

University of Idaho
2024 – 2025 Faculty Senate Agenda
Meeting #28

Tuesday, April 1, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #27 (March 25, 2025) **Attach. #1**
- III. Chair's Report
 - Who We Are: Michael Strickland, Senator from CALS
- IV. Faculty Secretary Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - UCC 146 Revising Catalog D-5 – Barb Kirchmeier, Senator and Director of Independent Study Idaho and Ken Udas, Vice Provost for Digital Learning Initiatives **Attach. #2**
 - UCC 154 Update Regulation L – Lindsey Brown, UI Registrar **Attach. #3**
 - UCC 553 Career and Community Studies Undergraduate Academic Certificate – Andrew Scheef, Associate Professor of Special Education – Department of Curriculum and Instruction **Attach. #4**
- VI. Other Announcements and Communications
 - Information on Accessibility Requirements for Canvas – Jackie Wernz, Director of OCRI
 - Committee Updates
 - Advising Committee – Matthew Swenson, Professor of Mechanical Engineering; Chair of University Advising Committee
 - Teaching Committee – Rachel Halverson, Professor of German; Chair of the School of Global Studies; Chair of University Teaching Committee
 - University Commencement Committee – Lyudmila Barannyk, Professor of Math; Chair of University Commencement Committee
- VII. Provost's Report

VIII. New Business

IX. Adjournment

Attachments

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- **Attach. #3** UCC 154 Update Regulation L
- **Attach. #4** UCC 553 Career and Community Studies Undergraduate Academic Certificate

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 - Canvas Accessibility Requirements – Jackie Wernz, Director of the Office of Civil Rights and Investigations
- VII. Provost's Report
- VIII. New Business
- IX. Adjournment

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2024 – 2025 Faculty Senate – Pending Approval

Meeting # 27

Tuesday, March 25, 2025, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Borrelli, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Lawrence (w/o vote), Maas, McKenna, Miller, Murphy (vice chair), Pimentel, Ramirez, Raney, Remy, Rinker, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne

Absent: Aus, Kolios

Guests: Luke Sheneman, Devin Becker, Norman Lee, Dan Ewart

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

Approval of Minutes (vote):

The minutes of the 2024-25 Meeting #26, March 18, 2025, were approved as distributed.

Chair's Report:

- **ORED Listening Session.** Earlier this year, senate discussed the bureaucratic barriers to faculty success, one of the concerns mentioned was redundancies and complications in the grant application and reporting process. Two senators concerned with this issue proposed the idea of a listening session with ORED. In talking to Torrey, it was determined that the best group with whom to have this discussion is the [Research Council](#), chaired by Vice President Nomura. Chair Haltinner talked to the group, and set up a conversation for April 16th at 3:00pm at the following zoom link: <https://uidaho.zoom.us/j/83104628139>. The focus of this conversation will be to work collaboratively to identify redundancies or other obstacles to grant applications and innovate ways to solve them. Any interested faculty are welcome to this discussion and brainstorming session.
- **ORED Town Hall.** On April 11th from 2-3pm, Vice President Nomura is hosting a town hall to discuss federal changes in the funding landscape. This can be attended in person in the Clearwater/Whitewater Room or on zoom at this link: <https://uidaho.zoom.us/j/88120650272?from=addon>
Meeting ID: 881 2065 0272; Passcode: 476017
- **Hearts of Glass.** On Saturday, April 5th, the Center on Disabilities and Human Development will be hosting a film called Hearts of Glass at the Kenworthy. This film follows the development of an organization called Vertical Harvest – a hydroponic greenhouse that grows crops while providing jobs to people with disabilities. It is free and open to the public.
- **CETL Director interviews.** Open Sessions with the two finalists for the Director of CETL position will be this week and next. The first candidate will be W James Jacob, and the open session is March 26th at 10:30am in ALB 311 or at this zoom link: <https://uidaho.zoom.us/j/84403157143?from=addon>. The second candidate is Margaret Pinnel on April 4th at 10:30am in ALB 311 or at this zoom link: <https://uidaho.zoom.us/j/85339365000?from=addon>
- **Accommodation Exhaustion.** Back in September Senate discussed as a priority the challenge that faculty and staff have in meeting the varying accommodation needs of their students. Chair

Haltinner has been talking with Doug in CETL about this and he is working with CDAR to identify the most common accommodations and will be putting together a workshop for faculty regarding how they can design assignments to meet these accommodations. . This will happen sometime in April, and will be announced. .

- **Parking for Adjunct Faculty.** Back in the Fall Senate discussed a recommendation from the Non-Tenure Track Ad Hoc Committee regarding parking for adjunct faculty. Their recommendation was that, for those employees who receive very little pay, there should not be a fee for parking. In reviewing the policy and talking with Torrey and the parking committee and parking office it is clear that present policy permits departments to buy parking passes for employees whose “primary work location is not the Moscow campus” This read would accomplish the goals of that committee. Note that this will be handled at the College or Department level.
- **Revising Section 2 of the SBOE Policy.** The December resolutions of the SBOE require edits to section 2 of the board policy to accommodate the post tenure review process policy and the faculty code of conduct requirements. SBOE asked each institution to send two faculty and two administrators – the representatives from UI are Tim, Torrey, DKR and Kristin. The group had their first meeting last week and discussed additional sections of the much-outdated policy they wanted to offer edits to. Feel free to reach out to any of the four UI representatives with suggestions.
- **Who we are:** Aby Berger.
Aby is on Faculty Senate as a representative of the Student Bar Association (SBA). SBA is basically the law school equivalent of ASUI on campus, but on a much smaller scale. The goal of SBA is to represent the student interests and serve as a liaison between students, faculty and administration. They host a variety of events throughout the school year. Aby is the SBA 2L council officer. She acts as an advocate on behalf of her class, and she is also on the Events Committee. Aby is an Idaho native born and raised in Wallace, a very small town up north. She graduated in 2021 with her bachelor's degree from the U of I and then earned her MS at Arizona State in 2022. A year later she joined the law school, where she is on the Women's Law Caucus Executive Board, and is a teaching assistant for Professor Running's legal writing class.

