

University of Idaho
2024 – 2025 Faculty Senate Agenda

Meeting #29

Tuesday, April 8, 2025, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2024-2025 Faculty Senate Meeting #28 (April 1, 2025) **Attach. #1**
- III. Chair's Report
 - Who We Are: Kelly Quinett, Interim Senator from CLASS
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - o UCC 586 Hydrology Graduate Academic Certificate -- Eric Mittelstaedt, Associate Professor – Department of Earth and Spatial Sciences
 - Sabbatical Leave Committee
 - o Report – Chantal Vella; Chair of SLC; Professor of Exercise, Sport, and Health Sciences
 - University Assessment and Accreditation Committee
 - o Report – Taylor Raney, Chair of UAAC; Faculty Senator; Associate Dean for Undergraduate Studies and Director of Teacher Education (EHHS); Professor of Curriculum and Instruction
- VI. Other Announcements and Communications
 - Strategic Planning Update – Barbara Kirchmeier, Faculty Senator; Director of ISI; Director of General Education
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2024-2025 Faculty Senate Meeting #28 (April 1, 2025)
- **Attach. #2** UCC 586 Hydrology Graduate Academic Certificate

2024 – 2025 Faculty Senate – Pending Approval

Meeting # 28

Tuesday, April 1, 2025, 3:30 pm – 5:00 pm

Zoom only

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

Absent: Roe (excused), Maas

Guests: Jackie Wernz

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 #27, March 25, 2025, were approved with a minor correction.

Chair's Report:

- GPSA Expo (Phillip Hagen). The Expo showcases research and creative works from graduate students across the University of Idaho and will take place on April 11 from 10:00 AM to 2:00 PM in the ISUB Summit Room. Organizers are still looking for a few more faculty judges to help evaluate presentations. The event will be catered, and judges are not required to stay for the entire time. Their participation would provide valuable feedback to our graduate students and support their scholarly development. Interested faculty can contact Philip Hagen, phagen@uidaho.edu
- VGP review. Next Monday at 4pm the University Curriculum Committee (UCC) will be hearing a presentation from the Vandal Gateway Program (VGP) coordinators as part of a requested review of that program. Interested senators are invited to attend as observers. If Senators have questions or comments, they should email or text them before or during the meeting to committee members. UCC meets in the Cataldo room at the Bruce Pitman Center. VGP Report at UCC Zoom Link: <https://uidaho.zoom.us/j/82167985546>
- Sexual Assault Awareness Month. There are a number of events planned that were shared in an email from Cori today. One that may be of interest to faculty is the “Responding to Disclosures of Interpersonal Violence Training” from 1:30-3 p.m. Wednesday, April 9. This 90-minute session focuses on handling disclosures of interpersonal violence from students. One needs to [register](#) to attend.
- Committee Reports/Upcoming Senate Meetings. For the rest of the term, Faculty Senate will focus on the policy items coming from committees and the annual committee reports. Senate has many of these coming up but one that couldn't make a meeting is representation from the Officer Education Committee. Kristin shared their prepared report. The OEC's charge is to carefully review and evaluate the academic credentials of each applicant nominated to lead trainings or serve as instructors or faculty of Naval Science, Military Science, or Aerospace Studies at the University of Idaho. The findings are then reported to the vice provost's office and the Veterans Services Director. This year the committee reviewed five applicants and all five were approved.
- Personal Google Sites. Senate leadership has received an email from OIT regarding personal google sites. If a faculty member does not have one, they can request a Google Workspace affiliated with their UI email. This can be done here: . OIT has also shared information on how

to create a new site. As this is all newly developed information, they also welcome feedback on this.

