

Graduate Council Meeting Minutes
September 30th, 2020– 3:30-5:00 p.m.
ZOOM

x	Jerry McMurtry	x	Kristin Henrich (Library)	x	David Tank (COS)
x	Julie Amador (EHHS)	x	Pedram Rezamand (At-Large/CALS)	x	Elowyn Yager (At-Large/ENGR)
x	Linda Chen (CBE)	x	Kelly Quinnett (CLASS)	x	Ata Zadehgo (ENGR)
x	Dan Cronan (CAA)	x	Kerri Vierling (CNR/ENVS)		Seth Rose (GPSA)
x	Robert Heitse (At-Large/UWP)	x	Dan Strawn (CALS)	x	Alexander Blanco (GPSA)

- I. Approval of the minutes from September 9th, 2020
 - a. Tank moved to approve, Rezamand seconded
 - b. Minutes approved unanimously

- II. Announcements and Reports
 - A. COGS staffing updates
 - a. Two staff members will be leaving- Mikyla Wood and Lana Unger.
 - b. Both positions will be open and we will be running searches as rapidly as possible.
 - B. DGS meetings
 - a. First meeting today! Strum, Tohaneanu, and McMurtry will be meeting with all DGSs so discuss reports, enrollment statistics, application pools, and more.
 - C. Leadership meetings
 - a. Beginning next week McMurtry will meet with Deans and Chairs in each department.
 - b. Council will be updated on TA allowances for AY 21.
 - i. This needs to be clearer moving forward so departments have time to recruit the appropriate number of TAs.
 - ii. Deans get funds and awards and are free to use them as they wish within the college.
 - D. TCUP/ICE-T Awards
 - a. Salish Kootenai College received an award of 2.4 million dollars to boost ability to provide graduate level coursework in the area of Natural Resources (in partnership with UI).
 - E. Update on PSM
 - a. We are currently looking at bringing on new programs (water resources, nutrition, cyber security, etc.) to build the Professional Science Masters (PSM) degree.
 - F. POC recruiting
 - a. Our ability to provide scholarships for diverse populations is currently limited, though there is some funding for Native students through the Bridge to Doctorate program.
 - b. Conversations currently happening on how we can build support for students of color through scholarships.
 - c. Find a way to get money back into pool to rebuild a presidential diversity scholarship. It would be nice to bring more students through this scholarship.

- III. New Business
 - A. Curriculum changes- CNR
 - a. Presented by Kerri Vierling

- b. Curriculum changes submitted are primarily updates to different courses that could fill requirements in those programs, adding emphasis areas, or adjusting course numbers and titles. Changes were unanimously approved by curriculum committee.
 - c. One typo was found- Forestry 54 should be 554. This will be corrected.
 - d. Note on NRS 5YY: multiple courses were submitted for approval last year and don't have an official number yet. Vierling will follow up with registrar on hard numbers for these courses as we move forward to UCC. The same applies to "5XX".
 - e. MNR Fire Ecology and Management Curriculum Change
 - i. Rezamand moved to approve, Heinse seconded
 - ii. Unanimously approved
 - f. MNR Integrated NR option Curriculum Change
 - i. Cronan moved to approve, Quinnett seconded
 - ii. Unanimously approved
 - g. FRFS Fire Certificate 2020 Curriculum Change– proposal to create academic certificate in fire management and ecology. Core of 8 credits and some electives. 15 credit certificate, all available online.
 - i. Questions about course description changes and adjusting cross listed courses led the Council to table approval of this curriculum change until the next meeting when these details have been clarified.
- B. Readmission application
- a. This discussion was previously tabled by the Council.
 - b. We are extending the readmission application to students who have been previously admitted and enrolled but have taken a hiatus of 2 years. When students want to come back and continue their degree, they must submit an application for their student record to be reopened. Students will be readmitted in the current catalog year and must petition to change this. A readmission application applies to students changing programs/levels or reapplying after a long period of time and can also be used for students who recently finished a graduate degree and want admission to a program at the same level.
 - c. Note: if a student completes their master's degree and the professor approves the transition to a PhD program, the change of curriculum will be handled internally through COGS and readmission does not apply.
 - d. When a student has been out of the program for a long time or wants to change their degree, there are issues.
 - i. We often don't have substantial enough information to make an admission decision.
 - e. Proposal from Graduate Admissions to add CV and a letter of recommendation as a requirement to this application, especially for students entering a graduate program. Collecting supporting materials when the student initially submits their application would be helpful for admissions and the departments.
 - f. Members shared it makes sense to ask students to provide a statement of purpose/clarify why they are reenrolling. A letter of recommendation requirement may be circular (if the person who is allowing them admission is also writing the letter).
 - g. If they are switching programs requiring a letter of recommendation might be worth it, but if they are staying within the same program this information is likely well understood already. Alternatively, confirmation with the MP may be appropriate.
 - i. We could include a field in the application where the student provides confirmation of their potential MP
 - h. Graduate Admissions can let DGSs know that asking for a letter of recommendation is an option.

