I. Call to Order.

II. Minutes.
   - Minutes of the 2016-17 Faculty Senate Meeting #23, April 4, 2017 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.

   University Curriculum Committee
   - FS-17-068 (UCC-17-027): Art & Architecture in Boise (Armpriest/Teal)
   - FS-17-069 (UCC-17-036a) CNR: Environmental Education and Science Communication name change (Vierling)
   - FS-17-070 (UCC-17-036b) CNR: New MNR Option (Vierling/Eitel)
   - FS-17-071 (UCC-17-038) CNR: Discontinue Restoration Ecology Certificate (Launchbaugh)
   - FS-17-073 (UCC-17-042) Regulation J-3 (Bird)

VII. Special Orders.
   - Athletics Waiver (Foisy)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #23
FS-17-068 through 071 and 073
University of Idaho  
Faculty Senate Meeting Minutes  
2016-2017 Meeting #23, Tuesday, April 4, 2017

Present: Anderson (Mike), Barbour, Boschetti, Brandt, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Fisher, Folwell, Foster, Godfrey (Coeur d’Alene), Ostrom (Idaho Falls), Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Payant, Vella, Wiencek (w/o vote), Wilson, Wright. Absent: Adekanmbi, Anderson (Miranda), Brewick, Donohoe, Pregitzer, Sixtos. Guests: 7

The Chair called meeting #23 to order at 3:30. A motion (Johnson/Folwell) to approve the minutes from the March 28th meeting passed unanimously.

Chair’s Report: Chair Brandt reminded Senators that election of new Senators for next year’s Senate are due by Friday April 14th. The first meeting of the new Senate will be on May 9th. At that meeting the nominations for Chair and Vice Chair will occur. Usually, a vote for next year’s officers occurs at that first meeting after a vote to suspend the rules. Last year nominations occurred at the first meeting although the election was conducted in the next couple of days via email. Colleges wishing to be represented at this meeting must complete their elections in the next couple of weeks.

The Chair noted that the announcement for the Faculty Secretary search is out. She encouraged anyone interested to apply. If there are questions, these should be addressed to Vice-Chair Hrdlicka. The search is scheduled to close on April 10th. There is also an ongoing search for a new Director of General Education. At this point, no applications have been received. The Chair urged anyone interested in that position to apply immediately.

Provost’s Report: Provost Wiencek reported that he has been meeting with a number of groups on Program Prioritization. IPEC (Institutional Planning and Effectiveness Committee) has been discussing how to incorporate the feedback they have received. Of the five major concerns raised, the Provost felt that four of them have been addressed by the workgroups. He has also met with department chairs to address their questions and concerns. This morning there was a leadership breakfast which started framing out one of the tools that might be used to determine centrality. The goal continues to be to have this process in place by the beginning of the fiscal year. There is an ongoing search for a new Vice Provost for Academic Initiatives. Phone interviews for this position are occurring this week. There is also an internal search for a dean of the College of Graduate Studies. There are four internal candidates and the search committee is still taking feedback on the candidates.

Referring to a report suggesting that there had been a significant drop in international students applying to the University of California, the Provost was asked to comment on what the situation was at the University of Idaho (UI). The Provost stated that we had entered into a partnership agreement with Navitas to increase our international student enrollment. Navitas had recently dropped their original projections. While the Provost noted that it was too early to tell, he did express concern that the UI might also suffer a drop in international students.

Program Prioritization Senate Workgroup. Chair Brandt commented on the report provided by the senate workgroup. This workgroup was comprised of Senators Nicotra and Wilson along with Chair Brandt, Vice-Chair Hrdlicka and Faculty Secretary Don Crowley. After reading all the comments, this group summarized the 26 pages into the report provided in this week’s Senate packet. The report was sent to the prioritization workgroups for their consideration. There were some additional comments that came in later that were included in the packet and will also be forwarded to the workgroups.
A Senator asked if there was a plan to provide responses to those who commented. Chair Brandt responded that most of the comments came through Sli-Do and were anonymous—thus it will not be possible to respond to these comments individually. The Senator expressed the hope that the comments would not go into a dark hole. Chair Brandt assured him that the comments, and the report, had been sent to the prioritization workgroups for their consideration. The prioritization workgroups are in the process of revising the metrics and thus it is still possible to provide feedback.

**FS-17-065 (UCC-17-033) CLASS: New Sociology/Anthropology Prefix**

**FS-17-066 (UCC-17-033a) CLASS: Africana Studies minor.** Chair Brandt introduced Professor Kristin Haltinner from the Sociology Department to explain these two proposals. The first proposal seeks to establish a new prefix (AFST) for the proposed new minor in Africana Studies introduced in the second proposal. A Senator wondered why the name of “Africana Studies” was chosen. Professor Haltinner responded that the term referred to the African Diaspora which made it possible to connect to other courses in American Studies. She also suggested that this is the title that many other programs in the country are using, but she is not wedded to the term. Professor Haltinner felt that the program would help students demonstrate that they understand race relations, both nationally and internationally. In response to a question about the need for a new prefix, Professor Haltinner noted that other similar programs have their own prefix. The proposals passed unanimously.

**FS-17-067 (UCC-17-039a) Education: Basic Math minor.** Chair Brandt introduced Professor Taylor Raney to discuss this proposal. The proposal establishes a new teacher education endorsement for basic mathematics. This proposal is targeted at elementary teachers to develop their understanding of the basic building blocs of math. This will allow the recipient to teach up through Algebra I. The proposal passed unanimously.

**FS-17-064: APM 45.35—Unmanned Aircraft Systems.** Chair Brandt introduced Dan Lahann from the Research Assurances Offices. Mr. Lahann was invited to discuss changes to the APM involving “unmanned aircraft systems.” FAA regulations allow for commercial use of unmanned aircraft and recent changes reduced the requirements necessary to fly such systems. The biggest change is relaxing of the restrictions on where drones can be employed. Previously the University of Idaho required individuals to have a sports pilot’s license to fly these drones. The new regulations do not require an FAA grant of approval for standard use of an unmanned aircraft system. The changes to APM 45.35 are designed to make university policy consistent with new FAA regulations.

In response to a question as to why UI employees might want to fly a drone, Mr. Lahann said it was primarily for research. He also noted that when individuals request approval to fly drones, the UAS committee takes a look at where they are flying and take privacy considerations into account.

**Adjournment:** With no new business before the Senate, Chair Brandt accepted a motion (Folwell/Fisher) to adjourn at the unusually early time of 4:03. The motion to adjourn passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary and Secretary to the Faculty Senate
To Whom It May Concern:

The University of Idaho is writing to inform the Idaho State Board of Education of the architecture program's intention to offer the first two years of the B.S. Architecture in Boise beginning Summer 2017.

Expanding architecture offerings to include the first two years of architectural education in Boise is done to: make architecture more accessible to students across the state of Idaho; build a critical mass of students to serve the architectural profession across the State of Idaho and beyond; and, as mandated by the Idaho State Board of Education, better meet the responsibility of delivering architectural education to the state of Idaho.

The formalization of architectural foundations in Boise provides an easy launching point for students towards both the B.S. and M.Arch degrees, particularly place-bound students. These first two years of the architectural education prepare students with the basic skills and design fundamentals required to build a competent portfolio, apply to our professional program (which begins in the 3rd year), and if accepted, be successful moving forward in architecture. This pathway in Boise will allow students to try out architecture, which is one of the intentions of the first two years of the program generally: the first two years of the program allow students to pursue nascent design interests and find out if their interests resonate with the specific goals, training, and ends of architectural education.

