

ENVS 101-102
Indigenous Environmental Science (with Drones)
McCall Outdoor Science School-Upward Bound
4 credits

Instructor Information:

Karla Eitel keitel@uidaho.edu (MOSS Lead)

MOSS Grad students: Ethan White Temple, Christina Uh, Ellie Brown and Annalee Cameron

MOSS Faculty: Teresa Cohn, Jan Eitel, Lee Vierling

Elders: Silas Whitman, Leroy Seth, Lee Bourgeau

Tribe Staff: Kay Seven, Marcie Carter, Alicia Wheeler, Josiah Pinkham, Ed Main, Liz Eastman, Selina Miles, Angel Sobotta, Thomas Gregory

Course description:

This course is designed for students enrolled in the Bridge Idaho Upward Bound program. During a 2-week stay at the McCall Outdoor Science School, students will explore basic environmental science topics through the lens of local and traditional knowledge and the use of remote sensing technology. Students will learn about the use of UAVs to work on local socio-ecological issues and design and conduct student-led projects that explore the application of the technology to issues of interest to them and to their community.

Participants will learn about basic environmental science topics like biodiversity, water quality, energy, and environmental philosophy through daily readings and field investigations. Additionally, they will go in depth with topics related to local socio-ecological issues. They will be exposed to a variety of career options in STEM fields. Daily journal entries will be used to assess learning each day.

At the end of the course, students will work together in small groups to pose a research question that can be answered using remote sensing technology and traditional knowledge. Students will create a presentation to share their work with others.

Course Objectives:

- Students will become familiar with socio-ecological issues and their relevance to Nez Perce Tribe.
- Students will develop skills related to Fisheries, Forestry and Environmental Science topics
- Students will be able to articulate how their coursework relates to job opportunities in Forestry, Fisheries and Environmental Science.
- Students will demonstrate job skills in Forestry and Fisheries work at the Nez Perce Tribe.
- Students will articulate how science and technology are used by the Tribe to manage resources of cultural value and significance.

Aligning to UI Learning Outcomes:

- **Think** critically
- **Understand** various environmental topics
- **Discuss** topics with peers in meaningful and challenging ways
- **Connect** environmental science to traditional and cultural values

DACUM Skills and Course Content:

In addition to the project goals, through this curriculum we seek to integrate basic job skills for two entry-level positions: Forestry and Fire Management Tech 1 and Fisheries Tech 1. We will also align to the Environmental Science 101 and 102 curriculum at the University of Idaho. Lessons were developed using the Nez Perce Cultural Standards.

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Course Topics:

Environmental Worldviews
Environmental Philosophy
Terrestrial Ecology
Water Quality
Bioenergy
Hydropower

Climate change
TEK / Scientific Method
Forestry careers
Fisheries careers
Nez Perce Forestry practices
Nez Perce Fisheries practices

DACUM competencies:

Forestry and Fire Management Technician 1

- A. Appreciate Nimiipuu Culture and Values
 - 1. Understand Nimiipuu cultural values and norms
 - 2. Appreciate Nez Perce heritage
 - 3. Share Nez Perce Vision
 - 4. Know the content of the Nez Perce Treaties
 - 5. Understand the impact of the Nez Perce Treaties
- B. Demonstrate Professionalism
 - 1. Exhibit good work attitude
 - 2. Follow instructions
 - 3. Work effectively with others
 - 4. Practice good work ethic
 - 5. Be timely
 - 6. Demonstrate leadership
- E. Perform Basic Computer Skills
 - 1. Perform data entry
 - 2. Use GIS/GPS software
 - 3. Use relevant office software
 - 4. Conduct internet research
- F. Conduct basic land surveys and mapping
 - 1. Demonstrate basic cartography skill
 - 2. Perform land navigation in the field
 - 3. Use land navigation instruments
- H. Collect Forest Inventory Data
 - 1. Perform Continuous Forest Inventory (CFI)
 - 2. Perform regeneration surveys
 - 3. Perform relevant data entry
 - 4. Utilize UAVs for remote sensing
- J. Assist with Forest Development Operation
 - 1. Collect cones for seeding
 - 2. Plant trees
 - 3. Protect seeding
 - 4. Monitor seeding growth mortality
 - 5. Implement survival survey