- i. Applying these suggestions would be a procedural change that would need to occur within COGS. We will come back with language at our next meeting to present to Council.
- C. Denial reason in denial letter
- a. There are always reasons for admissions denials, but they are not merged into the denial letter.
 - b. General reasons are offered when students inquire about why they were denied.
 - c. Programs have requested that Graduate Admissions informs students when they are denied because of a lack of available space in a program, as they want to encourage the students to reapply.
 - d. How do we convey denials to students who were asked to reapply?
 - i. We do not typically provide reasons for denial but redirect students to the department.
 - ii. Members suggest that we could include the list with canned reasons for denial in the denial letter to the student (“faculty unavailable”, “funding unavailable”, etc.).
 - 1. Currently when a student is rejected professors must then explain to the student why they were rejected after having already filled out these reasons and communicating them to COGS.
 - 2. COGS tracks these denial reasons internally but does not communicate them to students.
 - iii. Multiple fields can be disclosed to the student at the request of the department
 - 1. COGS can deal with this internally because it does not require changing catalog language.
- D. Provisional admission
- a. There are several types of admission extended to students, and language around provisional admission has recently changed. Provisional admission is for students who meet criteria and qualify academically but may not have enough experience in the field.
 - b. Students must take certain courses to satisfy their provisional admission.
 - c. What happens to these provisions? Who makes sure they are satisfied and changes the code in Banner so the student is “finally” accepted?
 - d. Graduate Admissions is currently working with the Registrar’s Office to include a field in study plans to list deficiency.
 - i. This would allow us a way to track deficiency and communicate when it no longer applies.
 - e. We were previously discouraging provisional admission because catalog language didn’t match the procedure and it was difficult to follow up with students. Prerequisites can be waived, but even if a student passes the associated class they may not have their admission status affected.

Meeting adjourned 4:25

Future Meetings:

10/21

11/11

12/2

All meetings will be on Wednesdays at 3:30-5:00 p.m. (Pacific) via Zoom

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: 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 Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	College of Natural Resources
Department/Unit:	Forest, Rangeland, and Fire Science
Dept/Unit Approval Date:	Sept. 21 2020
College Approval Date:	30-Sep-20 (Unanimously approved 7-0)

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	
Major:	
Minor:	
Academic Certificate:	Fire Ecology, Management, and Technology (Graduate Level Certificate)
Teaching Major/Minor:	