The need for architecture in Boise is both real and symbolic. It is symbolic because architectural education in the state of Idaho is solely the responsibility of the University of Idaho, and if we are not present in the city with the greatest concentration of architecture firms in the state (Boise), then we are neither seen as central to the architectural dialogue of the state, or as well-connected to the profession. In terms of the real needs for architectural education in Boise, there tends to be a contingent of students that are interested in architecture but not ready to move away from Boise for family or financial reasons. In some cases, they may actually be working in one of the aforementioned Boise architecture firms.

We imagine, based on the previous pre-architecture degree that was offered at Boise State, that we would start with 10-15 students per year initially and retain most of this number into the second year, for a total of 20-30 students across the two years. Eventually, we would like to get to a place where there are 20-25 in the first year and second years respectively (with 40-45 total students by 2021). These numbers would be consistent with the corresponding numbers in Moscow studio classes and the numbers dictated by our accrediting body.

RESOURCES
The delivery of design foundations courses, at least at the inception of the program, will be taught solely by Dwaine Carver and Román Montoto, both of whom have expertise and extensive experience teaching the first years of architectural education. The curriculum offered at the Water Center will consist of a series of art and architecture courses designed to provide the design foundations of an architectural degree. Specifically, we will offer introduction to design process, introductions to design drawing and technical drawing, and the beginning architectural studio sequence, which is paired with a construction technology course and a digital media course (there is the possibility that these latter two courses could be offered as hybrid courses serving both Moscow and Boise). Any of these courses could be taken by Interior Design or Landscape Architecture majors as well (a number of these courses fulfill foundations requirements in their respective programs). These courses will be complemented
by general education classes available at the University of Idaho online (see program sheet below). Our space needs are fulfilled by the studio space and a lecture room we currently use at the UI Water Center and rooms in the Art and Architecture Buildings on the Moscow campus.

The requested budget deals primarily with course delivery (see detailed budget sheet below). The appointment of Dwaine Carver as a full-time faculty member will give us a faculty member capable of teaching any required art or architecture course in the first two years. The same can be said of Román Montoto who will move from Moscow to Boise to coordinate the curriculum, lead recruitment, teach selected courses in the first year, teach Arch 243 (digital media) and develop a hybrid version of Arch 243 for Moscow/Boise delivery, and teach the second-year studio sequence. The budget request for Montoto is to cover his moving expenses and to hire his replacement in Moscow. We will also need funding to build the program: advertising, marketing, and recruitment travel will be essential to the success program. Finally, in order to support a seamless, more efficient, connection between Moscow and Boise and support future hybrid and distance course offerings, funding for more advanced technology will be a goal as the program expands.

**FUTURE**

After its inception, we will continually assess the success and viability of the program, with an eye on the potential for a full bachelor’s degree in Boise. Concurrently, we will be exploring a series of specialized master’s degrees—including a master’s in real estate development, a master’s in digital fabrication, and a master’s in urban design—all meant to take advantage of the context and connect with alumni and program supporters in the region. We believe the diversification of offerings will be the next steps in increasing the presence of the architecture program in Boise in terms of education and research, both of which will improve access to architectural knowledge in the southern part of the state of Idaho and allow the University of Idaho Architecture Program to have more effect on the architectural challenges facing the state of Idaho.

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1 Budget III.A.2 & 8  
2 Budget III.A.2 & 8  
3 Budget III.B.
### Program Resource Requirements.
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
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<th>FY</th>
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<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<tr>
<td>Headcount</td>
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<tr>
<td>A. New enrollments</td>
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<td>B. Shifting enrollments</td>
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<td><strong>Total Enrollment</strong></td>
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### II. REVENUE

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<tr>
<td>One-time</td>
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<tr>
<td>1. New Appropriated Funding Request</td>
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<td>2. Institution Funds</td>
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<td>3. Federal</td>
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<td>4. New Tuition Revenues from Increased Enrollments</td>
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<td>5. Student Fees</td>
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<td>6. Other (i.e., Gifts)</td>
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<td><strong>Total Revenue</strong></td>
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<td>$42,680.00</td>
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*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*
III. EXPENDITURES

<table>
<thead>
<tr>
<th>A. Personnel Costs</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
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<td>2. Faculty</td>
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<td>3. Adjunct Faculty</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
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<tr>
<td>5. Research Personnel</td>
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<tr>
<td>6. Directors/Administrators</td>
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<tr>
<td>7. Administrative Support Personnel</td>
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<td>8. Fringe Benefits</td>
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<tr>
<td>9. Other:</td>
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**Total Personnel and Costs**: $157,320 $0 $157,320 $0 $157,320 $0 $157,320 $0

One-time is defined as one-time funding in a fiscal year and not part of the base.
<table>
<thead>
<tr>
<th></th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<tr>
<td><strong>Operating Expenditures</strong></td>
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<td>5. Materials and Supplies</td>
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<td>6. Rentals</td>
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<tr>
<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
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<td>8. Miscellaneous</td>
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<td><strong>Total Operating Expenditures</strong></td>
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<td>$42,680</td>
<td>$26,600</td>
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<table>
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<th>FY 2018</th>
<th>FY 2019</th>
<th>FY 2020</th>
<th>FY 2021</th>
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<tbody>
<tr>
<td><strong>Capital Outlay</strong></td>
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<td>1. Library Resources</td>
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<td>2. Equipment</td>
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<tr>
<td></td>
<td>FY 2018</td>
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<td>FY 2020</td>
<td>FY 2021</td>
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<tr>
<td><strong>D. Capital Facilities Construction or Major Renovation</strong></td>
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<td><strong>E. Other Costs</strong></td>
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<tr>
<td>Utilities</td>
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<td>Maintenance &amp; Repairs</td>
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<td>Other</td>
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<td>$18,941</td>
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<td>$23,848</td>
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Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using ":)

| I - A.B.               | Enrollments based on proposal of 30-45 students with increase factored in per FY |
| II -1.2.5.             | 1. Base Salary/Fringe for two Architecture Faculty members  |
|                       | 2. One-time request for moving, advertisement, recruitment, technology upgrades, and classroom support  |
|                       | 5. Professional Fee Revenue for Boise based Architecture students.  |
| III - A-1.2.8.        | 1. 2 FTE / 2. Base Salary for 2.0 FTE / 8. Fringe Benefits for 2.0 FTE |
| III - B-1.2.4.5.8.    | Budget breakdown per category of operating expenses and one-time funding request |
| III - C-2.            | Budget breakdown per category of capital outlay expenditures |
| III - E.              | General Repairs and Maintenance cost per year |

UCC-17-027b
Beginning in the fall of 2017 the University of Idaho will begin offering the full first two years of its architecture program in Boise. Students will take required first and second-year art and architecture courses at the Urban Design Center at the University of Idaho Water Center and take core classes either at the Water Center or via the University of Idaho distance offerings. The architecture courses will consist of an introduction to art and design creative process, two semesters of beginning architecture design studio, one semester of beginning architectural drawings and graphics, a primer in basic construction, and a course on the relationship between architecture and the built environment, and architectural history. After the first two years the student may enter the professional degree program, doing two years of focused design and construction course work on the Moscow Campus. The final two years of the professional degree may be done in either Moscow or Boise.