Fisheries Technician 1

- A. Knowledge of Nez Perce Culture
 - 1. Appreciate Nez Perce language
 - 2. Understand Nez Perce governance
 - 3. Understand Nez Perce's Treaty
 - 4. Connect duties to cultural significance
- B. Basic Job Functions
 - 1. wear appropriate field gear
 - 2. Follow safety requirements
 - 3. Collect fisheries data
- C. Act Professionally
 - 1. Apply time management skill
 - 2. Practice self-motivation
 - 3. Maintain positive attitude
 - 4. Practice teamwork
 - 5. Represent the Tribe respectfully
- D. Understand Fish and Ecosystem
 - 1. Identify different fish species
 - 2. Identify adult fish gender
 - 3. Identify invasive plant species
 - 4. Perform habitat improvements
 - 5. Describe fish anatomy
 - 6. Describe targeted species life cycle
 - 7. Identify major waterbodies and landmarks
 - 8. Describe local wildlife
 - 9. Describe global warming impact
- E. Communicate with Peers and Supervisors
 - 1. Seek clarification of tasks and duties
 - 2. Communicate respectfully
- F. Use Electronic Equipment
 - 1. Operate computer
 - 2. Operate hand-held devices
 - 3. Operate GPS
 - 4. Operate PIT tag reader
 - 5. Read weight scales
 - 6. Use digital cameras
 - 7. Use DO meter
 - 8. Operate UA

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Daily Schedule

7:30 – 8:00 Breakfast *méeytipt*
 8:00 – 9:00 Upward Bound staff time with students
 9:00 – 4:30 Field Time
 4:30 Return home *peckilín*
 4:30 – 6:00 Free Time *haywáanin liklín*
 6:00 – 6:30 Dinner *kulewítipt*
 6:30 – 8:30 Evening activities
 8:30 – 9:00 Evening snack *teew'hípt*

Date	Activities	Instructor(s)	Assignment/ Vocabulary
Sunday July 1	Arrivals and get settled into cabins (MOSS campus)	Karla and MOSS staff	Sunday <i>halxpáawit</i>
Monday July 2	<p>Big Idea: Nez Perce have a long tradition of observing and studying the land. Understandings have been communicated through stories and cultural practices based on the ecology of the land.</p> <p>Content Focus:</p> <ul style="list-style-type: none"> • Introductions and welcome; course overview • Environmental World Views (Nez Perce world views) • Nez Perce Treaties and current governance • Mapping <p>DACUM Skills</p> <ul style="list-style-type: none"> • Appreciate Nez Perce heritage • Share Nez Perce vision • Understand Nez Perce Governance • Understand and Know the Content of Nez Perce's Treaty • Understand the Impact of the Nez Perce Treaties <p>Location: MOSS campus and Ponderosa State Park</p>	<p>Karla Si Whitman Lee Bourgeau Leroy Seth Teresa Cohn Kay Seven</p> <p>MOSS instructors</p>	<p>Monday <i>halxpáawinaq'it</i></p> <p>Opening Prayer <i>'úuyit yiyéewn</i></p> <p>Morning Prayer <i>méeywi yiyéewn</i></p> <p>Journal #1: What connection do science and technology have to your personal, family and community values? How do they (or do they) support perpetuating the values of the Tribe?</p>
Evening Program	<p>NÁ-QC TÍMINE WISÍ-X (Of One Heart) film and discussion</p> <p>Location: Classroom</p>		
Tuesday July 3	<p>Big Idea: Fish have cultural and ecological significance for the Nez Perce Tribe. The Tribe has sophisticated practices to maintain the quality of fish habitat. We can use UAVs to understand habitat quality and monitor change.</p>	<p>Si Whitman Lee Bourgeau Leroy Seth Ed Main Liz Eastman</p>	<p>Journal #2: How does the Nez Perce Tribe perpetuate the health of the land and its people through exercising Treaty Rights?</p>