Curriculum:	<p>Required Courses Note: A grade of 'B' or higher is required in all coursework for this academic certificate.</p> <p>Fire Core (8 credits):</p> <ul style="list-style-type: none"> ▪ FOR 526 Fire Ecology (3 credits) ▪ FOR 546 Science Synthesis and Communication (3 credits) ▪ FOR 587 Wildland Fire Policy (2 credits) <p>Select one Ecology and Management course from the following (2-3 credits):</p> <ul style="list-style-type: none"> ▪ FOR 451 Fuels Inventory and Management (3 credits) ▪ FOR 427 Prescribed Burning Lab (3 credits) ▪ FOR 529 Ecosystem Analysis and Monitoring (3 credits) ▪ FOR 531 Invasion Biology (3 credits) ▪ FOR 557 Advanced Fire Behavior (3 credits) ▪ REM 429 Landscape Ecology (3 credits) ▪ REM 440 Wildland Restoration Ecology (3 credits) ▪ REM 459 Rangeland Ecology (2 credits) ▪ REM 507 Landscape and Habitat Dynamics (3 credits)
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	<p>Select one Tools and Technology course from the following (2-4 credits):</p> <ul style="list-style-type: none"> ▪ <u>FOR 433 Fire and Fuel Modeling (2 credits)</u> ▪ <u>FOR 451 Fuels Inventory and Management (3 credits)</u> ▪ FOR 435 OR 535 Remote Sensing of Fire (3 credits) ▪ FOR 472 Remote Sensing of the Environment (4 credits) ▪ REM 407540 GIS Application in Fire Ecology and Management (2 credits) ▪ <u>FOR 554 Air Quality, Pollution, and Smoke (3 credits)</u> <p>Select one Planning and Policy course from the following (3 credits):</p> <ul style="list-style-type: none"> ▪ FOR 584 Natural Resource Policy Development (3 credits) ▪ <u>NRS 576 Environmental Project Management and Decision Making (2 credits)</u> ▪ REM 456 Integrated Rangeland Management ▪ <u>ENVS 579 Introduction to Environmental Regulations (3 credits)</u> ▪ <u>NRS 588 NEPA in Policy and Practice (3 credits)</u> ▪ <u>NRS 574 Environmental Politics and Policy (3 credits)</u> <p>Electives to total 15 for the certificate</p>
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Distance Education Availability

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

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 be completed via distance education?*	Yes**	<u> </u>	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	<u> </u>	No	

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

Geographical Area Availability

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

Moscow	<u> </u>
Coeur d'Alene	<u> </u>
Boise*	<u> </u>

Idaho Falls*	<input checked="" type="checkbox"/>		
Other**	<input checked="" type="checkbox"/>	Location(s):	<u>online</u>

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

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

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: Yes No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed <i>(if no change, write N/A and move to next outcome)</i>	New Direct Measure <i>(list student work product and explain how it will be evaluated)</i>	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

These updates include the addition of relevant new courses to increase the options available to students across the fall, spring, and summer semesters to account for those who wish to complete the program in fewer than three semesters. FOR 451 was moved from the Ecology and Management bin to the Tools and Technology bin for consistency with its allocation in other programs across the CNR (e.g. MNR). Air Quality was moved to the Tools and Technology bin for consistency with its allocation in other programs, and to offer more online choices in the Bin.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

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Submission Information

College:	College of Natural Resources
Department/Unit:	Master of Natural Resources
Dept/Unit Approval Date:	9/15/20
College Approval Date:	25-Sep-20 (Unanimously approved 7-0)

