for Digital Learning Ken Udas whether this is a likely discussion as we pursue ways to get distance students into the classroom. Ken Udas agreed that this conversation merits further discussion.

A Senator pointed out that Macbeth is playing at the Hartung theater. She went to the opening night last Friday and it was a fantastic performance. It will play for one more week.
Adjournment:
The agenda being completed, Chair Meeuf adjourned the meeting at 4:44pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
Faculty were asked to estimate attendance in their courses the week prior to midterms. This includes undergraduate and graduate courses. The survey was sent to all faculty teaching during fall 2021.
PROFILE OF FACULTY RESPONDENTS
FALL MID-SEMESTER ATTENDANCE ESTIMATES BY COLLEGE
277 FACULTY REGARDING 546 COURSES
361: RANGELAND ECOLOGY AND MANAGEMENT (B.S.)

Export to PDF Export to Word

In Workflow
1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Wed, 22 Sep 2021 06:54:45 GMT
   Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 06 Oct 2021 14:50:35 GMT
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
   Dennis Becker (drbecker): Approved for 11 Dean
   Dean Panttaja (panttaja): Approved for Provost's Office
5. Mon, 11 Oct 2021 16:03:46 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 12 Oct 2021 18:29:49 GMT
   Rebecca Frost (rfrost): Approved for Registrar's Office
8. Tue, 19 Oct 2021 20:07:33 GMT
   Steve Stubbs (sstubbs): Approved for UCC

History
1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Wed, 22 Sep 2021 06:54:07 GMT

Viewing: 361: Rangeland Ecology and Management (B.S.)
Last approved: Thu, 17 Jun 2021 00:02:14 GMT
Last edit: Tue, 19 Oct 2021 20:07:18 GMT

Changes proposed by: Charles Goebel

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact
Change Type (Choose all that apply)
- Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change name of the program to Rangeland Ecology and Management

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

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Forest, Rangeland & Fire Sci

Effective Catalog Year
2022-2023

Program Title
Rangeland Ecology and Management (B.S.)

Degree Type
Major

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

Program Credits
120

Attach Program Change

CIP Code
01.1106 - Range Science and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:
This major prepares students to conserve, restore, and manage the vast landscapes known as rangelands. These ecosystems include deserts, prairies, shrublands, and woodlands. The degree program focuses on the scientific study of rangelands and introduces principles for managing and restoring rangelands for maximum benefit and ecosystem sustainability.

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

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<td>The Soil Ecosystem</td>
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<td>or WLF 370</td>
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<td>Restoration Ecology</td>
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Career Track courses with Advisor Input and Approval (see below)  

Total Hours 90-94

Students must complete 15 credits of advisor-approved electives contributing to a specific career track that may include:

**RESTORATION ECOLOGY** - Millions of acres of rangeland and forests have been disturbed by fire, invasive plants, and overgrazing. Academic advisors in rangeland conservation have developed a set of electives for students interested in a career in wildland restoration. Completing these career track electives will fulfill requirements for the Restoration Ecology Undergraduate Academic
Certificate. Careful selection of courses can also highlight expertise in botany and plant materials to qualify for professions as a botanist.

**WILDLIFE HABITAT** - Many species of wildlife live on rangelands and the management of wildlife habitat is an important and sought after skill. With help from their academic advisor, rangeland students can complete a career track that will show expertise in wildlife habitat management and fulfill the requirements for a Minor in Wildlife Resources.

**LAND AND LIVESTOCK** - This career track is for students interested in hands-on management of rangelands. Academic advisors work with students to select courses that provide the knowledge and skills needed to manage rangelands with grazing and fire to enhance livestock production while sustaining communities of native plants and animals. Completion of these courses can also satisfy the requirements for a Minor in Animal Science or Soil Science.

**WILDLAND FIRE** - Wildfire is one of the major forces causing change on rangeland ecosystems. Completing a specific set of advisor-approved electives will enable students to show knowledge of land management related to wildland fire and fulfill the requirements for a Minor in Fire Ecology and Management.

**INDIVIDUAL INTEREST** – Students can work with their advisor to select specific courses to show expertise in a career track of specific interest that may include Watershed or Riparian Ecologist, Natural Resource GIS Specialist, Environmental Consultant, Tribal Land Manager, Resource Economist, or many other interests related to rangelands.