(Please note if you are interested in other design programs offered at University of Idaho such as interior design or landscape architecture this architectural foundation gives a student advanced standing when entering the other respective programs in Moscow.)
1. Degree-seeking students must be enrolled in Eng 090, 101, or 102 in their first semester in residence and each subsequent semester until they have passed Eng 102.

2. Math 160 Alternatives: Philosophy 202 (Intro to Symbolic Logic 3 cr), Statistics 251 (Principles of Statistics 3 cr) or Computer Science 112 (Intro to Problem Solving and Programming 3 cr).
Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Rationale and Overview of Program Component Request or Name Change

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

We propose to change the name of this Certificate to reflect its evolution from a professional certificate aimed at environmental educators to a broader certificate that appeals to natural resource professionals and scientists who want to develop their science communication skills.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

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<table>
<thead>
<tr>
<th>Current Name:</th>
<th>Environmental Education</th>
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<tr>
<td>New Name:</td>
<td>Environmental Education and Science Communication</td>
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<tr>
<td>Current Degree:</td>
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<tr>
<td>New Degree:</td>
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<tr>
<td>Other Details:</td>
<td>Certificate</td>
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</table>
Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement.

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
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<th>Implementation Date:</th>
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<tbody>
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</table>

Graduate Level: Undergraduate Level: Law Level: Credit Requirement:

Are new courses being created: Yes

If yes, how many courses will be created:

If the request is for an option or emphasis enter the associated major and degree:

<table>
<thead>
<tr>
<th>Major:</th>
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Enter the name of the program component in the appropriate row:

<table>
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<tr>
<th>Option:</th>
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<table>
<thead>
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<th>Academic Certificate less than 30 credits:</th>
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<table>
<thead>
<tr>
<th>Teaching Endorsement (Major/Minor):</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Learning Outcomes and Assessment Information

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

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

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

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

5. When will assessment activities occur and at what frequency?
Financial Impact
This section must be completed if program component request section is completed

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<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
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<tbody>
<tr>
<td>Brief Description of financial impact:</td>
<td></td>
</tr>
</tbody>
</table>

Distance Education Availability
This section must be completed if program component request section is completed

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 may be completed via distance education. If the program component is to be offered via distance education, additional or different formwork may be required. Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows: Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

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

<table>
<thead>
<tr>
<th>Yes*</th>
<th>No</th>
<th>x</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>x</th>
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</thead>
</table>

Geographical Area Availability
This section must be completed if program component request section is completed

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

<table>
<thead>
<tr>
<th>Moscow</th>
<th>Coeur d’Alene</th>
<th>Boise*</th>
<th>Idaho Falls*</th>
<th>Other**</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>McCall Field Campus</th>
</tr>
</thead>
</table>

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.
### Office of the Registrar Information

| Implementation Effective Date: | Summer 2017 |
| Date Received by the Office of the Provost and Executive Vice President: | 1/13/17 |
| Date Received by Budget Office, if applicable: | n/a |
| Date Received by Institutional Research and Assessment: | n/a |
| Date Received by UCC Secretary: | 3-08-17 |
| UCC Item Number: | UCC-17-036a |
| UCC Approval Date: | 3-20-2017 |
| Faculty Senate Item Number: | |
| Faculty Senate Approval Date: | |
| General Policy Report Number or Faculty Meeting Date: | |
| Office of the President Approval Date: | |
| State Board of Education Approval/Acknowledgement Date: | |
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information
This section must be completed

<table>
<thead>
<tr>
<th>College:</th>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>Masters of Natural Resources/Natural Resources and Society</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>10/24/2016</td>
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<tr>
<td>College Approval Date:</td>
<td>12/5/16</td>
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<tr>
<td>CIP code (Consult Institutional Research):</td>
<td>31.0601</td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Karla Eitel (<a href="mailto:keitel@uidaho.edu">keitel@uidaho.edu</a>)</td>
</tr>
</tbody>
</table>

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

We propose to create a new Masters of Natural Resources (MNR) option in the area of Environmental Education and Science Communication. The McCall-based curriculum and overall graduate program forms a strong professional, terminal degree in the field of environmental education and science communication. This degree option will be cohort based and will complement and extend the current McCall-based graduate certificate program to offer an immersive, hands-on experience for individuals wishing to advance to a career in environmental education, place-based education, and science communication. Students engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings. Based on our speaking with and recruiting approximately 100 prospective graduate students per year, we find that there is significant market demand for such a degree option and that the option reflects the needs and interests of many of these prospective students. Through curricular changes we have slightly modified the program so that it aligns with MNR requirements without adding to faculty workload. By offering a professional degree we will be meeting the demands of the market and providing an attractive degree track within the MNR suite of options.

Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request

This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.

| Current Name: | |
| New Name: | |
| Current Degree: | |
| New Degree: | |
**Program Component Request**

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement.

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<table>
<thead>
<tr>
<th>Create New:</th>
<th>x</th>
<th>Modify:</th>
<th>Discontinue:</th>
<th>Implementation Date:</th>
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<td>Graduate Level:</td>
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<td>Undergraduate Level:</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
</tr>
<tr>
<td>Are new courses being created:</td>
<td>No</td>
<td>Yes</td>
<td>x</td>
<td>If yes, how many courses will be created:</td>
</tr>
</tbody>
</table>

If the request is for an option or emphasis enter the associated major and degree:

| Major: | Natural Resources | Degree: | MNR |

Enter the name of the program component in the appropriate row:

<table>
<thead>
<tr>
<th>Option:</th>
<th>Environmental Education and Science Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis:</td>
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<td>Minor:</td>
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<tr>
<td>Academic Certificate less than 30 credits:</td>
<td></td>
</tr>
<tr>
<td>Teaching Endorsement (Major/Minor):</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes and Assessment Information**

This section must be completed if program component request section is completed.

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

   1. Students will develop a basic understanding of local ecology and phenology.
   2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
   3. Students will be able to appreciate and communicate the complexity of systems.
   4. Students will demonstrate empathy and appreciation for diverse perspectives.
   5. Students will exhibit tolerance for adversity and uncertainty.
   6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
   7. Students will be able to lead in a variety of situations.
   8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
   9. Students will be able to creatively address complex problems.
   10. Students will use effective written and oral communication.
   11. Students will be able to use scholarly literature in a variety of practical contexts.

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

Each course culminates with a "signature assignment". These signature assignments will be gathered into a professional portfolio to be presented at the end of the program. These assignments include an ecology research project, a phenology project, a curriculum design project, an educational research project, a science communication project, a leadership project, teaching observations, group debriefs and reflective journals. These pieces will be evaluated as individual assignments and then again when they are compiled.
into the learning portfolio presented at the end of the one-year program. Additionally, students will create a capstone case study to explore how environmental education and science communication address complex environmental issues.

Assignments linked to specific outcomes are listed below:

1. Students will demonstrate a basic understanding of local ecology and phenology.
   a. Assessment: Students will score a passing grade on the end of semester ecology exam in NRS 560 (Place-based Ecology 1).
   b. Assessment: Students will successfully conduct and present a phenology project in NRS 565 (Science Communication).

2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
   a. Assessment: Students will identify the epistemological framework that guides their ecology project in NRS 560 (Place-based Ecology 1), and suggest alternative frameworks that could have been used.
   b. Assessment: Students will conduct an educational research project in NRS 563 and identify their main epistemological framework (paradigm) and alternative frameworks that could have been used.