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	Master of Natural Resources
Major:	Natural Resources: Fire Ecology and Management Option
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p style="text-align: center;">Master of Natural Resources. Major in Natural Resources. Fire Ecology and Management Option.</p> <p>The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the <u>the</u> certificate program specializing in fire <u>management and technology</u>science.</p> <p>The Fire Ecology and Management Option provides depth to address wildfire management challenges facing society. Completing this option will help students advance their professional careers in wildland fire management, fuels management, and restoration by advancing knowledge of fire science, ecology, fire-related policy and social issues, and the latest tools and technology. The Option also reinforces fundamentals in applied ecology, natural resources management, communications, and <u>o</u>ther career-advancing knowledge and skills.</p>
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The Fire Ecology and Management Option of MNR consists of 30 semester credits (14 credits of Core Courses; 2-3 credits of Ecology; 4 credits of Tools and Technology; 6 credits of Policy, Planning, and Society; 2 credits of electives; and ~~with~~ 2 credits of non-thesis research for a final project or portfolio). Up to 12 semester credits can be transferred into the program from other institutions. Admission to the College of Graduate Studies requires a minimum grade point average (GPA) of 3.0, three letters of reference, and a statement of purpose. Coursework must include a minimum of 18 credits numbered 500 or above.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Code	Title	Hours
<i>Fire Science and Management Core</i>		14
FOR 451	Fuels Inventory and Management	
FOR 526	Fire Ecology	
FOR 546	Science Synthesis and Communication	
FOR 557	Advanced Fire Behavior	
FOR 587	Wildland Fire Policy	
FOR 599	Research	
<i>Ecology and Management</i>		2-3+
REM 440	Wildland Restoration Ecology	
FOR, REM,	Special topics	
WLF, ENVS	504	
FOR 501	Seminar	
WLF 506	Seminar: External Speakers	
REM 459	Rangeland Ecology	
FISH 540	Wetland Restoration	
REM 507	Landscape and Habitat Dynamics ¹	
WLF 440	Conservation Biology	
WLF 526	Climate change and the conservation and management of populations and ecosystems	
<i>Tools and Technology</i>		4+
FOR 554	Air Quality, Pollution, and Smoke ²	
NRS 580	Restoration Ecology Practicum	
REM 410	Principles of Vegetation Monitoring and Measurement	
REM 520	Principles of Advanced Vegetation Measurement and Monitoring	
REM 411	Ecological Monitoring and Analysis	
REM 507	Landscape and Habitat Dynamics	
NRS 578	Lidar and Optical Remote Sensing Analysis	
REM 510-NRS	GIS Application in Fire Ecology and Management	
407		
ENVS 5xx	Research Methods in the Environmental Social Sciences	
<i>Policy, Planning, and Society</i>		6+
NRS 573	Planning & Decision Making for Watershed Management	
FOR 5454	Air Quality, Pollution, and Smoke ²	
NRS 504	Special Topics	
NRS 501	Seminar	
NRS 576	Environmental Planning Project Management and Decision Making	

FOR 584	Natural Resource Policy Development	
<u>FSENV5 536</u>	Principles of Sustainability	
<u>ENVS 530</u>	Public Planning Theory and Process	
<u>NRS 588</u>	NEPA in Policy and Practice	
<u>NR 507</u>	Moral Reasoning in Natural Resources	
<u>ENVS 577</u>	Law, Ethics, and the Environment	
<u>NRS 5yy</u>	Human Dimensions of Natural Resources	
<u>NRS 574</u>	Environmental Politics and Policy	
<u>ENVS 523</u>	Planning Sustainable Places	
<u>Final Project/ Portfolio</u>		2
<u>NR 599</u>	Non-thesis Research	
<u>Electives</u>		<u>0-2</u>
<u>ENVS, FOR, or NRS 501 Seminar</u>		
<u>ENVS, WLF, FOR, REM, or NRS 504 Special Topics</u>		
<u>WLF 506 Seminar: External Speakers</u>		
<hr/>		
<u>Or additional Additional elective graduate courses listed above, or advisor-approved electives to total a minimum of 30 credits</u>		
Total Hours		30-34
Course List		
Courses to total 30 credits for this degree		
1 <u>REM 507</u> Landscape and Habitat Dynamics can be used for either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).		
2 <u>FOR 554</u> Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning and Society requirement -OR- the Tools and Technology requirement (but not both).		

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Geographical Area Availability

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

Moscow	x
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Coeur d'Alene	x		
Boise*	x		
Idaho Falls*	x		
Other**	x	Location(s):	Anywhere access to the worldwide web is available.

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

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

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SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

These minor changes reflect minor corrections and reductions of redundancy in the current catalog listing. For example, including the undergraduate version of a course is not necessary for this graduate program. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENVIS, FOR, NRS, or WLF prefixes, along with 501 Seminar courses under the same prefixes. These revisions should reduce the number of substitutions required while preserving the flexibility and meeting the intent of the program.

The student learning outcomes specific to the Fire Ecology and Management Option of the MNR listed below are assessed qualitatively (via instructor feedback) and quantitatively (via grading) across the required Core Courses, qualitatively through face-to-face interactions during final project presentations and exit interviews with the Program Director, and quantitatively in exit surveys of graduating students.