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

**Degree Maps:**

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<th>Hours</th>
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<td>ENGL 101 Writing and Rhetoric I</td>
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<td>NR 101 Exploring Natural Resources</td>
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<td>REM 151 Rangeland Principles</td>
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<td>(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)</td>
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<td>COMM 101 Fundamentals of Oral Communication</td>
<td>2</td>
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<tr>
<td>ECON 202 Principles of Microeconomics</td>
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<tr>
<td>FOR 235 Society and Natural Resources</td>
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<td>STAT 251 Statistical Methods</td>
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<td>BIOL 114 or BIOL 115</td>
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<tr>
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<tr>
<td>Humanistic and Artistic Ways of Knowing Course</td>
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<tr>
<td>Elective Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td>1</td>
</tr>
<tr>
<td>FOR 221 or NR 321</td>
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<tr>
<td>BIOL 213 or PLSC 205</td>
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<tr>
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<tr>
<td>FOR 375 Introduction to Spatial Analysis for Natural Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>REM 410 Principles of Vegetation Monitoring and Measurement</td>
<td>2</td>
</tr>
<tr>
<td>REM 411 Wildland Habitat Ecology and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>SOIL 205 The Soil Ecosystem</td>
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<tr>
<td>SOIL 206 The Soil Ecosystem Lab</td>
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<td>Elective Course</td>
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<td>ENGL 313 or ENGL 317 or ENGL 318 or WLF 370</td>
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<tr>
<td>NRS 383 Natural Resource and Ecosystem Service Economics</td>
<td>3</td>
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<tr>
<td>REM 341 Systematic Botany</td>
<td>3</td>
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<tr>
<td>Humanistic and Artistic Ways of Knowing Course</td>
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<tr>
<td>Career Track, Major Elective Course</td>
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<tr>
<td>(PLSC 419 and REM 280)</td>
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<td>REM 459 Rangeland Ecology</td>
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REM 460  Integrated Field Studies in Rangelands  1
SDIL 454  Pedology  3
International Course  3
Career Track, Major Elective Course  3
Career Track, Major Elective Course  3

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**Spring Term 4**
REM 456  Integrated Rangeland Management  3
American Diversity Course  3
Career Track, Major Elective Course  3
Career Track, Major Elective Course  3
FISH 430 OR FOR 462  3

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</table>

**Total Hours**  120

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

**Distance Education Availability**

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

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

No

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

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

**Geographical Area Availability**

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

Moscow

Where?

**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?

No
Learning Objectives

1. Graduates will be able to implement effective planning and problem-solving approaches individually and in teams that consider economic, social, and ecological impacts of rangeland projects and plans.
2. Graduates will be able to use spatial tools (including maps, GPS, GIS, and remote sensing) to observe and interpret ecosystems and aid in making management decisions.
3. Graduates will be proficient with rangeland inventories and perform field measurements of upland and riparian habitats in shrublands, grasslands, woodlands, and deserts.
4. Graduates will be able to effectively communicate plans and decisions in light of existing policies and laws.
5. Graduates demonstrate a sound understanding of science and the application of the scientific method to addressing natural resource questions.

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

The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to increase the appeal of the major to a broader community and increase enrollment. The anticipated enrollment increases have not been realized. Additionally, as part of a recent Rangeland Industry Summit hosted by the College of Natural Resources Advisory Board, many employers expressed concern about the current name of the degree program and recommended that the degree name be returned to its original form - Rangeland Ecology and Management.

Supporting Documents
Rangeland Conservation_BSRangelandConsv.xlsx

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 361

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

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel
443: ENTERPRISE SYSTEMS INTEGRATION

Export to PDF Export to Word

In Workflow
1. 075 Chair (lindachen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Wed, 01 Sep 2021 16:32:59 GMT
   Linda Chen (lindachen): Approved for 075 Chair
2. Thu, 23 Sep 2021 23:50:17 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:27:00 GMT
   Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:18:08 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 15:59:29 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 18:36:47 GMT
   Rebecca Frost (rfrost): Approved for Registrar's Office
7. Tue, 19 Oct 2021 15:44:33 GMT
   Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal
Date Submitted: Tue, 31 Aug 2021 23:56:01 GMT

Viewing: 443: Enterprise Systems Integration
Last edit: Tue, 12 Oct 2021 18:33:26 GMT
Changes proposed by: Lori Baker-Eveleth

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Baker-Eveleth</td>
<td><a href="mailto:leveleth@uidaho.edu">leveleth@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Accounting and Mgmt Information Systems

Effective Catalog Year
2022-2023

Program Title
Enterprise Systems Integration

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.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

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<td></td>
<td>Data Visualization for Managerial Decision Making</td>
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</tr>
<tr>
<td>ACCT 421</td>
<td>Accounting Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MHR 310</td>
<td>Leading Organizations and People</td>
<td>3</td>
</tr>
<tr>
<td>MIS 353</td>
<td>Application Development</td>
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</table>
Total Hours

Courses to total 12 credits for this certificate

Degree Maps:

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

• Students completing the Enterprise Systems Integration certificate will create applications and systems meeting the expectations of the users and the enterprises.

• Students completing the Enterprise Systems Integration certificate will demonstrate effective leadership behaviors and skills for the enterprise.

• Students completing the Enterprise Systems Integration certificate will collect, categorize, calculate, analyze, and report cost and other data about the enterprise.

• Students completing the Enterprise Systems Integration certificate will apply analytic techniques to analyze and audit enterprise data.