Provost's Report

- **Legislature.** JFAC (Joint Finance and Appropriations Committee) met to discuss higher education budgets. They approved additional funding requests but also included a 2 million dollar cut to the University of Idaho and a 2 million dollar cut to Boise State University, but it's not yet final. We will know more as their recommendations work through the legislative process.
- **Enrollment.** This spring we have 11,886 students. That's an increase of 4.2% from last spring, and the largest spring enrollment we have ever had. It is the 8th consecutive semester of enrollment growth, and all colleges grew compared to last spring.
- **For Outlook outage** or similar problems, check the OIT status webpage: <https://status.uidaho.edu/>
- UI April **Faculty Gathering** – RSVP: <https://forms.office.com/r/8kHYwPLx1H>

Discussion:

A senator asked whether the increased tuition revenue from the larger enrollment may offset the potential cuts from JFAC. Provost Lawrence replied that it's possible, but much is still unclear at this time.

Committee Reports

- Faculty Affair Committee (Vote)

- FSH 4000 – Academic Freedom and Responsibilities – Erin Chapman, Faculty Senator and Chair of FAC.
FSH 4000 as it currently stands refers directly to the board policy. FAC proposes taking the language directly from the state board and placing it in FSH. Doing so will ensure that faculty are aware of and engaged with any future changes to the policy made by the board rather than automatically having our policy change (because of their change).
The provost underlined that, if the SBOE makes changes and we conflict with those, the SBOE policy overwrites ours.
Vote: 19/22 yes; 3/22 no. Motion passes.
- University Curriculum Committee (vote)
 - UCC 589 – Historic Preservation Undergraduate Academic Certificate – Shauna Corry, Senator and Dean – College of Art and Architecture.
State of Idaho architectural historians have asked CAA for a professional development and continuing education online certificate to ensure the state and surrounding region has the work force needed to continue identifying, documenting, and completing submissions to the National Register. The effects of climate change and the resulting erosion and degradation of the historic built environment along with a generational decline in qualified experts skilled at developing and submitting properties for inclusion on the National Register, has identified the need to educate individuals to support completion of National Register submissions. There are a few similar certificates offered nationwide; we believe this certificate will address a regional and national need to educate individuals in support of preservation and conservation of the built environment.
Discussion:
There was a question about the intended audience for this certificate. They are professional historians, archaeologists, anthropologists, who will get a very focused education in what needs to happen for preparing documents and submittals to have a historic site review done.
The next question was about the necessary qualifications to teach the new courses needed to offer the certificate. They plan to hire adjunct instructors who are qualified to teach those courses, with a position description guided by existing programs in architectural history and historic preservationists.
Vote: 19/20 yes; 1/20 no. Motion passes.
 - UCC 585 Water and the Environment Undergraduate Academic Certificate – Eric Mittelstaedt, Department of Earth and Spatial Sciences.
There is a need for a broad-based certificate in water at the undergraduate level, structured in a manner that undergraduate students can learn fundamentals of the hydrologic cycle, surface water, and explore various other topics in water. After the ENVS BS degree program was restructured in 2019, ENVS wanted to create a water option in the degree program, but the leadership of CALS, COS, and CNR agreed it would be preferable to create certificates that ENVS students (and others) could earn to gain some breadth and depth in water. We are now able to propose a broad-based water certificate to meet this need.
There were no questions.
Vote: 20/21 yes; 1/21 no. Motion passes.
 - UCC 587 – Climate Change and Solutions (MS), Eric Mittelstaedt, Department of Earth and Spatial Sciences

This MS degree is the companion to our bachelor's degree that was established a couple of years ago. It allows students to get a broad survey of potential climate change and solutions, degree options or classes. We have been expanding our climate repertoire, with about 10 different courses on climate within our department. This degree will give us a “4 plus 1” option with our undergraduate and MS degrees.

Discussion: None

Vote: 22/23 yes; 1/23 no. Motion passes.

Announcements and Communications

- Research Lab/Project Website Hosting Through RCDS – Luke Sheneman, Director, UI Research Computing & Data Services.

Luke Sheneman introduced Research Computing and Data Services (RCDS). They are a core facility (or unit) within the Institute for Interdisciplinary Data Sciences. They work with web development and hosting as well as data management. For 15 years they supported U of I research projects. [Please see presentation included with these minutes to know more.]

Discussion:

There was a brief discussion about the upkeep and the cost. To start a project, the RCDS team would request a U of I budget index and operate as a service center. Typically, they work with the PI to develop the initial site and make sure it follows all accessibility guidelines they must adhere to. There's no cost for minor changes, but if the PI needs an entirely new capability, there may be additional cost. For most of these sites, especially the informational sites, we use a content management system where we can provide the PI with the ability to login and manage content on their own, if that's the preferred route.

- VERSO – Devin Becker, Associate Dean of Research and Instruction and Norman Lee, Research, Outreach and Engagement Librarian.

Davin and Norman introduced VERSO, the university's research information management system and institutional repository and talked about adding webpages content to VERSO.

[Please see presentation included with these minutes to know more.]

Discussion:

There was a question about the need for approval. Only the development of the initial site needs approval, not all future changes.

Some senators, who were initially skeptical, reported positive experiences with VERSO.

A senator noted that extension publications appear as newsletters, but they are not. The team will investigate it and come back with some recommendations.

A senator asked about tutorials. The VERSO webpage contains FAQ and short tutorials for editing content. <https://verso.uidaho.edu/>

- Google Sites – Dan Ewart, Vice President of Information Technology and Chief Information Officer

In addition to those just presented, another option is available to maintain one's website, free of charge and easy to use. The university can provide a Google login, with the same UI login credentials. On the Google screen there is an option called “sites” that allows anyone with an account to create a website and maintain it on their own. One can insert images, slides, YouTube videos and more. It is completely under faculty control. When you are ready to publish, just hit the “publish” button. If it is what you want, it gets published, and you receive a URL that can be distributed to anybody else.