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	<p>Content Focus: Water quality and fisheries</p> <p>DACUM Skills</p> <ul style="list-style-type: none"> • Identify major waterbodies and landmarks. • Describe Global Warming impact (on water quality and fish habitat) • Identify different fish species • Identify adult fish gender • Describe fish anatomy • Describe targeted species life cycle • Collect fisheries data • Use digital camera • Operate computer • Operate hand-held devices • Operate PIT tag Reader • Read weight scales • Use DO meter • Operate UAV <p>Location: Chinook Campground</p>	<p>Annalee Ellie Christina Ethan</p>	<p>Vocabulary</p> <p>Tuesday <i>lepítkaa'awn</i> Chinook Salmon <i>nacó'x</i> Sockeye/Blueback Salmon <i>q'óyx̄c</i> Coho/Silver Salmon <i>k'állay</i> Insect <i>céeptukwitelikin</i> Watershed/waterway <i>wéele'skit</i> artificial drain/a water course <i>súule</i> River <i>píik'un</i> Mountain <i>méexsem</i></p>
Evening Program	<p>Dam Nation film and discussion</p> <p>Location: Classroom</p>		
Wednesday, July 4	<p>Big Idea: Climate change and dams impact water quantity and the quality of fish habitat. The Tribe is working to improve habitat quality in the upper watershed. We can use UAVs to understand habitat quality and monitor change.</p> <p>Content Focus: Watersheds and water quantity; Hydropower.</p> <p>DACUM Skills</p> <ul style="list-style-type: none"> • Identify major waterbodies and landmarks. • Describe Global Warming impact (on water quantity) • Perform habitat improvements?? • Operate UAV <p>Location: Burgdorf Meadows</p>	<p>Annalee Ellie Ethan Christina Marcie Teresa Karla</p>	<p>Journal #3: How does the Nez Perce Tribe perpetuate the health of the land and its people through science (TEK and /or Western science)?</p> <p>Vocabulary</p> <p>Wednesday <i>mitáatkaa'awn</i> Chinook Salmon <i>nacó'x</i> Sockeye/Blueback Salmon <i>q'óyx̄c</i> Coho/Silver Salmon <i>k'állay</i> Insect <i>céeptukwitelikin</i> (There is no general word meaning only "insects", but they belong to the "crawling creatures") Watershed/waterway <i>wéele'skit</i> artificial drain/a water course <i>súule</i> River <i>píik'un</i></p>
Evening Program	<p>BBQ dinner and campfire. Watch fireworks.</p>		

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	<p>Location: Dining Lodge porch Payette Lake</p>		
<p>Thursday, July 5</p>	<p>Big Ideas: The land provides for us, and we have a responsibility to take care of it. We can manage for timber and economic resources alongside roots and cultural resources. UAVs can be used to monitor change. Fire affects us both ecologically and sociologically.</p> <p>Content Focus: Terrestrial ecology, forest measurement, roots, regeneration and fire.</p>	<p>Lee Bourgeau</p>	<p>Journal #4 What is your understanding of the relationship between possibly two or more apparently unrelated organisms (or resources)</p> <p>Vocabulary Thursday <i>píileptkaa'awn</i> Kaus kaus <i>qawsqáaws</i> Mountain tea <i>písqu/</i> <i>mexséemnim písqu</i> Huckleberry <i>cemítx</i> Camas <i>qém'es</i> Sagebrush <i>qémqem</i> safekeeping, conserving <i>'istóqinl</i> take care of. I am saving for (the future). <i>'istoqíca</i>. We take care of. We are saving for the future. <i>'istoqíix</i> We conserve, value the earth. <i>'a'stoqcíix wéetesne</i></p>
<p>Evening Program</p>	<p>Campfire</p>		
<p>Friday, July 6</p>	<p>Big Idea: Data from UAVs needs to be processed in order for it to have meaning. "Data is the new gold".</p> <p>Content Focus: Understanding spectral signatures Supervised Classification of UAV data</p> <p>DACUM Skills</p> <ul style="list-style-type: none"> ● Operate computer ● Use GIS <p>Location: MOSS campus Lick Creek Summit</p>	<p>Jan Eitel Lee Vierling</p>	<p>Vocabulary Friday <i>páaxatkaa'awn</i></p>
<p>Evening Program</p>	<p>OFF</p>		
<p>Saturday, July 7 Day OFF</p>	<p>Recreational activities with UB mentors and staff</p>		<p>Vocabulary Saturday <i>halxpawit'áasx</i></p>
<p>Sunday, July 8 Day OFF</p>	<p>Recreational activities with UB mentors and staff</p>		<p>Vocabulary Sunday <i>halxpáawit</i></p>