- Some women faculty have received texts about how women have “won the battle of the sexes” and how university admissions are “not fair” and “women always outperform us nowadays.” If employees receive these messages, they should a) not reply, and b) file a report with OCRI https://uidaho-gme-advocate.symplcity.com/public_report/index.php/pid691141, and c) file a report with OIT (abuse@uidaho.edu). If an employee feels concerned for their safety, they can also always call campus safety or the MPD. OCRI will file reported information with the FBI Electronic Tip form.
- **Who we are:** Michael Strickland, Senator from CALS
Strickland is a full professor in the department of Soil and Water Systems. Most of his research focuses on linkages between soil microbial communities and ecosystem processes, an area with different components. His team also works on understanding how cropping systems affect soils and how management can improve soil, as well as antibiotic inputs and antibiotic effects on soil microbes. His work is oftentimes linked to agricultural antibiotics. Graduate students, postdocs, lab technicians are essential to support this work. Strickland grew up on a small farm in Liberty, Missouri, and joined the army when he was 18. He served in the army for 5 years and then went back to school at a small Liberal Arts College in Liberty, Missouri. Strickland then attended the University of Georgia at the Odom School of Ecology, where he got my PhD. After being a postdoc at Yale and 5 years as assistant professor at Virginia Tech, his family decided to come back to Idaho where they both have families. Strickland invites anyone to come and check out the deep soil Ecotron, a facility that they're building here on campus over at the James W. Martin lab, which is just on the corner of 6th and Perimeter.

Faculty Secretary Report

- Year-End Committee Reports. Please see FSH 1620 E-13 and E-14.
- Elections of new senators. Please have your college or appropriate body start their election process. We need those names by April 15th. See FSH 1520 – Faculty Senate.
- April 22, 2025: Last meeting of the 2024-25 senate
- April 29, 2025: First meeting of the 2025-26 senate (nominating meeting)
- May 6: Second meeting of the 2025-26 senate (election meeting)
- Hold for UFM on May 7, 2:30 – 4:00. There are many items to discuss and vote on. We need a quorum!

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
Catalog D-5 needs to be revised to reflect current practices in continuing education. See attached redline.
No questions.
Vote: 20/20 yes. Motion passes.
 - UCC 154 Update Regulation L – Lindsey Brown, UI Registrar
The purpose of this proposal is to update the language in Catalog Regulation L to include non-degree seeking students.
No questions.
Vote: 19/21 yes; 2/21 no. Motion passes.
 - UCC 553 Career and Community Studies Undergraduate Academic Certificate – Andrew Scheef, Special Education – Department of Curriculum and Instruction

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.

No questions.

Vote: 21/21 yes. Motion passes.

Announcements and Communications

- Canvas Accessibility Requirements – Jackie Wernz, Director of the Office of Civil Rights and Investigations.

A new regulation was passed by the Department of Justice last April, referred to as the “web accessibility rule.” It falls under Title II of the Americans with Disabilities Act, which applies to state and local governments and, thus, to the University. This rule addresses web content and mobile applications that are used to provide programs and activities from the university and puts in place standards that are in the web content accessibility guidelines (WCAG). WCAG version 2.1 level AA outlines what is required to meet our legal obligations under Title II of the ADA. WCAG 2.1 level AA requires, for instance, the presence of text for all images, captions for videos and audio descriptions, and readable color contrast. There are some exceptions to the rule. By the end of this week, a video will be available on the OCRI website to explain the requirements and the exceptions. It’s important to understand that the web accessibility rule does apply to course content, including documents and videos and other materials that are used for the instructional experience. CETL has created a website where one can learn about available resources. There’s an accessibility checker to help instructors make course materials more accessible to students. The Microsoft Immersive Reader is also available. Alternative formats allow students to view course documents in a variety of accessible formats. Panopto video can be seamlessly integrated into Canvas and provides automatic closed captioning for all videos. This rule is a shift of paradigm, in that the onus is on units and individual faculty and employees to ensure that their content is compliant from the outset, whereas CDAR and HR are going to serve as gatekeepers for requests that go above and beyond what is already required by this new rule. We have until April 24th, 2026, to come into compliance and we are still in a learning phase. Many faculty are in the process of updating their websites through UCM and, with that website update, there will be new content available on this topic as well. All are encouraged to take a look at those materials and seek additional assistance from OCRI. They are happy to partner with CETL and UCM, and to discuss issues related to your particular unit or department.

<https://www.webpages.uidaho.edu/cetl/canvas-accessibility.asp>

Discussion:

In response to a question, Jackie replied that faculty will not be required to record their courses. Faculty can teach in any manner they choose, but, if they use tools such as Canvas, the content has to be accessible.

Vice Provost Kelly-Riley, currently acting director of CETL, reported that Canvas does currently can run the accessibility report in something called Ally, see

<https://www.webpages.uidaho.edu/cetl/canvas-accessibility.asp#ally>

It would be helpful to share it with colleagues who use Canvas because it gives them a report on how they’re scoring relative to the accessibility requirements. Next week, there will be conversations with the deans for an overview of how accessible courses are within their colleges, so they can start identifying issues and working on those challenges. The provost’s office is happy to help. In AY 2025-26, CETL will be hosting a series of workshops that are focused specifically on making your course meet these new requirements.