Discussion:

In response to a question, Dan replied that the content can be edited essentially like a word document.

A senator asked whether, in the actual link to the website, one would see Google or University of Idaho. The senator thinks the latter would be more appropriate for an official professional site. Dan will look into this aspect.

A senator asked how google sites compare with Squarespace. Dan thinks they are similar.

New Business

There was none.

Adjournment

The meeting was adjourned at 4:39pm.

Respectfully Submitted,

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



Research Web Development and Hosting

Luke Sheneman

Director

Research Computing and Data Services (RCDS)

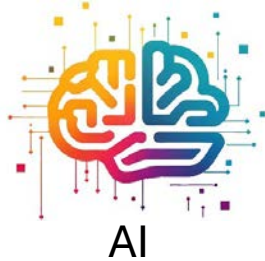
RCDS

High Performance Computing

Data Services



Campus + Falcon Supercomputer



AI



Data Management



Data Storage



Web/Mobile Apps

Staff



Luke Sheneman

Director Of RCDS

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Joseph Leister

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<https://c3plus3.org>



AI @ UI News



Call for Participants: Idaho AI Higher Education Leadership Team 2025-2026

Applications for Statewide AI Lead and Institutional Catalyst are due Wednesday, April 9, 2025.

READ MORE →



Interdisciplinary team translates historic German cello educational book using generative AI

Article by Leigh Cooper, University Communications and Marketing. Photos by Chris Giamo and Garrett Britton, University Visual Productions. Artificial intelligence elevates education accessibility For their co-authored book on the history of teaching string instruments, Miranda Wilson and two colleagues read every book they could find about playing violin, viola, cello or double bass. They turned to Google...

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<https://ai.uidaho.edu>



PODCAST

Exploring the Unknown Deep Soils – The Vandal Theory Podcast

March 25, 2024

Meet Michael Strickland (go.uidaho.edu/3VUJr2r) and Zachary Kayler (go.uidaho.edu/4aub5Bf), associate professors in the Department of Soil and Water Systems

Display a menu deepsoilecotron.org



PODCAST

Soil Science Goes Deep

October 31, 2021

Where's the big science project on deep soil? It's coming soon.

[READ MORE →](#)



ARTICLE

New observatory to probe the mysteries of Earth's 'forgotten' subsoil

October 12, 2020

Idaho is "really a cool place" to locate the ecotron lab because it boasts a diverse range of soils, says the project's PI, microbial ecologist Michael Strickland of the



Welcome to I-CREWS

Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS) is a \$24 million NSF EPSCoR research project that aims to address the impact of climate, population, and technological change on energy-water (E-W) systems.

[Welcome Document](#)

[Seed Funding Opportunity](#)

[Annual Meeting 2024](#)

<https://deepsoilecotron.org>

<https://idahocrewws.org>

Future Crop Suitability

Explore future climate suitability for specialty crops in the Western USA.

Location: Moscow, ID (46.7324° N, 117.0002° W)

Choose Analysis -

Analysis:

- Suitability
- Phenology
- Irrigation

Choose Data -

Crop:

Apples (Gala)

Time Period(s):

- 1971-2000
- 2010-2039
- 2040-2069

Future Emissions:

Higher Emissions (RCP 8.5)

Choose Location -

Display a menu **e Map -**

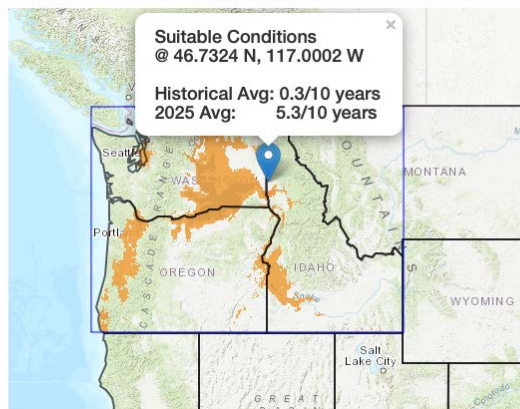
Regional Suitability

Crop Suitability Metric: Overall thermal suitability

Map Crop Risk: Desired crop suitability in at least 8 in 10 years

Locations Suitable for Apples (Gala) due to Overall thermal suitability

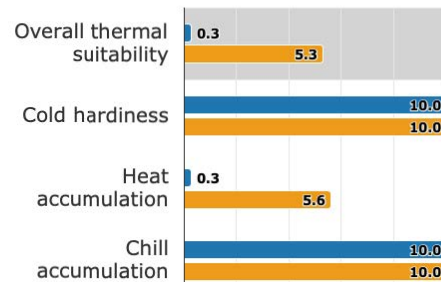
Shading indicates suitability in at least 8 of every 10 years



Location-Specific Suitability

Climatic Limitations on Apple (Gala) Suitability

Moscow, ID



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Forecasting Tick-borne Diseases in the Western U.S.

OUR TEAM
Members of the project team include Univ. of Idaho, Univ. of Nevada (Reno), Univ. of New Mexico and Dartmouth College
[meet the team](#)

PROJECT OVERVIEW
Learn how data scientists plan to assimilate data and develop spatio-temporal models of tick dynamics
[about the project](#)

VISUALIZATION
An interactive plot illustrates the relationship between project participants and project components
[interactive plot](#)




Daogang Ma Earns Lee Allison Award

TickBase News

Andrew Nuss Recently Honored with NSF CAREER

<https://tickbase.net>



MENU 

Idaho Water Resources Research Institute

[Latest News](#)

Supporting water resource needs for Idaho and beyond

Established in 1963, the Idaho Water Resources Research Institute (IWRRRI) is one of the nation's 54 water research and technology centers. In this capacity, IWRRRI conducts and directs research to support the water resource needs of the state of Idaho, the northwest region and the nation. IWRRRI also plays an important role in facilitating, participating in and developing innovative education and outreach programs that provide research-generated information to water managers, agency research scientists and the public at large.