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<p>Monday, July 9</p>	<p>Big Idea: Data from UAVs needs to be processed in order for it to have meaning. “Data is the new gold”.</p> <p>Content Focus: Analyzing UAV data</p> <p>DACUM Skills:</p> <ul style="list-style-type: none"> ● Operate computer ● Conduct internet research <p>Location: MOSS campus</p> <p>Big Ideas: The land provides for us, and we have a responsibility to take care of it. We can manage for timber and economic resources alongside roots and cultural resources. UAVs can be used to monitor change. Fire affects us both ecologically and sociologically.</p> <p>Content Focus: Terrestrial ecology, forest measurement, roots, regeneration and fire.</p> <p>DACUM Skills</p> <ul style="list-style-type: none"> ● Demonstrate basic cartography skill ● Perform land navigation in the field ● Use land navigation instruments ● Perform CFI ● Perform regen surveys ● Enter data ● Identify native and non-native species ● Operate UAV <p>Location: Bear Basin</p>	<p>Jan Eitel Lee Vierling Selina Miles MOSS staff</p>	<p>Journal #5 After camp activities so far, how has your sense of responsibility changed? What role does science play in that?</p>
<p>Evening Program</p>	<p>Campfire</p>		
<p>Tuesday, July 10</p>	<p>Big Ideas: The land provides for us, and we have a responsibility to take care of it. We can manage for timber and economic resources alongside roots and cultural resources. UAVs can be used to monitor change. Fire affects us both ecologically and sociologically.</p> <p>Content Focus: Forest measurement, fire, regeneration and bioenergy.</p> <p>DACUM Skills:</p> <ul style="list-style-type: none"> ● Collect cones for seeding ● Plant trees ● Protect seeding ● Monitor seeding growth mortality ● Implement survival surveys 	<p>Selina Miles MOSS staff</p>	<p>Vocabulary Mountain <i>méexsem</i> Fire <i>'áala</i> burn off to a stubble (cut grass with fire) <i>cepée'leqiwtk</i> singed <i>'ilat'axaxt</i> sound of fire crackling <i>t'áqqaq / t'áxaxax</i> burned stumps <i>tiyáapoo</i> place where dead trees whistle <i>tiyápowinwaas</i> dead timber <i>héqt</i> little dead timber <i>heqthéqt</i> with many dead trees <i>heqtiin</i> burned tree <i>'ilíwheqteqt</i> I'm getting old (like a rotting</p>

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	<ul style="list-style-type: none"> Operate UAV <p>Location: 20-mile Trailhead</p>		<p>tree). <i>heqtiise</i> He is getting old./It (tree) is dying. <i>heheqtiise/ heeqtiise</i> It (insect, woodpecker) is eating up the tree. <i>pekeheqtiise</i> partly burned wood/ tree <i>'ilstéem'qet</i></p>
Evening Program	Campfire		
Wednesday, July 11	<p>Big Idea: Science is a tool that can help us to make meaning of the world around us. It can be used to support our identity and cultural values. We can use our cultural values to shape the kind of science we do.</p> <p>Content Focus: Indigenous research methodology Consult with Elders Begin data collection</p> <p>Location: MOSS campus Field locations</p>	Ethan Christina Si Whitman Leroy Seth Lee Bourgeau	
Evening Program	Campfire		
Thursday, July 12	<p>Big Idea: Science is a tool that can help us to make meaning of the world around us. It can be used to support our identity and cultural values. We can use our cultural values to shape the kind of science we do.</p> <p>Content Focus: Conduct field data collection Prepare presentation Present field projects</p> <p>Location: MOSS campus Field locations</p>	MOSS staff	Journal #6 After experiencing the last two weeks of Indigenous environmental science, what connections do you see between your personal, family and community values and Western science? TEK?
Evening Program	Campfire		
Friday, July 13	<p>Big Idea: Reflection solidifies learning</p> <p>Content Focus: Reflecting on camp experiences</p> <p>Location: MOSS campus</p>	MOSS Staff	
Evening	Celebration dinner and campfire		

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Program			
Saturday, July 14	Depart after breakfast		

Assessment:

- **Daily professionalism (10%):** You will be evaluated daily on your professionalism and demonstration of Daily DACUM Skills and Dispositions.

Daily DACUM Dispositions

Appreciate Nez Perce language; Appreciate Nez Perce heritage; Share Nez Perce vision;
 Understand Nimiipuu cultural values and norms; Connect duties to cultural significance;
 Demonstrate leadership, use UAVs for remote sensing.

Daily DACUM Skills

Wear appropriate field gear; apply time management; practice self-motivation; practice good work ethic; maintain positive attitude; practice teamwork/work effectively with others; represent the Tribe respectfully; seek clarification of duties and tasks; communicate respectfully.