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

The courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the course learning objectives. Direct measures of student learning will be based on the development and creation of applications, systems, or audits based on the needs of the enterprise, and on the ability to create reports related to the decisions of the organization. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessments at the program level will occur.

Indirect measures of assessment are employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses; and the number of students continuing to enroll in additional CBE certificates.

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

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.
What direct and indirect measures will be used to assess student learning?

Direct measures of student learning will be based on the development and creation of applications, systems, or audits based on the needs of the enterprise, and on the ability to create reports related to the decisions of the organization. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessments at the program level will occur.

Indirect measures of assessment are employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses; and the number of students continuing to enroll in additional CBE certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in Acct 421, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives

- Students completing the Enterprise Systems Integration certificate will create applications and systems meeting the expectations of the users and the enterprises.
- Students completing the Enterprise Systems Integration certificate will demonstrate effective leadership behaviors and skills for the enterprise.
- Students completing the Enterprise Systems Integration certificate will collect, categorize, calculate, analyze, and report cost and other data about the enterprise.
- Students completing the Enterprise Systems Integration certificate will apply analytic techniques to analyze and audit enterprise data.

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

In order to perform meaningful analysis to make good decisions, businesses professional need access to information and possess the skills to commit to the decision. The courses in this certificate are intended to develop analysis and leadership skills for managers, understand how to use appropriate enterprise tools, and implement decisions based on analysis.

To address the management of the added workload to the college, MHR 310, MIS 353 or 355, Acct 385, and Acct 421 will need to be developed for online delivery and is contingent upon resources generated by CBE Dean Marc Chopin and the provost. MIS 440 is already being developed as an online course.

Supporting Documents

443_ Enterprise Systems Integration.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Steve Stubbs (sstubbs) (Fri, 01 Oct 2021 15:57:00 GMT): Updated curriculum with course list

Key: 443

Choose Proposals to Bundle

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B
**450: TECHNICAL PROGRAM MANAGEMENT**

Export to PDF Export to Word

**In Workflow**

1. 075 Chair (lindachen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

**Approval Path**

1. Wed, 01 Sep 2021 16:33:16 GMT
   Linda Chen (lindachen): Approved for 075 Chair
2. Fri, 24 Sep 2021 00:14:02 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:28:34 GMT
   Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:19:29 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 16:03:58 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 18:45:42 GMT
   Rebecca Frost (rfrost): Approved for Registrar's Office
7. Tue, 19 Oct 2021 15:44:37 GMT
   Steve Stubbs (sstubbs): Approved for UCC

**New Program Proposal**

Date Submitted: Wed, 01 Sep 2021 16:12:19 GMT

**Viewing: 450 : Technical Program Management**

**Last edit: Tue, 12 Oct 2021 18:45:33 GMT**

Changes proposed by: Lori Baker-Eveleth

**Final Catalog**

2022-2023

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

What is the teach-out plan?

Rationale for Inactivation

Attach State Form

**Faculty Contact**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Baker-Eveleth</td>
<td><a href="mailto:leveleth@uidaho.edu">leveleth@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Accounting and Mgmt Information Systems

Effective Catalog Year
2022-2023

Program Title
Technical Program Management

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
52.0211 - Project Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

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<tr>
<td>MIS 350</td>
<td>Managing Information</td>
<td>3</td>
</tr>
<tr>
<td>or MIS 355</td>
<td>Systems Analysis &amp; Administration</td>
<td></td>
</tr>
<tr>
<td>OM 370</td>
<td>Process Management</td>
<td>3</td>
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<tr>
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<td>OM 378</td>
<td>Project Management</td>
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</table>

**Total Hours**

12

**Courses to total 12 credits for this certificate**

**Degree Maps:**

**Distance Education Availability**

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

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

Yes

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

Yes

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

**Geographical Area Availability**

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

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

Where?

**Student Learning Outcomes**

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

- Students completing the Technical Project Management certificate will demonstrate understanding using 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 completing the Technical Project Management certificate will demonstrate critical thinking about how to approach an operation's challenges including those with ethical and international implications.
- Students completing the Technical Project Management certificate will explain the nature and significance of decisions to create sustainable processes to produce goods and services.
- Students completing the Technical Project Management certificate will develop technical knowledge in a programing language and demonstrate usable code.

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

Courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the concepts. Direct measures of student learning will be based on the development of programming projects and development, management, and completion of a project. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

How will you ensure that the assessment findings will be used to improve the program?
At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine modifications to be made in the future.

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

Direct measures of student learning will be based on the development of programming projects and development, management, and completion of a project. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in OM 378, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

Assessment will include:
- Examination questions in MIS 250 or 440, 350 or 355 & OM 370.
- Development, management, and conclusion of a project in OM 378.
- Programming project in MIS 250 or 440

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives
- Students completing the Technical Project Management certificate will demonstrate understanding using 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 completing the Technical Project Management certificate will demonstrate critical thinking about how to approach an operation’s challenges including those with ethical and international implications.
- Students completing the Technical Project Management certificate will explain the nature and significance of decisions to create sustainable processes to produce goods and services.
- Students completing the Technical Project Management certificate will develop technical knowledge in a programming language and demonstrate usable code.

