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SUBJECT

PLATO Learning: I-PLN Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In June 2004 the Board, using $5 million of Title VI federal dollars, entered into a two-year contract with PLATO Learning to make PLATO courseware, technical support, and professional development available to every district for grades K-12. The delivery of the curriculum can accommodate each district's technology infrastructure for Local Area Networks, client-hosted Web, or Web delivery. The program is known as the Idaho PLATO Learning Network (I-PLN). The Board took the lead to put powerful, custom resources directly in the hands of students, teachers, and parents with the end goal of improving student performance.

I-PLN is a technology-based program that allows each district in the state to import individual student Rasch Unit (RIT) scores from the Idaho Standards Achievement Tests (ISAT). The program then identifies a personalized learning path that prescribes appropriate curriculum to remediate or advance skills. This program also provides thousands of hours of standards-based educational curriculum for independent study, subject-matter remediation or acceleration, and project-based activities to promote higher order thinking skills.

DISCUSSION

In the first year of implementation the Plato courseware has been made available in almost every district in the state and in a large majority of the schools. Implementation includes technical assistance in determining the best technology for the courseware to be made available for the particular circumstances of each district, the installation of the courseware, and high quality professional development that includes not only how to use I-PLN but also how to make the use of the courseware to have the most impact. Using the terms of the contract, which includes "unlimited" licenses for K-12 education in the state, the implementation has gone far beyond schools located in the districts. I-PLN has been made available to charter schools, 21st Century Community Learning Centers; juvenile detention facilities where classes are provided for residents, accredited schools in Idaho correctional facilities, schools for students with special needs in several locations around the state, and to the colleges of education in institutions of higher education where teachers are prepared for K-12 education.

IMPACT

Universally, users of Plato courseware indicate that the more they use the products the more ways they think of to put them to use. The Idaho implementation has been no exception. Some of the districts who purchased the courseware prior to the state contract have led the way in creative applications,

but as other districts gain in experience, they are catching up. Some of the many uses for which Idaho schools are using the courseware include remediation of course work; ISAT remediation for the graduation test; use in before, during, and after school labs; a credit recovery process for struggling students; a core element of an alternate graduation mechanism; enrichment of class work; and acceleration for advanced students.

An initial requirement of the contract was that I-PLN be aligned to Idaho standards. This alignment has supported the courseware in all of its uses associated with ISAT and graduation. However, this alignment is not static. Plato uses another of its products and a core of professional staff to regularly analyze alignment status and make necessary adjustments. The current restructuring of Idaho standards will take full advantage of this alignment capability.

With the changes in high school requirements now being discussed, some are beginning to discuss how the courseware can assist in moving students through the requirements by providing additional support. As more schools move into a second year of "needs improvement" status for AYP, there has been increased interest in making I-PLN a part of the supplemental services required to be provided to students in those schools.

Districts and individual teachers are reporting success with their students, and some districts have been pleased enough with I-PLN that they are purchasing additional PLATO products to enhance their efforts to serve their students.

STAFF COMMENTS AND RECOMMENDATIONS

PLATO is being effectively used by the districts and districts are creatively using the courseware to support and enhance student learning.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Idaho State Board of Education

Idaho PLATO Learning Network (I-PLN)

Saundra DeKlotz
Federal Programs Manager
Office of the State Board of Education

Dave McMullen
Account Manager

Dave Lanz
Idaho Senior Project Manager

The First Year . . .

I-PLN Mission

- To provide Idaho students in all grades with computer-based curriculum and objective-level mastery assessments designed to help improve ISAT scores and promote student academic growth

PLATO® LEARNING

2004-05 Progress

- Over 550 schools set up this year
- At least 126,000 student hours working in I-PLN
- Over 18,000 students have completed work representing nearly 10% of Idaho student pop.
- Over 200 on-site days of professional development delivered last year. Will deliver approximately 170 this year.
- Flexibility for School Districts
  - Web-based
  - LAN-based
  - Client hosted

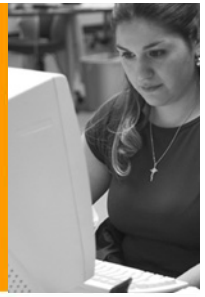
PLATO® LEARNING

Reaching "Out of the Box"

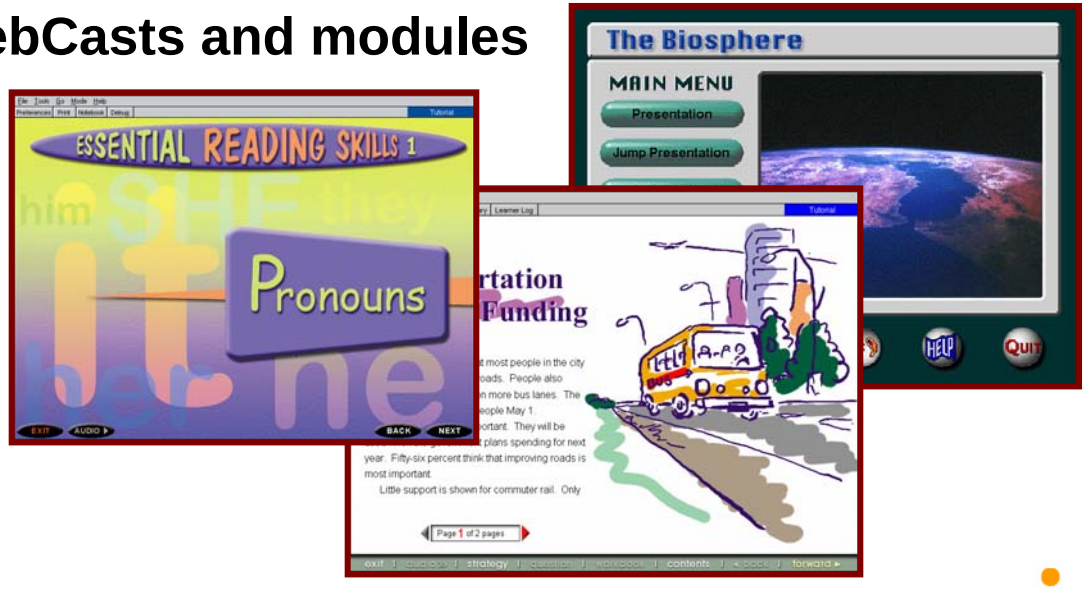
- 9 Prison educational facilities
- 26 Charter Schools
- NW Children's Home facilities
- Idaho Youth Ranch facilities
- Colleges of Education
- 21st Century Learning Centers
- COSSA (Canyon-Owyhee School Service Org.)
- Idaho School for the Deaf and the Blind
- Juvenile Detention Centers

PLATO® LEARNING

Implementation Enhancements



- **I-PLN Web Page: www.plato.com/i-pln.asp**
- **I-PLN Training Kit: course syllabi, CDs, handbooks, etc.**
- **College Credit Offerings: Graduate or Undergraduate**
- **On-line training WebCasts and modules**
- **Data import tools**
- **I-PLN Newsletter**



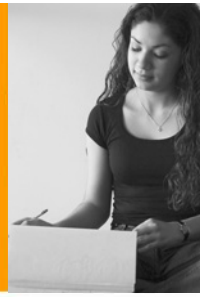
PLATO LEARNING

Teacher Feedback

- “It’s just too valuable to schools and their students . . . Teachers love it.” --Meridian SD
- “I know that they are learning because I see them using the skills being taught in other classes.” –Mountain Home SD
- “I-PLN is not only an ISAT remediation tool; it is also a proactive skill enhancer” --Moscow SD

PLATO® LEARNING

Meeting Special Needs



- Middleton SD reports successful utilization of I-PLN, “with LEP, Title 1, Special-Education . . . remediation, acceleration . . .credit recovery and ISAT intervention.”
- Council SD superintendent reports 60% decrease in the number of students in need of summer school remediation. (2003-04 to 2004-05 school years)

PLATO® LEARNING

Meeting Special Needs

- Jerome SD reported impressive ISAT gains in a group of approximately 100 at-risk students—9-22 points!
- “My special education students . . . saw a large growth in their (ISAT) scores . . 7 to 22 points growth.” --Mountain Home SD
- “We did have one Special Ed student that jumped 37 points.” --Butte County SD

PLATO® LEARNING

High School Graduation

- “I have no doubt that several students would not have graduated last year if it were not for PLATO . . . The program has really helped!” --Superintendent Nelson, Valley SD
- Post Falls SD used I-PLN to help “a class of 30 students that were not going to graduate based on not passing the math ISAT.”

PLATO® LEARNING

Remediation & Intervention

- Soda Springs SD resource room teacher says, “it is a very useful tool to provide individualization needed for students . . . One student raised his **math** ISAT score by 25 points.”
- “We have found I-PLN to be an important part of our **reading** program . . . focusing instruction on specific areas for individual students.” --Arbon SD

PLATO® LEARNING

Acceleration

- “Parents of advanced students were the first to eagerly request access to IPLN from home. So far it seems to be an effective way to meet the needs of this group of students.”
  - Camille Woods, Idaho Falls School District

PLATO® LEARNING

Limited English Proficiency

- “We had 100 percent of our ESL population in one of our middle schools using PLATO on a daily basis.”
  - Doris Matthews, Nampa SD

PLATO® LEARNING

Systemic Change

- “Our focus this year is *Differentiation*, so PLATO fits in very well.” --Madison SD
- “We look forward to using the program more next year and seeing the ISAT results we know it can offer.” --Meridian SD
- “This is great!” --Highland SD

PLATO® LEARNING

Systemic Change

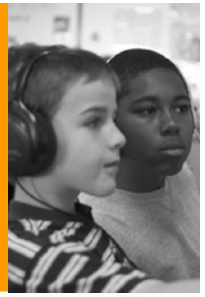
- “We have built our alternative graduation mechanism around IPLN and have also purchased additional curriculum (Science and Social Studies) for credit recovery courses. We also plan to use IPLN for home bound students.” --Camille Woods, Idaho Falls School District

PLATO® LEARNING

Data Driven

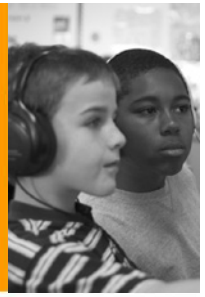
- How will we identify issues and adapt to increase effectiveness?
  - Feedback
  - PLATO Research Project
  - Independent Research

PLATO® LEARNING



- ***"I use the PLATO I-PLN software to demonstrate concepts on the Smart Board, or for small and large-group work. It's Awesome! Every student's engaged!"***
  - ***Suzanne Pace, Jefferson County Joint SD 251***

PLATO® LEARNING



- ***"They (the students) enjoy it and are fully motivated and engaged."***
  - ***Andree Scown, Superintendent Pleasant Valley School District #364***

PLATO® LEARNING

Idaho State Board of Education

Idaho PLATO Learning Network

PLATO LEARNING

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SUBJECT

New Graduate Program: Ph.D., Electrical and Computer Engineering – BSU

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4 and 5, Program Approval and Discontinuance

BACKGROUND

In accordance with Board policy III.G.4.(a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of $250,000 or more per year. In accordance with Board Policy III.G.4, (a) (2), the Executive Director is authorized to approve, prior to implementation, any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than $250,000 per year.

DISCUSSION

Boise State University seeks to establish a Doctor of Philosophy degree program in Electrical and Computer Engineering (ECE). Creation of this program will provide students and industry access to a research intensive academic program. Micron Technology Foundation has awarded BSU a $320,000 phase I grant to be used to provide attractive and competitive start up funding packages for two new faculty positions, and for a vacancy in the department. With the award, the Micron Technology Foundation invited a phase II proposal that would facilitate the rapid implementation of the program.

The Notice of Intent for the Ph.D. program received recommendation for approval from the Council on Academic Affairs and Programs (CAAP) committee and the Deans of Engineering from UI and ISU. Collaborations between faculty members at the three institutions will be encouraged. The program compliments their efforts and adds to the state's ability to meet a pressing need.

The program of study for ECE will require at least 72 credits beyond the Bachelor's degree or 48 credits beyond a Master's degree, and the program will adhere to all policies and procedures of the Graduate College.

The regional economy of the Treasure Valley area is heavily based on the microelectronics industry. The future growth and prosperity of the Treasure Valley and Idaho Economy are dependent on the continued success of established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. The establishment of a doctorate program in ECE is in direct support of student interest, the regional community, and has been included as a specific goal in the Boise State University 2000-2005 Strategic Plan.

Engineers play an important role in teaching, researching, developing, and transferring technology. The number of jobs requiring engineering skills is

growing at five times the rate of the rest of the labor force (Science and Engineering Indicators, National Science Board, 2004), up from three times the rate before September 11, 2001 (Bureau of Labor Statistics). Electrical and Electronic Engineers rank among the top 20 occupations projected to grow the fastest during the 1998-2008 time period. The percent change is estimated at 26% from 357,000 employed in 1998 to 449,600 in 2008 (America's Career Infonet, September 2000). Fortunately, student interest in pursuing engineering degrees is also increasing. The National Science Foundation reports an increase from 2002-2003 in graduate engineering enrollment of 6.4%.

Based upon the growth in both the technology and the human resource infrastructure that is developing in the Treasure Valley, it is expected that the Ph.D. program will reach a maximum yearly enrollment of 50 students by year five, dependent on availability of funding. This program is not expected to shift enrollment from existing programs within the institution.

The University of Idaho offers a Ph.D. in Electrical Engineering and Idaho State University offers an interdisciplinary Ph.D. in Engineering and Applied Science. The ISU doctorate has two special emphasis areas in nuclear science and engineering applications, and in subsurface science. The ISU program allows for a research area of interest in electrical engineering but does not in computer engineering. The UI offers bachelors and master's programs in computer engineering but does not offer a computer engineering degree at the doctoral level.

In the region of Southwest Idaho, limited access through the UI Engineering Outreach program is available, however, there are no electrical engineering faculty at the UI Boise Center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors.

Doctorate degrees in Electrical Engineering or Computer Engineering are offered at a number of institutions in the Pacific Northwest. Washington State University and Oregon State University are the only two institutions in this region to offer a Doctorate degree in Electrical and Computer Engineering.

An evaluation report has been provided by an objective and independent External Evaluation Committee sanctioned by the Idaho State Board of Education. This committee evaluated a number of factors that are crucial to the success of the proposed program, and unanimously agreed that BSU is well positioned to move to the doctoral level. The committee provided a number of excellent observations that will be incorporated into the program as it develops.

Boise State University received letters of support from students and from the following companies (agencies):

- Idaho Commerce and Labor
- Boise Valley Economic Partnership
- Idaho National Laboratory
- Hewlett-Packard Company
- TenXSys
- ProClarity Corporation
- CH2MHill
- Washington Group International

Fiscal Impact

Estimated Fiscal Impact	FY 06	FY 07	FY 08	Total
A. Expenditures				
1. Personnel	$240,753	$709,789	$1,065,577	$2,016,119
2. Operating	$160,000	$230,000	$210,000	$600,000
3. Capital Outlay		$1,035,000	$38,500	$1,073,500
4. Facilities	$500,000	$500,000		$1,000,000
TOTAL:	$900,753	$2,474,789	$1,314,077	$4,689,619
B. Source of Funds				
1. Appropriated-reallocation	$500,000	$1,500,000		$2,000,000
2. Appropriated – New				
3. Federal				
4. Other: Micron Technology and others	$400,753	$974,789	$1,314,077	$2,689,619
TOTAL:	$900,753	$2,474,789	$1,314,077	$4,689,619
B. Nature of Funds				
1. Recurring *	$340,753	$844,789	$1,214,077	$2,399,619
2. Non-recurring **	$560,000	$1,630,000	$100,000	$2,290,000
TOTAL:	$900,753	$2,474,789	$1,314,077	$4,689,619

* Recurring is defined as ongoing operating budget for the program, which will become part of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

- Non-recurring funds include the following:
  - FY06 - $ 500,000 renovation
  - FY06 - $ 60,000 recruiting expenses
  - FY07 - $ 500,000 renovation
  - FY07 - $1,000,000 equipment
  - FY07 - $ 100,000 new faculty start up
  - FY07 - $ 30,000 recruiting expenses
  - FY08 - $ 100,000 new faculty start up

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a Ph.D. program in Electrical and Computer Engineering is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented.

BOARD ACTION

A motion to approve Boise State University's request to offer a Ph.D. in Electrical and Computer Engineering.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
G. Program Approval and Discontinuance **October 2002**

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:
(a) professional-technical program,
(b) academic program leading to a master's, specialist or doctoral degree,
(c) major,
(d) academic program, instructional unit, minor, option, or emphasis with a financial impact* of $250,000 or more per year

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than $250,000 per year

b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of $250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than $250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

5. Approval Procedures

a. Board Approval Procedures

(1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.

(2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

(3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.

(4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution’s Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Office of the State Board of Education Approval Procedures

(1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

(2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.

(3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the

issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

RECEIVED

OCT 11 2005

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

FULL PROPOSAL

to initiate a

NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT

Submitted by:

Boise State University

Institution Submitting Proposal

College of Engineering

Name of College, School, or Division

Electrical and Computer Engineering

Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

Doctor of Philosophy in Electrical and Computer Engineering 14.1001

Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

Spring 2006

Proposed Starting Date

This proposal has been approved by:

Chief Fiscal Officer (Institution) — Date: 10/10/05

SBOE/OSBE Approval — Date

Chief Academic Officer (Institution) — Date: 10/10/05

President — Date: 10/10/05

EXECUTIVE SUMMARY

PROGRAM DESCRIPTION: The College of Engineering at Boise State University seeks to establish a Doctor of Philosophy (Ph.D.) degree program in Electrical and Computer Engineering (ECE). Creation of this program will provide students and industry access to a research intensive academic program. The program of study for the Ph.D. in Electrical and Computer Engineering will require at least 72 credits beyond the Bachelor's Degree or 48 credits beyond a Master's Degree, and adhere to all policies and procedures of the Graduate College. Areas of specific emphasis in the curriculum include Circuits and Devices, Signals and Systems, and Computer Engineering. Culminating activities include the development of a dissertation based on the result of original research by the student, and must constitute a significant contribution to electrical and computer engineering knowledge equivalent to multiple peer-reviewed publications.

DEMAND: The regional economy of the Treasure Valley area is heavily based on the microelectronics industry. The future growth and prosperity of the Treasure Valley and Idaho economy are dependent on the continued success of the established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. Critical to the success of any institution engaged in technology development is access to an appropriately trained workforce.

Much of the high technology industry in the United States has developed in specific regions. These regions, such as the Silicon Valley in California, the Silicon Forest in Oregon, or the emerging high technology region in the Treasure Valley of Idaho share a number of similar characteristics. Often these regions have developed in direct proximity and in direct support of the largest and most successful high technology companies, such as Intel, Hewlett Packard, Microsoft, Micron and Tektronix. Vendors supplying equipment, services and supplies establish regional offices to support important customers. Technical workers relocate to follow job opportunities. Start-up companies are often launched, either as a spin-off from the larger firms, or as new entrepreneurial business ventures. The local availability of an advanced engineering talent pool, coupled with the need for career development opportunities, requires the co-location of a strong engineering college with high-tech industries. Based upon the growth in both the technology and the human resource infrastructure that is developing in the Treasure Valley, it is expected that the Ph.D. program will reach a maximum yearly enrollment of 50 students.

STRENGTHS: The reputation and impact of the ECE department is based on a number of factors such as the availability of world class laboratories and facilities, but the most critical factor is the strength of its faculty members, and the subsequent quality of the graduating students. The current faculty members come from some of the top ECE programs in the country. The ECE faculty has demonstrated a dedication to both the teaching and research mission of the institution. The ECE department is the largest in the College of Engineering, and is a significant contributor to the success of the college. The college now has approximately 1,500 students, and has been ranked 19th in the nation on the newest *U.S. News & World Report's* list of best engineering colleges among public, comprehensive universities. Recent statistics show that 68% of the engineering graduates from the college obtain employment in Idaho industries, and 17% proceed directly to graduate school.

CURRENT ACCESS: Within the State of Idaho, there has been limited production of engineers trained at the doctorate level in electrical engineering. In the six year period from 1998 – 2003, Idaho universities graduated only 5 Ph.D. students with doctorate degrees in electrical engineering. Despite the high concentration of technology industries in the Treasure Valley region, there is essentially no access to an academic program at the doctorate level. This is considered to be a threat to the continued growth of the high technology industry in the region.

The University of Idaho offers a Ph.D. in Electrical Engineering, and Idaho State University offers an interdisciplinary Ph.D. in Engineering and Applied Science, allowing for research specialization in electrical engineering. In the region of Southwest Idaho, limited access through the University of Idaho Engineering Outreach program is available, however, there are no electrical engineering faculty at the U of I Boise Center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors. This comprehensive environment cannot be replicated in a video outreach program.