- Students will understand the role of wildland fire in a diversity of global ecosystems.
- Students will be able to quantify and interpret fire behavior and effects at multiple temporal and spatial scales.
- Students will gain the knowledge needed to effectively synthesize scientific knowledge and address science and management issues.
- Students will become proficient in analyzing and interpreting data scientifically.
- Students will demonstrate critical thinking skills by formulating logical arguments based on objective evaluations of information.
- Students will cultivate their ability to communicate clearly and effectively.

The final project capstone experience includes explicit student reflection and faculty assessment of how the program has fulfilled each of the overall MNR SLOS below, as well as discussion about these SLOs. Faculty evaluate each student's final project using a grading scale for each Objective, and providing feedback to the students for the SLOs below. Exit interviews and the exit survey provide additional qualitative and quantitative assessments of student achievement of learning objectives.

- Learn and Integrate: Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.

- Think and Create: Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- Communicate: Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- Clarify purpose and perspective: Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.

Practice Citizenship: Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

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Degree:	Master of Natural Resources
Major:	Natural Resources: Integrated Natural Resources Option
Minor:	
Academic Certificate:	
Teaching Major/Minor:	

Curriculum:	<p style="text-align: center;">Master of Natural Resources. Major in Natural Resources. Integrated Natural Resources Option.</p> <p>The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the certificate program specializing in fire ecology, management, and technology.</p> <p>The Integrated Natural Resources Option of MNR covers a breadth of natural resource science and management subjects. The program provides knowledge and skills to support holistic, integrated approaches to careers in natural resources. The Integrated Natural Resources Option of the MNR consists of 30 semester credits (at least 7 credits from each of three MNR program categories - Ecology and Management; Policy, Planning, and Society; and Tools and</p>
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Technology - plus 0-7 elective courses and 2 credits for a final project/portfolio) to total 30 credits. Up to 12 semester credits can be transferred into the program from other institutions. Coursework must include a minimum of 18 credits numbered 500 or above.

Admission to the College of Graduate Studies requires a minimum grade point average (GPA) of 3.0, three letters of reference, and a statement of purpose.

Complete admission and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Code	Title	Hours
Select a minimum of 7 credits from each of the four <u>three</u> categories below:		21
<i>Ecology and Management:</i>		<u>7+</u>
BE 450	Environmental Hydrology	
FISH 515	Large River Fisheries	
FISH 525	Aquaculture in Relation to Wild Fish Populations	
FISH 540	Wetland Restoration	
FOR 526	Fire Ecology	
REM 440	Wildland Restoration Ecology	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
REM 507	Landscape and Habitat Dynamics ¹	
REM 560	Ecophysiology	
FISH 415	Limnology	
WLF 526	Climate change and the conservation and management of populations and ecosystems	
WLF 440	Conservation Biology	
FOR, REM, WLF, ENVS 504	Special Topics	
ENVS 501	Seminar	
WLF 506	Seminar: External Speakers	
FOR 501	Seminar: Forest, Rangeland, and Fire Science Current Issues	
<i>Policy, Planning, and Society:</i>		<u>7+</u>
NRS 572	Human Dimensions of Restoration Ecology	
FENVS 536	Principles of Sustainability	
ENVS 552	Environmental Philosophy	
ENVS 579	Introduction to Environmental Regulations	
FOR 546	Science Synthesis and Communication	
FOR 554	Air Quality, Pollution, and Smoke ²	
FOR 584	Natural Resource Policy Development	
FOR 587	Wildland Fire Policy	
NRS 507	Moral Reasoning in Natural Resources	
NRS 574	Environmental Politics and Policy	
ENVS 577	Law, Ethics, and the Environment	