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RCDS – Web Development and Hosting

University of Idaho Research Computing and Data Services



Data Services

SERVICE	INTERNAL RATES	EXTERNAL RATES
Data Storage stable and enduring access to data	\$0/terabyte per year, up to 30TB	Not offered
Development mobile apps, websites, databases, learning management systems	\$85/hr	\$110.00/hr
Hosting (a) Web Applications/Databases (b) Virtual Machines	(a) \$0/yr (b) \$0/yr	\$1069.00

Hosting includes proactive security patching, firewall management, software installations, and full user support.

COMPUTE

- Applications
- Hardware
- Tutorials

DATA

- Development
- Hosting

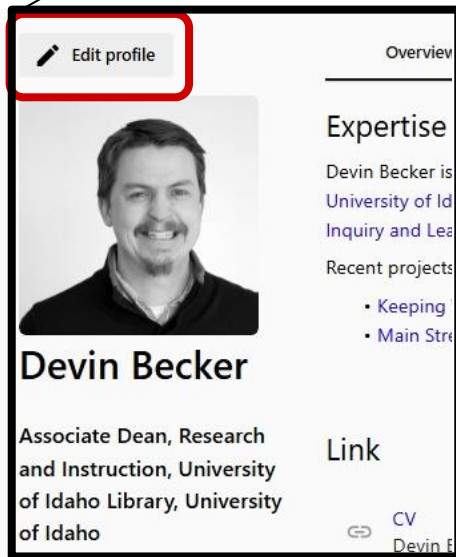
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University of Idaho
Library

Adding Webpages Content to VERSO

Editing biographical info



[Edit profile](#)

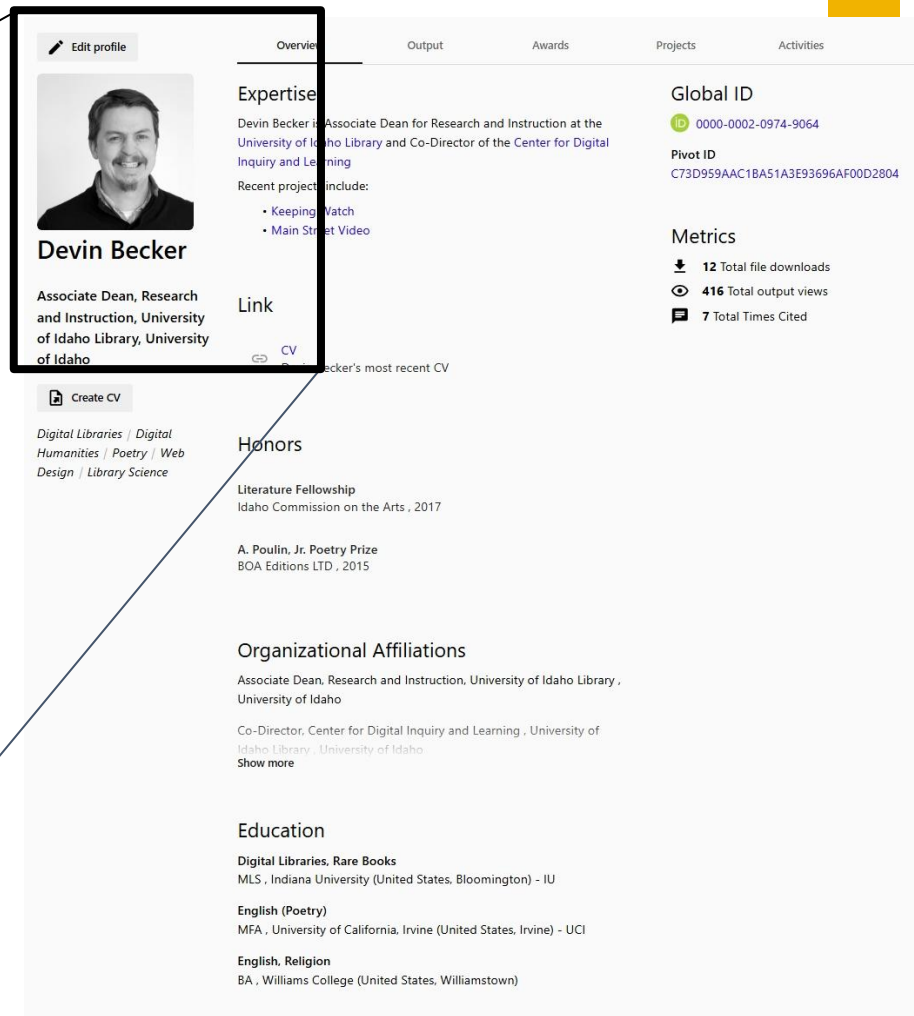
Devin Becker

Associate Dean, Research and Instruction, University of Idaho Library, University of Idaho

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[CV](#)

Devin Becker's most recent CV



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Devin Becker

Associate Dean, Research and Instruction, University of Idaho Library, University of Idaho

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Digital Libraries | Digital Humanities | Poetry | Web Design | Library Science

Honors

Literature Fellowship
Idaho Commission on the Arts , 2017

A. Poulin, Jr. Poetry Prize
BOA Editions LTD. , 2015

Organizational Affiliations

Associate Dean, Research and Instruction, University of Idaho Library , University of Idaho

Co-Director, Center for Digital Inquiry and Learning , University of Idaho Library , University of Idaho
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Education

Digital Libraries, Rare Books
MLS , Indiana University (United States, Bloomington) - IU

English (Poetry)
MFA , University of California, Irvine (United States, Irvine) - UCI

English, Religion
BA , Williams College (United States, Williamstown)

Overview

Output

Awards

Projects

Activities

Expertise

Devin Becker is Associate Dean for Research and Instruction at the University of Idaho Library and Co-Director of the Center for Digital Inquiry and Learning

Recent projects include:

- Keeping Watch
- Main Street Video

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Digital Humanities X

Poetry X

Web Design X

Library Science X

Links




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Devin Becker's most recent CV   

Describe your research

No words limit, but try to be succinct.