The Notice of Intent for the Ph.D. program at Boise State University has been supported by the Provosts and the Deans of Engineering at both the University of Idaho and Idaho State University. Collaborations between faculty members at the three institutions will be encouraged. Examples of collaborations include obtaining full access to the IEEE/IEE Electronic Library, having faculty at Idaho State and the University of Idaho serving on doctoral committees for Boise State students, promoting further collaboration on research projects, development of a mutually supportive recruiting network for graduate engineering students, and creating post-doctoral opportunities for recent Idaho university graduates at sister institutions in the state.

MICRON TECHNOLOGY FOUNDATION SUPPORT: Initial phase I funding has been obtained from the Micron Technology Foundation to support the development of the proposed doctorate program in ECE. The Foundation awarded $320,000 to the college to be used to provide attractive and competitive startup funding packages for two new faculty positions, and for a vacancy in the department. With this donation, the Micron Technology Foundation requested that Boise State University provide a phase II project proposal that would facilitate rapid implementation of the program.

SBOE EXTERNAL EVALUATION COMMITTEE: An evaluation report has been provided by an objective and independent External Evaluation Committee sanctioned by the Idaho State Board of Education (SBOE). This committee evaluated a number of factors that are crucial to the success of the proposed program, and unanimously agreed that Boise State is well positioned to move to the doctoral level. The committee provided a number of excellent observations that will be incorporated into the program as it develops. The committee also issued a strong recommendation to fully implement this program as stated below:

> ***"****The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented <u>now</u>."*

1. NATURE OF THE REQUEST

Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater then $150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

Boise State University requests permission to create a new on-campus graduate program leading to the degree of Doctor of Philosophy in Electrical and Computer Engineering. Creation of this program will provide student and industry access to a research intensive academic program. Establishment of this program has been anticipated in the 2000-2005 Strategic Plan for Boise State University. Micron Technology Foundation has awarded Boise State a $320,000 phase I grant to; "Initiate the development of a Doctor of Philosophy (Ph.D.) degree program in Electrical and Computer Engineering". With this award, the Micron Technology Foundation invited a phase II proposal that would facilitate the rapid implementation of this program.

2. QUALITY

This section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standard published by the accrediting agency.

Further, if this new program is doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, "Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.

Delivery of educational opportunities of the highest possible quality is of primary importance in all activities at Boise State University. To assure this focus is maintained in the proposed program, there are several critical activities and oversight controls that must be in place to benchmark, and maintain the required level of performance. As an initial assessment, an objective and independent external peer-review was conducted. A copy of the report from this panel, and the Boise State response, is attached as Appendix A.

Program Review: Critical to the success of any program is a process for continuous improvement – a review of program objectives, procedures, and outcomes assessment. The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Specialized Accreditation: The Boise State undergraduate engineering programs in civil, electrical, and mechanical engineering have been accredited since 1999 by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). Engineering disciplines are only accredited by EAC/ABET at one level and this is normally the undergraduate level.

Internal Program Evaluations: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcomes assessment) and a comprehensive review and site visit by external evaluators.

Graduate College Oversight: The Graduate College at Boise State University has responsibility for broad institutional oversight over all graduate programs and activities. The Graduate

College works closely with the Graduate Council, a standing committee of the Faculty Senate, which has the authority to evaluate and approve all graduate curricula and policies, and to appoint the graduate faculty.

Program Administration: The administration of the program will be managed by the Electrical and Computer Engineering department, with Dr. John Owens assigned as the Doctoral Program Coordinator. The following information will be included in the catalog description for the new program.

General Information: Boise State University offers a Doctor of Philosophy in Electrical and Computer Engineering through the Department of Electrical and Computer Engineering (ECE). The degree requires the completion of a prescribed course of study in ECE, satisfactory performance on the comprehensive examination and dissertation proposal, and completion of original research that results in a publicly defended dissertation that contributes significantly to ECE knowledge.

Graduate Teaching and Research Assistantships: Graduate assistantships including tuition and fee waivers are funded from three sources: appropriated state funds, endowments, and research grants and contracts. Applicants to the Ph.D. in ECE program who submit all documents required by the admission procedure by January 7 of any given year will be considered for a state appropriated or endowed graduate assistantships to start the following fall semester; notification of successful applicants will be during February and March. Information on graduate assistantships funded by research grants and contracts is available from the Coordinator of the ECE doctoral program.

Doctoral Program Committee: The Doctoral Program Committee in ECE consists of the ECE Doctoral Program Coordinator, the program coordinators for the electrical and computer engineering Master's programs, and the associate chair of the department. The responsibilities of the Doctoral Program Committee include recommendations for admission of prospective graduate students, decisions on transfer credits and required background courses, appointment of Supervisory Committees, and administration of the comprehensive examination.

Supervisory Committee: The Supervisory Committee is charged with general guidance of the doctoral student, including design and approval of the program of study, administration of the oral dissertation proposal, supervision of the dissertation research, and participation in the dissertation defense. The Supervisory Committee consists of a principal advisor from the student's chosen area of major emphasis who acts as chair, one member from the student's chosen area of minor emphasis, and at least two additional members, all of whom must be members of the University regular or research faculty and must also be members of the Graduate Faculty. One or more additional members may be appointed when such appointments enhance the function of the Committee. In all cases, regular or research faculty members of the Department of Electrical and Computer Engineering must constitute a majority of the Supervisory Committee.

Application and Admission Requirements: An applicant must satisfy the minimum admission requirements for the Graduate College. Applicants are required to have a Bachelor's or Master's degree in electrical engineering or computer engineering from an ABET-accredited program or a baccalaureate or Master's degree in a closely related field from an accredited college or university, and must follow the application procedures specified below. Admission is competitive and the achievement of minimum requirements does not guarantee admission into the program.

Application Procedures: A prospective student may apply at any time and should follow the general graduate application procedure for degree-seeking students (see Applying as a Degree-Seeking student in this catalog). Admission to the program will be based on: 1) transcripts, 2) professional references, preferably three, 3) scores on the general test of the Graduate Record Examination (GRE), and 4) a two-page statement of teaching and research interests. Students whose native language is not English must submit a TOEFL score of 587 or higher for the written examination or 240 or higher for the computer-based examination. Test scores must be submitted directly to Boise State University (code R4018). Once the applicant's file is complete, it will be evaluated by the ECE Doctoral Program Committee and an admission recommendation (regular, provisional, or denial) will be forwarded to the Dean of the Graduate College. In order to ensure proper mentoring of all graduate students, a recommendation for admission will not be forwarded unless a faculty member in ECE is available to serve as the major advisor. The graduate dean will make the final admission decision and notify the applicant and the ECE Doctoral Program Committee.

a. Curriculum

Describe the listing of new courses(s), current courses(s), credit hours per semester, and total credits to be included in the proposed program.

The following information describes the proposed curriculum, including a complete listing of graduate course offerings. The course offerings include existing courses that will be retained, and all new courses associated with the new program. This information will be included, as it appears below, in the catalog description for the new program. Catalog descriptions of existing graduate electrical and computer engineering courses which are to be deleted from the existing curriculum are attached in Appendix B.

Degree Requirements: The program of study for the Doctor of Philosophy (Ph.D.) in Electrical and Computer Engineering will require at least 72 credits beyond the Bachelor's Degree or 48 credits

Doctor of Philosophy in Electrical and Computer Engineering	
Course Number and Title	**Credits**
Core Sequence ENGR 500 Research Methods ..... 1 **At least 3 courses from the following** EE 500 Advanced EM Theory ..... 3 EE 510 Integrated Circuit Physical Design ..... 3 EE 520 Advanced Device Design and Simulation ..... 3 EE 530/COMPE 530 Digital Hardware Design ..... 3 EE 550 Stochastic Signals and Systems ..... 3 EE 560 Linear Systems 3	10
Major Area of Concentration	15
Emphasis (Minor) Area	9
Electives (with supervisory committee approval)	12
Comprehensive Examination EE 600 Assessment – Comprehensive Exam (Pass/Fail) ..... 1 **Dissertation Proposal** EE 600 Assessment – Dissertation Proposal Defense (Pass/Fail) ..... 1 **Culminating Activity** EE 693 Dissertation (Pass/Fail) 24	26
TOTAL	**72**

beyond a Master's Degree, and adhere to all policies and procedures of the Graduate College. Courses applied to meet the 72-credit minimum requirement must be taken for a letter grade (A-F), except for EE 600 Assessment which is graded P (Pass) or F (Fail), and EE 693 Dissertation which is initially graded IP (In Progress) and later graded P or F depending on the outcome of the dissertation defense. Credit for coursework must be distributed as shown in the degree requirements table. For those entering the program with a Master's Degree, no more than 24 credits of previous graduate coursework can be applied as course credit. For a student entering with a Bachelor's degree, a maximum of 9 credits of postgraduate coursework can be applied towards the Ph.D. program. All programs of study must be approved by the student's Supervisory Committee.

Areas of Concentration and Emphasis: 15 credits of coursework are required in a Major Area of study. This is to be 5xx and 6xx courses beyond the core sequence from one area chosen from the three ECE Areas: Computer Engineering, Circuits and Devices, or Signals and Systems. An additional 9 credits of coursework is required beyond the core sequence in an Emphasis or Minor Area also at the 5xx or 6xx level. This should be in one of the two remaining ECE Areas. The areas are defined as follows: Computer Engineering (all COMPE courses and all EE courses with a middle digit of 3), Circuits and Devices (all EE courses with a middle digit of 1, 2, 4 or 8), and Signals and Systems (all EE courses with a middle digit of 5, 6 or 7).

Ph.D. Examinations and Dissertation Requirements. Students admitted to the Ph.D. program will be required to pass a comprehensive exam and an oral dissertation proposal defense. As a culminating activity, the student will be required to present, and successfully defend, a doctoral research dissertation presenting significant research augmenting existing knowledge in the field of electrical and computer engineering.

Comprehensive Examination. The comprehensive examination is given yearly in January. Generally, students entering the program with a Bachelor's degree take the comprehensive examination after the third semester of study. Students entering with a Master's degree take the written comprehensive examination, generally, the first time it is offered after their admission. This examination will test depth and breadth of knowledge over 3 of the 6 core courses: EE 500 (electromagnetics), EE 510 (circuits), 520 (devices), 530 (digital), 550 (signals), and 560 (linear systems). The results of the comprehensive examination are reported as either pass or fail. If the student fails the comprehensive examination he or she may, with the approval of the Supervisory Committee, be allowed to take the exam again the following year. Failure a second time, or failure to obtain approval to take the examination a second time, will result in administrative withdrawal from the doctoral program.

Dissertation Proposal. The oral dissertation proposal is designed to assess the preparation of a Ph.D. student for research in a specific area and will focus on advanced coursework and research in the student's dissertation area. Satisfactory completion is required for the student to become a Ph.D. candidate. The dissertation proposal should be presented before, or at the beginning of, the student's Ph.D. research and within one year of satisfactory completion of the comprehensive examination. To initiate the dissertation proposal, the student must submit a research proposal for his or her doctoral dissertation to his or her Supervisory Committee. After the Supervisory Committee reviews the proposal they can give their approval to proceed with scheduling the oral presentation or they can ask the student to make changes to the proposal and to resubmit it. The oral dissertation presentation is a public defense, and consists of the student presenting his or her proposed doctoral research and answering questions about the proposal, related background material and the material covered in all courses listed in his or her program of study. If a student fails the oral presentation, he or she may be allowed to reinitiate the dissertation proposal once with the approval of the Supervisory Committee. Students who fail a second time or do not receive approval to resubmit the proposal will be administratively withdrawn from the program.

Dissertation Requirements. The dissertation must be the result of original research by the student and must constitute a significant contribution to electrical and computer engineering knowledge equivalent to multiple peer-reviewed publications. The style and format of the dissertation are to conform to the standards of the Department of Electrical and Computer Engineering and the Graduate College.

Final Oral Examination. A public defense of the dissertation is scheduled after the Supervisory Committee has reviewed a draft that is considered to be nearly a final version. The date of the defense is determined jointly by the Supervisory Committee and the student and must be consistent with any guidelines provided by the Graduate College. A Defense Committee is formed that consists of the following voting members: an appointed chair, the chair and members of the Supervisory Committee, and an external examiner. The chair of the Defense Committee is appointed by the Dean of the Graduate College and must be a member of the Graduate Faculty, but must not be the chair or a member of the Supervisory Committee. The external examiner who is a recognized expert in the field of the dissertation research is appointed to the Defense Committee by the Dean of the Graduate College. Attendance at the defense by the external examiner is not required, but a written evaluation of the dissertation and a pass or fail vote must be submitted by the external examiner to the chair of the Defense Committee at least 3 weeks prior to the defense. The written evaluation provided by the external examiner is distributed to the other members of the Defense Committee at least 2 weeks before the defense. The chair of the Defense Committee conducts the defense according to the procedure established by the Doctoral Program Committee. A student who fails the defense may be permitted to try again, but failure a second time will result in dismissal from the program.

Final Approval of the Dissertation. If the defense is completed with a result of pass, the Supervisory Committee prepares a statement describing final requirements such as additions or modifications to the dissertation and any additional requirements such as archival of data. When these requirements have been met to the satisfaction of the Supervisory Committee, the approval page of the dissertation is signed by the members of the Committee.

b. Faculty

Include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

The following Boise State faculty will participate in the proposed program (Table 1). The portion of Table 1 above the dividing line are the faculty members that have contributed to the academic duties in the department in the past. The members below the dividing line include two new hires (Campbell and Kuang) and university administrators (Owens and Schrader) tenured in the department. Included in Table 1 is the current full-time equivalency (FTE) assignment to the ECE program. It is expected that each faculty will contribute to teaching and advising at both the undergraduate and graduate levels. Individual FTE participation varies during start-up and is expected to depend throughout the life of the program on active research projects, the need for special topics courses, and the status of release time associated with research grants, faculty sabbaticals, and administrative assignments.

With a faculty of 10 fulltime equivalent academic members as shown in Table 1 (including vacancy), the department has been able to offer approximately 5-7 graduate level classes per semester, with an enrollment in the core classes of up to 20 students per class. These graduate courses are in addition to the undergraduate courses, research activities, and service activities that the faculty may also be responsible for providing. In a typical plan of study for an advanced degree, the student will take 2 technical courses per semester. With a size, in graduate classes, of up to 20 students per course, and the expected growth in graduate enrollment in the Ph.D. program to 50 students, this will equate to a requirement for the department to be able to offer approximately 3 additional graduate classes per semester. Since the current 10 faculty members have been able to produce on average 6 graduate courses per semester, in order to increase the offering of graduate courses to 9 classes per semester, the program will require 15 FTE faculty members, an addition of 5 new faculty.

It is important to note that a linear approximation of teaching load does not take into account the increased workload that is required to supervise a Ph.D. student, to teach a doctoral level course, or the additional grant and research activities that will be inherent in the establishment of this new program. However, it is anticipated that with 5 new faculty, these additional responsibilities will be offset by a decrease in undergraduate teaching requirements, since the undergraduate enrollment will not increase as a result of the new program. A summary of the anticipated change in teaching load and faculty requirements is presented in Table 2. Note that the *Proposed* column in Table 2 refers to full implementation of the program after a six year period.

	Current	Proposed
New students	-	50
New classes required per semester	-	3
Graduate courses offered per semester	6	9
Total # Faculty	10	15
Graduate courses per semester per faculty	~0.6	~0.6
New faculty needed to offer 3 new graduate courses per semester	-	5

Table 2: Faculty Teaching Load

With support from the Provost, two new positions have been approved for the department in 2005-2006. The rationale for adding these new positions has been the desire to strengthen the research base in the department, to augment the department's expertise in emerging areas of technology, and to manage the existing teaching load on faculty in the ECE department. These new positions are listed at the bottom of Table 1. In addition, the Micron Technology Foundation has provided funding ($320,000) necessary to provide attractive and competitive startup funding packages for these two new positions, and for the current vacancy in the department. Drs. Kris Campbell and Wan Kuang have accepted offers for these positions. Dr. Campbell's expertise is in nanotechnology and memory devices, and Dr. Kuang's expertise is in photonics and nanotechnology.

One recent addition to the academic faculty, Dr. John Owens, has not been included in the historical workload analysis. As a former university administrator tenured in the Electrical and Computer Engineering department, Dr. Owens has recently accepted academic responsibilities for the college and the department. Dr. Owens will provide 50% FTE effort to the ECE department, and will also be the Associate Dean for Research in the college. With this addition to the academic faculty, Boise State seeks to add two more faculty members to support the Ph.D. program, bringing the total faculty headcount in the department to a FTE of 14.67 members. External and/or institutional funds will be requested to support these positions.

The remaining two new faculty members will be carefully chosen to complement the existing strengths in the department, and to develop expertise in emerging areas of technical interest in the electrical and computer engineering fields. Detailed faculty vitas are included in Appendix E. A listing of honors and awards for each faculty member is included in Appendix F.

c. Students

Briefly describe the students who would be matriculating into this program.

Students who will seek a Ph.D. in Electrical and Computer Engineering will typically have a strong interest in the physical phenomena of electricity and the design of devices and systems utilized in electrical and electronic equipment. Applicants to the proposed program will be required to have a Bachelor's or Master's degree in an engineering discipline, computer science, physical sciences or mathematics from an accredited college or university. Admission will be competitive and will be based on transcripts, professional references, scores on the general test of the Graduate Record Examination (GRE), and evaluation of a technical manuscript provided by the applicant (as evidence of technical writing skills). Students whose native language is not English must submit a TOEFL score of 587 or higher for the written examination and 240 or higher for the computer-based examination.

Applicants are expected from within and outside Idaho. Although the majority of the Ph.D. students will be full-time, some part-time students who primarily represent working professionals will be admitted. The dissertation research of these students may be funded by the student's employer and of direct interest to that employer, but must also meet all standards expected of dissertation research including accessibility of the results by the public.

d. Infrastructure Support

Clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Administrative Support

During program initiation the ECE department and COEN will supply the following resources on an as needed basis to assure success. Participation of these individuals will be minimized as additional support staff is hired specifically to support the ECE program.

Betsy Micone, Office Supervisor (Department of Electrical and Computer Engineering)

Kristi Hansen, Business Manager (College of Engineering)
Janet Hampikian, Associate Dean for Academic Affairs (College of Engineering)

Computer System Administration and Technical Support

Angus McDonald, Director (Information Technology Services, College of Engineering)
Marty Lukes, Systems Administrator (Information Technology Services, College of Engineering)
Jim Stevenson, Support Engineer (Engineering Services Unit, College of Engineering)
Gregg Collison, Manager (Engineering Services Unit, College of Engineering)

Graduate Assistant Support

Beginning in 2006-2007, the university has appropriated two new graduate assistants for the ECE doctoral program. These positions are in addition to positions budgeted in doctoral grant funds, College of Engineering appropriated graduate assistantships, and other awards. Graduate assistant support will be utilized for course and laboratory assistance primarily at the undergraduate level and for research enhancement.

Library

The engineering collections are located and arranged in the Albertsons Library. Albertsons Library serves the information needs for all programs at Boise State University. The Library is centrally located on campus with 172,000 total square feet, and a seating capacity of 1,120. It is open 93.5 hours every week. The engineering collections of books and bound periodicals are integrated together on the fourth floor of the Library using the Library of Congress classification system. Current issues of engineering periodicals are shelved on the first floor of the library, alphabetically by title, in the Current Periodicals Room. Those back issues of periodicals that are available on microfilm or microfiche are located on the first floor of the Library in the Microforms Room. Readers and printers for microforms are available, as well as staff to assist the microform user. Electronic access is available for some periodical titles, including IEEE Xplore. IEEE Xplore is a new addition to the Library collection in FY 04 and contains IEEE Transactions from 1998 to the present plus a core list of over 130 conference proceedings, also from 1998 to the present. Consortial agreements have enabled both this purchase and access to another large group of journals from the publisher Dekker. Faculty, staff and students can retrieve these articles through a computer with an Internet connection and browser from on or off campus.

The Library maintains a centralized Reference Assistance service on the first floor of the Library. During the Fall and Spring semester, it is staffed by professional librarians and library staff from 7:30 AM to 10:00 PM Monday through Thursday, 7:30 AM to 6:00 PM on Friday, 10:00 AM to 6:00 PM on Saturday, and 10:00 AM to 10:00 PM on Sunday. Hours during the summer session are slightly shorter, and during intersessions the reference hours are 8:00 AM to 5:00 PM. Reference services are available in person, by telephone, and by email. A new reference service in a "chat" environment began last year. In addition to these "drop-in" services, the Library provides student and faculty orientations and bibliographic instruction. This instruction can be general or focused on specific subject areas.