<u>NRS 5xx</u>	<u>Human Dimensions of Natural Resources</u>	
<u>ENVS 520</u>	<u>Introduction to Bioregional Planning</u>	
<u>ENVS 530</u>	<u>Public Planning Theory and Process</u>	
<u>NRS 576</u>	<u>Environmental Project Management and Decision Making</u>	
<u>NRS 504</u>	<u>Special Topics</u>	
<u>NRS 580</u>	<u>Restoration Ecology Practicum</u>	
<u>NRS 501</u>	<u>Seminar: Contemporary Issues in Society and Natural Resources</u>	
<u>ENVS 523</u>	<u>Planning Sustainable Places</u>	
<i>Tools and Technology:</i>		<u>7+</u>
<u>FOR 451</u>	<u>Fuels Inventory and Management</u>	
<u>FOR 554</u>	<u>Air Quality, Pollution, and Smoke ²</u>	
<u>GEOG 524</u>	<u>Hydrologic Applications of GIS and Remote Sensing</u>	
<u>NR 525</u>	<u>Scientific Graphics Design</u>	
<u>NRS 580</u>	<u>Restoration Ecology Practicum</u>	
<u>NRS 592</u>	<u>Emerging Media Outreach in Natural Resources</u>	
<u>POLS 553</u>	<u>Public Management Techniques</u>	
<u>REM 407/510</u>	<u>GIS Application in Fire Ecology and Management</u>	
<u>REM 410</u>	<u>Principles of Vegetation Monitoring and Measurement</u>	
<u>REM 520</u>	<u>Advanced Vegetation Measurement and Monitoring</u>	
<u>WLF 540</u>	<u>Conservation Genetics</u>	
<u>ENVS 544</u>	<u>Water Quality in the Pacific Northwest</u>	
<u>WLF 561</u>	<u>Landscape Genetics</u>	
<u>NRS 578</u>	<u>Lidar and Optical Remote Sensing Analysis</u>	
<u>ENVS 5xx</u>	<u>Research Methods in the Environmental Social Sciences</u>	
<i>Elective Courses:</i>		<u>0-7</u>
<u>WLF 504</u>	<u>Special Topics</u>	
<u>NRS 504</u>	<u>Special Topics</u>	
<u>FOR 504</u>	<u>Special Topics</u>	
<u>ENVS 504</u>	<u>Special Topics</u>	
<u>OR any additional courses listed above OR advisor-approved electives. or additional courses from the categories above</u>		
<i>Final Project/ Portfolio</i>		<u>2</u>
<u>NR 599</u>	<u>Non-thesis Research</u>	
Total Hours		30
Course List		
Courses to total 30 credits for this degree		
¹ <u>REM 507</u> Landscape and Habitat Dynamics can be used to contribute to either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).		

	² FOR 554 Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning, and Society requirement -OR- the Tools and Technology requirement (but not both).
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Distance Education Availability

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

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 be completed via distance education?*	Yes**	x	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes	x	No	

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

Geographical Area Availability

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

Moscow	x		
Coeur d'Alene	x		
Boise*	x		
Idaho Falls*	x		
Other*,**	x	Location(s):	Anywhere access to the worldwide web is available.

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See Idaho Statute 33-2101 for more information on the regions. Contact the Office of the Provost for additional information.

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

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: Yes No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed <i>(if no change, write N/A and move to next outcome)</i>	New Direct Measure <i>(list student work product and explain how it will be evaluated)</i>	Have you updated the assessment cycle to include this change? <i>(yes/no)</i>
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SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

These minor changes reflect a realignment of the number of credits per category to reduce the need for substitution/waiver forms. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENV5, FOR, NRS, or WLF prefixes. With the previous curriculum revision which added courses to each category, and this year's addition of the seminars for students who can only take 1 credit in a given semester, the number of electives required could be as low as one credit and as high as seven credits. These revisions should reduce the number of substitutions required while preserving the flexibility of the program.

The final project capstone experience (NR 599) includes explicit student reflection and faculty assessment of how the program has fulfilled each of the overall MNR SLOs below, as well as discussion about these SLOs. Faculty evaluate each student's final project or portfolio using a grading scale for each Objective, and providing feedback to the students for the SLOs below.

- Learn and Integrate: Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
- Think and Create: Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- Communicate: Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- Clarify purpose and perspective: Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.

Practice Citizenship: Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	