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

Rationale for certificate:
Most of business revolves around projects: implementing, managing, and completing projects. Program managers lead teams, manage schedules and resources, and have a good breadth on the project; technical program managers perform the tasks of a program manager plus connect the dots with technical knowledge. The courses in this certificate are intended to cover the breadth of project management and the depth of technical project.

To address the management of the added workload to the department, OM 370, OM 378, and MIS 350 or 355, will need to be developed for the online delivery and is contingent upon resources generated from the CBE Dean Marc Chopin from the provost. MIS 250 and 440 are both being developed as online courses and will have capacity for additional students to add.

Supporting Documents
450_Technical Program Management.pdf

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments
Steve Stubbs (sstubbs) (Fri, 01 Oct 2021 16:03:13 GMT): updated curriculum by adding courses from list.

Key: 450
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel
449: APPLIED FINANCE ACADEMIC CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:08 GMT
   Scott Metlen (metlen): Approved for 079 Chair
2. Wed, 15 Sep 2021 19:53:35 GMT
   Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
   Marc Chopin (mchopin): Approved for 13 Dean
   Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 22 Sep 2021 22:04:58 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 23 Sep 2021 22:20:22 GMT
   Amy Kingston (amykingston): Approved for Registrar's Office
8. Thu, 30 Sep 2021 14:55:28 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
   Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Fri, 27 Aug 2021 18:55:48 GMT

Last edit: Mon, 11 Oct 2021 20:02:06 GMT

Changes proposed by: Terrance Grieb

Final Catalog
2022-2023

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

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact
Faculty Name  
Terrance Grieb  
Faculty Email  
tgrieb@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Business & Economics

Department/Unit:
Business

Effective Catalog Year
2022-2023

Program Title
Applied Finance 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
52.0801 - Finance, General.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?

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
Support will be needed for courses totaling 12 credits. The certificate is part of an online degree program and is bundled into that support package.
Curriculum:

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Courses to total 12 credits for this certificate

Degree Maps:

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?
Online program. No in person classes offered.

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.

- Understand the basic principles of financial management for businesses.
- Understand the fundamental economic principles in applied business decisions.
- Understand the basics of financial services for consumers, including insurance, budgeting, consumer financing, and planning for retirement.
- Understand the different methods that large and small business use to attract and service capital.
- Understand retail and commercial real estate markets and how real estate professionals serve their clients.

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

Courses will use a variety of assessments including exams, quizzes, and projects. Projects will be used where appropriate to provide measurable learning outcomes based on real-world topics and issues. If 30% or more of students are not performing at a satisfactory level then an analysis of each assessment and learning outcome will occur at the course level and a re-evaluation of the learning outcomes and assessment will occur at the program level.
How will you ensure that the assessment findings will be used to improve the program?

Faculty and departmental oversight will provide for monitoring assessment results and making recommendations for continual improvement.

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

Direct measures of assessment will include exams and quizzes or FIN 301 and ECON 340, and exams and projects for FIN 322, FIN 323, FIN 324, and FIN 325.

Indirect measures of assessment will include employer feedback as to the preparedness of students entering appropriate jobs, student satisfaction with the certificate following completion of the program, enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

When will assessment activities occur and at what frequency?

Direct assessment activities will occur within courses each time they are offered. Indirect measures and overall assessment of the certificate will occur every two years to provide sufficient data for measurement.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Understand the basic principles of financial management for businesses.
- Understand the fundamental economic principles in applied business decisions.
- Understand the basics of financial services for consumers, including insurance, budgeting, consumer financing, and planning for retirement.
- Understand the different methods that large and small business use to attract and service capital.
- Understand retail and commercial real estate markets and how real estate professionals serve their clients.

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

Financial resource management as applied practice addresses both the financial environment and needs of business as well as the financial services needed by consumers. The courses in this certificate provide a framework of practical knowledge for both of these needs. Completion of this certificate will develop the skills necessary for the general financial management of a business, including attracting capital and managing the financial needs of the company. The certificate will also provide an overview of three important financial service areas: insurance, real estate, and financial planning.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:36:04 GMT): Note: I emailed Terry Grieb for clarification about whether this certificate should be 12 or 18 credits and whether ECON 340 (gone Dormant) should be removed from curriculum.

Amy Kingston (amykingston) (Tue, 21 Sep 2021 19:52:47 GMT): I heard back from Terry Grieb and clarified the credit hours (12 required). We are also leaving ECON 340 on the list since it is being reactivated this curriculum cycle.

Amy Kingston (amykingston) (Tue, 21 Sep 2021 21:25:07 GMT): The four FIN courses showing as "Course Not Found" are new courses working through the curriculum cycle now. The details will autopopulate once they are approved. The ECON course showing as "Course Not Found" is being reactivated this cycle and will also populate once that reactivation is approved.