3. Students will be able to appreciate and communicate the complexity of systems.
   a. Assessment: Through a phenology project in NRS 565 (Science Communication), students will successfully communicate the relationships between biotic components of an ecosystem and the abiotic seasonal forces (available water, temperature, length of day) that drive change in the system.
   b. Assessment: Through a curriculum development project in NRS 563 (Place-based Education), students will examine the relationship between National educational standards and individual educational philosophies to create a curriculum sequence that shows a logical progression from goals to assessment to learning activities while making room for student-centered instruction.
   c. Assessment: Through a science communication project in NRS 566 (Place-based Ecology II), students will effectively identify and address various stakeholders in an issue and tailor communication to communicate with those stakeholders.

4. Students will demonstrate empathy and appreciation for diverse perspectives.
   a. Assessment: In debriefs conducted as part of NRS 567 and 568 (teaching practicum), students will show empathy for diverse learners and varying perspectives between teachers, chaperones, field instructors and program staff.
   b. Assessment: In a curriculum development project in NRS 563, students will incorporate diverse student perspectives in student-centered activities.
   c. Assessment: Through a science communication project in NRS 566, students will show empathy and appreciation of diverse audience perspectives.

5. Students will exhibit tolerance for adversity and uncertainty.
   a. Assessment: In teaching observations conducted as part of the teaching practicum, students will demonstrate an ability to effectively lead a group through uncertain programmatic (e.g. new information from teachers or program staff), environmental and weather conditions.

6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
   a. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction in teaching observations conducted as part of the teaching practicum.
   b. Assessment: Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction through lesson plans turned in as part of the teaching practicum.

7. Students will be able to lead in a variety of situations.
   a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through observations while serving as a field instructor and program host.

8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
   a. Assessment: Students will demonstrate that they can effectively lead groups of K12 students and their peers in a variety of contexts through observations while serving as a field instructor and program host.

9. Students will be able to creatively address complex problems.
   a. Assessment: Students will exhibit creativity in addressing complex problems through the creation of a science communication project that uses multiple forms of communication (digital media, sound, image) to communicate about and engage audiences in critical thought about complex problems.

10. Students will use effective written and oral communication.
    a. Assessment: Each course signature assignment (see particular assignments throughout above assessment pieces) will be assessed on effective written and oral communication as a component of the overall score.
    b. Assessment: In teaching observations, students will demonstrate an ability to effectively convey key concepts.

11. Students will be able to use scholarly literature in a variety of practical contexts.
**Financial Impact**

This section must be completed if program component request section is completed

<table>
<thead>
<tr>
<th>Greater than $250,000 per FY:</th>
<th>Less than $250,000 per FY:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brief Description of financial impact:</strong></td>
<td><strong>This program will be offered from start to completion at the McCall Field Campus and we therefore are requesting to assess students a self-support fee for this program. Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trip sand professional conferences, conducting background checks, field equipment and supplies for courses and teaching, maintenance and repairs of field campus infrastructure and improvements, and the University of Idaho G &amp; A assessed at 10%. To offset these expenses, a self-support program fee will be collected in the amount of $19,805 per student.</strong></td>
</tr>
</tbody>
</table>

**Distance Education Availability**

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(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education? | Yes* | No | X
---|---|---|---
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education? | Yes | No | X

Geographical Area Availability
This section must be completed if program component request section is completed

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

| Moscow | | Coeur d'Alene | | Boise* | | Idaho Falls* | | Other** | Location(s): McCall Field Campus |
---|---|---|---|---|---|---|---|

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

| Implementation Effective Date: |  |
---|---|
Date Received by the Office of the Provost and Executive Vice President: |  |
Date Received by Budget Office, if applicable: |  |
Date Received by Institutional Research and Assessment: |  |
Date Received by UCC Secretary: | 3-8-17 |
UCC Item Number: | UCC-17-036b |
UCC Approval Date: | Vote Record: |
Faculty Senate Item Number: |  |
Faculty Senate Approval Date: | Vote Record: |
General Policy Report Number or Faculty Meeting Date: |  |
Office of the President Approval Date: |  |
State Board of Education Approval/Acknowledgement Date: |  |
Environmental Education and Science Communication Option

1) Ecology and Management (8 credits)
NRS 560 Place-based Ecology 4 cr
NRS 566 Place-based Ecology II 4 cr

2) Human Dimensions (6 credits)
NRS 575 Leadership for the Environmental Educator 2 cr
NRS 565 Science Communication and the Environment 4 cr

3) Policy, Planning and Law (6 credits)
NRS 563 Place Based Environmental Education*** 4 cr
NRS 568 Environmental Education Teaching Practicum II 2 cr

4) Tools and Technology (6 credits)
NRS 562 Field Science Teaching 2 cr
NRS 567 Environmental Education Teaching Practicum I 2 cr
NRS 564 Teaching Environmental Education in a Winter Environment 2 cr

5) Case Study Project (3 credits)
NRS 502 Directed Study 1-16 cr
NRS 599 Non-thesis Master’s Research 1-16 cr

6) 3 credits in the following
NRS 504 Special Topics: Integration Seminar 1 cr
NRS 569 Environmental Education Teaching Practicum III 2 cr Sum

Courses for this option to total 32 credits

Note:
*** These courses have a significant component relating to educational policy and law/regulations relating to curricular standards development, content, and implementation. (e.g. Common Core Standards, Next Generation Science Standards, Idaho State Standards, etc.)
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

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<th>Natural Resources</th>
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</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
<td>N/A, Collegewide program</td>
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<tr>
<td>College Approval Date:</td>
<td>November 7, 2016</td>
</tr>
<tr>
<td>CIP code (Consult Institutional Research):</td>
<td></td>
</tr>
<tr>
<td>Primary Point of Contact (Name and Email):</td>
<td>Karen Launchbaugh (<a href="mailto:klaunchb@uidaho.edu">klaunchb@uidaho.edu</a>)</td>
</tr>
</tbody>
</table>

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

Discontinue Graduate Certificate in Restoration Ecology
This section must be completed

1) In the last 12 years, only 46 students have received the Certificate (~4/year). There are currently 10 students enrolled in the Certificate. Karen Launchbaugh will work with these students to find alternative courses to complete the Certificate.

2) One faculty member, Dr. Charles Harris, taught 2 of the 4 required courses in the Certificate (NRS 572 Human Dimensions of Restoration Ecology-3 cr; NRS 580 Restoration Ecology Practicum-2 cr). His retirement, left a gap and no professors in the College of Natural Resources have come forward to teach these courses.

3) Based on conversations with students, the Certificate was primarily completed as part of the Masters of Natural Resources or Environmental Science M.S. & Ph.D. degree and it does not appear that the Certificate drew students to a degree at the U of I. It was basically completed because it was an easy “bonus” with the MNR and ENVS Degrees.

4) The Masters of Natural Resources faculty are working to create a Restoration track in the MNR degree which will fill potential demand for restoration and may draw students to a degree at the U of I.

5) The newly established Undergraduate Certificate in Restoration Ecology may fill some students need for a Certificate.
Name or Degree Change Only Requests
Leave blank if not making a name and/or degree change only request
This section to be completed ONLY for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.