Some senators asked whether staff will be available to help manage this additional work, at least at the college or department level, so that faculty don’t have to put in extra hours of work. Jackie said there is an exception to the requirement to comply with the ADA requirements if it would be

an undue burden to do so, but this is not enough to keep us from having to comply, because “undue burden” refers to the budget of the university, not a particular unit. We will need additional resources, but there is a lot of support already in place, both from CETL and from UCM. Faculty are encouraged to leverage those resources instead of trying to learn the tools on their own.

A senator asked whether these additional requirements can be considered part of our teaching load for the purpose of position description and annual evaluations. Diane Kelly-Riley confirmed that these efforts are definitely part of the faculty’s teaching and advising responsibilities and can be reflected in their annual activity reports. As a first step, she recommends running the accessibility report to get a sense of what kind of things one may have to do. Then, one should have a look at those available materials that do meet the requirements. There will be instances where individuals don't have it within their own ability to figure out how to address those issues. It is important to let the appropriate people know what those problematic areas are – for instance, formula intensive classes or image-based classes – to figure out the best solution.

It was also noted that using Canvas is not mandatory.

Senate leadership plans to work with the Provost’s office to identify ways to reduce the load this will have on faculty.

- Committee Updates

- Advising Committee – Matthew Swenson, Mechanical Engineering; Chair of University Advising Committee

The committee tackled three main initiatives. The first one is about the phase out of the class schedule tool. The committee had very significant concerns about the potential loss of that tool, which is relevant to advising. So, the committee decided to put together their own statements, as a reinforcement of the senate resolution from last fall. Subsequently, it was identified that the new class scheduler tool may have capabilities that people don't necessarily know about. As a committee, we recommend training to help advisors navigate the new tool. It was a relief that we were able to still have access to the old tool this semester, so that we could get through advising. The second initiative was to reconsider the requirements for the university-wide faculty and staff advising excellence awards. There are multiple detailed steps associated with the nomination. We tried to simplify those steps, shortened the required written material and made some of the items optional. Back in January, we received two nominations, one for the faculty award and one for the staff award. The committee wanted to verify that these candidates were nominated for the right reasons, and that they're doing work that merited the award. We recommended awards for both the faculty and the staff categories. Lastly, the committee has been working on revising FSH 4310, which is the policy for advising. The policy seemed outdated as it didn't necessarily reflect how we are currently operating as a university from an advising standpoint. The policy we've proposed is much simpler and uses more general language that allows freedom for different colleges to adopt slightly different interpretations of the policy. Different colleges follow different advising models, and, so, we tried to make this policy all-encompassing. We've received feedback from several people, and the committee will meet next week to synthesize all the feedback and make additional revisions as needed. The goal is to have that policy approved by the end of the academic year.

Discussion:

In response to a question about lifting the advisor’s hold for students with a double-major, it was clarified that, for people with more than one major, any advisor or a department chair can lift the hold.

There was a request to outline the main changes in the policy. The version proposed by the committee is shorter and more succinct. There is a general overview that defines

responsibilities and procedures for students, academic advisors as well as faculty mentors and administrators. It identifies the difference between an advisor versus a faculty mentor who may still be providing mentorship but playing a different role. It is intended to provide flexibility for each college to adopt their own version of an advising model. The provost expressed appreciation for the committee's work. It captures well the different ways advising goals can be accomplished.

- Teaching Committee – Rachel Halverson, Professor of German; Chair of the School of Global Studies; Chair of University Teaching Committee
The committee worked on streamlining the process for the teaching excellence award and the Hoffman award. They identified changes to improve the process and reduce the burden on the nominees by limiting the number of pages they must submit. Last February, they reviewed the applications, after developing some kind of rubric to evaluate the nominations consistently across the review. They had 5 to 7 nominees per award and selected the winners to be honored at the end of April. They also addressed a number of concerns that the faculty have brought to the Senate, such as managing student accommodations. They invited Corey Foss, director of CDAR, to present the accommodation process to UTC, discussed the challenges that this presents to the faculty, and formalized 5 recommendations. They also reviewed and approved revisions to FSH 4250, related to distance education. The committee was also asked to discuss and review faculty concerns about classroom scheduling, such as people teaching back-to-back who are assigned classrooms on opposite ends of campus and made appropriate recommendations. They are now reviewing FSH 4700, the teaching policy, that is outdated, just as the advising policy. Some of their ongoing efforts may have to be completed in the fall.