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Devin Becker is Associate Dean for Research and Instruction at the [University of Idaho Library](#) and Co-Director of the [Center for Digital Inquiry and Learning](#)

Recent projects include:

1. [Keeping Watch](#)
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Undo changes

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 Literature Fellowship
Idaho Commission on the Arts, 2017   

 A. Poulin, Jr. Poetry Prize
BOA Editions LTD, 2015   

Editing scholarship, teaching, etc.



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Devin Becker

Associate Dean, Research and Instruction, University of Idaho Library, University of Idaho

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Honors

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SPECIFY >



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DESCRIBE IT

SPECIFY

RELATIONS

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Subtitle

Asset subtitle

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or

Add a new organization



Devin Becker

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Abstract

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Conference/Event

- Conference paper
- Conference poster
- Conference presentation
- Conference program
- Poster
- Presentation

Creative Work

- Choreography
- Dance
- Design and architecture
- Drama
- Essay
- Exhibition catalog
- Fiction (novel, short story)
- Film
- Musical composition
- Musical performance
- Musical score
- New media
- Non-fiction
- Other creative works
- Painting
- Poetry
- Script

- Sculpture
- Set design
- Theater

Dataset

- Dataset

Interactive Resource

- Blog
- Podcast
- Virtual reality environment
- Webinar
- Website

Other

- Map
- Model
- Other
- Patent

Posted Content

- Accepted manuscript
- Preprint
- Working paper

Publication

- Abstract
- Annotation
- Bibliography
- Book
- Book chapter
- Conference proceeding
- Dictionary entry
- Edited book
- Editorial
- Encyclopedia entry
- Journal article
- Journal issue
- Letter/Communication
- Magazine article
- Newsletter article
- Newspaper article
- Report
- Review
- Technical documentation
- Translation

Software

- Code
- Workflow

Teaching/Learning

- Assignment/exercise
- Course workbook
- Flashcards
- Lecture
- Lecture outline
- Online course module
- Other learning objects
- Study guide
- Syllabus
- Teaching activity
- Teaching case study
- Teaching manual/handbook
- Test/quiz question bank
- Textbook
- Tutorial
- Video teaching demonstration



Output

Awards

Projects

Activities

TRAINING

Who Will Feed My NFT Horse?

Devin Becker

Center for Digital Inquiry and Learning

NFTs, Blockchains, and Cryptocurrencies are confusing. And the concepts and ideas that drive their use -- smart contracts, nonfungible tokens, decentralized finance, Web3 -- only complicate matters. In this workshop, we'll use the example of an NFT horse on the Zed.run platform to introduce some of these concepts. data driven platforms and exchanges open blockchains are enabling.

▼ Show more

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TRAINING

Who Will Feed My NFT Horse?



Course Information

Course Information

+ Add course information

Keywords

Keywords

+ Add keywords

Description

+ Add topics

Attributes

Description

+ Add description

Files and Links

Attributes

+ Add attributes

Associated Researchers

Files and Links

+ Add files

+ Add links

Associated Organizations

Locations

Associated Researchers

+ Add member



Devin Becker

Full Professor

University of Idaho, University of Idaho Library





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- [GitLab Pages](#)

146: REVISING CATALOG D-5

In Workflow

1. Registrar's Office (none)
2. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
3. Ready for UCC (none)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
7. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
8. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
9. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
10. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 28 Jan 2025 21:13:11 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 13 Feb 2025 20:42:44 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
3. Tue, 18 Feb 2025 17:01:54 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
4. Mon, 03 Mar 2025 17:25:02 GMT
Theodore Unzicker (tunzicker): Approved for UCC
5. Mon, 03 Mar 2025 22:22:44 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 21 Jan 2025 20:11:42 GMT

Viewing: Revising Catalog D-5

Last edit: Mon, 03 Mar 2025 17:24:53 GMT

Changes proposed by: Barbara Kirchmeier

Faculty Contact

Faculty Name	Faculty Email
Ken Udas	kudas@uidaho.edu

Request Type

Other

Effective Catalog Year

2026-2027

Title

Revising Catalog D-5

Request Details

Catalog D-5 needs to be revised to reflect current practices in continuing education. See attached redline.

Supporting Documents

Revisions to Catalog D-5(1).docx

Key: 146

D-5. Continuing Education Unit

~~Short learning activities may also be evaluated by a system of uniform continuing education units. Continuing Education classes provide guided study on a particular area of knowledge, which may or may not be part of a larger curriculum, which is not for academic credit, and for which the institution does not collect academic tuition. Continuing Education Units (CEU) and Continuing Professional Education Units (CPEU) can be awarded upon completion of a Continuing Education Course.~~

A Continuing Education Unit (CEU) is a non-academic credit granted by Continuing Education Programs for courses or curricula approved by the University of Idaho. CEUs may not contribute to academic certificates or degrees.

A Continuing Professional Education Unit (CPEU) is a non-academic credit granted by Continuing Education Programs for courses or curricula approved by the University of Idaho or professional accrediting agencies. CPEUs may not contribute to academic certificates or degrees.

~~CEUs and CPEUs~~ Such units are granted in accordance with the following regulations: ~~which are set forth by the national Task Force on Continuing Education.~~

- ~~A continuing education unit~~CEUs ~~is expected to~~ require 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instructors.
- CPEU contact hour requirements are determined by professional accrediting agencies and are provided under responsible sponsorship, capable direction, and qualified instructors.
- CEUs and CPEUs are designed to help participants achieve defined ~~participants achieve defined objectives relevant to the CEU/CPEU's scope, focus, and level.~~
- ~~Continuing education, as used in this definition,~~ CEUs and CPEUs includes all instructional and organizational learning experiences in organized formats that impart noncredit non-academic credit bearing education to post-secondary-level learners.
- CEUs and CPEUs ~~These properties of continuing education~~ may be applied equally under the system awarded regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.
- The number of CEU and CPEU units to be awarded is determined by considering the number of contact hours of instruction, or the equivalent, included in the educational activity. Reasonable allowance may be made for activities such as required reports, lab assignments, field trips, and supervised study.
- A student may not receive academic credit and ~~continuing education units~~ CEU or CPEU for the same learning activity.