- **Homework Assignments (60%):** You will be expected to write reflections as assigned in the daily schedule above. Six journal entries worth 10 points each will be assigned. You will be graded on completeness of the assignment and the depth of the thinking you demonstrate.
- **Final Project (30%):** You will be asked to prepare a research project as a group and present it to your peers on the last day of class. The project will incorporate new knowledge about local systems, traditional knowledge about local places and the use of remote sensing technology. Projects will be assessed using the rubric below:

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Daily DACUM Skills Rubric

Skill or Disposition	Example	Below expectations	Meets expectations	Exceeds expectations
Appreciate and use Nez Perce culture				
Appreciate Nez Perce heritage				
Share Nez Perce vision				
Understand Nimiiipuu cultural values and norms				
Connect duties to cultural significance				
Demonstrate leadership				
Wear appropriate field gear				
Apply time management				
Practice self-motivation				
Practice good work ethic				
Maintain positive attitude				
Practice teamwork				
Represent the Tribe respectfully				
Seek clarification of tasks				
Communicate respectfully				

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Rubric for Journal Entries
(criteria to be defined by the community – students and staff)

Expectations	Developing	Proficient	Mastery

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Rubric for Final Project

30 points total	Standard (full points)	Developing	Proficient	Mastery
<i>Active visualization</i>	Students use visualizations (art, etc.), and demonstrations to explain their project.			
<i>Community orientation</i>	Students demonstrate sense of self and connections by introducing themselves and explain who their family is. Students will be able to introduce themselves in Nez Perce.			
	Students show awareness of their own strengths by finding ways to use their strengths to contribute to the team effort.			
	Students develop projects connected to the needs and values of the community.			
	Students can articulate the community and cultural relevance of their work.			
<i>Oral history</i>	Students incorporate Nez Perce language into their work. Students will use at least five Nez Perce words that connect to their learning and presentation.			
	Students show understanding of the origins of words and the connection to the land.			
	Students will incorporate Nez Perce legends, or legends of their own creation as part of their presentation.			
<i>Personal sovereignty</i>	Students demonstrate respect for Indigenous knowledge and see value of multiple epistemologies in conducting their science project.			
	Students can articulate how the learning they are doing in their project connects to school and their career potential.			
	Students demonstrate respect for Elders.			
<i>Evaluating mastery</i>	Students show persistence and incorporate learning from making mistakes.			
	Students have self-awareness to know what they have mastered in their project and ways in which they are still developing competence.			

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Classroom Policies:

- 1) Students are expected to be on time, to have read the required readings and completed assignments before class, and to participate in class discussions and activities.
- 2) Academic honesty and integrity are University Policies. Failure to maintain these standards may result in a failing grade and/or referral to the dean of students.
- 3) Derogatory language or behavior based on race, gender, sexual orientation, or physical or mental abilities is not appropriate and will not be tolerated.

Attendance: Students are expected to attend all class meetings. Please notify one of the instructors if a University of Idaho excused absence is anticipated prior to a class meeting, and provide a doctor's note if a class is missed for medical purposes. Students are responsible for work missed during an absence.

Schedule of guest speakers and class activities may be adjusted depending on availability and weather conditions.

Disability Support Services:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: www.uidaho.edu/current-students/cdar

Academic Dishonesty (Article II of Student Code of Conduct / FSH2300 Article II)

A-1. Academic Dishonesty. Academic honesty and integrity are core values at a university and the faculty finds that even one incident of academic dishonesty may merit expulsion. Instructors and students are jointly responsible for maintaining academic standards and integrity in university courses. In addition to any disciplinary sanctions imposed under the Code, additional consequences for academic dishonesty may be imposed by the course instructor, including issuing a grade of "F" in the course. Any grade issued by the course instructor, whether as a result of academic dishonesty or not, constitutes an academic evaluation and is not disciplinary action. All instructors must report incidents of academic dishonesty to DOS by email or using the reporting form on DOS website. Acts of academic dishonesty include but are not limited to the following:

a. Cheating includes, but is not limited to, the following:

- (1) using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another's quiz, test, examination, or other assignment or allowing another to copy from one's own quiz, test, examination, or other assignment;
- (2) using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- (3) acquiring, without permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff;
- (4) engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion; or
- (5) engaging in other behavior that a reasonable person would consider to be cheating.

b. Plagiarism includes, but is not limited to, the following:

- (1) using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment;
- (2) using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or
- (3) engaging in other behavior that a reasonable person would consider plagiarism.

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c. Furnishing false information or false representations to any University official, instructor, or office. Submission of false information or withholding information at the time of admission or readmission may make an individual ineligible for admission to, or continuation at, the University.

d. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

e. Violating any provision of university policy regarding intellectual property and research. All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required [see Faculty-Staff Handbook 5400.]

f. University of Idaho Classroom Learning Civility Clause

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

g. University of Idaho Firearms Policy

The University of Idaho bans firearms from its property with only limited exceptions. One exception applies to persons who hold a valid Idaho enhanced concealed carry license, provided those firearms remain concealed at all times. If an enhanced concealed carry license holder's firearm is displayed, other than in necessary self-defense, it is a violation of University policy. Please contact local law enforcement (call 911) to report firearms on University property.