- University Commencement Committee – Lyudmyla Barannyk, Chair of University Commencement Committee

One of the tasks that the University Commencement Committee has is to consider requests from student organizations to wear apparel like honors, cords, etc. at the commencement. They have to follow guidelines, and sometimes they don't approve of some of the requests. A major task is to consider nominations from colleges and departments for honorary degrees. Those come from very accomplished people who made contributions at the University level, or Idaho state level, or national or even international levels. They had 3 nomination packets to consider last year and all were approved, and 2 packets they just finished reviewing. So, they had a total of 5. The committee does not meet on a regular basis. They meet as applications come.

Discussion:

There was a brief conversation about the selection of the commencement speaker. Apparently, some have not been able to really connect with the students. Lyudmyla said that the committee receives nominations, which they may or may not approve for candidacy. But the decision rests with the president. The best is to share feedback with the president.

Provost's Report

- **Legislature.** JFAC (Joint Finance and Appropriations Committee) had previously proposed a 2-million-dollar permanent cut. On Wednesday they changed it to a one-time cut, which, while still significant, is much better for UI. It has not yet passed through the House and Senate, but UI should know soon. Senate Bill 1198, that is, the DEI bill, passed the Senate with strong support, and is going to the House. SB 1198 - <https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2025/legislation/S1198.pdf>
SB 1198 is something we will have to discuss if it is fully approved. It may have a significant impact on higher education. The WWAMI bill passed, which opens an opportunity to expand the number of WWAMI seats in the future.

- The Vandal Theory Podcast features UI researchers. The most recent version features Barrie Robison and the topic of AI. Here is the link: <https://www.uidaho.edu/news/the-vandal-theory>
- The last faculty gathering of the year is tomorrow in the Vandal ballroom, hosted by the College of Engineering. We will have special guests from the Idaho National Laboratory. They're on campus to interact with faculty and get to know more about what we're doing and find connections. RSVP: <https://forms.office.com/r/8kHYwPLx1H>
- Today and tomorrow are Vandal giving day. It started this morning and goes on until tomorrow at 4:59 pm. We have set a number of records in the last few years. We'd encourage all of you to think about participating. This is a great time to give, because there's a lot of opportunities for matching donations. We're closing in on our capital campaign goal. Vandal Giving Day: <https://vandalsgive.uidaho.edu/>

Discussion:

A senator shared their colleagues' worries about taking international trips for university business, such as presenting a paper to an international conference, or teaching, or starting a program abroad for our students. But with all the recent news regarding university faculty being stopped, detained, and deported when they cross the border because they are not US citizens, even though they have a green card or a valid visa. They wonder whether they should consider canceling those trips. The provost suggested that people talk with our international programs office and seek their guidance. Things are changing in this realm, for sure. Some universities are telling people that, if they're not US citizens, that leaving the US puts them at greater risk of not being able to return. It depends on the person's immigration status and also on the destination country. I would just suggest people reach out to the International Programs office and have a conversation about their trip to assess those risks and decide.

A senator shared their fear regarding the DEI position taken by the legislature. As a social scientist, they teach race inequality, economic inequality, gender inequality, discrimination around sexuality. They need to have explicit directions and guidance from the university on how they should teach their classes and what kind of protection they are going to have when they teach sociology in the fall. They are very unsettled and afraid that they may be targeted by a student and lose their job. They need explicit unambiguous guidance from the provost and the president. The same senator also inquired about the reason why U of I (together with BSU) is being "punished" with a substantial cut.

Addressing the last question first, the provost said he, also, does not understand the reasons fully. The bill does not explain the cut and discussions in JFAC claimed that UI had responded to DEI appropriately or in a timely manner. We do not believe this is correct. The DEI bill contains language and concepts that concern us. If this passes, it will need to be clearly explained so faculty know how it impacts them. There are multiple areas of concern, not just one area of concern.

New Business

There was none.