Key: 449

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
RETENTION DISCUSSION

A Collaborative Approach to Student Success

FACULTY SENATE 2021

Facilitated by:
Dean Kahler, Vice Provost SEM
Cynthia Castro, Exec. Director Student Success Initiatives
Bart Sonnenberg, Director of Tutoring & College Success
Shawna Bertlin, Director of University Advising
Kristen McMullin, Associate Director (Student Success)
Student Retention
Graduation Rates

4-year Graduation Rate

<table>
<thead>
<tr>
<th>Cohort Year</th>
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</tr>
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<tr>
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</tr>
<tr>
<td>2015-16</td>
<td>30</td>
</tr>
<tr>
<td>2016-17</td>
<td>25</td>
</tr>
</tbody>
</table>

males    females
Factors Impacting 1st & 2nd Year Retention/Progression

Finances (aid awarded, availability of work, etc.)

Campus adjustment (i.e., sense of community, friends, satisfaction, etc.; not being a Greek is higher risk)

Academic preparedness/CUM GPA
The Student Satisfaction Survey was administered in the spring of 2021.

A total of 2273 of students completed the survey.

9662 students were invited to complete the survey online.

Benchmarked against 78,669 other four-year public university respondents.

Open ended responses from respondents.

This equals 24% response rate.
OUR INSTITUTIONAL STRENGTHS

These are the top areas our students care about AND we are meeting their expectations:

1. My academic advisor is knowledgeable about requirements in my major.
2. The instruction in my major field is excellent.
3. Nearly all of the faculty are knowledgeable in their field.
4. I am able to experience intellectual growth here.
5. My academic advisor is approachable.
OUR INSTITUTIONAL CHALLENGES

These are the key areas to improve, based on the priorities of our students:

1. My educational experience is preparing me for a career.
2. The content of the courses within my major is valuable.
3. The quality of instruction I receive in most of my classes is excellent.
4. I am able to register for classes I need with few conflicts.
5. Tuition paid is a worthwhile investment.
6. Faculty are fair and unbiased in their treatment of individual students.
These are the key areas to improve, based on the priorities of our students (continued):

7. Financial aid awards are announced to students in time to be helpful in college planning.
8. Adequate financial aid is available for most students.
9. Faculty provide timely feedback about student progress in a course.
10. Financial aid counselors are helpful.
11. This institution shows concern for students as individuals.
NEXT STEPS TO THE SSS

• Meeting with key areas:
  o Leadership teams (Colleges, Deans, Cabinet, Boards, etc.)
  o ASUI
  o Faculty Senate
  o Key Departments

• Informing Strategic Enrollment Plan (SEP) process

• Key areas are responding

• Dashboard at:
  https://sasviya.uidaho.edu/links/resources/report?uri=/reports/reports/8ea99ae2-1b0c-44fc-8fbf-7b5bd685e0a7&page=vi3413
CURRENT STUDENT SUCCESS INITIATIVES
The mission of Academic Support Programs (ASP) is to provide student-centered, holistic, engaging support services that foster opportunities for academic and personal success. ASP is committed to cultivating an inclusive and intentional environment that aligns with the teaching and learning mission of the University, preparing students for graduation and beyond.
Academic Support Programs (ASP)

Vandal Success Center, ISUB, 3rd floor

www.uidaho.edu/tcs
tsc@uidaho.edu

208-885-1021
TCS HIGHLIGHTS

**Vandals Tutoring FY21**
- 5,537 total visits (170.75% Increase from FY20)
- 876 unique visits (41.3% Increase from FY 20)

**Vandals Tutoring FY22**
- 2,553 total Visits
- 665 unique visits

**SI-PASS (Supplemental Instruction) FY22**
- 680 visits (283 unique students)
- 15 courses supported

**Academic Coaching FY21**
- 103 enrolled students in
- College Success Strategies course
- 632 students at workshops
- 111 individual student consultations
Academic Support Programs (ASP)

Vandal Success Center, ISUB, 3rd floor
www.uidaho.edu/sss
ssstrio@uidaho.edu
208-885-1021

Program Eligibility
- First-generation college student
- Low-income
- Documented disability
- Academic need

- Individualized support for transition to college life
- Personal and academic support, including free 1:1 tutoring
- Peer mentoring
- Scholarships and financial literacy education
- Community building and fostering connection to campus
SSS-TRIO Highlights

• **FY2020**
  - 97% of students in good academic standing
  - 94% fall-to-fall retention
  - 98% 6-year graduation rate
  - Mentoring Program serves 14 mentors and 40 mentees
    - Impact evaluation on the first 65 mentees (FY17-FY19)
      - 97% persisted from spring-to-fall
      - Slightly higher GPA 3.04 compared to 2.97 for students who were not mentored
  - College Reading & Learning Association (CRL) international program certification
Academic Support Programs (ASP)

Kibbie Dome
2nd floor

www.uidaho.edu/sass
asp-sass@uidaho.edu

208-885-1021

Student-Athlete Support Services (SASS) is committed to the education and success of our student-athletes. We collaborate with cross-campus resources to support student-athlete academic progress, maintain NCAA eligibility and develop well-rounded, employable graduates.