<table>
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<tr>
<th>Current Name:</th>
<th>New Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Degree:</td>
<td>New Degree:</td>
</tr>
<tr>
<td>Other Details:</td>
<td>Effective Date:</td>
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Program Component Request
Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

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<tr>
<th>Create New:</th>
<th>Modify:</th>
<th>Discontinue:</th>
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<tr>
<td>Graduate Level:</td>
<td>x Undergraduate Level:</td>
<td>Law Level:</td>
<td>Credit Requirement:</td>
</tr>
<tr>
<td>Are new courses being created:</td>
<td>No</td>
<td>x Yes</td>
<td>If yes, how many courses will be created:</td>
</tr>
</tbody>
</table>

If the request is for an option or emphasis enter the associated major and degree:

<table>
<thead>
<tr>
<th>Major: Restoration Ecology</th>
<th>Degree:</th>
<th>Graduate Certificate</th>
</tr>
</thead>
</table>

Enter the name of the program component in the appropriate row:

<table>
<thead>
<tr>
<th>Option:</th>
<th>Emphasis:</th>
<th>Minor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Certificate less than 30 credits:</td>
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<td></td>
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</table>

Learning Outcomes and Assessment Information
This section must be completed if program component request section is completed

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

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?

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

5. When will assessment activities occur and at what frequency?

Financial Impact
This section must be completed if program component request section is completed

Greater than $250,000 per FY: | Less than $250,000 per FY:

| Brief Description of financial impact: |

Distance Education Availability
This section must be completed if program component request section is completed

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The U.S. Department of Education defines distance education as follows: *Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include---*

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education? | Yes* | No

*If Yes, can 100% of the curricular requirements of this program component be completed via distance | Yes | No
Geographical Area Availability
This section must be completed if program component request section is completed

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Location(s):</th>
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<tr>
<td>Moscow</td>
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<tr>
<td>Coeur d’Alene</td>
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<tr>
<td>Boise*</td>
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<td>Idaho Falls*</td>
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<tr>
<td>Other**</td>
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</table>

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

<table>
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<th>Date/Number</th>
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<tr>
<td>Date Received by the Office of the Provost and</td>
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<td>Executive Vice President:</td>
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<td>Date Received by Institutional Research and</td>
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<td>Office of the President Approval Date:</td>
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<tr>
<td>State Board of Education Approval/Acknowledgement</td>
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</table>
J-3. General Education Curriculum and Learning Outcomes. First-year students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise.

The faculty of the University of Idaho has adopted the following university-wide learning outcomes, which broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide a basis for ongoing assessment to continuously improve teaching and learning.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective - Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

A student working toward a baccalaureate degree must complete the necessary course work in the six categories described below (J-3-a through J-3-f). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - GEM courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements.

Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in Engl 109, Engl 101, or Engl 102 in their first semester in residence and in each subsequent semester until they have passed Engl 102. They must also be enrolled in Math 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Communication (5-7 cr). The purpose of this requirement is to develop the ability to organize one’s thoughts, to express them simply and clearly, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of UI course Engl 102 and the completion of one additional course in this category, Public Speaking. Students who receive a passing grade in Comm 101, Fundamentals of Public Speaking, are expected to develop and demonstrate the ability to make oral presentations in one-on-one settings, small groups, and large groups. Students should be able to demonstrate basic competency in (1) organization and preparation, (2) oral language use and presentation, and (3) addressing audience needs and interests.

Written English. Students who receive a passing grade in any of the six English classes included in the general education are expected to develop and demonstrate competencies in their writing in (1) organization and development, (2) sentence variety and word choice, and (3) language usage conventions.

The following specific provisions apply to the English composition component:

1. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for Engl 101 and Engl 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for Engl 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for Engl 101 and Engl 102.

2. Students who do not meet the conditions stated in paragraph (1) will be tentatively placed, on the basis of their scores on the tests cited above, in either Engl 101 or Engl 102.

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

Comm 101 Fundamentals of Public Speaking (2 cr)
Engl 207 Persuasive Writing (3 cr)
Engl 208 Personal and Exploratory Writing (3 cr)
J-3-b. Natural and Applied Science (8 cr, from two different disciplines, which include two accompanying labs OR 7 cr which includes a Core Science (CORS) course and one course with lab). The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications. Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas: (1) knowledge of scientific principles; (2) the ability to write clearly and concisely using the style appropriate to the sciences; (3) the ability to interpret scientific data; (4) the ability to analyze experimental design critically; and (5) the development of laboratory skills.

Biol 102, Biol 102L Biology and Society and Lab (4 cr)*
Biol 114 Organisms & Environments (4 cr)
Biol 115 Cells and the Evolution of Life (4 cr)
Biol 154 and MMBB 155/Biol 155 Introductory Microbiology and Lab (4 cr)*
Biol 250 and MMBB 255/Biol 255 General Microbiology and Lab (5 cr)*
Chem 101. Introduction to Chemistry I (4 cr)
Chem 111 Principles of Chemistry I (4 cr)
Chem 112 Principles of Chemistry II (5 cr)
CORS 205-297 Integrated Science (3 cr)
EnVS 101 Introduction to Environmental Science, and EnVS 202 Field Activities in Environmental Sciences (4 cr)*
Geog 100, Geol 101 Physical Geography and Lab (4 cr)*
Geol 101, Geol 101L Physical Geology and Lab (4 cr)*
Geol 102, Geol 102L Historical Geology (4 cr)*
Phys 100, Phys 100L Fundamentals of Physics and Lab (4 cr)*
Phys 103, Phys 104 General Astronomy and Lab (4 cr)*
Phys 111, Phys 111L General Physics I and Lab (4 cr)*
Phys 112, Phys 112L General Physics II and Lab (4 cr)*
Phys 211, Phys 211L Engineering Physics I and Lab (4 cr)*
Phys 212, Phys 212L Engineering Physics II and Lab (4 cr)*
Soil 205, Soil 206 The Soil Ecosystem and Lab (4 cr)*

*To be counted toward satisfaction of this requirement, the full four or five credits (that is, both the lecture course and the accompanying laboratory course) must be completed.

J-3-c. Mathematics, Statistics, or Computer Science (3 cr). These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Math 123 Mathematics Applied to the Modern World (3 cr)
Math 130 Finite Mathematics (3 cr)
Math 137 Algebra with Applications (3 cr)
Math 143 Pre-calculus Algebra and Analytic Geometry (3 cr)
Math 160 Survey of Calculus (4 cr)
Math 170 Analytic Geometry and Calculus I (4 cr)

Math 175 Analytic Geometry and Calculus II (4 cr)
Math 275 Analytic Geometry and Calculus III (3 cr)
Stat 150 Introduction to Statistics (3 cr)
Stat 251 Statistical Methods (3 cr)