- CEU and CPEU credits may be reported on a Continuing Education Record separate from a student's academic transcript; this process began in spring 2024. -

Each participant registered in a UI Continuing Education course will be charged a reasonable fee which is set in an amount sufficient to recover the cost for providing the course.

- The cost includes approved charges directed to reimburse administrative units, such as CAPE, for the support or facilities that they provide to the Continuing Education Program.
- Idaho teachers employed at an Idaho elementary or secondary school taking CEUs or CPEUs for teacher professional development will follow Idaho State Board of Education policy V.R. 3.c.iii.

154: UPDATE REGULATION L

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (none)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 27 Feb 2025 22:42:47 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Tue, 11 Mar 2025 18:36:16 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
3. Tue, 25 Mar 2025 18:56:57 GMT
Sydney Beal-Coles (sbeal): Approved for UCC
4. Tue, 25 Mar 2025 21:24:21 GMT
Sydney Beal-Coles (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 27 Feb 2025 22:41:09 GMT

Viewing: Update Regulation L

Last edit: Thu, 27 Feb 2025 22:41:09 GMT

Changes proposed by: Theodore Unzicker

Faculty Contact

Faculty Name	Faculty Email
Lindsey Brown	lindseybrown@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2025-2026

Title

Update Regulation L

Request Details

The purpose of this proposal is to update language in Catalog Regulation L to include non-degree seeking students.

Supporting Documents

Regulation L.docx

Key: 154

L - Academic Standing, Probation, Disqualification, and Reinstatement

L-1. Academic Standing for Undergraduate and Non-Degree Students

Students are considered to be in good academic standing when they have a semester and a U of I cumulative grade-point average of 2.00 or higher.

L-2. Academic Probation for Undergraduates and Non-Degree Students

L-2-a. At the end of a semester, **undergraduate** students who do not attain a U of I cumulative grade-point average of 2.00 are placed on academic probation for the next semester of enrollment and are referred to the appropriate academic dean for advising. The effect of this probationary status is to serve notice that if a student's cumulative record at the end of the next semester in residence is unsatisfactory, they will be disqualified and ineligible to continue at U of I. Students in their first semester of college who achieve less than a 1.0 grade point average at the end of the semester will be placed on first academic disqualification rather than probation (see L-4-a).

L-2-b. Students on academic probation who attain a U of I cumulative grade-point average of 2.00 or higher are automatically removed from probation.

L-2-c. Students on academic probation who attain a semester grade-point average of 2.00 or higher during the next or subsequent semester after being placed on probation, but whose cumulative grade-point average is still below 2.00 remain on academic probation.

L-2-d. Because final grades for a probationary term may not be available until after a student has registered for an ensuing term, such registration must be considered tentative until the student's academic standing may be determined. If the student is disqualified at the end of the probationary term, the registration for the ensuing term is invalid and will be cancelled unless the student is reinstated (see L-4).

L-3. Academic Disqualification for Undergraduates and Non-Degree Students

L-3-a. Students in their first semester of college who achieve less than a 1.0 grade point average at the end of the semester will be placed on first academic disqualification.

L-3-b. Students on academic probation with less than 33 cumulative net credits will be disqualified if their semester grade-point average falls below a 2.00 and their U of I cumulative grade-point average falls below a 1.80. Students in this group with a semester grade-point average below a 2.00 and a UI cumulative GPA between 1.80 and 1.99 will remain on probation.

L-3-c. Students on academic probation with 33 or more cumulative net credits will be disqualified at the end of a probationary semester if both their U of I cumulative grade-point average and their semester grade-point average are below 2.00.

L-3-d. To reregister after being academically disqualified, students must be reinstated. (Students must contact their respective college, prior to the beginning of the semester, for the deadline to petition for reinstatement.)

L-3-e. Because final grades for a probationary term may not be available until after a student has registered for an ensuing term, such registration must be considered tentative until the student's

academic standing may be determined. If the student is disqualified at the end of the probationary term, the registration for the ensuing term is invalid and will be cancelled unless the student is reinstated (see L-4).

L-4. Academic Reinstatement for Undergraduates and Non-Degree Students

L-4-a. After a first academic disqualification, students may be reinstated (i.e., have their eligibility to continue restored) by petition to and favorable action by the college in which they are enrolled OR by remaining out of U or I for at least one semester. Summer does not qualify as a one semester absence.

L-4-b. After a second academic disqualification, students may be reinstated at any time only by petition to and favorable action by the college in which they are enrolled.

L-4-c. Students academically disqualified for a third time may be reinstated only after successful petition to the college in which they are enrolled and the Academic Petitions Committee.

L-4-d. Students who have been reinstated may continue to register on probation so long as they attain a 2.00 or better grade-point average for each semester following a disqualification.

L-4-e. Students who are academically disqualified and reinstated are reinstated on academic probation.

L-4-f. Undergraduate students who are academically disqualified may not seek admission as a non-degree seeking student, without academic reinstatement by their undergraduate college.

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L-4-g. Non-degree seeking students who are academically disqualified may not seek admission as an undergraduate student, without academic reinstatement by the undergraduate college.

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L-5. Academic Warning for Undergraduate Students

Students not on probation who attain a grade-point average below 2.00 during a given semester without dropping below a U or I cumulative grade-point average of 2.00 receive an academic warning. Although this does not affect their academic standing or their eligibility to register, the students are referred to the appropriate academic dean for advising.

L-6. Summer Session for Undergraduate and Non-Degree Seeking Students

Academic disqualification at the end of a spring semester does not affect a student's eligibility to continue in the immediately ensuing summer, but to register in any subsequent term, the student must be reinstated. Academic standing is not computed at the end of summer session.