- Weekly academic success meetings
- Free drop-in and individual tutoring
- Secondary advising
- Career development
- Community engagement
- Monitoring of NCAA PTD eligibility
- INTR 201: College Success Strategies
- Summer Bridge program
SASS Highlights

- Retention rate 80%
- Six-year graduation rate 62.8%
- 15 consecutive semesters of a department GPA of a 3.0 GPA or higher
- Record student-athlete GPAs
  - Spring 2020 = 3.5 (p/f)
  - Fall 2020 = 3.37
  - Spring 2021 = 3.38
- 3 consecutive semesters of all 14 sport teams earning a 3.0 GPA or higher
- 81 Big Sky All-Academic Team student-athletes spring 2021
- Fall 2020 Women’s Cross Country team highest GPA in the nation with a 3.87 and Men’s Cross Country team was 8th
The mission of University Advising Services (UAS) is to assist in the exploration and discovery of academic resources; educate students about university policies and procedures; promote engagement in high-impact opportunities, university life, and the community; and empower students to take ownership of their individual goals, decisions and achievements.
ADVISOR TRAINING

An advisor training portal is housed in the BBLearn virtual learning environment and will be transferring to Canvas this semester.

The course is a component of the university's undergraduate advising training program for academic advisors and is also available to faculty and secondary advisors. The information presented serves three main goals:

- Initial onboarding training for new advisors
- Ongoing training and development of current advisors
- Centralized reference and resource space

UAS Cross Training Initiative
- Allows us to meet needs across colleges as they arise
STUDENT ONBOARDING

• Ready to Register List (Slate) and UIdaho Bound Events (Virtual or In-Person)
  • For Fall 21, approximately 89% of incoming students utilized one or both of the university onboarding processes.
  • Of the students who used this traditional onboarding, 92% were still enrolled at 10th day.
  • Of the students who used alternative means to complete registration 79% were enrolled at 10th day.

• Virtual (Zoom) and In-person Academic Advising Options

• Course Registration
  • Think 30

• Proactive Advising Strategies
  • Intentional outreach as represented in the proactive advising timeline
RHYTHM RESET

• A motivating and personal-growth-focused program that provides customized one-on-one assistance to all undergraduate students on academic probation or returning from academic disqualification. The goal of the program is to equip and empower students with the resources and capacities needed to overcome barriers and successfully navigate their academic journey; occurs fall and spring semesters.

• Spring 2021 participant numbers
  o Served 71 students

• Fall 2021 preliminary participation trends
  o Currently serving 57 students
“I appreciated how much it reminded me of the bigger picture: the value of applying ourselves fully in school, to our career and our general habits and sense of purpose. There was plenty of good advice on time management and positive mentality.”

–Semester Refresh Student Attendee, Spring 2021

- Free half-day conference for all students
- Embraces the whole student experience
- Focuses on motivating students to take steps to be successful in work, school, and life
- Occurs the day before class start in the spring semester
- Provides practical, interactive workshops and opportunities for students to connect
PRE-HEALTH PROFESSIONS PROGRAM

- Health Career and Major Exploration
- Identify Pre-Requisite Courses
- Work/Service Experiences
- Assistance with Graduate School Application Process

- 14 Focus Areas
- Approximately 600 Students/Alums
- 3 Courses
- Grad Speaker Series
- Workshops
**VandalStar**

**Total Current Users**
1300+ Faculty & Staff

**26 Total Campus Partners**
Including: Dean of Students, Tutoring, Academic Coaching, CAMP, Fraternity and Sorority Life, Housing and Residence Life, Student Financial Aid Services, Career Services, ASUI, and more!

**Fall ‘20 – Spring ‘21 VandalStar Activity — Student Touchpoints**
- 26,356 Flags Raised
- 22,605 Kudos Given

**Self-Directed Scheduling**
In Spring 2021, students scheduled 80% of VandalStar appointments

**Appointment Outcomes**
90% Students with at least one meeting persisted Fall ‘20 to Spring ‘21

**Student – Community Engagement**
16,802 Total student appointments
6,906 Students connected to support
Fall ‘20 – Summer ‘21

**Fall 2021 Early Warning Grades**
- 69% Faculty submission rate
- 7035 Unique students received feedback
Why Faculty Use VandalStar — Key Features

- **Stay Secure and FERPA Compliant**
  Log into VandalStar with the same username and password as other U of I systems.

- **Communicate with Students**
  Send emails to all or some students in one click using ‘Message’ feature. Saved and archived.

- **Schedule Online Appointments**
  Students self-schedule based on your openings; confirmation and reminder emails for you and student. Outlook sync option available.