J-3-d. Humanities (6 cr, from two different disciplines) and Social Sciences (6 cr, from two different disciplines). The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanities courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social science courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanities Courses:
AmSt 301 Studies in American Culture (3 cr) D
Arch 151 Introduction to the Built Environment (3 cr)
Art 100 World Art and Culture (3 cr) I
Art 205 Visual Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr) I
Art 302 Modern Art and Theory (3 cr) I
Art 382 History of Photography (3 cr) I
Art 407 New Media (3 cr)
Dan 100 Dance in Society (3 cr)
Engl 175 Introduction to Literary Genres (3 cr)
Engl 221 History of World Cinema I (3 cr) I
Engl 222 History of World Cinema II (3 cr) I
Engl 257 Literature of Western Civilization (3 cr)
Engl 258 Literature of Western Civilization (3 cr)
Engl 322 Environmental Literature and Culture (3 cr)
Engl 341 Survey of British Literature (3 cr)
Engl 342 Survey of British Literature (3 cr)
Engl 343 Survey of American Literature (3 cr)
Engl 344 Survey of American Literature (3 cr)
Engl 345 Shakespeare (3 cr)
Engl 375 or RelS 375 The Bible as Literature (3 cr)
FLEN 210 Introduction to Classical Mythology (3 cr)
FLEN 313 Modern French Literature in Translation (3 cr) I
FLEN 324 German Literature in Translation (3 cr) I
FLEN 331 Japanese Anime (3 cr) I
FLEN 391 or LAS 391 Hispanic Film (3 cr) I
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr) I
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 European Cultural History, 1600-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Intellectual and Cultural History of Modern Europe (3 cr) I
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 414 History and Film (3 cr)
Hist 442 or RelS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or RelS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History:
Hist 447 or RelS 447 The Renaissance (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr) I
MusH 101 Survey of Music (3 cr)
MusH 111 Introduction to Music Literature (3 cr)
MusH 201 History of Rock and Roll (3 cr)
Phil 103 Ethics (3 cr)
Phil 200 Philosophy of Alcohol (3 cr)
Phil 201 Critical Thinking (3 cr)
Phil 208 Business Ethics (3 cr)
Phil 240 Belief and Reality (3 cr)
Phil 351 Philosophy of Science (3 cr)
Phil 361 Professional Ethics (3 cr)
The 101 Introduction to the Theatre (3 cr)
The 468 Theatre History I (3 cr) I
The 469 Theatre History II (3 cr) I
WmSt 201 Introduction to Women's Studies (3 cr) D

Approved Social Science Courses:
Anth 100 Introduction to Anthropology (3 cr)
Anth 220 Peoples of the World (3 cr) I
Anth 261 Language and Culture (3 cr) I
Anth 329 North American Indians (3 cr) D
Anth 350 or Soc 350 Food, Culture, and Society (3 cr) D
Anth 462 or LAS 462 Human Issues in International Development (3 cr) I
Comm 233 Interpersonal Communication (3 cr)
Comm 335 Intercultural Communication (3 cr) I
Comm 410 Conflict Management (3 cr)
CSS 235 or For 235 Society and Natural Resources (3 cr)
Econ 201 Principles of Macroeconomics (3 cr)
Econ 202 Principles of Microeconomics (3 cr)
Econ 272 Foundations of Economic Analysis (4 cr)
EDU 301 Learning, Development, and Assessment (3 cr)
FLEN 270 or Hist 270 Introduction to Greek and Roman Civilization (3 cr)
FLEN 307 The European Union (3 cr) I
FLEN 308 European Immigration and Integration (3 cr) I
Geog 165 Human Geography (3 cr) I
Geog 200 World Regional Geography (3 cr) I
Geog 365 Political Geography (3 cr) I
Hist 101 History of Civilization (3 cr) I
Hist 102 History of Civilization (3 cr) I
Hist 111 Introduction to U.S. History (3 cr) D
Hist 112 Introduction to U.S. History (3 cr) D
Hist 180 Introduction to East Asian History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 426 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story:
Indian History to 1840 (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 448 or RelS 448 The Reformation (3 cr)
Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
Hist 455 Modern Europe (3 cr)
Hist 456 Anti-Semitism and the Holocaust (3 cr)
Hist 457 History of the Middle East (3 cr)
Hist 458 Military History (3 cr)
Hist 460 Conspiracies and Secret Societies in History (3 cr)
Hist 466 Eastern Europe Since 1774 (3 cr)
Hist 467 Russia to 1894 (3 cr)
Hist 468 Russia and Soviet Union Since 1894 (3 cr)
Hist 481 America's Wars in Asia (3 cr)
Hist 482 Japan, 1600 to Present (3 cr)
Hist 484 Modern China, 1840s to Present (3 cr)
IS 325 The Contemporary Muslim World (3 cr) I
IS 326 Africa Today (3 cr) I
IS 350 Sport and International Affairs (3 cr) I
PolS 101 Introduction to Political Science and American Government (3 cr) D
NRS 125 Introduction to Conservation and Natural Resources (3 cr)
PolS 205 Introduction to Comparative Politics (3 cr) I
PolS 237 International Politics (3 cr) I
PolS 275 American State and Local Government (3 cr)
PolS 331 American Political Parties and Elections (3 cr)
PolS 332 American Congress (3 cr)
PolS 333 American Political Culture (3 cr) D
PolS 338 American Foreign Policy (3 cr) I
PolS 360 Law and Society (3 cr) D
PolS 381 Western European Politics (3 cr) I
Psyc 101 Introduction to Psychology (3 cr)
Soc 101 Introduction to Sociology (3 cr) D
Soc 130 Introduction to Criminology (3 cr)
Soc 230 Social Problems (3 cr) D
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr) D
Soc 336 Comparative Criminal Justice Systems (3 cr) I
Soc 340 Social Change & Globalization (3 cr) I
Soc 343 Power, Politics, and Society (3 cr) I
Soc 424 Sociology of Gender (3 cr) D
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr) D
Soc 431 Personal and Social Issues in Aging (3 cr) D
Soc 439 Inequalities in the Justice System (3 cr) D
Soc 450 Dynamics of Social Protest (3 cr) D

J-3-e. American Diversity (One course) and International (One course or an approved study abroad experience).

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

*One course chosen from the approved American diversity
courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

*One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:

AIST 320 The Celluloid Indian: American Indians in Popular Film (3 cr)
AIST 401 Contemporary American Indian Issues (3 cr)
AIST 420 Native American Law (3 cr)
AIST 422, Anth 422, or Reis 422 Plateau Indians (3 cr)
AIST 478 Tribal Nation Economics and Law (3 cr)
AIST 484 or Engl 484 American Indian Literature (3 cr)
AmSt 301 Studies in American Culture (3 cr)
Anth 329 North American Indians (3 cr)
Anth 350 or Soc 350 Food, Culture, and Society (3 cr)
Arch 411 or AIST 411 Native American Architecture (3 cr)
Comm 432 Gender and Communication (3 cr)
Comm 491 Communication and Aging (3 cr)
CORS 232 Science on Your Plate: Food Safety, Risks and Technology (3 cr)
EDCI 302 Teaching Culturally Diverse Learners (4 cr)
Engl 380 Introduction to U.S. Ethnic Literatures (3 cr)
Hist 111 Introduction to U.S. History (3 cr)
Hist 112 Introduction to U.S. History (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 328 History of the American West (3 cr)
Hist 329 Idaho and the Pacific Northwest (3 cr)
Hist 411 Colonial North America (3 cr)
Hist 412 Revolutionary North America and Early National Period (3 cr)
Hist 414 History and Film (3 cr)
Hist 415 Expanding America (3 cr)
Hist 416 Rise of Modern America (3 cr)
Hist 417 America in Crisis (3 cr)
Hist 418 Contemporary America (3 cr)
Hist 419 Topics in the American West (3 cr)
Hist 420 History of Women in American Society (3 cr)
Hist 424 American Environmental History (3 cr)
Hist 426 or AIST 425 Red Earth White Lies: American Indian History 1840-Present (3 cr)
Hist 431 or AIST 431 Stolen Continents, The Indian Story: Indian History to 1840 (3 cr)
ID 443 Universal Design (3 cr)
JAMM 340 Cultural Diversity and the Media (3 cr)
JAMM 445 History of Mass Media (3 cr)
MusH 410 Studies in Jazz History (3 cr)
PolS 101 Introduction to Political Science and American Government (3 cr)
PolS 333 American Political Culture (3 cr)
PolS 335 American Interest Groups & Social Movements (3 cr)
PolS 360 Law and Society (3 cr)
PolS 468 Civil Liberties (3 cr)
Psy 315 Psychology of Women (3 cr)

