INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 21-22, 2007

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INSTITUTION / AGENCY AGENDA
EARLY CHILDHOOD COORDINATING COUNCIL

SUBJECT
Presentation by the Governor's Early Care and Learning Initiative and the Early Childhood Coordinating Council

APPLICABLE STATUTE, RULE, OR POLICY
N/A

BACKGROUND
Early childhood issues impact school readiness and workforce development. The purpose of this presentation is to inform the Board members about the strategic plan for early childhood, what has been accomplished, and plans for the future.

DISCUSSION
In order to continue planning, developing, and implementing strategies to build the foundation for a comprehensive, coordinated early childhood system, all agencies and entities concerned with young children and their families must be informed about the statewide plan. Alignment of plans and communication between and among key stakeholders will help assure existing resources are distributed and do not overlap. Additionally, benefits will be gained through understanding the progress toward meeting the statewide goals and strategies that will strengthen Idaho's families, communities, and service delivery systems. Building linkages and designing funding will connect policy with scientific research about the importance of investing in early care and learning.

IMPACT
N/A

ATTACHMENTS
Attachment 1 – Powerpoint presentation   Page 3
Attachment 2 – Logic model for grant program   Page 31

STAFF COMMENTS AND RECOMMENDATIONS
Staff has no comments or recommendations.

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

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Strategic Planning
for
Early Childhood
in
Idaho

Larraine Evans Clayton, M.Ed.

Executive Director

Early Childhood Coordinating Council

Governor's Early Care and Learning Initiative

TAB 1 Page 3

Establishing the Context for the Plan

- *State planning grants -- 2004 -- Federal Maternal Child Health Bureau*

- *Idaho received two (2) planning grants*

- *September 1, 2005 received an implementation grant $140,000*

- *September 1, 2006 received an implementation grant $140,000*

Planning Based on Strengths and Needs

- *Recognition of many services and initiatives*

- *Communication*

- *Quality*

- *Uneven*

- *Coordination*

- *Key agencies and entities*

Overarching Issues

- *Early childhood has not been valued or recognized as a critical part of the education process*
- *Decades of scientific research and economic analysis proves that the investment in early care and education has the greatest return*
- *Policies have not kept pace with science*

Charged to Plan and Review Accomplishments Around Statewide Early Childhood Issues

- *Early Care and Learning Strategic Plan*
  - *Health*
  - *Social and Emotional Development*
  - *Early Care and Learning*
  - *Parent Education*
  - *Family Support and Self Sufficiency*
  - *Systems Development ****

Plan Implementation

- *Partners*
  - *Work closely*
  - *Alignment of plans and ideas*
  - *Many tasks completed*
- *Poised*

Systems Development

- *Coordinating, communicating and collaborating with all entities that receive federal, state and private funds for early childhood (federal SECCS grant)*
- *Established a fund with the Idaho Community Foundation for early childhood*
  - *Task: Pull together all budget information on programs and services for children from birth through 5 during 2007*
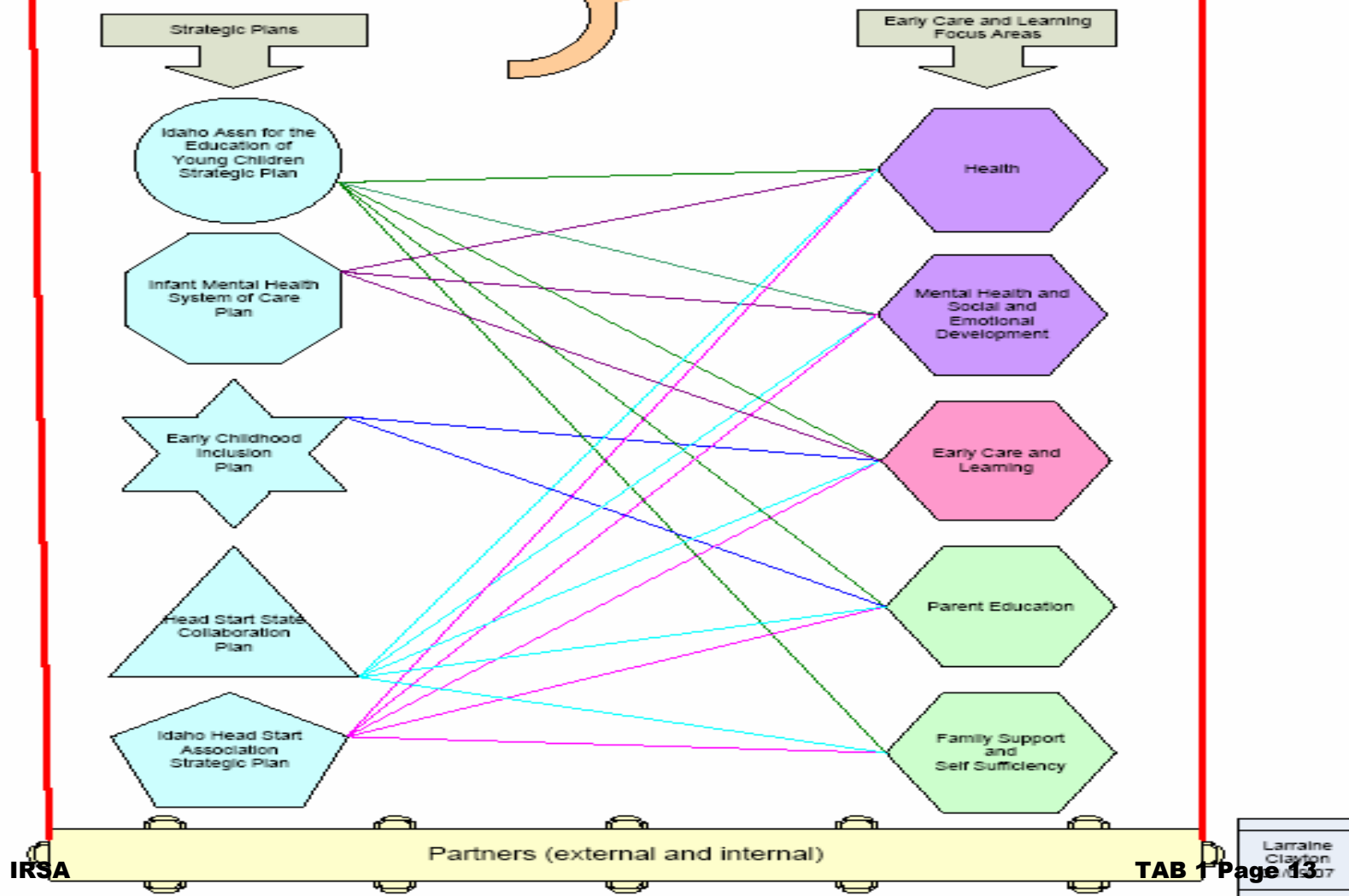
Systems Development