Several database computer search capabilities are available to students and faculty. In 2005, the library subscribed to Web of Science, an extensive scientific abstract search engine. The Library also subscribes to Ei CompendexWeb, the electronic version of Engineering Index, which covers citations to the engineering literature from 1970 through the present. This service is available through the Internet to students, staff and faculty on the BSU or Canyon County campuses, and off-campus as well. Information on the Ei CompendexWeb document delivery service is addressed further below. The Library also subscribes to INSPEC, which covers citations to literature in electrical engineering, computer and control, and physics subject areas. Several Internet-based databases covering a wide range of subject areas and material types are available by Internet delivery from computers on the first floor of the Library, or from a computer with an Internet connection and browser from on or off campus.

The Library moved to a new online catalog, Voyager, in 2004. The Library also has an electronic listing of all the periodicals available to students, including electronic and print formats in the Library's collection or available through full-text databases to which the Library subscribes.

The Library has allocated specific budgets for the purchase of monographs and serials to support each engineering program. The Library also maintains an engineering approval plan for monographs with a major vendor who supplies books from major publishers in specific subject areas "on approval." This approval plan brings in newly published titles in select areas. In addition to the budgets that specifically support the engineering program, there are other special-purpose funds being used to build the engineering collection. These include the New Faculty/ New Program budget which targets monographic purchases supporting new faculty and/or new programs, the Assessment budget which targets monographic purchases for weak areas of the collection, as determined by a formal assessment process, and other local funds. In the recent Materials Science and Engineering

Program grant from the Micron Technology Foundation there are funds set aside for library materials.

There is a Library Liaison who oversees the ordering of materials for the engineering programs, monitors the budget, and communicates with the faculty concerning library issues. Each department has a faculty member who is designated the Library Representative and is the contact person for that department on library-related issues. Any faculty member can request books to be purchased and each department advises on which serials to purchase, based on the budget allocation. The Library Liaison works with the Library Representative to determine the highest priorities if requests outnumber the funds.

The collection is periodically assessed to monitor the use of the materials, average age and condition of materials in the subject area, support level of the collection, and other factors. These assessments help to determine the use of funds.

The Library has initiated a pilot document delivery project for the engineering faculty to obtain materials that are not present in the Library collection, but are indexed in Ei CompendexWeb. This project features direct delivery to the requesting faculty member of documents listed in Ei CompendexWeb. Document delivery is an important element in serving the information needs of the engineering departments, since the Library collection is still young and growing.

For other types of materials that are not present in the Library collection, the Library provides an Interlibrary Loan service. As a full member of OCLC Online Computer Library Center, a worldwide library cooperative, the Library provides access to the collections of other libraries in the region, in the western states and nationwide. Using Interlibrary Loan, students, staff and faculty can obtain books, articles, dissertations, government documents and technical reports that are not otherwise available. Rapid electronic delivery of journal articles is often possible via the Ariel technology. Incurred costs are subsidized up to $50 per semester for undergraduate students, and up to $100 per semester for graduate students and faculty.

Eight reference librarians and five reference library staff, with help from three additional professional librarians, staff the Reference Assistance service. One of the reference librarians has had extensive experience working with engineering resources and is responsible for the collection development and course-related instruction for engineering.

ECE Laboratories

Idaho Microfabrication Laboratory: A Class 1000 cleanroom was constructed in 1998 for instructional and research efforts focused on microelectronics fabrication. This 1300 ft^2 facility supports wet chemical wafer cleaning, photolithography, chemical etching, thermal oxidation and diffusion, plasma etching, sputtering, ellipsometry, resistivity measurement, and optical and scanning electron microscopy. An adjacent process laboratory supports deep silicon etching and chemical mechanical polishing (CMP). The laboratory utilities include temperature-controlled, HEPA-filtered air; fume exhaust; compressed air; process vacuum; cooling water; DI water; and wastewater pH neutralization pre-treatment.

Device and IC Characterization Laboratory: The lab includes two advanced electrical characterization systems. The Agilent Electrical Characterization System consists of Agilent 4156C Precision Semiconductor Parameter Analyzer, a 41501B SMU and Pulse Generator Unit, a 16440A SMU/Pulse Generator Selector, a Low Leakage Solid State Switch Matrix, a 81110A Pulse/Pattern Generator Unit (2 channels) (frequency range up to 330MHz), and Metrics Technology Interactive Characterization Software. The capabilities of this system provide for very sensitive current-voltage, capacitance-voltage and inductance measurements to be performed on up to 4 terminal devices or simple circuits with up to 16 terminals. The second system is a Kiethley 4200 Semiconductor Characterization System with 0.1 femtoampere current resolution.

The capabilities of this system allow for sub-femtoampere sensitivity and is also capable of current-voltage, capacitance-voltage and inductance measurements to be performed on up to 4 terminal devices and 8 terminal circuits.

Microwave IC Characterization: The microwave IC characterization laboratory supports wafer level micro-probing and device characterization with two Alessi manual probe stations, HP4155 parameter analyzers for I-V measurements, HP4284 LCR meters and HP4140 picoammeter for C-V measurements. BSIMPro software is used to automatically extract device parameters for deep sub-micron MOSFET's and BJT's. A Cascade Summit microwave probe station with an HP8510C vector network analyzer is used to perform high frequency analysis (up to 20GHz).

SPM Systems and Nanofabrication Laboratory: The SPM Systems and Nanofabrication Laboratory contains two Atomic Force Microscopes (AFM). One AFM system (Veeco Dimension 3100) has scanning capacitance microscopy, tunneling AFM, conductance AFM, magnetic force microscopy, nanoindentation and a low noise closed-loop (XY) scan head capable of a repeatable tip repositioning to nanometer-scale accuracy with control software. The closed-loop (XY) scan head and control software provide nanomanipulation, nanolithography and nanodeposition capability. Imaging modes include contact, tapping, height, amplitude phase, electric field and magnetic field. The second AFM system (Veeco PicoForce Multimode AFM) has the same capabilities as the Dimension 3100 without the closed-loop (XY) capabilities. This system is inherently more sensitive than the Dimension 3100 and is used primarily for characterizing biomaterials. Additional materials characterization systems include a scanning electron microscope with energy dispersive spectroscopy capability, four-point resistivity probe, optical interference profilometer, optical microscopes, tensile tester, and a Rockwell Hardness tester.

System Dynamics and Controls Lab: The System Dynamics and Controls lab supports research in modeling, simulation, control and mechatronic design across disciplinary boundaries. Recent funded projects include a rapid response robotic telescope using direct drive motors and motion profile control, energy scavenging devices for animal telemetry collars, and simulation of wind turbine drive trains. The laboratory is a flexible environment allowing rapid prototyping and testing of a wide variety of electro-mechanical systems using frequency analyzers, video analysis and standard data acquisition.

Beowulf Computer Cluster: The Beowulf Cluster consists of 80 computer towers and approximately 768 gigahertz of processing power. The operating system running the cluster is a free open-source system Unix variant. The cluster works by splitting up complex computational problems and sending them to individual nodes to be processed, providing reduced processing time. The supercomputer is being used for computing complex computationally intensive problems.

Environmental Sensor Development Laboratory: The Environmental Sensors Laboratory was established for the Multipurpose Sensors to Detect and Analyze Environmental Contaminants project, with funding from the US EPA. Two types of sensors are being developed to provide real-time data quantifying the amount and identity of heavy metals and volatile organic compounds present as contaminants in air, groundwater, sediments, or soil. These miniature, multi-purpose sensors will reduce dependency on time-consuming standard laboratory analytical methods, such as gas chromatography, and the small number of existing and expensive in-situ techniques.

Image Analysis and Signal Processing Laboratory: Ongoing research includes projects on scanner and printer defect analysis, style effects on OCR errors, using neural networks for automatic newspaper segmentation, tracking gamma ray bursts, muscle segmentation for 3-D kinematic modeling and fluoroscopic analysis of knee joint kinematics.

Hartman Sensor Systems Laboratory: This laboratory focuses on sensor systems integration research and development. Different microcontrollers (PIC and Atmel ATmega) and reconfigurable

hardware (Xilinx and Altera FPGAs) are utilized in sensor systems integration research and development. Xilinx ISE, Xilinx EDK, Altera Quartus II, Altera Nios, Mentor Modelsim, Aldec ActiveHDL, and Aldec CoVer design CAD tools and simulation environments are available.

This lab is a part of the *FAA Air Transportation Center of Excellence for Airliner Cabin Environment Research (ACER, http://acer-coe.org.)* The FAA established this Center of Excellence in 2004 to examine airliner cabin air quality and to study chemical and biological threats in airliners. ACER consists of an eight-institution team, including Auburn University, Purdue University, Harvard University, Boise State University, Kansas State University, Lawrence Berkeley National Laboratory, the University of California Berkeley, and the University of Medicine and Dentistry of New Jersey. ACER conducts a comprehensive and integrated program of research and development on the cabin environment. This includes the healthfulness of the cabin environment for passengers and the enhancement of the aircraft environmental control systems aboard the aircraft. The portion of ACER research being conducted at Boise State University is sensor system integration.

e. Future Plans

The success of the proposed PhD program will depend on the interaction of the program and students with Idaho industry. Our future development plans include: utilizing advanced technology for off-campus course interactions, integrating our research programs with Idaho high-tech company's interests, sharing laboratories and expertise when possible, and articulating a coherent focused niche where our program can gain world-wide recognition. Streaming video delivery will allow students to view supplemental course materials at anytime and anywhere. This is especially important for students working at local semiconductor foundries in Idaho and elsewhere. As an example, many of our students work at the local facility for Micron Technology, Inc. Access to educational programs can be greatly enhanced when on demand availability of supplemental course materials is coupled with direct local access to faculty and research facilities.

3. DUPLICATION

If this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

The University of Idaho (U of I) offers a Ph.D. in Electrical Engineering, and Idaho State University (ISU) offers an interdisciplinary Ph.D. in Engineering and Applied Science. The ISU doctorate has two special emphasis areas in nuclear science and engineering applications, and in subsurface science. The ISU program does allow for a research area of interest in electrical engineering but not computer engineering. The U of I offers bachelors and masters programs in computer engineering but does not offer a computer engineering degree at the doctoral level. The Boise State University doctoral program provides an integrated electrical and computer engineering focus that promotes natural and strong industry partnerships.

In the region of Southwest Idaho, limited access through the University of Idaho Engineering Outreach program is available, however, there are no electrical engineering faculty at the U of I Boise center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. For a master's program, it is reasonable to expect that a student can obtain adequate instruction through video outreach programs. However, in a typical Ph.D. program, the additional coursework instruction beyond what is required to obtain a Master degree is a minor requirement. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors. This comprehensive environment cannot be replicated in a video outreach program.

The University of Idaho and Idaho State University have both endorsed Boise State moving forward with this program. It compliments their efforts and adds to the state's ability to meet a pressing need. Collaborations between faculty members at the three institutions will be encouraged. Examples of collaborations include obtaining full access to the IEEE/IEE Electronic Library, having faculty at Idaho State and the University of Idaho serving on doctoral committees for Boise State students, promoting further collaboration on research projects, development of a mutually supportive recruiting network for graduate engineering students, and creating post-doctoral opportunities for recent Idaho university graduates at sister institutions in the state.

Describe the extent to which similar programs are offered in the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

Doctorate degrees in Electrical Engineering or Computer Engineering are offered at a number of institutions in the Pacific Northwest. Washington State University and Oregon State University are the only two institutions in this region to offer a Doctorate degree in Electrical and Computer Engineering. Boise State University chose to model its proposed doctorate on these very strong programs.

4. CENTRALITY

Documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

The ECE department is the largest in the College of Engineering. Established in 1997, the ECE department initially offered a bachelor's degree. In 2001, the master's degree program was created. During the spring semester 2005, there were 254 undergraduate, and 54 graduate students actively enrolled in the program. During the 2003/2004 academic year, 27 students graduated from the bachelor's program and 7 from the master's program. A complete listing of all students who have completed a thesis or project in the ECE graduate program is provided in Appendix G. The ECE curriculum has been designed to offer a broad-based education for the engineering student, providing the fundamental principles and knowledge necessary for success in business, engineering and science careers, and in the pursuit of advanced research and development endeavors. Three recent graduates from the master's program have been accepted into the Ph.D. programs at Oxford University, Georgia Tech, and the George Washington University. In addition two recent bachelor's students have been accepted into Ph.D. programs at Berkeley and the University of Michigan. The establishment of a doctorate program in ECE is in direct support of student interest, the regional community, and has been included as a specific goal in the Boise State University 2000-2005 Strategic Plan.

The following excerpts are from the current Institutional Role and Missions statement formulated by the Idaho State Board of Education (SBOE). The excerpts indicate that the proposed program is consistent with SBOE intentions for Boise State University.

> Boise State University "offers a variety of master's and ***select doctoral degrees***" and "conducts coordinated and ***externally funded research studies***."
>
> "Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and ***graduate programs***, ***research***, and state and regional public service."
>
> "Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, ***engineering***, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."

5. DEMAND

Address student, regional and statewide needs.

a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing date collection; dissemination of assessment results; program design and on-going assessment. (See the Board's policy on outcome assessment.)

There has been a dynamic growth in recent years throughout the world in electronics manufacturing and infrastructure. The high technology industry is a growth engine for the economies of both developed and developing nations. Consequently, there is a critical need for more trained professionals who can sustain this growth into the foreseeable future with applications to all aspects of modern society.

To maintain and nourish this kind of growth, the world requires more engineers trained at *all* educational levels than are currently available. Engineers play an important role in teaching, researching, developing, and transferring technology. The number of jobs requiring engineering skills is growing at 5 times the rate of the rest of the labor force (Science and Engineering Indicators, National Science Board, 2004), up from 3 times the rate before September 11, 2001 (Bureau of Labor Statistics). Electrical and Electronic Engineers rank among the top 20 occupations projected to grow the fastest during the 1998-2008 time period. The percent change is estimated at 26%, from 357,000 employed in 1998 to 449,600 in 2008 (*America's Career Infonet,* September 2000). Fortunately, student interest in pursuing engineering degrees is also increasing. The National Science Foundation reports an increase from 2002 – 2003 in graduate engineering enrollment of 6.4% (please see Appendix H).

The economy of southwest Idaho includes the largest concentration of manufacturing, industrial, high-technology, and consulting engineering companies in the state. The Boise metropolitan area has been ranked as number one out of 150 of the largest metropolitan areas in the nation as the Best Place for Business and Careers. Job growth in the region was ranked 8th out of 150, and engineers as a percentage of the workforce ranked 4th in the nation (Best Places for Business and Careers, *Forbes Magazine,* May 2005). Satisfying the substantial demand for engineering education in this growing economic region is one of the primary missions of Boise State University. Regional industrial companies and community leaders have expressed support for the creation of a doctoral program in Electrical and Computer Engineering as documented in the attached letters of support in Appendix I.

Much of the high technology industry in the United States has developed in specific regions. These regions, such as the Silicon Valley in California, the Silicon Forest in Oregon, or the emerging high technology region in the Treasure Valley of Idaho share a number of similar characteristics. Often these regions have developed in direct proximity and in direct support of the largest and most successful high technology companies, such as Intel, Hewlett Packard, Microsoft, Micron and Tektronix. Vendors supplying equipment, services and supplies establish regional offices in these areas to support these important customers. Technical workers locate to these regions following job opportunities. Start-up companies are often launched in these regions, either as a spin-off from the larger firms, or as new entrepreneurial business ventures. The local availability of advanced engineering talent coupled with career development opportunities requires co-location of a strong engineering college with high-tech industries. Such is the case in the vast majority of the top 10 boom villages (Top 20 Boom Towns, *Business 2.0 Magazine,* March 2004) as shown in Table 3.

Rank	City	University	Job Growth by 2008
1	Boulder, CO	University of Colorado	13%
2	Fort Collins, CO	Colorado State University	15%
3	Santa Fe, NM	-	14%
4	Charlottesville, VA	University of Virginia	10%
5	Boise, ID	Boise State University	14%
6	Colorado Spring, CO	University of Colorado at Colorado Springs	12%
7	Gainesville, FL	University of Florida	11%
8	Trenton, NJ	Princeton University	8%
9	Tallahassee, FL	Florida State University	12%
10	Olympia, WA	University of Washington	11%

Table 3: Boom Villages

The continued success and growth of a regional high technology economy is dependent on the success of the established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. In the "Idaho Science and Technology Strategy" (December 2000), the Governor's Science and Technology Advisory Council identified the critical elements required to support the growth of this knowledge based economy:

1) A research and development base
2) Highly skilled technical workforce
3) Entrepreneurial culture
4) Knowledge transfer mechanism
5) Technology infrastructure
6) Risk capital
7) Attractive quality of life.

The Governor's Advisory Council also recommended the creation of the Idaho Office of Science and Technology (OST). It is the mission of this office, and the belief of the Governor that Idaho will have, and be recognized as having a vibrant technology-based economy that provides employment opportunities and high wage jobs for its citizens. This will be accomplished with an increased emphasis on the application and use of science and technology in Idaho that will continue to spawn new companies and industries, while contributing to the global competitiveness of its traditional industries (see letter of support, Appendix I). The OST has worked with the science and technology community in Idaho to identify the core competencies that exist within the state – Imaging; Nano-Science & Materials; Power & Energy; and, Ag BioSciences. The ECE curricular emphases (Circuits and Devices, Signals and Systems, and Computer Engineering), as well as many ECE research projects, are directly related to imaging, nano-sciences and materials. The curriculum and related research also has strong connections to energy and biotechnology. The ECE doctoral program has been designed to directly support economic development in the state by emphasizing emerging core competency opportunities in technology and science.

The population of Idaho is considered to be generally well educated, with 80% of the population having graduated from high school compared to 75% nationwide. However, in a similar comparison, only 18% of Idaho's population hold a bachelor degree, and only 5% hold a graduate degree, compared to the national averages of 20% and 7% respectively. In the production of new science and engineering (S&E) doctoral degrees, Idaho ranked 43rd out of 52 during 2003. Table 4 reports the number of S&E, engineering, and electrical engineering doctoral degrees awarded by Idaho institutions for the 6-year period of 1998 through 2003. In comparison, Idaho is 5th in the nation with the highest concentration of electrical engineers behind Massachusetts, Virginia, Colorado, and New Mexico (Bureau of Labor Statistics, U.S. Dept. of Labor, May 2003). Access to doctoral studies at Boise State University will have a large effect on Idaho's success by capitalizing on this need to co-locate advanced degree programs with interested population.

In a survey of engineering employment during 2001, there were 460 engineers employed in Idaho who had doctorate degrees. It is evident that the production rate of new doctorate engineers from Idaho educational institutions is not adequate to meet the demand for attrition and employment growth for Ph.D. engineers. Of particular importance to the developing high technology economy of Idaho is the disparity between the number of electrical engineering doctorates generated compared to typical employment in this field. Nationwide, 27% of all employed doctorate engineers have degrees in electrical engineering. The continued growth of high technology companies will be heavily dependent on the ability of these companies to recruit engineering talent from outside of the state, since Idaho clearly produces too few doctorates in electrical engineering.

During a recent seminar held on the Boise State campus, Len Jordan, a general partner of Frazier Technology Ventures, provided insight into the risks of investment in the Idaho high technology industry ("Boise State University Visioning Conference, 1-8-2004", presentation by Len Jordon, Frazier Technology Ventures). In his analysis, the basic foundation of successful technology companies include: 1) a compelling market opportunity, 2) research/science breakthroughs, 3) world-class engineering talent with the ability to repeatedly solve complex problems better than any other competitor, and 4) proven entrepreneurial and business skills. He commented that when evaluating a possible investment, one of the criteria he uses in assessing investment risk is the ability of the regional infrastructure and population base to be able to locally produce at least 30% of the doctorate level science and engineering talent that will be required by the startup firm. He further stated that, "money flows easily to geographies where all the market, technology and infrastructure dynamics exist to create durable, protectable value at minimal risk". A limitation to investment in the Idaho high technology industry, which is largely based in the Treasure Valley region, is the limited access to advanced academic research and development laboratories and advanced academic programs in engineering.

Year	S&E Doctoral Production National Ranking	Total Idaho S&E Doctoral Awards	Total Idaho Engineering Doctoral Awards	Total Idaho Electrical Engineering Doctoral Awards
2003	43rd	70	17	1
2002	46th	50	8	2
2001	45th	51	11	0
2000	45th	60	5	2
1999	45th	44	8	0
1998	45th	51	9	0

Table 4: Doctoral Degree Awards in Idaho 1998-2003
"Science and Engineering Doctorate Awards", *Detailed Statistical Tables Years 2002-1998*, National Science Foundation. Publications NSF 05-300, NSF 04-303, NSF 03-300, NSF 02-305, NSF 01-314, NSF 00-304, and, UMI ProQuest Digitial Dissertation – http://wwwlib.umi.com/dissertations/search, Idaho/Engineering/Electrical degree search.

b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

The strength of any academic program is determined by the quality of students that participate in the program. Boise State University has had the benefit of a largely non-traditional student population – as a metropolitan university, the demographics of the students attending Boise State include those who are often already in the work force or have recently completed military duty. These students tend to be older, have a greater degree of maturity, and have a personal commitment and motivation for pursuing their educational goals. With students of this caliber in the existing undergraduate and master's programs, the College of Engineering has rapidly achieved the standing as one of the top 19 engineering colleges among public, comprehensive universities in the country (U.S. News and World Report 2005 Edition, *America's Best Colleges, 2005*).