L-7. Fresh Start

Former University of Idaho undergraduate students who wish to reenter the university as an undergraduate student may apply for a "Fresh Start" as described below. A student may receive a Fresh Start only once.

L-7-a. Qualification for Fresh Start

To qualify for a Fresh Start, students must:

1. not have been enrolled as a degree seeking student at the University of Idaho for at least the five years immediately before reentering the university as a degree seeking student, and
2. have a University of Idaho cumulative GPA of less than 2.00.

L-7-b. After returning to the University of Idaho, a student must complete 24 credits of academic courses with a minimum cumulative GPA of 2.00 before applying for a Fresh Start. A student must apply for a Fresh Start through their College Dean's Office by the end of the semester following that in which they met these minimum credit and GPA requirements. Once the student's Fresh Start application has been approved, the student's cumulative GPA will be reset to 0.00 as of the time of readmission to the University of Idaho.

L-7-c. If the Fresh Start is approved by the college, the count for the 21-credit limit on withdrawals (see [C-2](#)) will be reset to 0 as of the time of admission to the Fresh Start Program.

L-7-d. University probation and disqualification regulations apply throughout the Fresh Start process.

L-7-e. To graduate with honors, a student in the Fresh Start Program must have at least 56 credits in UI courses after the Fresh Start (see [K-1](#)). Fresh Start Program participants are eligible for the dean's list (see [K-2](#)) on a semester-by-semester basis.

L-7-f. Application forms and explanatory materials are available at the Registrar's Office.

L-8. Academic Standing for Graduate Students

Graduate students are considered to be in good standing when they have a semester and cumulative grade-point average of 3.00 or higher.

L-9. Academic Probation for Graduate Students

L-9-a. A graduate student is placed on academic probation after any semester or summer session in which a GPA of less than 3.00 is earned in courses placed on the graduate transcript, regardless of the student's cumulative GPA.

L-9-b. Graduate students on academic probation who attain a semester and cumulative grade-point average of 3.0 or higher are automatically removed from academic probation.

L-9-c. Graduate students on academic probation who attain a semester GPA of 3.00 or higher during the next or subsequent semester or summer session after being placed on probation, but whose cumulative GPA is still below a 3.00, will remain on academic probation.

L-10. Academic Disqualification for Graduate Students

A graduate student will be disqualified if a semester GPA of less than 3.00 (regardless of cumulative GPA) is earned on courses placed on the graduate transcript during the second consecutive semester or summer session

L-11. Academic Reinstatement for Graduate Students

L-11-a. A graduate student may be reinstated after disqualification under the following conditions: the student may not enroll as a graduate student for at least one semester (fall or spring), must get the positive recommendation of their program's administrator, and must gain approval from the College of Graduate Studies.

L-11-b. Reinstatement is granted for a specific semester only, and the student must enroll in that semester.

L-11-c. The student must receive a term GPA of at least 3.0 the first semester back in the College of Graduate Studies.

L-11-d. A reinstated student will be placed on probation if their cumulative GPA is below a 3.00.

L-11-e. A reinstated student will be disqualified after the second consecutive term where a 3.0 GPA was not achieved (see L-10).

L-12. Law Students

Regulation L does not apply to law students. See the [College of Law](#) for information for law students.

553: CAREER AND COMMUNITY STUDIES UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (none)
3. UCC (none)
4. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
5. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
6. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
8. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Mar 2024 17:59:49 GMT
Aleksandra Hollingshead (ahollingshead): Approved for 459 Chair
2. Mon, 23 Sep 2024 22:11:26 GMT
David Paul (dpaul): Approved for 15 Curriculum Committee Chair
3. Mon, 23 Sep 2024 22:50:32 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 10 Oct 2024 17:15:10 GMT
Sande Schlueter (sandeschlueter): Approved for Provost's Office
5. Thu, 10 Oct 2024 18:54:01 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Mon, 14 Oct 2024 16:19:27 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
7. Tue, 15 Oct 2024 20:19:37 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
8. Tue, 22 Oct 2024 19:25:18 GMT
Sydney Beal-Coles (sbeal): Rollback to Initiator
9. Tue, 25 Feb 2025 18:58:27 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Tue, 11 Mar 2025 18:20:41 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Tue, 25 Mar 2025 17:19:21 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 25 Feb 2025 18:52:00 GMT

Viewing: 553 : Career and Community Studies Undergraduate Academic Certificate

Last edit: Tue, 25 Mar 2025 17:17:36 GMT

Changes proposed by: Theodore Unzicker

Faculty Contact

Faculty Name	Faculty Email
Andrew Scheef	ascheef@uidaho.edu

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

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2025-2026

Program Title

Career and Community Studies Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and certificates over 30 credits need to have a appropriate SBOE form approved before the program can be created in curriculum.

Program Credits

17

CIP Code

32.0111 - Workforce Development and Training.

Will the program be self-support?

No

Will the program have a professional fee?

No

Will the program have an institutional online program fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a program proposal form.

Curriculum:

The Career and Community Studies Certificate will be earned by students participating in Vandal QUEST (Quality University Experiences to Support Transition), an inclusive postsecondary education program for students with intellectual and developmental disabilities at the University of Idaho. Vandal QUEST students enroll in credit-bearing University of Idaho courses, and this certificate will serve as a culmination of their efforts. This certificate includes QUEST-specific course work that focus on employment skill development through instruction and internship (EDCI 1110-1140). Students also enroll in other University of Idaho courses to develop specific skills (e.g., COMM 1101) and other electives that align with their personal and professional goals as approved by an advisor.