Adjournment

The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

586: HYDROLOGY GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (gharley@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Assessment (cslater@uidaho.edu; sandeschlueter@uidaho.edu)
5. DLI (kudas@uidaho.edu; nremy@uidaho.edu; sandeschlueter@uidaho.edu)
6. Provost Q 1 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
8. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (none)
11. UCC (none)
12. Eric Mittelstaedt (emittelstaedt@uidaho.edu)
13. Registrar's Office (none)
14. Ready for UCC (none)
15. UCC (none)
16. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu; sandeschlueter@uidaho.edu)
17. Provost Q 2 (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
18. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
19. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
20. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sat, 21 Sep 2024 15:40:26 GMT
Alistair Smith (alistair): Approved for 224 Chair
2. Tue, 24 Sep 2024 18:37:58 GMT
Grant Harley (gharley): Approved for 19 Curriculum Committee Chair
3. Wed, 25 Sep 2024 18:39:38 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
4. Thu, 26 Sep 2024 21:16:56 GMT
Christine Slater (cslater): Approved for Assessment
5. Tue, 01 Oct 2024 18:35:25 GMT
Nicole Remy (nremy): Approved for DLI
6. Wed, 06 Nov 2024 22:02:30 GMT
Sande Schlueter (sandeschlueter): Approved for Provost Q 1
7. Thu, 07 Nov 2024 18:45:41 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 14 Feb 2025 17:06:06 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 18 Feb 2025 16:51:19 GMT
Sydney Beal-Coles (sbeal): Approved for Registrar's Office
10. Tue, 18 Feb 2025 17:02:10 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC
11. Fri, 28 Feb 2025 18:11:52 GMT
Theodore Unzicker (tunzicker): Approved for UCC
12. Fri, 28 Feb 2025 18:17:08 GMT
Theodore Unzicker (tunzicker): Rollback to UCC for Faculty Senate Chair
13. Fri, 28 Feb 2025 18:24:11 GMT
Theodore Unzicker (tunzicker): Approved for UCC
14. Tue, 11 Mar 2025 13:52:35 GMT
Eric Mittelstaedt (emittelstaedt): Approved for V00421247
15. Thu, 13 Mar 2025 15:00:11 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
16. Mon, 17 Mar 2025 17:55:47 GMT
Sydney Beal-Coles (sbeal): Approved for Ready for UCC

17. Tue, 25 Mar 2025 17:46:02 GMT
Sydney Beal-Coles (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sat, 21 Sep 2024 12:27:14 GMT

Viewing: 586 : Hydrology Graduate Academic Certificate

Last edit: Tue, 25 Mar 2025 17:45:44 GMT

Changes proposed by: Eric Mittelstaedt

Faculty Contact

Faculty Name	Faculty Email
Eric Mittelstaedt	emittelstaedt@uidaho.edu

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

No

Academic Level

Graduate

College

Science

Department/Unit:

Earth & Spatial Sciences

Effective Catalog Year

2025-2026

Program Title

Hydrology Graduate 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

12

CIP Code

40.0605 - Hydrology and Water Resources Science.

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.

Describe the financial impact

No financial impact is projected.

Curriculum:

This certificate is designed to provide students with greater knowledge of the processes and influences on water in the environment and a credential that could be beneficial when applying for positions after graduation in both the public and private sectors, such environmental or geologic consulting companies. At least half of the credits completed towards the certificate must be in graduate level coursework. Note that course credit already applied toward the Water and the Environment Undergraduate Certificate may not be used toward this certificate.

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

Code	Title	Hours
HYDR 5090 or GEOL 3090	Quantitative Hydrogeology Ground Water Hydrology	3
GEOL 5080 or HYDR 5120	Groundwater Field Methods Environmental Hydrogeology	3
FOR 4600 or CE 4280 or SOIL 4500	Watershed Science and Management Open Channel Hydraulics Environmental Hydrology	3
Select one of the following:		3-4
GEOL 5080	Groundwater Field Methods	
GEOL 5310	Chemical Hydrogeology	
HYDR 5090	Quantitative Hydrogeology	
HYDR 5120	Environmental Hydrogeology	
HYDR 5760	Fundamentals of Modeling Hydrogeologic Systems	
GEOG 5240	Hydrologic Applications of GIS and Remote Sensing	
BE 5530	Northwest Climate and Water Resources Change	
FOR 5600	Physical Hydrology	
SOIL 4500	Environmental Hydrology	
SOIL 5150	Soil and Environmental Physics	
SOIL 5440	Water Quality in the Pacific Northwest	
SOIL 5480	Drinking Water and Human Health	
SOIL 5520	Environmental Water Quality	
FISH 5350	Limnology	
GEOL 5840	Stable Isotopes in the Environment	