There are three primary populations expected to provide the majority of applicants for the Electrical and Computer Engineering doctorate program. Existing students in the bachelor's and master's program are expected to be one of the largest student groups interested in the program. The Boise metropolitan area enjoys both a high quality of life, and a vibrant high technology economy. Many of the existing students in the department were attracted to Boise based upon these two qualities, and desire to continue in a doctorate program at Boise State. There have been approximately 50 students this past year inquiring about the availability of a doctorate program. Attached in Appendix J are letters from a number of students who have expressed personal interest in the new program, or who would have taken advantage of such a program had it been available in the Boise region at an earlier time.

A second expected group of prospective students will be those individuals that are currently employed in the regional high technology industry, and who seek career advancement opportunities or technical advancement through pursuit of an advanced degree. Currently in the master's program in Electrical and Computer Engineering, 50% of the students are employed full time and work on their master's degree part time. In 2004, 570 electrical engineers were employed in the Boise Metropolitan Area (Bureau of Labor Statistics, *Occupational Employment Statistics Survey, 2004*).

The third group of expected students will be those individuals who desire to relocate to Boise and pursue educational opportunities. Based upon student applicants to the master's program, there is a high level of interest in educational opportunities at Boise State University due to the proximity and access provided to regional high technology employers. This is similar to the growth of programs in areas such as Seattle or San Francisco where a high technology economy thrives, largely based on having direct access to advanced educational opportunities.

Total enrollment in the Ph.D. program is expected to reach a maximum of 50 students by year five, dependent on availability of funding. This program is not expected to shift enrollment from existing programs within the institution. The only other technical Ph.D. program currently being offered at Boise State is in geophysics. It is unlikely that a student prepared to enter a doctorate program in geophysics would change the direction of their academic career to pursue an advanced degree in electrical and computer engineering.

c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

Although a new program, the proposed Ph.D. Electrical and Computer Engineering program is a logical outgrowth of the existing M.S. Electrical and Computer Engineering program at Boise State.

6. RESOURCES

Fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY 06		FY 07		FY 08	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2.5	3	10	14	16	20
B. Shifting enrollments	0	0	0	0	0	0

- No shift in enrollments is anticipated.
- New enrollments anticipated being a mix of part-time students and GA funded students as calculated below:

	GAs	Part Time (0.5 FTE)	FTE	Headcount
FY 06	2	1	2.5	3
FY 07	6	8	10	14
FY 08	12	8	16	20

II. EXPENDITURES

A. Personnel Costs

	FY 06		FY 07		FY 08	
	FTE	Cost	FTE	Cost	FTE	Cost
1. Faculty			1	$85,000	2	$177,250
2. Administrators						
3. Adjunct faculty						
4. Graduate/instructional assistants	2	$48,000	6	$151,200	12	$317,520
5. Research personnel						
6. Support personnel	3	$136,823	3	$231,000	3	$242,551
7. Fringe benefits		$45,847		$109,920		$157,692
8a. Other: Faculty Startup				$100,000		$100,000
8b. Other: Graduate Fees		$10,083		$32,669		$70,564
Total FTE Personnel and Costs	5	$240,753	10	$709,789	17	$1,065,577

B. Operating Expenditures

	FY 06	FY 07	FY 08
1. Travel	$48,000	$24,000	
2. Professional services			
3. Other services			
4. Communications	$15,000	$9,000	$3,000
5. Utilities			
6. Materials & supplies	$25,000	$25,000	$25,000
7. Rentals			
8. Repairs & maintenance	$67,000	$167,000	$177,000
9. Materials & goods for manufacture & resale			
10. Miscellaneous	$5,000	$5,000	$5,000
Total Operating Expenditures	$160,000	$230,000	$210,000

C. Capital Outlay

	FY 06	FY 07	FY 08
1. Library Resources		$35,000	$38,500
2. Equipment		$1,000,000	
Total Capital Outlay		$1,035,000	$38,500

D. Total Physical Facilities or Major Renovation

	FY 06	FY 07	FY 08
Total Physical Facilities or Major Renovation	$500,000	$500,000	-

E. Indirect Costs (overhead)

	FY 06	FY 07	FY 08
Total Indirect Costs (overhead)	-	-	-

GRAND TOTAL EXPENDITURES

	FY 06	FY 07	FY 08
Grand Total Expenditures	$900,753	$2,474,789	$1,314,077

III. REVENUES

A. Source of Funds

	FY 06	FY 07	FY 08
1. Appropriated funds – reallocation -- MCO	$500,000	$1,500,000	
2. Appropriated funds – new – above MCO			
3. Federal funds			
4. Other grants			
5. Fees			
6. Other (Micron Technology Foundation and others)	$400,753	$974,789	$1,314,077
Grand Total Revenues	$900,753	$2,474,789	$1,314,077

B. Nature of Funds

	FY 06	FY 07	FY 08
1. Recurring*	$340,753	$844,789	$1,214,077
2. Non-recurring**	$560,000	$1,630,000	$100,000
Grand Total Revenues	$900,753	$2,474,789	$1,314,077

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

- Non-recurring funds include the following expenses

  - FY 06 – $ 500,000 renovation
  - FY 06 – $ 60,000 recruiting expenses

  - FY 07 – $ 500,000 renovation
  - FY 07 – $1,000,000 equipment
  - FY 07 – $ 100,000 new faculty start-up
  - FY 07 – $ 30,000 recruiting expenses

  - FY 08 – $ 100,000 new faculty start-up

Report of the External Evaluation Committee

on the

Proposal to Establish a Doctoral Program in Electrical and Computer Engineering at Boise State University

September 21, 2005

Committee Members

Tamal Bose, Ph.D.
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Department of Electrical and Computer Engineering
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Interim Deputy Dean and Director of Nanoelectronics
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Arizona State University

Introduction

Executive Summary

As external and independent reviewers, we have carefully reviewed the proposal to create a Doctor of Philosophy in Electrical and Computer Engineering at Boise State University. The overall quality of the proposal is excellent. The University, the regional business community, and the state agency for economic development are solidly and enthusiastically behind this proposal. Current and projected economic and population growth in the Treasure Valley, together with the high percentage of engineers in the population and the demand for employees with advanced degrees in the region provide strong justifications for this new program. The faculty members of the Electrical and Computer Engineering department at BSU are highly qualified, productive, and enthusiastic, and the window of opportunity for creation of this program is now. The Dean of Engineering, Dr. Cheryl Schrader, is an extraordinarily valuable asset to the BSU programs, and her leadership is quite evident in the current quality and structure of the college and department. The Head of the Electrical and Computer Engineering department, Dr. Jacob Baker, is highly respected by both students and faculty in his department and has provided excellent leadership and planning for the transition of the department into a doctoral-level program. We strongly endorse this proposal and recommend its implementation for the Spring of 2006.

Overview

The external site review team visited Boise State University on September 19th-21st, 2005, to review the proposed Doctor of Philosophy Program in Electrical and Computer Engineering (ECE) at Boise State University (BSU). The review team was comprised of Dr. Tamal Bose (Utah State University), Dr. J. Douglas Birdwell (University of Tennessee), and Dr. Stephen M. Goodnick (Arizona State University). Materials submitted to the review team prior to their visit included the proposal to be submitted to the Idaho State Board of Education, summary documents of the proposal and a recruitment plan for the proposed Ph.D. program, as well as supplemental materials on the ECE Department, its faculty, the College of Engineering, and Boise State University in general.

The overall opinion of the review team in response to the proposed ECE Ph.D. program is very positive. The Boise metropolitan area is expanding rapidly, with a high demand for highly trained workers in high technology fields such as ECE. There is a strong demand from local enterprises such as Micron for advanced degree opportunities for current and future employees. Electrical and computer engineers with doctoral degrees are needed to support expansion of the high tech economy of the region. There is enthusiastic support for the proposed program from the President's office down through all levels of administration, the ECE faculty, and students at BSU. Equally important, this enthusiastic support extends to the state's economic development organization, major regional industries, and the primary venture capital firm in the Boise region.

Both the Dean and ECE Department Chair provide strong leadership in moving the Department from a teaching and masters degree-level research program towards a doctoral level research-intensive endeavor. Management and the business processes within the department and college are good. The review team's overall impression of the faculty is highly favorable. The ECE Department has hired a number of young, enthusiastic faculty members from major research universities across the country, who have a strong desire to initiate research programs of their own at Boise State. Significant research growth has occurred, along with an expansion of facilities and faculty size, and the Department is at a critical phase in its continued expansion and ready to transition to a doctoral level program. The team believes that the lack of a doctoral program, should this proposal not be approved, will be a strong impediment to future research growth and the continued retention of the high quality faculty hired to date.

The review team met with administrators, faculty and students involved in the proposed program, and with area business and government leaders. The review team is confident of BSU's ability to offer and maintain a high quality and highly productive doctoral level program in Electrical and Computer Engineering. The following materials are offered as comments, observations, and recommendations that place the proposed program in the context of other comparable doctoral programs and provide constructive advice in areas where the review team feels the proposal program can be strengthened. These observations center upon issues of curriculum, infrastructure, faculty, student recruitment, and technology transfer and are summarized below:

Curriculum

The proposed curriculum for the doctoral program consists of 72 credits beyond the Bachelor's degree, including 24 credit hours of dissertation. The curriculum adequately addresses the breadth and depth components with a set of required core courses and electives. Examination procedures are defined that are consistent with BSU graduate school policies and include a comprehensive examination, a dissertation proposal examination and a final dissertation defense.

A PhD program in electrical and computer engineering is a research-based program. Course requirements should not be a dominant factor. The required coursework requirement of 24 credits (post Masters) is a little on the high side, but is certainly acceptable. The program guidelines should clearly indicate that the dissertation should be of high enough quality to be publishable in an archival and refereed journal.

The structure of the supervisory committee is well founded. The final dissertation defense committee requires an external examiner who is a recognized expert in the field. This is not a common practice in most US universities. However, the committee feels that it will enhance the quality of the dissertation.

The rationale for each examination is defined but could be strengthened. For example, primary indicator's of a prospective student's success in a doctoral program are the student's ability to reason critically and objectively when reaching judgments about his or her own

work and the published work of others, to defend such reasoning orally and in written form, and to be highly creative in his or her synthesis of new concepts and definition of research directions. These factors are seldom tested on written examinations covering the materials from standard graduate or undergraduate courses.

The proposed examination procedures rely upon a research proposal and defense for this purpose, which can be adequate, but guidance and objectives need to be more clearly stated in the governing handbook. The other purposes served by a research proposal and defense are to place the student's proposed research in the context of his or her field, to assess the feasibility of the proposed research effort, and to develop, present, and defend initial results that indicate probable success. Taken together, all of these factors may be too much for a single examination, and an examination held between the comprehensive and proposal defense might be appropriate.

Faculty

The ECE department faculty consists of 3 Professors, 6 Associate Professors, and 4 Assistant Professors. In addition, the Dean of the College of Engineering is a full Professor of ECE. The overall quality of the faculty is outstanding and spans most important areas of electrical and computer engineering. Due to the relatively small number of faculty members, there is not sufficient depth covered within each subspecialty. In the following, several faculty-related issues are discussed.

The faculty salaries are relatively low for comparable institutions, especially at the senior levels. The salary of the Dean of Engineering is significantly below salaries of deans at doctoral degree-granting institutions, and this appears to carry over to the salary of the ECE department head. New faculty members are being hired at competitive salaries, and this has created salary compression within the department. There does not seem to be a significant difference between the average salaries of assistant, associate and full professor. These issues should be addressed. All cases of salary inversion, for individuals who exceed performance expectations, should be corrected in the near future. Flexible appointments should be used for administrative positions – in particular, a department head's job spans 12 months, but the current appointment is for 10.

There are a large number of graduate courses listed in the proposed program. Although they are not offered on a regular basis, the department is too small to support these courses without raising the teaching load of faculty members. It is recommended that the curriculum be grown as new faculty members are hired. This will give the new faculty members a chance to develop and teach courses in their topics of interest.

The proposed doctoral program should be comprehensive in the areas covered within electrical and computer engineering. Currently, the ECE department is too small to offer a comprehensive program. The department is advertising two positions this year, one in Signals and Systems and the other in Nanotechnology. This will definitely help in covering a wider spectrum of areas. However, it is recommended that several more faculty members be added to the department, in addition to the two currently advertised positions and the two

proposed faculty slots contained in the Phase II Comprehensive Campaign, especially in the areas of signal processing, communications, control systems, computer networking, integrated circuit design, and computer architecture.

Doctoral programs are very research oriented and demanding of faculty time. Teaching loads of research-active faculty members should not be more than three lecture courses per academic year. The Dean's present expectation that faculty teach two courses each year, with substantial time commitments to research as well as other faculty responsibilities, is appropriate and in line with the policies of the nation's top research universities. Newly hired faculty members who are trying to establish their research programs should teach no more than one lecture course per semester, which is in line with current policies and practice.

Overall, the ECE department has an outstanding faculty. The faculty members are energetic, dedicated and unified in the creation of the new PhD program. Average faculty productivity is not only high, but the faculty members are uniformly productive. This may be a consequence of the youth of the entire program, but it is a significant strength that is rarely seen at other universities. The strength and quality of the current faculty members are certainly adequate to support the proposed program.

Infrastructure

Boise State University has modern facilities and reasonable support services for faculty; however, space is tight. This situation should be alleviated as the Applied Technology programs move to new space. As a doctoral program is put in place and grows, additional space will be necessary. In addition, the mix of services required by faculty engaged in doctoral-level research will change. We address the following issues: library services, space, salary compression and inversion, research data and reporting, administrative support and support for teaching activities, and the costs of operations and support for faculty engaged in research.

Library

The BSU Albertsons Library provides high quality services to both faculty and students. The Library's Liaison to the College of Engineering appears to be highly effective, and the library facilities provide good support to the College of Engineering. However, there is one area that should be addressed in the near term. The primary reference source for Electrical and Computer Engineering is the body of journals and conference papers published by the Institute for Electrical and Electronic Engineers (IEEE), and by the Institute of Electrical Engineers (IEE) in the United Kingdom.

The BSU Library subscribes to the IEEE/IEE Electronic Library (IEL), otherwise known as IEEE Xplore, the electronic delivery mechanism for the IEEE, but not at the level that provides full access to these collections. Specifically, access is limited to cover most journals and the major conferences of the IEEE for 1998 and later, and does not include many of the smaller, cutting-edge conferences, the IEEE Standards collection, or the IEE publications without payment of additional fees on a per-article basis.

In our meeting with prospective graduate students, one issue that was raised was their heavy reliance upon Inter-Library Loan, which can alleviate the problems caused by lack of full access, but injects significant delays in the receipt of information related to current research activities. We recommend that the IEEE Xplore subscription be upgraded to provide full access. Approximate cost for this subscription for a large university is $110K / year; BSU should be able to negotiate a lower price, given its smaller size.

Space

Space in the College of Engineering is tight. This space is not adequate for current activities, with no research laboratory space for newly hired members of the faculty. Plans to add new faculty and expand research programs will require additional space. The College of Engineering has added two departments, Computer Science and Materials Science & Engineering, with no additional space. The planned move of Technology Programs to another location may provide short-term relief, but plans should be made for the addition of new space over the next five years. Renovation issues also exist.

Salary Compression and Inversion

Increasing average salaries across equivalent academic institutions has compressed the range of salaries between newly hired and senior faculty members. In some cases, inversion has occurred. The impact of this situation over the mid- to long-term is the probable loss of faculty, and a strong effort should be made to adjust salaries to achieve an equitable structure.

Research Data

As a PhD-granting department, annual research data need to be collected for the department. These include research expenditures, research awards, journal publications, conference publications, patents, and number of graduate students. These metrics are required by organizations such as *US News & World Report* that rank academic institutions, and by the National Research Council in its annual summary of degree-granting institutions. A departmental annual report and magazine should be published that would serve as a valuable vehicle of student and faculty recruitment and departmental visibility.

Administrative support

Administrative support for the departments is centralized at the college level. Business management functions for grants/contracts, equipment acquisition, information technology, equipment operations and maintenance, safety, and other teaching and research needs are supported through the college. The college has three information technology support personnel and two business mangers. The ECE department has a total of 0.75 FTE for administrative support. For the ECE department's current size, there is inadequate administrative support. With the establishment of the new PhD program and addition of more faculty members and students, administrative support needs will significantly increase.

The Phase II Comprehensive Campaign plans for three additional staff positions; more will be necessary as the research activities of the ECE department grow. It is recommended that several full time administrative support positions be added.

Support for Teaching

At present, only one graduate teaching assistant is budgeted for the ECE department. This is not adequate. Faculty members are spending valuable time grading assignments and supervising laboratories when these activities could be delegated to qualified graduate students under their supervision. Graduate teaching assistants should be provided for all courses having enrollments greater than approximately 10 students, freeing faculty time for proposal, research, project management, and development activities that can directly and positively impact the growth rate of the program.

Costs of Operations

An accurate estimate of the cost of departmental operations that specifically addresses the costs of maintaining departmental research infrastructure is necessary. At present, the cost estimates appear low. As rough guidance, maintenance costs for major equipment are typically 15% of equipment cost per year, and a plan for maintenance and the continued replacement of equipment, based upon expected life, should be used as budget guidance. In addition, estimates should include reasonable costs for support infrastructure, including both equipment and personnel. While personnel costs appear to be reasonable, although perhaps slightly low in some areas, maintenance and replacement costs for major equipment have probably been underestimated.

Technology Transfer

Technology transfer is an extremely important issue in any university research program in the sciences and engineering. Flexibility is important. While it is reasonable and expected that a university be adequately compensated for intellectual properties (IP) that find commercial application, there are a variety of mechanisms that can be utilized. A range of options needs to be available, from the traditional method of university-generated patent applications assigned to the university or a foundation and licensed to commercial organizations, to higher up-front charges for services and materials that reflect the added value of IP produced by members of the university community, which may then be assigned directly to a commercial venture. An overly restrictive IP policy can stymie opportunities with potential commercial partners; however, we do not advocate simply giving away IP – a compensation strategy is needed that fairly rewards all individuals and organizations that contribute to creation of IP.

A related issue is confidentiality of information to protect intellectual property rights and commercialization. This issue holds numerous traps for the unwary in universities, since the overriding mission of a university must be education and the free dissemination of ideas. However, it is often necessary to negotiate and seek compromise with industrial sponsors that protect the legitimate interests of all parties – university, faculty members, students, and

industry. Over the past five years, this has also become a significant issue in Federal contracts.

While we recognize the efforts of the three major universities in Idaho to pool resources through a centralized research foundation for IP management, this cooperative effort should be tracked and periodically evaluated to ensure success. In addition, it appears that ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balance that allows all entities to achieve growth and success.

Student Recruitment

Recruitment of highly qualified students to the new Ph.D. program in ECE is critical to its success. The review team met with potential students to the program consisting of two employees in R&D at Micron, as well as three current M.S. students in the program, all of whom were strongly supportive of a Ph.D. program. This indicates that there exists a local base of recruitment of students from the on-campus M.S. student population, as well as top undergraduates involved in research who could enter into the direct Ph.D. program. Likewise, there seems to be a base of students at local industries that are motivated to seek advanced degrees locally. The issue of how BSU will deal with part-time students in the Ph.D. program was one that came up in several meetings. The review team feels that the optimum situation occurs when students in industry can spend an extended period on campus working closely with a faculty advisor on research, even if the courses were taken as part-time students.

Attractors to the BSU Ph.D. Program

The recruitment plan submitted to the committee appeared comprehensive, and addressed all the current approaches used by major universities. Since the program will not have a prior track record or recognition, the committee feels that the recruitment effort needs to make a stronger case for attracting students to Boise State for their Ph.D. The strong industrial support and quality of life are two strong attractors that can be leveraged in this effort. One suggestion is to work with local industries like Micron to develop a coupled intern/fellowship program that can be advertised for the Doctoral degree, where fellowship support is provided for students during their time at BSU coupled with one or more intern experiences.

Stipends

The BSU doctoral program must provide full support to entering graduate students. It is critical that all students in the doctoral program be fully supported, either on graduate assistantships, endowed scholarships, or industry/government fellowships. This is not optional; a doctoral program in engineering that does not offer full support (stipend plus fees) to entering students will not be able to attract highly qualified doctoral students due to the highly competitive environment. Support through the Phase II Comprehensive Campaign for the doctoral program should be given priority to assist in meeting this goal.

Recommendations

1. The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented now.

2. Both the College of Engineering and the Electrical and Computer Engineering department are benefiting from superb leadership. However, this leadership is compensated at levels significantly below expectations for doctoral degree-granting institutions.