Psyc 419 Adult Development and Aging (3 cr)
Soc 101 Introduction to Sociology (3 cr)
Soc 230 Social Problems (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 or Anth 427 Racial and Ethnic Relations (3 cr)
Soc 431 Personal and Social Issues in Aging (3 cr)
Soc 439 Inequalities in the Justice System (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
WmSt 201 Introduction to Women's Studies (3 cr)

Approved International Courses:

AgEc 481 Agricultural Markets in a Global Economy (3 cr)
AgEd 406 Exploring International Agriculture (3 cr)
Anth 220 Peoples of the World (3 cr)
Anth 261 Language and Culture (3 cr)
Anth 462 or LAS 462 Human Issues in International Development (3 cr)
Arbc 101 Elementary Modern Standard Arabic I (4 cr)
Arbc 102 Elementary Modern Standard Arabic II (4 cr)
Art 100 World Art and Culture (3 cr)
Art 213 History and Theory of Modern Design I (3 cr)
Art 302 Modern Art and Theory (3 cr)
Art 303 Contemporary Art and Theory (3 cr)
Art 313 History and Theory of Modern Design II (3 cr)
Chin 110 Elementary Chinese I (4 cr)
Chin 112 Elementary Chinese II (4 cr)
Chin 210 Intermediate Chinese I (4 cr)
Chin 212 Intermediate Chinese II (4 cr)
Comm 335 Intercultural Communication (3 cr)
CSS 493 or LAS 493 International Land Preservation and Conservation Systems (3 cr)
Econ 446 International Economics (3 cr)
Econ 447, AgEc 447, or LAS 447 Economics of Developing Countries (3 cr)
Engl 221 History of World Cinema I (3 cr)
Engl 222 History of World Cinema II (3 cr)
EnVS 225 International Environmental Issues Seminar (3 cr)
FCS 411 Global Nutrition (2 cr)
FCS 419 Dress and Culture (3 cr)
FLEN 307 The European Union (3 cr)
FLEN 308 European Immigration and Integration (3 cr)
FLEN 313 French/ Francophone Literature in Translation (3 cr)
FLEN 324 German Literature in Translation (3 cr)
FLEN 331 Japanese Anime (3 cr)
FLEN 391 or LAS 391 Hispanic Film (3 cr)
FLEN 394 or LAS 394 Latin American Literature in Translation (3 cr)
Fren 101 Elementary French I (4 cr)
Fren 102 Elementary French II (4 cr)
Fren 201 Intermediate French I (4 cr)
Fren 202 Intermediate French II (4 cr)
Fren 301 Advanced French Grammar (3 cr)
Fren 302 Advanced French Writing Skills (3 cr)
Fren 304 Connecting French Language and Culture (3 cr)
Fren 307 French Phonetics (3 cr)
Fren 308 Advanced French Conversation (3 cr)
Fren 407 French & Francophone Literatures (3 cr, max 9)
Fren 408 French and Francophone Culture and Institutions (3 cr, max 9)
Fren 410 French and Francophone Arts (3 cr)
Geog 165 Human Geography (3 cr)
Geog 200 World Regional Geography (3 cr)
Geog 350 Geography of Development (3-4 cr)
Geog 360 Population Dynamics and Distribution (3-4 cr)
Geog 365 Political Geography (3 cr)
Germ 101 Elementary German I (4 cr)
Germ 102 Elementary German II (4 cr)
Germ 201 Intermediate German I (4 cr)
Germ 202 Intermediate German II (4 cr)
Germ 301 Advanced German Grammar (3 cr)
Germ 302 Advanced German Speaking and Writing (3 cr)
Germ 420 Topics in German Culture and Literature - Themes (3 cr, max 6)
Germ 440 German Media through the Internet (3 cr)
Hist 101 History of Civilization (3 cr)
Hist 102 History of Civilization (3 cr)
Hist 180 Introduction to East Asian History (3 cr)
Hist 270 Introduction to Greek and Roman Civilization (3 cr)
Hist 315 or LAS 315 Comparative African-American Cultures (3 cr)
Hist 321 Pirates of the Caribbean and Beyond (3 cr)
Hist 331 The Age of African Empires (3 cr)
Hist 340 Modern India, 1757-1947 (3 cr)
Hist 350 The Age of Enlightenment: European Culture & Ideas, 1680-1800 (3 cr)
Hist 357 Women in Pre-Modern European History (3 cr)
Hist 366 Modern European Cultural and Intellectual History, 1880-1980 (3 cr)
Hist 371 History of England (3 cr)
Hist 372 History of England (3 cr)
Hist 378 History of Science I: Antiquity to 1700 (3 cr)
Hist 379 History of Science II: 1700-Present (3 cr)
Hist 380 Disease and Culture: History of Western Medicine (3 cr)
Hist 382 History of Biology: Conflicts and Controversies (3 cr)
Hist 388 History of Mathematics (3 cr)
Hist 414 History and Film (3 cr, max 6)
Hist 430 U.S. Diplomatic History (3 cr)
Hist 438 or LAS 438 Modern Mexico and the Americas (3 cr)
Hist 439 or LAS 439 Modern Latin America (3 cr)
Hist 440 or LAS 440 Social Revolution in Latin America (3 cr)
Hist 441 or LAS 441 Slavery and Freedom in the Americas (3 cr)
Hist 442 or RELS 442 The Medieval Church: Europe in the Early and High Middle Ages (3 cr)
Hist 443 or ReIS 443 The Medieval State: Europe in the High and Late Middle Ages (3 cr)
Hist 445 Medieval English Constitutional and Legal History: 1006-1485 (3 cr)
Hist 447 or ReIS 447 The Renaissance (3 cr)
Hist 448 or ReIS 448 The Reformation (3 cr)
Hist 449 Tudor-Stuart Britain 1485-1660 (3 cr)
Hist 452 Europe in the Age of the Revolution, 1770-1880 (3 cr)
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Hist 484 Modern China, 1840s to Present (3 cr)
Hist 485 Chinese Social and Cultural History (3 cr)
ID 281 History of Interiors I (3 cr)
ID 282 History of Interiors II (3 cr)
IS 325 The Contemporary Muslim World (3 cr)
IS 326 Africa Today (3 cr)
IS 350 Sport and International Affairs (3 cr)
IS 370 African Community, Culture, and Music (1-3 cr)
JAMM 490 Global Media (3 cr)
Japn 101 Elementary Japanese I (4 cr)
Japn 102 Elementary Japanese II (4 cr)
Japn 201 Intermediate Japanese I (4 cr)
Japn 202 Intermediate Japanese II (4 cr)
Japn 301 Japanese Reading (3 cr)
Japn 303 Japanese Speaking (3 cr)
LArc 390 Italian Hill Towns and Urban Centers (3 cr)
Mush 420 Studies in World Music (3 cr)
Phil 367 Global Justice (3 cr, max arr)
PolS 205 Introduction to Comparative Politics (3 cr)
PolS 237 International Politics (3 cr)
PolS 338 American Foreign Policy (3 cr)
PolS 381 European Politics (3 cr)
PolS 385 Political Philosophy (3 cr)
PolS 420 Introduction to Asian Politics (3 cr)
PolS 441 Genes and Justice (3 cr)
PolS 449 World Politics and War (3 cr)
PolS 480 Politics of Development (3 cr)
PolS 487 Political Violence and Revolution (3 cr)
Soc 336 Comparative Criminal Justice Systems (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Power, Politics, and Society (3 cr) (3 cr)
Span 101 Elementary Spanish I (4 cr)
Span 102 Elementary Spanish II (4 cr)
Span 104 Elementary Spanish Transition (4 cr)
Span 201 Intermediate Spanish I (4 cr)
Span 202 Intermediate Spanish II (4 cr)
Span 301 Advanced Grammar (3 cr)
Span 302 Advanced Composition (3 cr)
Span 303 Spanish Conversation (3 cr)
Span 305 Culture and Institutions of Spain (3 cr)
Span 306 or LAS 306 Culture and Institutions of Latin America (3 cr)
Span 308 Proficiency in Reading (3 cr)
Span 310 Spanish for Professions (3 cr)
Span 401 or LAS 401 Readings: Spanish Literature (3 cr)
Span 402 or LAS 402 Readings: Spanish American Literature (3 cr)
Span 411 Chicano and Latino Literature (3 cr)
Span 412 Spanish Short Fiction (3 cr)
Span 413 Spanish American Short Fiction (3 cr)
Span 419 Latin America Theatre Through Literature (3 cr)
Span 420 Modern Spanish Theatre Through Literature (3 cr)
The 468 Theatre History I (3 cr)
The 469 Theatre History II (3 cr)