- **Document Student Interactions**
  Notes are saved and viewable by other faculty and staff (based on permissions) to assist students.

- **Get to Know Your Students**
  See summary info (+ pictures!) for your students including college, major, academic standing, campus location, class level and more.

- **Connect and Collaborate to Help Students**
  A single location to view and receive feedback about items (flags and referrals) raised for your students. Fosters community coordination, spirit.

- **Update Student’s Academic Progress Anytime**
  Progress Surveys, flags, and kudos features engage and notify student and student’s campus Network.

- **Download Course and Advisee Rosters**
  ‘Connection’ and ‘Term’ options available with filters and attributes to choose from.

www.vandalstar.uidaho.edu
vandalstar@uidaho.edu | 208-885-8787 | uidaho.edu/sem/vandalstar
"I LIKE HOW IT SHOWS ME MY VANDAL SUCCESS NETWORK AND JUST THE SCHEDULING COMPONENT (ADDING IT TO ONE’S CALENDAR AND SEEING THE AVAILABILITY OF ONE’S SUCCESS NETWORK).”
- MICHAEL EZE, ASUI STUDENT

"EVEN THOUGH I POST GRADES REGULARLY ON BBLEARN, THE FLAGS FROM VS SEEM TO WORK BETTER AT GAINING STUDENTS' ATTENTION... STUDENTS CONTACT ME ABOUT IMPROVING THEIR PERFORMANCE AFTER THOSE FLAGS ARE RAISED."
- MARY OSWALD, BIOLOGICAL SCIENCES FACULTY
LOOKING FORWARD

• Additional communication and engagement opportunities for student users, staff, and faculty
• Collect data on needs/experiences of specific student cohorts (e.g., cross-disciplinary students, transfer students, first-generation students, etc.)
• Review early warning grade flag/kudo language and practices
• Continued onboarding of new units and reconnecting with current users
OTHER RETENTION/PROGRESSION EFFORTS

- Summer Melt Mitigation – individualized summer outreach to all incoming students to verify course schedule accuracy, answer questions, and build advising relationships prior to the start of the semester.
- Calling Campaigns – a coordinated initiative with the Admissions Telecounseling unit
  - Welcome and Check-in outreach to connect new incoming students with peers who can help them engage with campus resources
  - Enrolled Not Registered (ENR) outreach to students enrolled in current semester and not registered for the upcoming semester
  - First-Time, Full-Time (FTFT) ENR outreach to all students who were enrolled in fall and are not registered for the spring semester
OTHER RETENTION/PROGRESSION EFFORTS CONT.

• Texting Campaigns— a coordinated initiative with academic coaching
  o Midterm grade outreach to juniors and seniors
  o ENR efforts
• Proactive support to FTFT students with financial related registration holds – in collaboration with Financial Aid
• Creative communication strategies to increase awareness of support services and encourage student engagement (i.e., social media, texting, personalized handwritten notes, liaison with Fraternity Sorority Life, engagement tabling events, POLYA, Military & Veteran Services, etc.)
Finding your way around the 3rd Floor of the ISUB.
FUTURE OPPORTUNITIES FOR COLLABORATION

• Expansion of SI-PASS (Supplemental Instruction) supported courses
• Exploration of implementing a university-wide approach to equipping new incoming students and supporting second-year student progression
• Exploration of intentional support for transfer and non-traditional students
• Timely student course feedback
• Input from faculty advisors regarding additional curriculum training topics
• Strategic Enrollment Plan (SEP) partnerships
• Other ideas for consideration
THANK YOU & DISCUSSION
POLICY COVER SHEET

**Faculty/Staff Handbook [FSH]** □ Addition □ Revision* □ Deletion* □ Emergency
Minor Amendment □

**Chapter & Title:**

**Administrative Procedures Manual [APM]** □ Addition □ X Revision* □ Deletion* □ Emergency
Minor Amendment □

**Chapter & Title:** APM 05.11 – Authorization of Volunteers

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

**Originator(s):**
Nancy Spink – 5-6177 nspink@uidaho.edu

**Policy Sponsor:** (If different than originator.)

**Reviewed by General Counsel** □ x Yes □ No Name & Date: Kim Rytter 10/19/21
Policy has been reviewed by Matt Dorschel, Nancy Spink, and Dan Ewart.

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

The policy had not been updated since 2010. We wanted to update and simplify the policy. The detailed procedure implementing the policy is found on Risk’s website.

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

There is no expectation of any fiscal impact from the revisions to this policy.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

We could find no related policies to this policy. We would have expected something related in the Human Resources area of the APM.

IV. **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.

If not a minor amendment forward to: ___________________________________________
05.11 -- Authorization of Volunteers
May 6, 2010 November 1, 2017

Contents:
A. Definitions
B. Policy
C. Process Authorization of Volunteers
D. Forms and Examples
E. Contact Information

A. Definitions

A-1. Acknowledgement of Risk and Waiver of Liability (Waiver). Legal document that lists the particular dangers of an activity, states that the individual accepts the risks in exchange for participating in the activity, and waives liability against the university. Waivers are prepared only by the Office of Risk Management (Risk).