3. The curriculum is well founded and sound. The program should emphasize research and quality publications resulting from dissertations.

4. The library needs to acquire access to the full content of the IEEE/IEE Electronic Library, commonly known as IEEE Xplore.

5. Additional faculty positions are needed, in addition to those currently advertised and planned in the Phase II Comprehensive Campaign, to provide the necessary depth in the program.

6. The number of courses listed in the proposed doctoral program is too large relative to the current size of the faculty. As new faculty members are hired, they should be provided the opportunity to add courses that correspond to their interests.

7. New faculty teaching loads should be kept at a minimum, preferably at one lecture course per semester. The teaching load for research-active faculty members should not exceed three lecture courses per academic year. A two lecture course policy is consistent with policies at high quality doctoral level research institutions.

8. A flexible appointment strategy is needed for administrators. In particular, a department head's job spans 12 months of the year, and the compensation strategy should be appropriately defined in recognition of this.

9. Research data should be collected annually and tallied by departments. The department should prepare an annual report. These data are needed by both government agencies and organizations that rank academic programs such as *US News & World Report* and the National Research Council (NRC).

10. Salary compression and inversion issues need to be resolved.

11. Space is tight. Growth in this new program will require additional space. There is currently no space available in the College of Engineering for newly hired faculty members. Additional space is needed now.

12. Administrative support and business processes, while good, are not adequate for the probable needs of a doctoral-level research program; additional support should be provided.

13. Graduate teaching assistants should be funded and provided for all courses having greater than approximately 10 students, freeing faculty time for activities related to research and program development.

14. The cost estimates for operations are overly optimistic, should be evaluated, and where appropriate raised to reflect anticipated actual costs.

15. Technology transfer processes are extremely important. Ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balanced approach that allows all entities to achieve growth and success. The compensation strategy should ensure that all individuals and organizations that contribute to creation of IP are fairly rewarded.

16. Student recruitment is critical to the success of this program. It is critical that all students in the doctoral program be fully supported; market conditions dictate this.

Response to the External Evaluation Committee Report on the Boise State University Electrical and Computer Engineering Doctoral Program Review September 29, 2005

On Monday September 19, Tuesday September 20, and Wednesday September 21, Professors Stephen M. Goodnick of Arizona State University, J. Douglas Birdwell of the University of Tennessee, and Tamal Bose of Utah State University visited Boise State University (BSU) with the express purpose of reviewing the proposed doctoral program in Electrical and Computer Engineering. The faculty at BSU appreciate the opportunity to further enhance the doctoral program by addressing suggestions raised by the reviewers during their visit and in their report, which overall was extremely positive and encouraging. The reviewers unanimously agreed that everything is in place to begin this program immediately. Additionally, recommendations were provided that might help strengthen the program as it grows. What follows are a list of these reviewer recommendations and related responses.

1. *The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented now.*

   Response: As noted by the consultants, the Electrical and Computer Engineering doctoral program benefits from strong support from the state, local industry, and the Treasure Valley community. Additionally, the faculty are highly qualified, productive and engaged. Boise State seeks to fully implement the ECE Ph.D. program beginning the spring semester of 2006 as represented in the full proposal submitted to the State Board of Education for review and approval. Boise State recognizes, as do the reviewers, that "the window of opportunity for creation of this program is now."

2. *Both the College of Engineering and the Electrical and Computer Engineering department are benefiting from superb leadership. However, this leadership is compensated at levels significantly below expectations for doctoral degree-granting institutions.*

   Response: It is recognized by Boise State University upper administration that this situation indeed exists. An equity and compression study is being conducted this year university-wide and equity adjustment funding is a priority in the budget planning process. It is anticipated that equity funding will be applied to critical positions as funding sources are identified. In addition, a BSU line item request for state surplus finds specifically addresses equity.

3. *The curriculum is well founded and sound. The program should emphasize research and quality publications resulting from dissertations.*

Response: This point is well taken and the faculty and administration are well aware of the need to emphasize and disseminate research. The importance of peer reviewed publications resulting from research and dissertations will be emphasized in the program handbook so that students also are well aware of this critical aspect of the program.

As noted by the reviewers the curriculum is well founded and sound, and is in line in terms of credit hours and expectations with other similar programs across the nation and the Northwest.

4. *The library needs to acquire access to the full content of the IEEE/IEE Electronic Library, commonly known as IEEE Xplore.*

Response: Boise State is currently investigating external and/or institutional funding sources to provide full access to the IEEE/IEE Electronic Library. Its availability would enhance not only programs and research in electrical and computer engineering, but also in computer science, bioinformatics, materials science, biotechnology, mechanical engineering, civil engineering, physics, geophysics, and engineering management. It is a sound investment that would have wide impact on current and future graduate programs in many science and engineering disciplines.

Currently, Boise State, Idaho State, and the University of Idaho share a subscription to a limited access version of this service. Boise State proposes to upgrade the subscription, providing full access for all three institutions for a four year period using external and/or institutional funding sources. Beyond this initial period, the three institutions together will be requested to evaluate ongoing needs for the subscription, and to equitably share in the ongoing expense of maintaining full access.

5. *Additional faculty positions are needed, in addition to those currently advertised and planned in the Phase II Comprehensive Campaign, to provide the necessary depth in the program.*

Response: Additional faculty are needed and will be hired to support the Electrical and Computer Engineering doctoral program. Plans are in place to add two faculty beginning in 2006-2007, including one replacement due to retirement. External and institutional funding sources will provide two new faculty in subsequent years, and an endowed chair position is being pursued to complement these positions. In addition, the ECE department recognizes the need expressed by the consultants to expand into additional technical areas not addressed by the current or planned faculty. As the program grows, it will benefit from increasing both the depth and breadth of the faculty. Therefore, requests for two to three additional faculty will be included in the College of Engineering budget plans, which will be reviewed and prioritized as appropriate by the Provost.

6. *The number of courses listed in the proposed doctoral program is too large relative to the current size of the faculty. As new faculty members are hired, they should be provided the opportunity to add courses that correspond to their interests.*

Response: New faculty members are encouraged to develop courses corresponding to their specific areas of interest. Such courses can be accommodated immediately under the university-wide graduate *Special Topics* course until they become more permanent offerings listed in the graduate catalog. The ECE faculty is currently reviewing the elective courses listed for the doctoral program and will provide a recommendation on streamlining for review by the appropriate curriculum committees at Boise State.

7. *New faculty teaching loads should be kept at a minimum, preferably at one lecture course per semester. The teaching load for research-active faculty members should not exceed three lecture courses per academic year. A two lecture course policy is consistent with policies at high quality doctoral level research institutions.*

Response: The faculty concur with the consultants recommendation. It is possible within the existing workload structure, for both research active faculty and for new faculty, to reduce the teaching load to provide additional emphasis on research activities. If a faculty member has current funding that provides financial resources for "buyout," it is possible for this individual to reduce their standard teaching requirement. There are also a variety of opportunities for new and existing faculty members to seek competitive funding specifically for "buyout." These funding sources provide financial assistance to allow a faculty member release time for activities such as developing research proposals or laboratory work required to obtain preliminary data. Sources for this funding include programs supported by Boise State University, the Idaho State Board of Education, and the Idaho NSF EPSCoR program.

However, it is important to clarify that teaching load expectations in Electrical and Computer Engineering adhere to College of Engineering, Boise State and Idaho State Board of Education requirements. The review team report statement that, "the Dean's present expectation that faculty teach two courses each year," is not completely accurate. Stated during the site visit was the Dean's expectation that all faculty teach at least two courses each year, provided that their scholarly activities are significant. It is also important to note that Boise State University is developing a standard workload policy that will apply to all faculty university-wide. In 2006 the College of Engineering will further refine these standard workload expectations to allow a teaching load more consistent with those of doctoral level research institutions.

8. *A flexible appointment strategy is needed for administrators. In particular, a department head's job spans 12 months of the year, and the compensation strategy should be appropriately defined in recognition of this.*

Response: High level discussions on providing department administrators full year appointments have been held this past year at Boise State. In fact, a proposal for

creating twelve month department chair positions in lieu of the current ten month positions is currently under consideration by the Dean's Council.

9. *Research data should be collected annually and tallied by departments. The department should prepare an annual report. These data are needed by both government agencies and organizations that rank academic programs such as US News & World Report and the National Research Council (NRC).*

   Response: These data will be collected and disseminated as suggested and an annual report will be initiated for dissemination of success and progress.

10. *Salary compression and inversion issues need to be resolved.*

    Response: The College of Engineering has developed a three year plan to address compression and inversion issues specifically in the ECE department. With support from the Provost, the first year of this funding was obtained and applied to the ECE faculty. The Provost and Dean commit to working together to identify external or internal funding to support and implement the second and third year of this plan. As mentioned in point two above, the entire university is undergoing a compression study and funds are being allocated to resolve inequities. Moreover, the university is hopeful that additional equity funds will be directed to Boise State to help resolve issues critical to the success of programs such as this.

11. *Space is tight. Growth in this new program will require additional space. There is currently no space available in the College of Engineering for newly hired faculty members. Additional space is needed now.*

    Response: There are four faculty without sufficient research space in the College of Engineering and two of these are in ECE. There are nine ongoing faculty searches, including two in ECE. Research space is a critical issue for the program and college.

    There are three projects currently underway to help address the limitation of space. In the near term, it is expected that the Selland College of Applied Technology will relocate to the Boise State West Campus. This will provide expansion space in the Engineering & Technology building for the immediate growth of the ECE program. In a second project, consultants have been hired to examine the feasibility of renovation of existing space in the engineering facilities to create research laboratories for the ECE program. The costs and timing of renovation will be compared to that of developing new laboratory facilities. A determination of how best to proceed in renovations should be made by November and the current faculty growth accommodated by early 2006. Finally, Boise State University has recently updated and released the long term master plan for the institution. This planning document anticipates considerable expansion of laboratory and research facilities supporting the growth of the College of Engineering and of this program.

12. *Administrative support and business processes, while good, are not adequate for the probable needs of a doctoral-level research program; additional support should be provided.*

Response: The reviewers noted that management and business processes within the department and the college are good. Additional support is needed, however, to assist with increased teaching and research productivity. External and/or internal support will be requested for at least three new staff positions to assist in program administration and infrastructure support at the college and department level.

The President, Provost and Dean recognize that administrative support and business processes at all levels, department, college and university need to be enhanced as the university moves to the next level. Boise State is currently reviewing candidates for the position of Vice President of Research. A primary responsibility of this person will be to identify required resources, and to create the infrastructure necessary to support the expansion of significant research efforts on campus, including the development of this and other Ph.D. programs.

13. *Graduate teaching assistants should be funded and provided for all courses having greater than approximately 10 students, freeing faculty time for activities related to research and program development.*

Response: The Provost recognizes this as a priority for the institution. New funds were allocated this year by the Provost for graduate assistantships and faculty only. As affirmation of her commitment, the Provost allocated two new graduate assistantships to ECE beginning in 2006. Also, support for 30.5 new graduate assistantships was included as a line item in the planning process contingent on the availability of state surplus funds.

14. *The cost estimates for operations are overly optimistic, should be evaluated, and where appropriate raised to reflect anticipated actual costs.*

Response: Boise State is investigating a number of different budget models to adequately reflect reasonable capital and operational needs for all units. We anticipate in the future being able to budget for maintenance and upgrade costs, for example.

In immediate response to reviewer recommendations, the proposed budget was re-evaluated and modified to include maintenance and upgrade costs related to existing laboratory equipment. Laboratory renovation and equipment costs were also increased substantially. Thus, the budget presented in this proposal is an accurate reflection of the anticipated costs of the program and of the costs to maintain and operate it.

15. *Technology transfer processes are extremely important. Ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balanced approach that allows all entities to achieve growth*

and success. The compensation strategy should ensure that all individuals and organizations that contribute to creation of IP are fairly rewarded.

Response: Development of a comprehensive technology transfer process will be a primary responsibility for the new Vice President of Research. Boise State will continue to work with state organizations, the business community and its sister institutions to provide a sound process that promotes and rewards technology transfer. The ECE faculty are grateful for the insightful reviewers suggestions provided during the site visit.

16. *Student recruitment is critical to the success of this program. It is critical that all students in the doctoral program be fully supported; market conditions dictate this.*

Response: It is a priority of the program to identify funding sources and provide support for all graduate students. The current budget is designed to provide competitive graduate stipends for the first two years of the student's program, with the anticipation that the student will then be moved onto research grant funding for the duration of his or her studies. As noted by the reviewers, ECE has developed a comprehensive student recruitment plan that addresses all current approaches used by major universities.

SUBJECT

Quarterly Report: Program Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(2), Program Approval and Discontinuance

BACKGROUND

In accordance with Board policy, "Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than $250,000 require executive director approval prior to implementation.

DISCUSSION

In accordance with Board policy, "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, etc. from Idaho's public colleges and universities that were approved by the executive director.

IMPACT

NA

STAFF COMMENTS AND RECOMMENDATIONS

Board staff offers no comments or recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Academic Programs

Approved by Executive Director
July 2005 – November 2005

Boise State University
Graduate Certificate, Supply Chain Management
Five new emphases in B.S. Chemistry (Biochemistry, Business, Forensics, Geochemistry, and Pre-Medical
Discontinue B.A., Sociology, Interdisciplinary Social Sciences Secondary Education degree Replace with Sociology, Social Studies, Secondary Education degree
Discontinue B.A., Anthropology, Social Sciences, Secondary Education degree Replace with Anthropology, Social Studies, Secondary Education
Discontinue B.A., Psychology, Social Sciences, Secondary Education option Replace with a Psychology, Social Studies, Secondary Education degree
Discontinue B.A., Economics, Social Sciences, Secondary Education degree Replace with an Economics, Social Studies, Secondary Education
Addition, B.A. in History, Social Studies, Secondary Education
Addition of B.A., Special Education
Discontinue B.A., Graphic Design

College of Southern Idaho
Addition of A.A., Early Childhood Education

Idaho State University
Expansion of University Honors Program to include new degree designations: Honors B.A., Honors B.S., Honors B.F.A., and Honors B.B.A.
Restructure of College of Education
Name change from Nursing Administration to Clinical Nurse Leader
Reorganization of current Department of Nursing to a School of Nursing
Expansion of graduate nursing program by adding an Associate degree to Master's degree option
Restructure of College of Engineering

Lewis-Clark State College
Conversion of Consumer Product Servicing option of Electronics Technology Program to a stand alone program

University of Idaho
Drop Community Counseling Emphasis in M.Ed., M.S., and Ed.S. Counseling

Professional - Technical Education Programs

Approved by Executive Director
July 2005 – November 2005

Program Change	Institution
Advanced Technical Certificate, Practical Nursing	**BSU**
Inactive Landscape Management Program	**EITC**
Addition of 11-month Technical Certificate to Legal Assistant Option	**EITC**
Convert Web Development Specialist Option to a stand-alone program	**EITC**
Discontinue AAS, Business Administration	**EITC**
Discontinue ATC, Business and Computer Applications Technician	**EITC**
Addition of Bookkeeping Technical Certificate	**NIC**
Eliminate Internet Support Tech option	**NIC**

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
G. Program Approval and Discontinuance **October 2002**

4. Program Approval Policy

   b. Existing instructional programs, majors, minors, options, emphases and instructional units.

      (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than $250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

SUBJECT

Annual Report of Postsecondary Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

BACKGROUND

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination in accordance with their regional and statewide missions. There are two provisions in the policy to provide information to the Board regarding program coordination activities: 1) an annual update of existing programs and 2) a biennial review of the 8 year plan. The 8-year plan will be updated and presented to the Board at their August 2006 meeting as per the provisions in the policy (the original plan was submitted at the August 2004 meeting; the plan is updated every 2 years). Section 7 of the policy states that "once annually, OSBE, with appropriate input from each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOUs".

DISCUSSION

Each institution was asked to submit their current program offerings, tentative academic plans and existing MOUs. Institutional reports have been reviewed by OSBE staff and aggregated into the attached report.

IMPACT

Annual reporting provides an opportunity for the Board and the institutions to review what is currently being offered throughout the state and to identify any issues associated with program planning and coordination. This report, the established program approval process and oversight from the Council on Academic Affairs and Programs (CAAP) are the primary mechanisms to ensure that the educational and workforce needs of the state are being addressed.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Boise State University

Boise State University is proceeding on the planning process for two new Ph.D. programs, one in Electrical and Computer Engineering and a second in Geosciences. Both have drafted full proposals and have been reviewed by External Review teams. Boise State expects the Electrical and Computer Engineering Ph.D. proposal to come before the SBOE in December, and the Geosciences Ph.D. proposal to be forwarded to the Board after the new year. Boise State University is also finalizing full proposals for five new Masters Programs: Hydrologic Science, Nursing, Executive MBA, Educational Leadership and Anthropology. These programs are all anticipated to begin in fall 2006. In addition, Boise State University is working with Lewis-Clark State College (LCSC) to offer Boise State University's existing Masters in Social Work in Lewiston in collaboration with LCSC beginning in the summer of 2006. At the Baccalaureate level, Boise State University will seek permission for new Bachelor's degrees in Radiologic Sciences—Radiologic Information Systems Administrator and in Special Education. Finally, Boise State University will seek permission to create several new Applied Technology Programs including: Practical Nursing, Heavy Equipment Technicians, Process Control Technicians, and Telecommunications Technicians.

College of Southern Idaho

The College of Southern Idaho (CSI) is a comprehensive community college with four primary goals – transfer classes and programs; professional technical programs; community enrichment classes; and workforce training.

Based on community needs and a thorough needs assessment, CSI plans to offer an A.A.S. degree in:

- Agriculture/Livestock Specialist
- Fine arts/ Music
- Horticulture/ Turf Management
- Horticulture/ Greenhouse Management
- Information Technology/ Convergent and Telecommunications technology
- Information Technology/ Cyber Security
- Social Science/ Forensic Specialist
- Social Science/ Criminal Justice Administration
- Trade and Industry/ Construction

CSI plans to offer expanded AS options in the Registered Nursing program, such as Paramedic to RN tracts, and a fast track for LPNs to RN.

CSI is planning to offer the following AA degrees/programs:

- Physical Education/Education/ Special Education
- Physical Education/Education/ K-12 physical education
- Physical Education/Education/ Sports Medicine and Management
- Physical Education/Education/ Dance

CSI plans to offer an A.S. in Physical Science/ Chemical Lab Technician, a Technical Certificate in Pet Grooming through the Vet Tech program, and a B.A. in cooperation with a university in Psychology and Social Work.

CSI currently has an MOU with UI for the Quality Assurance Lab, located on CSI campus; an MOU with ISU for the delivery of the Respiratory Therapy program; an MOU with BSU to offer the Leadership and Supervision courses at CSI; and an MOU with ISU, UI and BSU for the Local Oversight Committee relationships. This does not include the articulation agreements with the various institutions of Higher Education.

Eastern Idaho Technical College

Eastern Idaho Technical College (EITC) continues to move forward with their application for an AAS-RN degree program. They have submitted their application to the Board of Nursing which will be reviewed at the November Board of Nursing meeting. EITC hopes to receive approval to begin the planning process and start development of the curriculum. During the next year, EITC is in the process of conducting the self-study for their Northwest Association accreditation. They are also pilot-testing a new program review process at the college as a means to upgrade the ongoing assessment of program quality.

EITC has an Memorandum of Understanding (MOU) in place with ISU for the sharing of space in the EITC Health Professions building. The design phase for that building is almost ready to begin with the selection of the Architect/Contractor team. Construction on that facility will hopefully begin in early 2007.

Idaho State University

The university has received SBOE approval for Honors Bachelor's degrees (B.A., B.S., B.B.A, and B.F.A), the creation of a Biomedical Research Institute, reorganization of the College of Education to form five departments, reorganization of the Department of Nursing to form a School of Nursing, and expansion of the Idaho Advanced General Dentistry Residency in Boise.

Anticipated program changes in the College of Arts and Sciences include the addition of an M.S. degree in Mathematics for Secondary Teachers; a minor in Philosophy and Religion and a minor in Ethics in the Department of English and Philosophy; an emphasis in Health Professions within the B.A. degree in Chemistry; and an emphasis in Pre-Law within the B.A. degree in Philosophy.

The College of Business will add an emphasis in Operations Management within the B.B.A. in Business Administration. Expansion of the Ed.D. in Educational Leadership to Idaho Falls and changing the B.A. and B.S. degrees in Human Exceptionality from non-teaching to teaching degrees are planned for the College of Education.

The Kasiska College of Health Professions is planning to add an online, off-campus pre-professional year program in Speech-Language Pathology; and an emphasis in Pre-Audiology and an emphasis in Pre-Speech-Language Pathology within the B.S. degree in Communication Sciences and Disorders. The College of Pharmacy will add a Minor in Pharmaceutical Sciences.