Total Hours

12-13

Courses to total 12 credits for this certificate

Catalog Program Description:

The proposed certificate is designed to provide students with greater knowledge of the processes and influences on water in the environment and a credential that could be beneficial when applying for positions after graduation in both the public and private sectors, such environmental or geologic consulting companies. At least half of the credits completed towards the certificate must be in graduate level coursework, and all required coursework must be completed with a grade of B or better. Note that course credit already applied toward the Water and the Environment Undergraduate Certificate may not be used toward this certificate.

Distance Education Availability

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

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

Yes

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

Yes

Geographical Area Availability

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

Moscow

Student Learning Outcomes

Learning Objectives

- Comprehension of the hydrologic cycle with a focus on the relation of surface water and groundwater that influences water quantity and water quality.
- A broad view of the methods available to understand and manage hydrologic systems.

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.

Each class provides an assessment of a learning outcome relevant to a specific portion of the hydrologic cycle, such as groundwater hydrology and aquifers or environmental hydrology and surface water systems. Additionally, each course provides a relevant discussion and assessment of learning outcomes associated with our use of the water resources from monitoring of precipitation to evaluating groundwater quality.

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

Participants in the certificate program will be evaluated for their completion of the certificate (e.g., completion rate), time needed for completion of the certificate, and course preference. This information will provide information relevant to needed changes for removing barriers (e.g., course schedules/rotations, class substitutions) to improve certificate completion.

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

All the included courses are pre-existing and have established assessments. Direct assessments are conducted by the individual courses for assessing learning outcomes along with the certificate review of the success rate of certificate completion. No indirect assessments are proposed, such as qualitative surveys.

When will assessment activities occur and at what frequency?

The certificate review will occur biennially to assess certificate completion rates and course preferences.

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.

There is a need for a broad-based certificate in water at the graduate level, as a vehicle for graduate students to gain background in the fundamentals of the hydrologic cycle (ground water (2 courses), surface water (one reqd course selected from several options) and explore application areas (1 elective course). Currently, 400 and 500-level courses in hydrogeology are a risk of becoming dormant due to low enrollments and subsequent cancellations, which has negative impacts in several degree programs at both the undergraduate and graduate level in which these courses listed as required or key electives (e.g., the BS SWS in CALS, the BS Envs in CNR, the BS Geology with hydrogeology emphasis area in COS, the MS and Ph.D programs Water Resources, the MS Hydrogeology). This certificate will fill a student need on its own, but also indirectly assist these programs via generating sustainable enrollments in the 400/500 level Hydrogeology courses that serve as required or elective courses for those programs.

Reviewer Comments

Sande Schlueter (sandeschlueter) (Wed, 06 Nov 2024 22:02:26 GMT): Program Description: The proposed certificate is comprised of 12 credits in water-related courses, designed to provide students with greater knowledge of the processes and influences on water in the environment and a credential that could be beneficial when applying for positions after graduation in both the public and private sectors, such environmental or geologic consulting companies. Students must complete two courses in the realm of ground water and/or environmental hydrogeology, one course in surface water hydrology and one elective course. Students may choose from multiple courses in each bin and will be able to fulfill requirements in a timely manner. We expect that the certificate will be attractive to graduate students CALS, CNR, COS and the College of Engineering.

Sydney Beal-Coles (sbeal) (Thu, 07 Nov 2024 18:15:57 GMT): Formatted to catalog standards and replaced curriculum with four-digit course equivalents

Theodore Unzicker (tunzicker) (Fri, 28 Feb 2025 18:17:08 GMT): Rollback: Inadvertantly approved. Will be rolled back to Eric Mittelstaedt.

Theodore Unzicker (tunzicker) (Fri, 28 Feb 2025 18:22:09 GMT): This proposal was sent back to Eric for updates noted by UCC.

Sydney Beal-Coles (sbeal) (Tue, 25 Mar 2025 17:31:18 GMT): Change of FOR 5600 to FOR 4600 per request of proposal author