- *Early Childhood Information Clearinghouse*

- *Early Learning Guidelines*

- *Early Childhood Coordinating Council*

- *Tracking Implementation*

Early Childhood Coordinating Council

- *Combination of Infant Toddler Interagency Coordinating Council and ECLCSTF*

- *Idaho Code and Executive Order specifies membership meet requirements of IDEA Part C*

Idaho's Plan Alignment and System Development
Early Care and Learning Plan

Strategic Plans

Early Care and Learning
Focus Areas

Idaho Assn for the Education of Young Children Strategic Plan

Infant Mental Health System of Care Plan

Early Childhood Inclusion Plan

Head Start State Collaboration Plan

Idaho Head Start Association Strategic Plan

Health

Mental Health and Social and Emotional Development

Early Care and Learning

Parent Education

Family Support and Self Sufficiency

Partners (external and internal)

TAB 1 Page 13

Larraine Clayton

Early Childhood Coordinating Council

- *Appointed by the Governor*

- *39-member capacity*

- *Idaho Code & Executive Order 2006-12*

● *Forum for inclusive planning for all children from birth through 8*

Standing Committees

- *Executive*

- *Public Awareness*

- *Public Policy*

- *Finance and Resource*

- *Membership*

Regional Early Childhood Committees

- *7 Regional Early Childhood Committees (RECC)*

- *Charter providing a guideline*

- *Bylaws*

- *Combining the Infant Mental Health Teams and RECC*

Strategic Communication Plan

Inventory of Existing Communication Platforms

- *Internal Communication (EC Professionals)*
- *External Communication*
  - *Newsletters*
  - *E-mail list serve*
  - *Councils*
  - *Boards*
  - *Programs*
  - *Test – 20,000 within about 20 minutes*

Audience

- *Parents*

- *Decision Makers*

- *Agencies*

- *Public*

Same Message/Same Language

Build Public and Political Will

Raise the Boats

for all of

Idaho's Young Children

Priorities and Staging

- *Sustainability for a Coordinated and Comprehensive Early Childhood System*
- *Child Care – Health and Safety Issues*
- *Pre-K – Voluntary and Universal*
- *Health Insurance – CHIP*
- *Child Development Block Grant*
  - *Idaho Child Care Program (ICCP)*

- *Early Intervention*

- *Integrated Preschool Settings*

- *Healthy Social and Emotional Development (mental health)*

- *Competitive Salaries for Early Care and Learning Professionals*

- *Importance of the Early Years*

Put Kids First!

- *90% of brain development occurs during the first five years of life*
- *A child's self concept is formed before the first year of life*
- *The largest window of opportunity for language development is during the first 12 months*

Put Kids First!

- *Inclusion is important during pre-school years because it teaches acceptance of diversity*

- *Early childhood inclusion is mandated by the Individuals with Disabilities Education Act (IDEA)*

- *Inclusion promotes full participation in family and community life*

Put Kids First!

- *Business plan to support the communication plan*

- *Joining the Idaho Community Foundation*
  - *Eligible for private donations and donation will be tax deductible*
  - *Utilize the 501 (c)(3) status for other funding purposes*
  - *Establish an endowment for Early Care and Learning*

Stay Tuned for…

PUT KIDS FIRST!