Finally, the College of Technology will add the following: a Post-Secondary Technical Certificate (PSTC) in Emergency Medical Technician-Basic (EMT-B) as an option in the Paramedic Science Program, an in-house PSTC in Medical Transcription to replace the current Certificate managed through an outside contractor, and an academic B.S. degree in Electronics Engineering Technology.

Collaborative Higher Education – Idaho State University's MOU's with Sister Institutions

State institutions located in each region – eastern, western, and northern, etc. provide higher education services to their respective local areas first. Expanded delivery throughout the state has been addressed through a series of academic partnerships with sister institutions. The synopsis below summarizes the status of some of these partnerships:

1. In l994, the Center for Higher Education was established in Idaho Falls to provide a unified structure for delivery of higher education to constituencies in the upper Snake River Valley. The Center then included the new 65,000 square foot ISU/UI classroom building built by the State of Idaho and furnished by private fund raising as well as the Tingey Administration Building owned by the UI foundation.

2. In l998 Idaho State University and University of Idaho formalized the partnership with and agreement to work together in Idaho Falls. In l999 Eastern Idaho Technical College joined the partnership. A Memorandum of Understanding for the delivery of Educational Services was written. A collaborative governance structure was approved by the SBOE in l998. In 2005 the l998 MOU was updated by ISU and UI when ISU purchased the University of Idaho Foundation land in Idaho Falls.

3. In 2000, North Idaho College, Lewis-Clark State College, the University of Idaho, and Idaho State University entered a similar relationship with a Memorandum Understanding to serve baccalaureate to post-graduate needs in north Idaho. These partnerships have created a mechanism and commitment to:

    a. Clarify complementary and eliminate conflicting roles and responsibilities.
    b. Coordinate and align program offerings from various institutions.
    c. Share outreach facilities and support services where feasible.
    d. Cooperate in long-range academic and capital planning.
    e. Share governance and oversight among institutions.
    f. Honor each institution's designated role, mission, and identity.

4. To support regional cooperation by partnering institutions, the FY02 Idaho Legislature appropriate $1 million dollars for distribution to the "collaborative centers."

5. Fall of 2005, The College of Southern Idaho, Idaho State University, Boise State University, and University of Idaho are currently working on a Memorandum of Understanding for the delivery of Educational Services to the Magic Valley.

6. In 2005 Idaho State University, Boise State University, and University of Idaho are developing a Memorandum of Understanding for the delivery of educational and research activities associated with the Idaho National Lab.

7. EITC-ISU MOU for the use of the Health Science Building for the delivery of Programs and Services in Health Sciences.

Lewis-Clark State College

Lewis-Clark State College (LCSC) will cooperate with and support Boise State University in its efforts to offer the BSU Masters of Social Work degree in Northern Idaho. LCSC will finish a proposal for a Masters of Applied Teaching in Secondary Education to be offered by LCSC. LCSC will also:

- Expand the LCSC alternative teacher certification program "PACE" in Northern Idaho
- Develop Secondary Certifications for Chemistry and Biology majors
- Propose a minor in Special Education, without certification
- Propose a BA/BA degree in Public Administration
- Develop a minor in Marketing
- Complete the BA/BS proposal in Radiography
- Develop a BA/BS in Radiography Management
- Develop a BA/BS in Publishing Arts
- Explore development of a BA/BS in Biochemistry
- Develop an AAS degree in Dental Hygiene
- Develop a Technical Certificate in Motor Safety

LCSC will cooperate with its partners in the Northern Idaho Center for Higher Education (NICHE) to meet the educational needs of Northern Idaho. The 1999 agreement between LCSC, University of Idaho, North Idaho College and Idaho State University should be on file at the SBOE.

North Idaho College

North Idaho College (NIC) was successful this year with the establishment of new programs in Outdoor Recreation Vehicle Repair, Landscape Technology, and Human Resources Assistant. In addition, NIC reactivated their Welding Program. This spring

the State Board of Education approved an Associate of Arts Degree in Radiographic Technology and NIC is currently working to have that program offer classes next fall. The college also reduced the size and scope of their Computer Information Technology Program and discontinued the Electronics program. NIC has also started an outreach Center in the Silver Valley with a new facility in Kellogg.

NIC currently has agreements with LCSC, UI, and ISU in conjunction with the North Idaho Center for Higher Education (NICHE). These agreements have been in existence for numerous years and have not been changed or modified.

University of Idaho

The University of Idaho is implementing the new BFA in Musical Theatre and Psychology minor in Addictions Studies as approved by the Board last year. The University of Idaho is proceeding with the planning process for the creation of an Aquaculture minor for the B.S. Fishery Resources degree for implementation in fall 2006.

The University of Idaho has the following Memoranda in effect:

Idaho State University and University of Idaho supplemental Agreement signed in October 2004, which modifies the March 1998 agreement.

Boise State University, Idaho State University and the University of Idaho with respect to Idaho National Laboratory and Site Closure contracts signed in November 2003.

Idaho State University and the University of Idaho amendment to original March 1998 agreement to include Eastern Idaho Technical College signed in November 2002.

North Idaho College, Lewis-Clark State College, University of Idaho and Idaho State University for delivery of educational services in Northern Idaho signed in August 1999.

Idaho State University and University of Idaho agreement with regards to graphic identification standards signed in April 1998.

Idaho State University and the University of Idaho agreement for delivery of educational services in Idaho Falls signed in March 1998.

North Idaho College and University of Idaho cooperative agreement to provide coursework for delivery of B.S. Education degree with major is Physical Education signed February 1997.

University of Idaho and Idaho State University addendum for coordination of educational programming for the Idaho National Engineering Laboratory signed in June 1988. Addendum is to agreement completed in April 1987.

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Idaho Professional Truck Driving Training	PTC	Canyon County Center	ID Ctr for Pro Truckers
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Industrial Maintenance Technology	TC	Canyon County Center	Manufacturing Technologies
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Office Occupations	PTC	Canyon County Center	Bus & Mgmt Tech
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Refrigeration, Heating & Air Conditioning	AAS, ATC, TC	Canyon County Center	Refrigeration, HVAC
BSU	3	BSU Campus	Boise	Accountancy	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy Taxation	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accounting Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Administrative Office Tech	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Anthropology	BA	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Anthropology, Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Applied Mathematics	BS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Apprenticeship	AAS	College of Applied Tech	Workforce Training
BSU	3	BSU Campus	Boise	Art	MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Art, Education	BFA, BA, MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Associate of Arts, General	AA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Associate of Science, General	AS	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Athletic Administration (Joint/ISU)	MPE	Education	Kinesiology
BSU	3	BSU Campus	Boise	Athletic Training	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Auto Body	AAS, ATC, TC	College of Applied Tech	Auto Body Tech
BSU	3	BSU Campus	Boise	Automated Industrial Technician	AAS, ATC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	Automotive Technology	AAS, ATC, TC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	B.A.S., Applied Technology	BAS	College of Applied Tech	Adminstration
BSU	3	BSU Campus	Boise	Bachelor of Applied Science	BAS	College of Applied Tech	Adminstration
BSU	3	BSU Campus	Boise	Bilingual/ESL	BA	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Bilingual Education	M.Ed.	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Biology	MS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology	MA	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology	BS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology, Secondary Education	BS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Broadcast Technology	AAS, ATC	College of Applied Tech	Broadcast Tech
BSU	3	BSU Campus	Boise	Business Administration	MBA	Business & Economics	Adminstration
BSU	3	BSU Campus	Boise	Business Economics	BBA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Business Technology	TC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Chemistry	BS	Arts & Sciences	Chemistry
BSU	3	BSU Campus	Boise	Chemistry, Secondary Education	BS	Arts & Sciences	Chemistry
BSU	3	BSU Campus	Boise	Child Care & Development	AAS, ATC, TC	College of Applied Tech	Child Care Dev
BSU	3	BSU Campus	Boise	Civil Engineering	BSCE, ME, MS	Engineering	Civil Engineering
BSU	3	BSU Campus	Boise	Communication	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication	MA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication, Secondary Education	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication, Training & Dev	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication/English	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Computer Engineering	ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Computer Information Systems	BBA	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Information Systems	BS	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Information Systems	BA	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Network Technician	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Computer Peripheral Service	TC	College of Applied Tech	Computer Srv Tech

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Computer Science	BS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Science	MS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Service Technology	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Construction Management	BSCM	Engineering	Construction Mgmgt
BSU	3	BSU Campus	Boise	Creative Writing	MFA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Criminal Justice Administration	MA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	AS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Culinary Arts	AAS, PTC, ATC,TC	College of Applied Tech	Culinary Arts
BSU	3	BSU Campus	Boise	Curriculum & Instruction	EdD, MA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Dental Assisting	AAS, TC	College of Applied Tech	Health & Human Srvs
BSU	3	BSU Campus	Boise	Dispute Resolution	Cert	Soc Sci & Public Affairs	Dispute Resolution
BSU	3	BSU Campus	Boise	Drafting Tech	AAS, ATC, TC	College of Applied Tech	Drafting Tech
BSU	3	BSU Campus	Boise	Early Childhood	MA	Education	Early Childhood
BSU	3	BSU Campus	Boise	Early Childhood Studies	BA,AA, M.Ed.	Education	Early Childhood
BSU	3	BSU Campus	Boise	Earth Science Education	BS, MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Economics	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Economics, Social Science, Sec Ed	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Education Technology	MS	Education	Elementary Education
BSU	3	BSU Campus	Boise	Electrical Engineering	BSEE, ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Electrical Lineworker	TC	College of Applied Tech	Electrical Line Work
BSU	3	BSU Campus	Boise	Electronics Technology	AAS, ATC	College of Applied Tech	Electronics Tech
BSU	3	BSU Campus	Boise	Elementary Education	BA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Elementary Education	Cert	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	English	MA, BA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Teaching	BA, MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Technical Communication	MA, Cert	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Environmental Control Technician	AAS, ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Environmental Health	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Environmental Studies	BA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	ESL	M.Ed.	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Exercise Science	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Exercise/Sports Studies	MS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Farm Business Management	PTC	College of Applied Tech	Farm Bus Mgmgt
BSU	3	BSU Campus	Boise	Finance	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Fire Service Tech	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	French	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	French, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Geology	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geology Joint/ISU	MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	MS, PhD	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	German	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	German, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Graphic Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Graphic Arts	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Health Information Management	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Information Technology	AS	Health Sciences	Health Studies

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Health Promotion	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Health Science	MHS, Grad Cert	Education	Health Policy
BSU	3	BSU Campus	Boise	Health Science Studies	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Heavy Duty Mechanics Diesel	AAS, ATC, TC	College of Applied Tech	Heavy Duty Mech-Diesel
BSU	3	BSU Campus	Boise	History	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History	MA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History of Art & Visual Culture	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	History, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	Horticulture Service Technology	AAS, ATC, TC	College of Applied Tech	Horticulture
BSU	3	BSU Campus	Boise	Industrial Electronics Technology	AAS,ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Illustration	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Industrial Maintenance Technology	TC	College of Applied Tech	Industrial Main Tech
BSU	3	BSU Campus	Boise	Instructional & Performance Technology	MS	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MS	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BS	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	International Business	BA, BBA, BS	Business & Economics	International Business
BSU	3	BSU Campus	Boise	K-12 Physical Education	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Legal Assistant	Cert	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Legal Office Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Machine Tool Technology	AAS, ATC, TC	College of Applied Tech	Machine Tool Tech
BSU	3	BSU Campus	Boise	Management	BS, BA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management Information Systems	MS	Business & Economics	Networking, Oper & IS
BSU	3	BSU Campus	Boise	Manufacturing Technology	AAS, ATC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Marketing	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing Management Technology	AAS, ATC, TC	College of Applied Tech	Marketing/Mgmgt
BSU	3	BSU Campus	Boise	Mass Communication/Journalism	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Materials Science & Engineering	BSMSE, ME, MS	Engineering	Adminstration
BSU	3	BSU Campus	Boise	Mathematics	BA	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics	BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mechanical Engineering	BSME, ME, MS	Engineering	Mechanical Engineering
BSU	3	BSU Campus	Boise	Mechanical Welding Technology	AAS, ATC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Multi-Ethnic Studies	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Music	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music Education	BM, MM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Business	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Composition	BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Pedagogy	M Music	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Performance	M Music, BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Network Technician	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Networking & Telecommunications	BA, BBA, BS	Business & Economics	Networking, Oper & IS
BSU	3	BSU Campus	Boise	Nursing	AS	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Nursing	BS	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Operations Management	BBA, BA, BS	Business & Economics	Networking, Oper & IS

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	PC/LAN Specialist	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Philosophy	BA	Arts & Sciences	Philosophy
BSU	3	BSU Campus	Boise	Physics	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Physics, Secondary Education	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Political Science	BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science	BA	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science, Social Science, Sec.Ed.	BA, BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Practical Nursing	CPN	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Pre-Dental	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Medical	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Veterinary	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Psychology	BA	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Psychology	BS	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Public Administration	MPA	Soc Sci & Public Affairs	Public Adminstration
BSU	3	BSU Campus	Boise	Radiologic Science	AS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Radiologic Science	BS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Raptor Biology	MS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Reading	MA	Education	Literacy
BSU	3	BSU Campus	Boise	Recreational & Small Engine Repair	AAS, ATC, TC	College of Applied Tech	Recreation & Small Eng
BSU	3	BSU Campus	Boise	Respiratory Care	AS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Respiratory Care	BS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	School Counseling	MA	Education	Counseling
BSU	3	BSU Campus	Boise	Semiconductor Technology	AAS, ATC, TC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Social Science	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	AA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Work	BA	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Social Work	MSW	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Sociology	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Interdisciplinary Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Social Science, Sec Educ	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Spanish	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Spanish, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Special Education	AA, MA, M.Ed., Post-Bacc Cert	Education	Special Education
BSU	3	BSU Campus	Boise	Surgical Technology	TC	College of Applied Tech	Health & Human Srvs
BSU	3	BSU Campus	Boise	Theatre Arts	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Theatre Arts, Sec. Ed.	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Visual Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	BA, BFA, MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Welding & Metals Fabrication	TC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Wildland Fire Management	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Elementary Education Bilingual/ESL	BA	Education	Elementary Education
BSU	3	BSU Campus	Twin Falls	Elementary Education Bilingual/ESL Option avail	BA	Education	Elementary Education
BSU	3	BSU Campus	Boise	Accountancy	BBA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BBA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BS	Business & Economics	Accountancy

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	4	BSU Campus	Twin Falls	Accountancy	BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminial Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminial Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminial Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminial Justice Admin
BSU	3	BSU Campus	Boise	General Business Management	BS	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BS	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BBA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BA	Business & Economics	Management

Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Accounting/Bookkeeping	AAS		Business
CSI	4	CSI Campus	Twin Falls	Addiction Studies	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Agribusiness	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Ag, Consumer and Environmental Science	AAS, TC		Agriculture
CSI	4	CSI Campus	Twin Falls	Agriculture	AS, AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Air Cond, Refrig, & Heat	AAS, TC, PC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Allied Health Multiskilled Assist	TC		Health Sci & Human Serv
CSI	4	CSI Campus	Twin Falls	Anthropology	AA		
CSI	4	CSI Campus	Twin Falls	Aquaculture	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Art, Commercial	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Art, General	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Auto Body Technology	AAS, TC, CC		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Automotive Technology	AAS		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Biology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Business Management/Entrepren	AAS		Business
CSI	4	CSI Campus	Twin Falls	Business, General	AA		Business
CSI	4	CSI Campus	Twin Falls	Cabinetmaking/Woodworking	AAS, TC, PC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Chemistry	AS		Science-Physical
CSI	4	CSI Campus	Twin Falls	Chiropractic	AS		
CSI	4	CSI Campus	Twin Falls	Communication	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Computer Graphics Design	AAS, TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Science	AS		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Support Technician	TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Correction Specialist	AAS		
CSI	4	CSI Campus	Twin Falls	Criminal Justice Administration	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Culinary Arts	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Dentistry (Pre)	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Hygiene (Pre)	AS		
CSI	4	CSI Campus	Twin Falls	Diesel Technology	AAS, TC, CC		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Dietetics (Pre)	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Drafting Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Early Childhood Ed	AAS, TC, PC, CC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Economics	AA		Business
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Bilingual Educ	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Early Child Ed	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Generalist	AAS, PC		
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Math	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Math/Sci/Tech	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Reading	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Special Needs	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Technology	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Elem-Bilingual	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Elementary	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Secondary	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Electronics Technology	TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Emergency Medical Technician	TC, PC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Engineering, Agriculture	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Chemical	AE		Math & Engineering

Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Engineering, Civil	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Computer	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Electrical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Mechanical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	English	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Environmental Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Equine Business Management	AS		Agriculture
CSI	4	CSI Campus	Twin Falls	Equine Studies	AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Fire Service Technology	AAS		Workforce Training
CSI	4	CSI Campus	Twin Falls	Fish & Wildlife Resources	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Forestry	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Geography	AA		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Geology	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Health Promotion	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	History	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Horse Management	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Horticulture	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Hospitality Management	AAS		Business
CSI	4	CSI Campus	Twin Falls	Human Services	AAS, TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Laboratory Assistant/Technician	PC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Language, Foreign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Language, Sign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Law (Pre)	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Law Enforcement	AAS, TC, CC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Liberal Arts	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Library Science	AA		Library Science
CSI	4	CSI Campus	Twin Falls	Livestock Technician	TC		
CSI	4	CSI Campus	Twin Falls	Mathematics	AS		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Medical	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Medical Technology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Medical Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Microbiology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Music	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Natural Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Network Support Tech	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Nursing, Practical	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Nursing, Registered	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Occupational Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Office Technology	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Optometry	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Paramedics	AAS, CC, TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Pharmacy	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Photography	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Physical Education	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Physical Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Physician Assistant	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Physics	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Political Science	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Psychology	AA		Soc Sci & Education

Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Radiologic Technology	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Range Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Real Estate	AA		Professional Studies
CSI	4	CSI Campus	Twin Falls	Resource Recreation & Tourism	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Respiratory Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Sociology	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Social Work	AA		
CSI	4	CSI Campus	Twin Falls	Speech/Audiology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Surgical Technology	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Theatre	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Undeclared - Academic	AA		
CSI	4	CSI Campus	Twin Falls	Undeclared - Technical	TC		
CSI	4	CSI Campus	Twin Falls	Veterinary Medicine (Pre)	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Veterinary Technology	AAS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Water Resource Mgmt	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Web/Database Appl Development	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Welding Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Zoology	AS		Science-Life Science

Program Inventory List - Eastern Idaho Technical College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
EITC	6	EITC Campus	St. Anthony	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Driggs	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Salmon	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Accounting Techologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Agribusiness	AAS, ATC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Apprenticeship			Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Business Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Computer Networking	AAS, PTC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Dental Assisting	TC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Electronic Serv Technolgies	AAS, ATC, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Legal Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Marketing & Management	AAS		
EITC	6	EITC Campus	Idaho Falls	Mechanic Trades: Auto & Diesel	AAS, ATC, PTC, TC		Trades & Industry
EITC	6	EITC Campus	Idaho Falls	Medical Assistant	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Medical Office Specialist	TC		
EITC	6	EITC Campus	Idaho Falls	Nursing, Registered	ATC		
EITC	6	EITC Campus	Idaho Falls	Office Professional	AAS		
EITC	6	EITC Campus	Idaho Falls	Office Specialist	TC		
EITC	6	EITC Campus	Idaho Falls	Surgical Technology	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Web Development Specialist	AAS		
EITC	6	EITC Campus	Idaho Falls	Welding Technologies	AAS, ATC, TC		Trades & Industry
EITC	6	EITC Campus	Various	Wildland Fire Mgmt	AAS		Continuing Education
EITC	6	EITC Campus	Various	Fire Service Technology - Structural	AAS		