J-3. Integrated Studies - ISem 101 Integrative Seminar (3 cr), ISem 301 Great Issues (1 cr), and Senior Experience. The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISem 101 (open to first-year students only). One credit of ISem 301. One course chosen from the approved Senior Experience courses listed below.*

Approved Senior Experience Courses:
AgEc 478 Advanced Agribusiness Management (3 cr)
AgEd 471 Senior Capstone in Agricultural Education (1 cr)
AgEd 498 Internship (1-10 cr, max 10)
Anth 410 Research Methods in Anthropology (3 cr)
Arch 453 Architectural Design V (6 cr)
Arch 454 Arch Design/Vertical Studio (6 cr)
Art 410  Professional Practices (2 cr)
Art 490  BFA Art/Design Studio (6 cr, max 12)
Art 491  Information Design (3 cr, max 9)
Art 495  BFA Senior Thesis (2 cr, max 4)
AVS 450  Issues in Animal Agriculture (1 cr)
BAE 478  Engineering Design I (3 cr)
BAE 479  Engineering Design II (3 cr)
BAE 491  Senior Seminar (1 cr)
Biol 405  Practicum in Anatomy Laboratory Teaching (2-4 cr, Max 8)
Biol 407  Practicum in Biology Laboratory Teaching (2-6 cr, max 12)
Biol 408  Practicum in Human Physiology Laboratory Teaching (2-4 cr, max 8)
Biol 411  Senior Capstone (2 cr)
Biol 495  Research in Molec/Cell/Dev Biology (cr arr)
Biol 496  Research in Ecology and Evolution (cr arr)
Biol 497  Research in Anatomy and Physiology (cr arr)
Bus 490  Strategic Management (3 cr)
CE 494  Senior Design Project (3 cr)
ChE 452  Environmental Management and Design (3 cr, max arr)
ChE 454 or MSE 454  Process Analysis and Design II (3 cr)
Chem 409  Proseminar (1 cr)
CS 481  CS Senior Capstone Design II (3 cr)
CSS 475  Conservation Management and Planning II (4 cr)
ECE 481  EE Senior Design II (3 cr)
ECE 483  Computer Engineering Senior Design II (3 cr)
Econ 490  Economic Theory and Policy (3 cr)
Engl 440  Client-Based Writing (3 cr)
Engl 490  Senior Seminar (3 cr)
EDCI 401  Internship Seminar (1 cr)
EDCI 485  Secondary Internship (15 cr)
Ent 438 or PlSc 438 or Soil 438  Pesticides in the Environment (3 cr)
EnvS 497  Senior Research (3 cr)
FCS 401  Professional Ethics and Practice in CFCS (1 cr)
FCS 424  Apparel Product Line Development: Senior Capstone (3 cr)
FCS 486  Nutrition in the Life Cycle (3 cr)
FCS 497  Internship Preschool (cr arr)
Fish 418  Fisheries Management (4 cr)
Fish 473 ECB Senior Presentation (1 cr)
Fish 495  Seminar (1 cr)
FL 401  MLC International Experience (1 cr)
For 424  Forest Dynamics and Management (4 cr)
For 427  Prescribed Burning Lab (3 cr)
For 473 ECB Senior Presentation (1 cr)
FS 489  Food Product Development (3 cr)
Geog 493  Senior Capstone in Geography (3 cr)
Geol 490  Field Geology II (3 cr)
Hist 401  Seminar (cr arr)
ID 452  Interior Design VI (6 cr)
Intr 401  Career and Leadership Development (2 cr)
IS 495  International Studies Senior Seminar (3 cr)
JAMM 448  Law of Mass Media (3 cr)
LArc 480  The Emerging Landscape (3 cr)
Math 415  Cryptography (3 cr)
ME 424  Mechanical Systems Design I (3 cr)
ME 426  Mechanical Systems Design II (3 cr)
MMBB 401 or Biol 401  Undergraduate Research (1-4 cr, max 8)
MMBB 497 or Biol 491  Practicum in Teaching (2 cr)
MusA 490  Half Recital (0 cr)
MusA 491  Recital (0 cr)
MusC 481  Senior Thesis in Music Theory II (1 cr)
MusC 490  Senior Recital (0 cr)
MusH 481  Senior Thesis in Music History II (1 cr)
MusT 432  Practicum: Music Teaching (14 cr)
MvSc 486  Healthy Active Lifestyle Assessment and Intervention (3 cr)
NRS 473 ECB Senior Presentation (1 cr)
OrgS 410  Capstone Project in Organizational Sciences (1-6 cr, max 6)
PEP 498  Internship in Exercise Science & Health (cr arr)
Phil 490  Senior Seminar (3 cr)
Phys 407  Communicating Science (1 cr)
Phys 492 Senior Research (1 cr)
PolIS 490  Senior Seminar (3 cr)
Pscy 415  History and Systems of Psychology (3 cr)
Rec 498 (s) Internship in Recreation, Parks, and Tourism (cr arr)
REM 456  Integrated Rangeland Management (3 cr)
REM 473 ECB Senior Presentation (1 cr)
RMat 473 ECB Senior Presentation (1 cr)
RMat 495 or Bus 495  Product Development and Brand Management (3 cr)
Soc 460  Capstone: Sociology in Action (3 cr)
Soc 461  Capstone: Justice Policy Issues (3 cr)
Soc 462  Senior Practicum (3 cr)
Soc 463  Criminology Abroad (3 cr)
The 483  Senior Capstone Project (2 cr)
VTD 457  Capstone Design Studio I (6 cr)
WLF 473 ECB Senior Presentation (1 cr)
WLF 492  Wildlife Management (4 cr)
*Within the J-3-d, J-3-e, J-3-f categories, students must complete a total of 18 credits.