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

Code	Title	Hours
EDCI 1110	Employment Foundations	1
EDCI 1120	Finding & Maintaining Employment	1
EDCI 1130	Healthy Workplace Relationships	1
EDCI 1140	Employment Capstone	1
COMM 1101	Fundamentals of Oral Communication	3
INTR 1010	Focus on Success	1-3
Advisor-Approved Electives		9
Total Hours		17-19

Courses to total 17 credits for this certificate

Catalog Program Description:

The Career and Community Studies Certificate will be earned by students participating in Vandal QUEST (Quality University Experiences to Support Transition), an inclusive postsecondary education program for students with intellectual and developmental disabilities at the University of Idaho. Vandal QUEST students enroll in credit-bearing University of Idaho courses, and this certificate will serve as a culmination of their efforts. This certificate includes QUEST-specific course work that focus on employment skill development through instruction and internship (EDCI 1110-1140). Students also enroll in other University of Idaho courses to develop specific skills (e.g., COMM 1101) and other electives that align with their personal and professional goals as approved by an advisor.

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

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes**Learning Objectives**

Career Preparation and Development: Students will be able to identify jobs or careers that align with their personal strengths and interest and demonstrate the requisite skills to find and maintain employment. This will include soft skills and job-specific skills.

Community Engagement: Students demonstrate an ability to connect with community resources, be able to geographically and socially navigate their community, and understand how to engage with other members of the community.

Academics: Students will demonstrate new academic skills and knowledge. This includes both knowledge related to academic courses, study skills, and strategies to learn and retain new information.

Self-Determination and Self Advocacy: Students will be able to recognize their wants and needs and also have the skills and knowledge to obtain these. Students will be able to advocate for their needs.

Independent Living: Students will demonstrate skills to live as independently as possible. These include, but are not limited to, skills related to personal finances (money management), healthy choices, shopping, personal safety, home maintenance, and relationships.

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

The program director will be tasked, in part, with monitoring the quality of the courses and collaborating with the instructors affiliated with the program. Embedded in EDCI 111, 112, 113, and 114 are "signature assignments" to monitor students' growth toward the meeting of program objectives. Further, the director of the program will be tasked with completing an annual assessment through the college and university.

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

Vandal QUEST is guided by an advisory board, which will examine outcomes annually and recommend program changes, as appropriate.

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

EDCI 111: Students develop a one-page profile describing their personal strengths, needs, interests, preferences that can be given to perspective employers.

EDCI 112: Students complete mock job interviews with common interview questions and the beginning and end of the semester. Responses are rated to show growth.

EDCI 113: Students identify at least one soft skill to improve and monitor progress (qualitative or quantitatively) through the semester to evaluate improvement.

EDCI 114: Students employ a preferred mode of representation (e.g., paper, presentation, discussion) to describe gains made in areas related to employment.

When will assessment activities occur and at what frequency?

The four courses are designed to occur during the four semesters in which students are enrolled in this certificate. Ergo, students are assessed once per semester, and the program examines four data points, one per course, each semester.

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

This proposal describes a new certificate program. The Career and Community Studies Certificate is designed for students in Vandal QUEST (Quality University Experience to Support Transition), a program for students with intellectual and developmental disability; a population of Idahoans that is under-represented at the University of Idaho.

The development of this certificate for students with intellectual and developmental disabilities (IDD) is well-aligned with the University of Idaho Mission Summary Statement (The University of Idaho will shape the future through innovative thinking, community engagement and transformative education). In addition, the offering of this certificate is well-aligned with the goals of the university. Courses provide an opportunity to collaborate with the community and stakeholders to address a societal need, while promoting economic development and financial self-reliance (Engage). This curricular innovation provides greater access to educational opportunities to meet the evolving needs of society (Transform). Providing genuine opportunities for students with intellectual disabilities enhances our diverse campus (Cultivate).

The coursework includes EDCI 111-114; courses designed to support the needs of students with IDD. The courses have targeted skill development opportunities that promote an individual's ability to make meaningful contributions to their community and find and maintain integrated competitive employment. The general education courses will allow students to learn new content related to their personal interests, develop soft skills in an authentic setting, and have opportunities to work alongside peers without IDD.

Coursework in EDCI 111-114 will be assessed as described in the course change forms. Students will have the option to choose pass/fail grading for one Elective University Course per semester.

Program Description:

The Career and Community Studies Certificate will be earned by students participating in Vandal QUEST (Quality University Experiences to Support Transition), an inclusive postsecondary education program for students with intellectual and developmental disabilities at the University of Idaho. Vandal QUEST students enroll in credit-bearing University of Idaho courses and this certificate will serve as a culmination of their efforts. This certificate includes QUEST-specific course work that focus on employment skill development through instruction and internship (EDCI 111-114). Students also enroll in other University of Idaho courses to develop specific skills (e.g., COMM 101) and other electives that align with their personal and professional goals.

Supporting Documents

553_Career and Community Studies Undergraduate Academic Certificate.pdf

Reviewer Comments

Rebecca Frost (rfrost) (Thu, 10 Oct 2024 18:53:48 GMT): Added course list in catalog format. Original entry is below and final formatting will need to be done by catalog editor.

Sydney Beal-Coles (sbeal) (Mon, 14 Oct 2024 16:32:48 GMT): Formatted for catalog

Sydney Beal-Coles (sbeal) (Tue, 15 Oct 2024 20:19:31 GMT): Added program description to curriculum section to be visible in the catalog

Sydney Beal-Coles (sbeal) (Tue, 22 Oct 2024 19:25:18 GMT): Rollback: Rolled back for further edits to the course descriptions of the EDCI 1110-1140 courses and requested clarity on concerns regarding students that are dual enrolled. See minutes from the 10/21/24 UCC meeting or reach out to Andrew Scheef or Dave Paul for further clarification.

Theodore Unzicker (tunzicker) (Tue, 25 Feb 2025 18:58:16 GMT): This proposal has already been through all workflows up to UCC. UCC sent it back because of some concerns about the admission status of the target students for this certificate. Department would like UCC to review the proposal again. I've attached a copy of the proposal which documents the previous workflow approval path.

Sydney Beal-Coles (sbeal) (Tue, 25 Mar 2025 17:17:36 GMT): Minor edits regarding advisor approved electives per UCC 3/24/25 meeting

Key: 553