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	3	ISU-Boise Ctr	Boise	Audiology	AuD	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Clinical Laboratory Science	BS, MS	Arts & Sciences	Biological Sciences
ISU	3	ISU-Boise Ctr	Boise	Counseling	Ed S	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Dietetics	PB Cert.	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Educational Interpreting	BS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	3	ISU-Boise Ctr	Boise	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Mental Health Counseling	M Couns	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Nursing	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing: Nurse Practioner Option	MS Option	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Paramedic	ATC, AS	Technology	Health Professions
ISU	3	ISU-Boise Ctr	Boise	Physical Education/Athletic Administration	MPE	Education	Sport Sources, PE & Dance
ISU	3	ISU-Boise Ctr	Boise	Public Health	MPH	Health Professions	Health Education
ISU	3	ISU-Boise Ctr	Boise	School Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Speech Pathiology and Audiology	BS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Speech-Language Pathology	MS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	1	NICHE	Coeur d'Alene	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	1	NICHE	Coeur d'Alene	Nursing: Nurse Practioner Option	MS Option	Health Professions	Nursing
ISU			Correspondence	Pharmacy: Non-Traditional Pharm.D.	PharmD	Pharmacy	Pharmacy Prac & Admin.
ISU	6	University Place	Idaho Falls	Bachelor of Applied Technology	BAT	Technology	Applied Technology
ISU	6	University Place	Idaho Falls	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	6	University Place	Idaho Falls	Biology	AS	Arts & Sciences	Biological Sciences
ISU	6	University Place	Idaho Falls	Business	AS	Business	
ISU	6	University Place	Idaho Falls	Business Administration	MBA	Business	MBA
ISU	6	University Place	Idaho Falls	Chemistry	AS	Arts & Sciences	Chemistry
ISU	6	University Place	Idaho Falls	Computer Information Systems	BBA	Business	Computer Info Sys
ISU	6	University Place	Idaho Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Educational Leadership
ISU	6	University Place	Idaho Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	6	University Place	Idaho Falls	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	6	University Place	Idaho Falls	English	AA	Arts & Sciences	English & Philosophy
ISU	6	University Place	Idaho Falls	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	6	University Place	Idaho Falls	General Business	BBA	Business	Business
ISU	6	University Place	Idaho Falls	General Interdisciplanary	MS	Graduate School	
ISU	6	University Place	Idaho Falls	General Studies	AA, BA	Arts & Sciences	
ISU	6	University Place	Idaho Falls	Geology	AS	Arts & Sciences	Geosciences
ISU	6	University Place	Idaho Falls	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	6	University Place	Idaho Falls	History	AA	Arts & Sciences	History
ISU	6	University Place	Idaho Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	6	University Place	Idaho Falls	Mathematics	AS	Arts & Sciences	Mathematics
ISU	6	University Place	Idaho Falls	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	6	University Place	Idaho Falls	Nuclear Science and Engineering	MS, PhD, PB Cert	Engineering	Nuclear Engineering

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	6	University Place	Idaho Falls	Nursing	BS	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Physics	AS	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Physics: Health Physics Emphasis	MS Emph.	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Political Science	AS	Arts & Sciences	Political Science
ISU	6	University Place	Idaho Falls	Secondary Education	BA, BS	Education	Teacher Education
ISU	6	University Place	Idaho Falls	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practioner Option	MS Option	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Accounting	BBA	Business	Accounting
ISU	5	ISU Campus	Pocatello	Aircraft Maintenance Technology	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	American Studies	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Anthropology	BA, MA, MS	Arts & Sciences	Anthropology
ISU	5	ISU Campus	Pocatello	Apprenticeship	AAS	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Art	BA, BFA, MFA, AA	Arts & Sciences	Art & Pre-Architecture
ISU	5	ISU Campus	Pocatello	Audiology	MS, AuD	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Auto Collision Repair and Refinishing	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Automotive Technology	AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Bachelor of Applied Technology	BAT	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	5	ISU Campus	Pocatello	Biochemistry	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Biology	AS, BA, BS, MS, MNS, PhD, DA	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Botany	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Building Construction Technology	ATC, PTC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Business	AS	Business	
ISU	5	ISU Campus	Pocatello	Business Administration	PB Cert., MBA	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Accounting Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (CIS Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Finance Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Management Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (HCA Emphasis)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	MBA/PharmD	MBA/PharmD	Business and Pharmacy	MBA-Pharmacy
ISU	5	ISU Campus	Pocatello	Business Admin. (Marketing Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Bus. Admin. (Health Care Admin. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Chemistry	BA, BS, MS, MNS, AS	Arts & Sciences	Chemistry
ISU	5	ISU Campus	Pocatello	Child Development	TC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Civil Engineering	BS	Engineering	Civil Engineering
ISU	5	ISU Campus	Pocatello	Civil Engineering Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Clinical Laboratory Science (*1)	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Clinical Psychology	Ph D	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Computer Information Systems	BBA, PB Cert, MS	Business	Computer Info Sys
ISU	5	ISU Campus	Pocatello	Computer Science	BS	Engineering	Computer Science
ISU	5	ISU Campus	Pocatello	Computer Software Engineering Tech.	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer/Business Equipment Tech. (*2)	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Cosmetology	TC, PTC	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Counseling	Ed S	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Counselor Education and Counseling	PhD	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Criminal Justice	AA	Arts & Sciences	Sociology/Social Work/Criminal Justice

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Culinary Arts Technology	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Deaf Education	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Dental Hygiene	BS, MS	Health Professions	Dental Hygiene
ISU	5	ISU Campus	Pocatello	Dental Laboratory Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Design Drafting Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Diesel/Diesel Electric Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Dietetics	BS, PB Cert	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Early Childhood Education	BA	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Earth and Environmental Systems	BS/BA	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Ecology	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Economics	BA, BS	Arts & Sciences	Economics
ISU	5	ISU Campus	Pocatello	Education, General	M Ed, PB Cert	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Education, General (Child & Family Studies)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (K-12 Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Literacy)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Administration	Ed S	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Interpreting	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Educational Leadership	Ed D	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Technology)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Training & Dev.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Higher Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Electrical Engineering	BS	Engineering	Electrical Engineering
ISU	5	ISU Campus	Pocatello	Electrical Technician	TC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electromechanical Design Drafting	PTC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electromechanical Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Systems Technology	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Wireless/Telecom. Tech.	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Elementary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Engineering (Interdisciplinary)	BS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Engineering Management	BS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Engineering Structures and Mechanics	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	English	BA, MA, DA, AA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Family and Consumer Sciences	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Family Centered Practice	PB Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Family Practice Residency	PM Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Farm Business Management	PTC, TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Finance	BBA	Business	Finance
ISU	5	ISU Campus	Pocatello	Fire Service Technology	AAS	Technology	
ISU	5	ISU Campus	Pocatello	French	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	General Business	BBA	Business	Business
ISU	5	ISU Campus	Pocatello	General Interdisciplanary	MS, MA, M Ed, MNS	Graduate School	

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	General Studies	BA, AA	Arts & Sciences	
ISU	5	ISU Campus	Pocatello	Geographic Information Systems (GIS)	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geological Sciences	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geology	BA, BS, MS, MNS, AS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geomatics Technology	BS	Technology	Technology
ISU	5	ISU Campus	Pocatello	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	German	BA, AA-	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Graphic Arts/Printing Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Health Care Administration	BS	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Health Education	BA, BS, MHE	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Health Information Technology	PTC, AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Health Science	BS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Historical Resources Management	MA		
ISU	5	ISU Campus	Pocatello	History	AA, BA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	Human Exceptionality	BA, BS, M Ed	Education	Special Education
ISU	5	ISU Campus	Pocatello	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	5	ISU Campus	Pocatello	Idaho Advanced General Dentistry Prog.	PDoc Cert.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Idaho Dental Education Program	Coop. Trans.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Instructional Technology	M Ed	Education	Graduate Programs
ISU	5	ISU Campus	Pocatello	Instrumentation Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation Tech.: Industrial Controls	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	International Studies	BA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Japanese	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Laser/Electro-Optics Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Latin	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Law Enforcement	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Machining Technology	TC, AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Management	BBA	Business	Management
ISU	5	ISU Campus	Pocatello	Marketing	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	Marketing and Management Occupations	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Mass Communication	BA	Arts & Sciences	Mass Communication
ISU	5	ISU Campus	Pocatello	Massage Therapy	TC		
ISU	5	ISU Campus	Pocatello	Mathematics	AS, BS, MS, DA	Arts & Sciences	Mathematics
ISU	5	ISU Campus	Pocatello	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Mechanical Engineering	BS	Engineering	Mechanical Engineering
ISU	5	ISU Campus	Pocatello	Medical Assisting	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mental Health Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Microbiology	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Music Education	BME	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, General	BA, BS	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, Performance	BM	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Nuclear Science and Engineering(/Co-op)	MS, PhD	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nuclear Engineering	BS	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nursing	BS, AS	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Occupational Therapy	MOT	Health Professions	Phys & Occ Therapy

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Office Technology	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Office Technology: Paralegal Studies	AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Paramedic	ATC, AS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PPRA)	PhD, MS	Pharmacy	Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PSCI)	PhD, MS	Pharmacy	Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmacy	PharmD	Pharmacy	Pharmacy Prac & Admin.
ISU	5	ISU Campus	Pocatello	Philosophy	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Physical Education	BA, BS	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Therapist Assistant	AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Physical Therapy	DPT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Physician(s) Assistant	MPAS	Health Professions	Physician Asst Studies
ISU	5	ISU Campus	Pocatello	Physics	BA, BS, MS, MNS, AS	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Physics, Applied	Ph.D.	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Political Science	AS, BA, BS, MA, DA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Practical Nursing	ATC	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Psychology	BA, BS, MS	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Public Administration	MPA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	(Master of) Public Health	MPH	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Radiological Science	AS, BS	Health Professions	Radiographic Science
ISU	5	ISU Campus	Pocatello	Russian	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	School Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	School Psychology	Ed S	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Secondary Education	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Shoshoni	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Sign Language Studies	AS	Arts & Sciences	CSED
ISU	5	ISU Campus	Pocatello	Social Work	BA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Sociology	BA, MA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Spanish	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Special Education	Ed S	Education	Special Education
ISU	5	ISU Campus	Pocatello	Communication and Rhetorical Studies	BA, BS, MA, AA	Arts & Sciences	Communication & Rhetorical Studies
ISU	5	ISU Campus	Pocatello	Speech Pathiology and Audiology	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Speech-Language Pathology	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Theatre	BFA, BA, BS, MA	Arts & Sciences	Theatre and Dance
ISU	5	ISU Campus	Pocatello	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	5	ISU Campus	Pocatello	Welding	TC, AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Zoology	BS	Arts & Sciences	Biological Sciences
ISU	5	?	Soda Springs	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Bachelor of University Studies	BUS		IEP
ISU	4	CSI Campus	Twin Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	4	CSI Campus	Twin Falls	General Studies	BA	Arts & Sciences	
ISU	4	CSI Campus	Twin Falls	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	4	CSI Campus	Twin Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	4	CSI Campus	Twin Falls	Nursing	BS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing	MS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Administration Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS	Education	Teacher Education

Program Inventory List - Lewis-Clark State College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	**Administrative Assistant**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	1	LCSC Campus	Coeur d'Alene	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	**APPRENTICESHIP**		Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Electrical	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Plumbing	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	**AUTO MECHANICS TECHNOLOGY**	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Automated Mfg Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Behavioral Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Biology	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	**Bookeeping**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Business Administration	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Business Administration	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	**BUSINESS MANAGEMENT**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Retailing	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Supervision	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Chemistry	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Collision Repair	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	1	LCSC Campus	Coeur d'Alene	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Computer Science	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Diesel Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Early Childhool Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Web	Early Childhool Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
		LCSC Campus	Lewiston	Earth Information Systems	BS/BA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Elementary Education	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Engineering	AS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Engineering Tech	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (civil)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (mechanical)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (traditional)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	English	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Creative Writing	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Secondary Education	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Fire Service Technology	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	**GRAPHIC ARTS/PRINTING TECHNOLOGY**	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Digital Imaging	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Offset Press	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	**HEATING, AIR CONDITIONING & APPLIANCE TECH**	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-B	TC	Professional Technical	Technical & Industrial

Program Inventory List - Lewis-Clark State College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	**HOTEL/RESTAURANT MANAGEMENT**	BAS, AAS, ATC, BS/BA	Professional Technical/Academic Programs	Business Technology & Service/Business
LCSC	2	LCSC Campus	Lewiston	Food/Bev Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Rooms Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Information Systems Analysis	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Industrial Electronics	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	1	LCSC Campus	Coeur d'Alene	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Human Services	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Kinesiology	BS/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Kinesiology (K-12)	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	**LEGAL ASSISTANT**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Legal Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston/Web	Liberal Arts	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Humanities	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Natural Sciences	AA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Social Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Management	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Web	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Mathematics	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Mathematics: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	**Medical Assistant**	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	**MEDICAL OFFICE**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Biller/Coder	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Receptionist	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Transcription	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Composite	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Paralegal	BAS, AAS, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Paraprofessional Education	AA	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Practical Nursing	AAS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Psychology	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Radiographic Science	AS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences: Secondary Education	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Work	BSW	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Social Work	BSW	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	**WEB DEVELOPMENT**	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Web Authoring	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Welding Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial

Program Inventory List - North Idaho College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Accounting Assistant	AAS, **ATC, TC**		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administration of Justice	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administrative Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	American Indian Studies	AA, **AS**		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Anthropology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Art	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Astronomy	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Automotive Technology	AAS, **ATC**		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Bacteriology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Biology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Botany	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Business Administration	AA, AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Business Education	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Carpentry	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Carpentry Management Technology	AAS		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Chemistry	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Child Development	AA, AS, TC		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Collision Repair Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Communications	AA, AS		Communications
NIC	1	NIC Campus	Coeur d'Alene	Computer Information Technology	AAS, **ATC**, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Computer Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Criminal Justice	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Culinary Arts Technology	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Diesel Technology	AAS, TC, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Drafting Design and Technology	AAS, TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Education	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Engineering	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	English	AA		English & **Modern** Language**s**
NIC	1	NIC Campus	Coeur d'Alene	Environmental Health	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Environmental Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Forestry/Wildlife/Range/Wildland Rec. Management	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	General Studies	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Geology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Graphic Design	AAS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Heating, Ventilation, Air Conditioning, Refrigeration	TC		Trade**s** & Industry
NIC	1	NIC Campus	Coeur d'Alene	History	AA, AS		Social & Behavioral Sciences
NIC	**1**	**NIC Campus**	**Coeur d'Alene**	**Human Resources Assistant**	**AAS**		**Business & Professional Programs**
NIC	1	NIC Campus	Coeur d'Alene	Human Services	AAS, TC		Nursing & Health Professions
NIC	1	NIC Campus	Coeur d'Alene	Journalism	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Landscape Technology Program	TC		**Trades & Industry**
NIC	1	NIC Campus	Coeur d'Alene	Law Enforcement	AAS, **TC**		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Legal Administrative Assistant	AAS, ATC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Machine Technology	AAS, TC, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Maintenance Mechanic/Millwright	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Mathematics	AS		Mathematics
NIC	1	NIC Campus	Coeur d'Alene	Medical Administrative Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Billing Specialist	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	**AAS**		Business & Professional Programs

Program Inventory List - North Idaho College

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Medical Office Transcriptions/Pre-Health Info Tech	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	AAS		Business & Professional Programs
NIC	**1**	**NIC Campus**	**Coeur d'Alene**	**Modern Languages**	**AA**		**English & Modern Languages**
NIC	1	NIC Campus	Coeur d'Alene	Music	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Nursing (RN)	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Office Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Paralegal	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Pharmacy Technology	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Philosophy	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Photography	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Physical Education	AS		Physical Education
NIC	1	NIC Campus	Coeur d'Alene	Physics	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Political Science/Pre-Law	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	**Outdoor** Power/Recreational Vehicle Technology	TC		**Trades & Industry**
NIC	1	NIC Campus	Coeur d'Alene	Practical Nursing	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Agriculture	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Pre-Medical Related Fields	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Physical Therapy	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Venterinary Medicine	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Psychology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Radiography Technology	AAS		**Nursing & Health Education**
NIC	**1**	**NIC Campus**	**Coeur d'Alene**	**Receptionist/Office Specialist**	**TC**		**Business & Professional Programs**
NIC	1	NIC Campus	Coeur d'Alene	Social Work	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Sociology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Theatre	AA, AS		Fine Arts
NIC	**1**	**NIC Campus**	**Coeur d'Alene**	**Welding Technology**	**TC**		**Trades & Industry**
NIC	1	NIC Campus	Coeur d'Alene	Zoology	AS		Natural Science

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Agricultural Education	MS	Agricultural & Life Sci	Agricultural & Extension Educ
UI	3	UI-Boise Center	Boise	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed D	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	3	UI-Boise Center	Boise	Education	PhD	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadershp
UI	3	UI-Boise Center	Boise	Educational Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Technology	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Engineering Management	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Environmental Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Law	JD (Program elements)	Law	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	School Psychology	ED S Sch Psych	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	Ed Spec Ed Ldrshp	Education	

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	1	NICHE	Coeur d'Alene	Educational Leadership	MS	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	Ed S Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	Ed S Ad Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	MS	Education	
UI	1	NICHE	Coeur d'Alene	Computer Engineering	BS CompE	Engineering	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	MS	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	MS	Education	
UI	1	NICHE	Coeur d'Alene	Education	Ed Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Elementary Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Environmental Science	MS	Graduate	Interdisciplinary Studies
UI	1	NICHE	Coeur d'Alene	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Geographic Information Systems (GIS)	Certificate	Science	
UI	1	NICHE	Coeur d'Alene	Psychology	BS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Psychology	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Agribusiness	BS Ag Econ	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Education	Ed D	Education	
UI	6	University Place	Idaho Falls	Education	Ed Sp Ed	Education	
UI	6	University Place	Idaho Falls	Education	PhD	Education	
UI	6	University Place	Idaho Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Horticulture and Crop Science	BS Pl Sc	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Hydrology	MS	Science	
UI	6	University Place	Idaho Falls	Chemical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemistry	MS	Science	
UI	6	University Place	Idaho Falls	Chemistry	PhD	Science	
UI	6	University Place	Idaho Falls	Civil Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	BS CompE	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	BS CS	Engineering	

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Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	6	University Place	Idaho Falls	Computer Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science-Physical Science	BS Env S	Engineering	
UI	6	University Place	Idaho Falls	General Studies	BGS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Geological Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Geology	PhD	Science	
UI	6	University Place	Idaho Falls	Industrial Technology	BS Tech	Education	
UI	6	University Place	Idaho Falls	Industrial Technology Education	MS	Education	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies-Waste Mgt	MS	Graduate	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Systems Engineering	M Engr	Engineering	
UI	2	UI Campus	Moscow	**Mining/Metallurgical Engineering**	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Mathematics
UI	2	UI Campus	Moscow	Accountancy	M Acct	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Accounting	BS Bus	Business & Economics	Accounting
UI	2	UI Campus	Moscow	Adult and Organizational Learning	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Advanced Materials Design	Certificate		
UI	2	UI Campus	Moscow	Advanced Materials Technology	Certificate		
UI	2	UI Campus	Moscow	Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Advertising	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Air Force Officer Education	at WSU		
UI	2	UI Campus	Moscow	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agribusiness	BS Ag Econ	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Agricultural Economics	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Agricultural Economics	MS	Agricultural & Life Sci	Graduate Programs

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Agricultural Education	BS Ag Ed	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Agricultural Engineering	BS Ag Engr	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Agricultural Systems Management	BS ASM	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Animal Physiology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science-Business	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Dairy Science	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Production	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Sci/Pre Vet	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Science/Preveterinary	BS Vet Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Anthropology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Geotechnics	Certificate		
UI	2	UI Campus	Moscow	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Army Officer Education	No Degree		
UI	2	UI Campus	Moscow	Art	BA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Art	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art Education	BS Art Ed	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Athletic Training	BS PE	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	MS	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	PhD	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Ag Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-BioSys Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Env Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Food & Bioprocess Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Soil & Water Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological Sciences	M Nat Sc	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biological Systems Engineering	BS B Sy E	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biology	BA	Science	Biology
UI	2	UI Campus	Moscow	Biology	BS	Science	Biology
UI	2	UI Campus	Moscow	Biology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Business Econ-Financial Econ	BS Bus	Business & Economics	**Economics, Finance and Information Systems**
UI	2	UI Campus	Moscow	Business Econ-General	BS Bus	Business & Economics	**Economics, Finance and Information Systems**
UI	2	UI Campus	Moscow	Cert Only-Advanced	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Elementary	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Secondary	No Degree		
UI	2	UI Campus	Moscow	CFCS: Child Dev Family Rel	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family Life	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family/Consumer Sci Ed	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences

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Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Character Education	Certificate		
UI	2	UI Campus	Moscow	Chemical Engineering	BS ChE	Engineering	Chemical Engineering
UI	2	UI Campus	Moscow	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry-General Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Pre-Medical Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Professional Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Civil Engineering	BS CE	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	Certificate		
UI	2	UI Campus	Moscow	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Clothing, Textiles and Design	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Communication Studies	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Studies	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Systems	Certificate		
UI	2	UI Campus	Moscow	Computer Engineering	BS CompE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	BS CS, BA	Engineering	Computer Science
UI	2	UI Campus	Moscow	Computer Science	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	Ed S Couns-Hum Serv	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Creative Writing	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Crime and Justice Studies	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Crime and Justice Studies	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Curriculum and Instruction	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Dance	BS Dan	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Diversity and Stratification	Certificate		
UI	2	UI Campus	Moscow	Early Childhood Development and Education	BS Erly Chldhd Dev Ed	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Earth Science	MAT	Science	**Graduate Programs**
UI	2	UI Campus	Moscow	Economics	BA	**Letters, Arts & Soc Sci**	**Economics, Finance and Information Systems**
UI	2	UI Campus	Moscow	Economics	BS	**Letters, Arts & Soc Sci**	**Economics, Finance and Information Systems**
UI	2	UI Campus	Moscow	Economics	MS	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed D	Education	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Education	PhD	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Educational Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	BS EE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Electrical Engineering	M Engr	Engineering	Graduate Programs