A-2. Authorized Volunteer. Person who has been asked to perform duties on behalf of the university by a university employee normally authorized to recruit and offer employment (e.g., program director, unit administrator).


A-4. Auto coverage. The university’s coverage for claims arising from use of university-owned vehicles, including comprehensive and collision coverage for damage to university-owned vehicles.

A-5. General Liability. Coverage for bodily injury or property damage involving third parties.

A-6. Personal auto coverage. Auto coverage for a vehicle titled to an individual.


A-8. Third parties. An individual or entity other than the university or the university’s volunteers. (The university is the first party and the coverage provider is the second party.)

A-9. Workers Compensation. Coverage for injuries suffered while working in the course and scope of the described job duties.

The university benefits from the services of its many volunteers. It is important that volunteers understand and accept the risks associated and the scope of insurance coverage while performing in a volunteer capacity. Failure to properly authorize volunteers could result in significant monetary and goodwill damages for the associated UI unit, should an adverse event occur.

B. Policy

Any UI college, department, or division wishing to utilize volunteer support must have all volunteers properly authorized by following the procedures set forth on the Risk Management website. This will ensure volunteers are informed of the risks and the scope of insurance coverage while performing in a volunteer capacity. Failure to properly authorize volunteers could result in significant monetary and goodwill damages for the associated UI unit, should an adverse event occur.

For the protection of the university and its volunteers, the university provides general liability coverage for claims that arise from authorized volunteer activities, and auto coverage if a volunteer is authorized to drive a university-owned vehicle. The university does not provide coverage for activity-related injuries to volunteers or for damage to a volunteer’s personal vehicle. Volunteers must use their personal medical benefits and personal auto coverage in the event of activity-related injury and for damage to their personal vehicles. For exceptions related to workers compensation coverage, contact Risk. Risk Management and Insurance is responsible for the development of processes related to volunteers and for...
the approval of any exceptions for services critical to the university's mission or for university signature events. Units that do not complete the Volunteer Qualification process as outlined in the Volunteer Standards prior to the start of volunteer service will not be in compliance with insurance, Human Resources, EHS, and Office of Research Assurances.

B. Authorization of Volunteers Policy. The college or division management is responsible for following the Guidelines Standards for Departments Using Volunteer Services, completing a Volunteer Qualification Checklist for the specific volunteer and having that volunteer sign the Information for Volunteers form that is relevant to the volunteer service. The university benefits from the services of its many volunteers. For the protection of the university and its volunteers, the university provides general liability coverage for claims that arise from authorized volunteer activities, and auto coverage if a volunteer is authorized to drive a university-owned vehicle. The university does not provide coverage for activity-related injuries to volunteers or for damage to a volunteer's personal vehicle. Volunteers must use their personal medical benefits and personal auto coverage in the event of activity-related injury and for damage to their personal vehicles. For exceptions related to workers compensation coverage, contact Risk. Exceptions may be granted for services critical to the university's mission or for university signature events.

C. Process.

C-1. Volunteer Position Descriptions. Units will prepare an Authorized Volunteer Position Description form for all positions for which volunteers are recruited, describing specific duties. After preparing the position description, units will work with Risk to discuss the activities and appropriate risk planning.

C-2. Waiver. Risk will develop a Waiver using the Authorized Volunteer Position Description drafted by the unit. Units may not write their own Waivers, or adapt Waivers developed for any other use. Waivers are legal documents, and Risk works with General Counsel's office to develop Waivers for specific activities.

C-3. Volunteer Vehicle Use. If a volunteer will be driving university-owned vehicles, the volunteer must meet the driver requirements stated in APM 05.08 I-3. The volunteer's acknowledgement of driving responsibilities must be noted on the Authorized Volunteer Position Description form.

C-4. Claims and Incidents. Report all injuries, claims, and incidents immediately to the university employee who authorized the volunteer position. This individual is responsible for immediately reporting incidents involving university volunteers to Risk. See section E for contact information.

C-5. Workers Compensation. Units seeking workers compensation coverage for specific volunteer activities must consult with Risk. Coverage determinations are made on a case-by-case basis by the workers compensation insurer, and cannot be guaranteed.

D. Forms and Examples. For instructions and examples of completed forms, go to www.uidaho.edu/risk/riskplanning/volunteers.

E. Contact Information. Problems or questions regarding the use of volunteers for university sponsored activities may be referred to Risk at (208) 885-7177, risk@uidaho.edu, or by fax at (208) 885-9490. Information and forms for authorizing volunteers are available on the UI Risk Management and Insurance website. Any questions regarding volunteers should be referred to Risk Management and Insurance by emailing risk@uidaho.edu.