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Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Electrical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Elementary Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Engineering Management	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	English	BA	Letters, Arts & Soc Sci	English
UI	2	UI Campus	Moscow	English	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	**2**	**UI Campus**	**Moscow**	**English**	**MFA**	**Letters, Arts & Soc Sci**	**Graduate Programs**
UI	2	UI Campus	Moscow	Entomology	BS Ent	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Entomology	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	BS Env S	**Interdisciplinary Programs**	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science	MS	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	PhD	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science-Biological Science	BS Env S	**Interdisciplinary Programs**	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Physical Science	BS Env S	**Interdisciplinary Programs**	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Social Science	BS Env S	**Interdisciplinary Programs**	Environmental Science
UI	2	UI Campus	Moscow	Environmental Water Science	Certificate		
UI	2	UI Campus	Moscow	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Finance	BS Bus	Business & Economics	**Economics, Finance and Information Systems**
UI		UI Campus	Moscow	Finance-Financial Planning	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Fishery Resources	MS	Natural Resources	Fish & Wildlife
UI	2	UI Campus	Moscow	Food Science	BS FS, PhD	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Dietetics Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Nutrititon Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Foreign Languages	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
	2	UI Campus	Moscow	Foreign Languates-Computer Science Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	**Foreign Languages-Business Opt.**	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	**Foreign Languages-French Opt.**	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	**Foreign Languages-German Opt.**	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	**Foreign Languages-Latin Opt.**	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	**Foreign Languages-Spanish Opt.**	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
	2	UI Campus	Moscow	Foreign Languates-Classical Studies Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Forest Products	MS	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Business Mgmt	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Pulp/Paper Tech	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Timber Harvest	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Wood Con Design	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Forest Resources-Business Minor Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources-Forest Ecosystem Mgmt Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources-Science Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	French	MAT	Letters, Arts & Soc Sci	**Graduate Programs**
UI	2	UI Campus	Moscow	General Studies	BGS	Letters, Arts & Soc Sci	General Studies
UI	2	UI Campus	Moscow	**Geog-Applied Econ Geog Opt.**	**BS**	Science	**Geography**
UI	2	UI Campus	Moscow	**Geog-General Opt.**	**BS**	Science	**Geography**
UI	2	UI Campus	Moscow	**Geog-Mineral Prop/Land Mgt Opt.**	**BS**	Science	**Geography**

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Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	**Geog-Physical Environment Opt.**	**BS**	Science	**Geography**
UI	2	UI Campus	Moscow	Geography	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	**Geography-Cartography Opt.**	**BS**	Science	Geography
UI	2	UI Campus	Moscow	**Geography-Geog Info Sys Opt.**	**BS**	Science	Geography
UI	2	UI Campus	Moscow	**Geography-Phys Sci & Enviro Opt.**	**BS**	Science	Geography
UI	2	UI Campus	Moscow	**Geography-Reg Analys & Dev Opt.**	**BS**	Science	Geography
UI	2	UI Campus	Moscow	**Geol-Environmental Geology Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	**Geol-General Geology Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	**Geol-Geological Education Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	**Geol-Hydrogeology Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geological Engineering	MS	**Engineering**	Graduate Programs
UI	2	UI Campus	Moscow	Geology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	**Geol-Structural Geology & Tectonics Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	**Geol-Resource Exploration Opt.**	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	German	MAT	Letters, Arts & Soc Sci	**Graduate Programs**
UI	2	UI Campus	Moscow	Geographic Information Systems (GIS)	Certificate		
UI	2	UI Campus	Moscow	Heating, Ventilation, and Air Conditioning Systems	Certificate		
UI	2	UI Campus	Moscow	History	BA	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	BS	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Hort & Crop Sc-Crop Mgmt	BS Pl Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-Hrt Plt Prd	BS Pl Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-Plant Protection	BS Pl Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-UrLnd & TrfMg	BS Pl Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hydrology	MS	**Science**	Graduate Programs
UI	2	UI Campus	Moscow	Industrial Technology	BS Tech	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Industrial Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Industrial Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Information Systems	BS Bus	Business & Economics	**Management, Marketing and Operations**
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS IS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MS		
UI	2	UI Campus	Moscow	Interior Design	BFA	Letters, Arts & Soc Sci	**Architecture**
UI	2	UI Campus	Moscow	International Studies	BA	Letters, Arts & Soc Sci	Martin Schoolf International Affairs
UI	2	UI Campus	Moscow	Journalism	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Broadcast News	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-News-Editorial	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-No option	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BS	Letters, Arts & Soc Sci	Journalism & Mass Media

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Latin-American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Management and Human Resources	BS Bus	Business & Economics	**Management, Marketing and Operations**
UI	2	UI Campus	Moscow	Marketing	BS Bus	Business & Economics	**Management, Marketing and Operations**
UI	2	UI Campus	Moscow	Marketing-Pro Golf Mgmt	BS Bus	Business & Economics	**Management, Marketing and Operations**
UI	2	UI Campus	Moscow	Materials Science and Engineering	BS MSE	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics - Actuarial Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Computation Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - General Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Modeling Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Operations Research Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Statistics Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mechanical Engineering	BS ME	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Medical Technology	BS	**Agricultural & Life Sci**	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Metallurgical Engineering	BS Met E	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology	BS Microbiol	**Agricultural & Life Sci**	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	MS	**Agricultural & Life Sci**	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	PhD	**Agricultural & Life Sci**	Graduate Programs
UI	2	UI Campus	Moscow	Molecular Biology and Biochemistry	BS MBB	**Agricultural & Life Sci**	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Music	M Music	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music Education: lnstrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal-Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BS	Letters, Arts & Soc Sci	Music
	2	UI Campus	Moscow	Music: Theatre	BFA	Letters, Arts & Soc Sci	Music: Theatre & Film
UI	2	UI Campus	Moscow	Music: Business	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Composition	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: lnstrumental Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Vocal Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	NRECB-Conservation Biology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology
UI	2	UI Campus	Moscow	NRECB-Natural Resesources Ecology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Natural Resources	MNR	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Natural Resources	PhD	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Naval Science	BNS		
UI	2	UI Campus	Moscow	Neuroscience	MS	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Neuroscience	PhD	**Interdisciplinary Programs**	Graduate Programs
UI	2	UI Campus	Moscow	Office Administration		Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Philosophy	**BA**	Letters, Arts & Soc Sci	Philosophy
UI	2	UI Campus	Moscow	Philosophy	BS	Letters, Arts & Soc Sci	Philosophy
	2	UI Campus	Moscow	Philosophy	**MA**	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	BS Ed	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Physical Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physics	BA	Science	Physics
UI	2	UI Campus	Moscow	Physics	BS	Science	Physics
UI	2	UI Campus	Moscow	Physics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	BA	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	BS	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Power System Protection and Relaying	Certificate		
UI	2	UI Campus	Moscow	Production/Operations Management	BS Bus	Business & Economics	**Management, Marketing and Operations**
UI	2	UI Campus	Moscow	Psychology	BA	Letters, Arts & Soc Sci	**Psychology & Communication Studies**
UI	2	UI Campus	Moscow	Psychology	BS	Letters, Arts & Soc Sci	**Psychology & Communication Studies**
UI	2	UI Campus	Moscow	Psychology	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Public Administration	MPA	**Letters, Arts & Soc Sci**	Graduate Programs
UI	2	UI Campus	Moscow	Public Communication	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Public Communication	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Public Relations	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Public Relations	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Range Livestock Management	BS RLM	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	RE&M-Rangeland Management Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	RE&M-Environmental Assessment Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	RE&M-Rangeland Ecology Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	Recreation	BS Rec	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Recreation	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	BS Res Rec	Natural Resources	Resource Recreation & Tourism
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	School and Community Health Education	BS Ed	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	School Psychology	ED S Sch Psych	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Sec-Art	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Biological Sciences	BS Ed	Education	Div of Tchng, Learning & Leadershp

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Sec-Chemistry	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Earth Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-English	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-French	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Geography	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-German	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-History	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Journalism	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Latin	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Mathematics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physcial Sciences	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physical Sci-Life Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Political Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Psychology	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Social Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Spanish	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Secondary Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sociology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Sociology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Soil and Land Resources	BS Soil Sc	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Soil and Land Resources	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil and Land Resources	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil Science	BS Soil Sc	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Spanish	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Spanish	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	Ed S Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Sports Science	BS PE	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Statistics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Structural Engineering	Certificate		
UI	2	UI Campus	Moscow	Studio Art	BFA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Teaching English as a Second Language	MA	**Letters, Arts & Soc Sci**	Graduate Programs
UI	2	UI Campus	Moscow	Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Theatre Arts	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BFA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Music Theatre	BFA	Letters, Arts & Soc Sci	Theatre & Film; Music
UI	2	UI Campus	Moscow	Theatre Arts	BS	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Theatre Arts-Performance	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts-Production	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	U of Idaho Leadership Certificate	Certificate		
UI	2	UI Campus	Moscow	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Virtual Technology and Design	BS	Letters, Arts & Soc Sci	Interdisciplinary Studies

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Visual Communcation	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Visual Communcation	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Water Resources Engineering	Certificate		
UI	2	UI Campus	Moscow	Wildlife Resources	BS Wildlife Res	Natural Resources	Wildlife Resources
UI	2	UI Campus	Moscow	Wildlife Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Medical Education	MD (WWAMI)	**WWAMI**	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Contamination Assessment	Certificate		
UI	2	UI Campus	Moscow	Extension Nutrition Program	Certificate		
UI	2	UI Campus	Moscow	Law and Accountancy	JD/M Acct	Law	Law
UI	2	UI Campus	Moscow	Law	JD	Law	Law
UI	2	UI Campus	Moscow	Law and Business Administration	JD/MBA (with WSU)	Law	Law
UI	2	UI Campus	Moscow	Law and Environmental Science	JD/MS	Law	Law
UI	2	UI Campus	Moscow	Restoration Ecology	Certificate		
UI	4	CSI Campus	Twin Falls	Agricultural Science and Technology	BS Ag Sc Tech		
UI	4	CSI Campus	Twin Falls	Family and Consumer Sciences	MS		
UI	4	CSI Campus	Twin Falls	Veterinary Science	MS		

SUBJECT

Second Reading – Amendment to Board Policy Section III.Y. Accelerated Learning Program

REFERENCE

August Board Meeting	At the August 10-12, 2005 Board meeting, the Board approved the first reading of Board Policy Section III.Y. Accelerated Learning Program.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations to address high school reform and to increase the number of students who enter and graduate from college. The Board purposefully established the task force to examine rules and policies associated with K-20 to increase the number of students who are prepared for and enter the state's higher education institutions. Idaho has the *fifth lowest* rate among the fifty states for the number of students who enroll in college after graduating from high school.

DISCUSSION

No changes were made between the first and second reading.

IMPACT

The subcommittee recommendations, if implemented, will significantly improve the quality of advanced opportunities programs for students and more clearly define what types of programs are offered to Idaho students.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve changes to the Accelerated Learning Policy and endorse the Idaho Standards for Advanced Opportunities Programs. The standards are referenced in the revised policy and include a statement to indicate that "advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board."

BOARD ACTION

A motion to approve the second reading of the amendments to Board Policy Section III.Y., Accelerated Learning Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Y. Advanced Opportunities

1. Coverage

   Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

   The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

   The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

   a. Enhance their post-secondary goals;
   b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
   c. Reduce the overall cost of educational services and training.

3. Definitions

   There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced

Placement®, dual credit, tech prep and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

Original Source: http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

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Idaho Standards for Advanced Opportunities Programs

Dual Credit
The College Board's Advanced Placement®
Tech-Prep
The International Baccalaureate

Developed by the Advanced Opportunities Subcommittee, Spring 2005
Under the auspices of the Idaho State Board of Education's
Accelerated Learning
and
Preparation for Postsecondary Education Task Force

The Idaho Standards are based
on the
National Concurrent Enrollment Partnership Standards
developed by
The National Alliance of Concurrent Enrollment Partnerships (NACEP)
Adopted April 2002, used by permission

June 2005

Accelerated Learning and Preparation for Postsecondary Education Task Force Membership and Subcommittees

Post Secondary Readiness Subcommittee

Rod Lewis, Board President
Sue Thilo, Chair and Board Member
Marilyn Howard, Superintendent/Board Member
Christine Ivie, State Board Staff
Jim Soper, District Administrator
Cindy Sisson, Curriculum Coordinator
Dean Jones, District Administrator
Pat White, St. Dept. Ed.
Parra Byron, Governor's Office
Mark Wheeler, Boise St. Univ.

Advanced Opportunities Subcommittee

Karen McGee, Board Member
Laird Stone, Board Member
Valerie Schorzman, St. Dept. Ed.
Elaine Asmus, Teacher
Jerry Gee, North Idaho College
Dan Peterson, Prof. Tech. Div.
Sona Andrews, Boise St. Univ.

Marilyn Davis, State Board and support staff for the committee

Board Approval

The Idaho Standards for Advanced Opportunities, as approved on August 11, 2005, are integrated into Board Policy Section III. Y. Advanced Opportunities. Any revisions to the standards or this document must be approved by the Board prior to implementation.

Subcommittee Overview

The purpose of the Advanced Opportunities Subcommittee was to review what types of programs are available to students who want to earn college credit prior to high school graduation. The committee was also charged with making recommendations to increase opportunities for students and to expand the number of students who take advantage of high quality accelerated learning programs such as Advanced Placement®, dual credit and International Baccalaureate programs.

Subcommittee Goals:

1. Establish cost effective, high quality programs for students to take advantage of advanced educational opportunities before they graduate from high school.
2. Provide equal access for all students regardless of where they reside.

Definitions

The following definitions were adopted by the subcommittee to identify what types of advanced learning opportunities are available to Idaho students before they graduate from high school.

Advanced Placement® (AP) - http://www.collegeboard.com
The Advanced Placement Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.

Dual Credit
Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

Tech Prep
Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students

gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

International Baccalaureate (IB) - http://www.ibo.org/ibo/index.cfm
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

(Original Source: http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html
(Edits by the Advanced Opportunities Subcommittee, Office of the Idaho State Board of Education, April 2005)

Advanced Opportunities Program Standards

The Idaho Standards were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. The standards are also designed to ensure acceptance of college credit among the postsecondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations. All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board.

Dual Credit Standards <u>for Students Enrolled in Courses Taught at the High School</u>

Curriculum

Curriculum Curriculum 1 (C1**)**	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction, through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty are evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and state board policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and state board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and state board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.

Admin & Evaluation 5 (AE 5)	Costs for high schools students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, students costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district, that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met: In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school. Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admission's office of the postsecondary institution.

Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board (collegeboard.com/ap/). These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam.

Curriculum

Curriculum 1 (C1**)**	Postsecondary institutions evaluate AP scores and reward credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

Tech Prep Standards

Professional-Technical Education in Idaho is delivered through comprehensive high schools, professional-technical schools, and the technical college system. An approved articulation agreement allows the student to earn postsecondary credit while in a secondary school that leads to a specific postsecondary two-year certificate, degree, or apprenticeship.

Curriculum

Curriculum 1 (C1**)**	Articulated agreements must include a curriculum outline that lists at least two years of secondary and two or more years of postsecondary professional-technical courses in an unduplicated sequence with a common core of required proficiency.
Curriculum 2 (C2)	The curriculum must identify student competencies in math, science, and communication including applied academics and work-site learning experiences in a coherent sequence of courses.
Curriculum 3 (C3)	Secondary and postsecondary educators must agree on the common core of required proficiency and agree to meet that proficiency in the program.
Curriculum 4 (C4)	Tech Prep program proposals must provide equal access to members of special populations.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.

Students/Parents

Students 1 (S1)	To receive articulated credit, students must apply for and must be accepted into the program.
Students 2 (S2)	Information must be available from the high school counselor, Tech Prep Coordinator or other faculty members regarding admission, course content, costs, credit offered and student responsibility.
Students 3 (S3)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement determined by the high school and the articulated institution.

Assessment

Assessment 1 (A1)	Approved end-of-course assessments must be administered to senior students enrolled in a Professional-Technical School who have completed the required sequence of instruction.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	School districts and postsecondary technical colleges make up the Tech Prep Consortia. Each consortium elects an Executive Council. The Tech Prep program is administered through six consortia and each of the technical colleges serves as the fiscal agent.
Admin & Evaluation 2 (AE2)	Each Tech Prep articulated agreement must be reviewed annually.

International Baccalaureate Program Standards

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education. The program is managed by a non-foundation that works with 1,579 schools of July 2005. The foundation offers three challenging levels of instruction in 121 countries to approximately 200,000 students. Student may enroll in a high school diploma program or access instruction at the middle school level or in the elementary grades. Information is available on the organization's website at: http://www.ibo.org/ibo/index.cfm.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Board Appointments

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Experimental Program to Stimulate Competitive Research (EPSCoR) in Idaho represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal R&D funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological (S&T) enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions of the state. The state committee reports to the State Board of Education via the Higher Education Research Council (HERC). The Idaho EPSCoR office and the State of Idaho EPSCoR Project Director are located at the University of Idaho, and partner institutions are Boise State University and Idaho State University.

This information was obtained from EPSCoR website supported by the NSF-Idaho EPSCoR Program and by the National Science Foundation under award number EPS-0132626.

DISCUSSION

On November 1, 2005, the Idaho EPSCoR Committee forwarded their recommendation to reappoint seven individuals to the committee and to appoint a new member.

Reappointments

The following committee members have been contacted and have indicated that he/she is willing to continue serving on the EPSCoR committee.

- Dr. Charles Hatch; Vice President for Research, University of Idaho
- Major General (ret.) Darrell Manning, Director, Idaho Division of Financial Management, ret.
- Dr. Carole Baldwin McWilliam; President, Baldwin McWilliam Associates
- Mr. Laird Noh, Idaho Senator, ret.; Owner/Manager, Noh Sheep Company
- Mr. Leo Ray; President, Fish Breeders of Idaho, Inc.
- Dr. Fredrick Templeton; President, Insightek, Remote Diagnostics, and Bio-Power, Inc.
- Dr. Parker Woodall, President, Idaho Region, Washington Trust Bank, ret.

New Appointment

The EPSCoR Committee also recommends a new appointment to the committee as a representative of the Idaho National Laboratory (INL). Below is their biographical information.

Dr. Melinda A. Hamilton – Dr. Hamilton is currently the Director of INL's Life and Earth Science Division, responsible for overseeing research programs, strategic management, and establishing critical collaborations. Among other activities, she is a member of Idaho Office of Science & Technology's Industrial Advisory Panel and on the Executive Committee of the Idaho BioScience Association. She holds a Ph.D. in Soil Microbiology from Utah State University and has been the principal investigator for a multi-million dollar DOE funded research program.

In addition, interim administrators are now serving Boise State University and Idaho State University as Vice President for Research and Chief Research Officer, respectively. These are automatically represented on the Committee and the EPScoR Committee recommends that Dr. John Pelton and Dr. Lawrence Ford be officially recognized as committee members by the State Board of Education until those positions are filled.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

MOTION

A motion to approve the reappointments and a new appointment to the Idaho EPSCoR Committee.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

SUBJECT

Recommendations from the Board Committee on the Education of the Deaf and the Blind regarding education programs for the deaf/hard of hearing and the blind/visually-impaired students in Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In July 2005, the Board organized a committee to examine education programs for deaf/hard of hearing and blind/visually-impaired students in Idaho. The Office of Performance Evaluation (OPE), upon direction from the Joint Legislative Oversight Committee (JLOC) conducted a review of the Idaho School for the Deaf and the Blind in order to present a report to JLOC in October 2005. The Board committee purposefully established a committee to examine rules, statute, policies and programs serving that specific population. The committee was assigned the task of making recommendations to the Board at the December Board meeting.

DISCUSSION

The committee has listened to stakeholders and experts in the fields of Special Education, Deaf/Hard of Hearing Education, Blind/Visually-Impaired Education, Cochlear Implants, Assistive Technology, and Educational Funding. The Committee has invited public comment and conducted a public meeting in Gooding, Idaho to seek stakeholder input. The committee members will be finalizing their recommendations at a meeting on November 28, 2005 and will present those recommendations to the Board on December 1, 2005. A copy of the recommendations will be available and posted to the Board's website on November 30, 2005 after 5pm. The Board has been invited to comment on the OPE report and share its recommendations at the December 13, 2005 JLOC meeting in Boise.

IMPACT

The committee recommendations, if implemented, would allow for equitable distribution of education funds to students with these particular disabilities and would allow the state to provide appropriate programs to meet the needs of all Idaho students who are deaf/hard of hearing or blind/visually-impaired.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the Board approve the recommendations of the committee and allow the committee chair and/or his designee to present a Board response at the JLOC meeting on December 13.

BOARD ACTION

A motion to approve the recommendations provided by the Committee on the Education of the Deaf and the Blind and to direct staff to move forward as soon as practicable with the necessary legislation, rule, or policy revisions that would be required to implement the recommendations.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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