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
Families access readily available health care information.	Families of young children	Health Insurance Eligibility and Enrollment	HC 6 Develop and distribute a common enrollment application for Medicaid, Children's Health Insurance Program (CHIP) A, CHIP B, and the Children's Access Card that is user friendly (including an electronic version).	By August 2008, common enrollment form for Medicaid, CHIP A, CHIP B, and the Children's Access Card exists.	Common enrollment form for Medicaid, CHIP A, CHIP B, and the Children's Access Card exists.		Medicaid and Welfare
				By August 2008, increased number of calls for the common enrollment form.	Increased number of calls for the common enrollment form.		Medicaid and 2-1-1
				By August 2008, increased number of common enrollment forms completed.	Increased number of enrollment forms completed.		Medicaid
Children have health care coverage				By August 2008, the common enrollment form is submitted electronically.	The common enrollment form is submitted electronically.		Medicaid and Welfare
				By August 2008, increased number of locations offering electronic common enrollment form.	Increased number of locations offering electronic common enrollment form.		Medicaid and Welfare
	Income-Eligible Families in CHIP, Medicaid and Access Card Programs		HC 3 Research, identify, and implement presumptive eligibility within private and public systems to enroll income eligible families in CHIP, Medicaid and Access Card Programs.	By August 2008, presumptive eligibility strategies are implemented.	Presumptive eligibility strategies are implemented.		Medicaid and Welfare with hospital on-line applications
				By August 2008, increased number of CHIP, Medicaid and Access Card enrollees.	Increased number of CHIP, Medicaid and Access Card enrollees.		Medicaid Legislative Action Asset Test Removal Mar 06
	Healthy Connections providers		HC 1 Explore options to increase Medicaid reimbursements for Healthy Connections providers.	By August 2008, increased rate of Medicaid reimbursement for Healthy Connections providers.	Increased rate of Medicaid reimbursement for Healthy Connections providers.		Medicaid Rules Change 10% Increase in reimbursement Mar 06
	Families		HC 5 Convene representatives from health care, ID Department of Insurance (DoI), private health insurance providers, government entities, businesses, and other stakeholders to develop affordable insurance plans for all families (e.g., single payer health insurance, small business medical insurance "co-ops").	By March 2008, decreased number and percentage of uninsured working families.	Decreased number and percentage of uninsured working families.		Department of Labor and Commerce
				By March 2008, increased number and percentage of employers offering health insurance coverage by region of the state.	Increased number and percentage of employers offering health insurance coverage by region of the state.		Department of Insurance

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TAB 1 Page 31

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
Children have an identifiable medical home.	Potential CHIP enrollees	Health Insurance Eligibility and Enrollment	HC 4 Maximize CHIP enrollment (including renewals) by developing, financing, and implementing multiple outreach and process improvement strategies. Outreach should include: neighborhood schools, hospitals, clinics, public libraries, etc.	By March 2008, increased number and percentage of businesses covering employees' children.	Increased number and percentage of businesses covering employees' children.		Department of Labor and Commerce
				By August 2008, increased enrollment in CHIP and Access Card programs.	Increased enrollment in CHIP and Access Card programs.		CKF - Healthy Tomorrows Grant
				By August 2008, placement of public service announcements.	Placement of public service announcements.		CKF - Healthy Tomorrows Grant
				By August 2008, increased rate of retention for CHIP enrollment.	Increased rate of retention for CHIP enrollment.		CKF - Healthy Tomorrows Grant
Families have readily available health care information.	Families		HC 7 Develop, resource and implement a health education initiative (including training) to help healthcare providers, child care and social service providers, educators, faith based organizations, and businesses educate families about the benefits and importance of disease prevention, healthy lifestyles, health insurance options, and medical homes.	By September 2007, funding to finance health education initiative is secured.	Funding to finance health education initiative is secured.		Idaho AEYC CATCH grant
				By September 2007, tools and resources for health education initiative are developed.	Tools and resources for health education initiative are developed.		Idaho AEYC CATCH grant
				By September 2007, number of state organizations, associations, and businesses participating in the health education initiative.	Number of state organizations, associations, and businesses participating in the health education initiative.		Idaho AEYC CATCH grant
				By September 2007, number of health education initiative tools and resources distributed.	Number of health education initiative tools and resources distributed.		Idaho AEYC CATCH grant
				By September 2007, increased number of employer-based health education programs.	Increased number of employer-based health education programs.		SECCS
Families have readily available health care information.	Families	Health Insurance Eligibility and Enrollment	HC 7 Develop, resource and implement a health education initiative (including training) to help healthcare providers, child care and social service providers, educators, faith based organizations, and businesses educate families about the benefits and importance of disease prevention, healthy lifestyles, health insurance options, and medical homes.	By September 2007, number of trainings for childcare providers and number of participants.	Number of trainings for childcare providers and number of participants.		Idaho AEYC and Idaho STARS
				By September 2007, determined value of health education initiative and number of services accessed.	Determined value of health education initiative and number of services accessed.		Idaho AEYC and Idaho STARS SECCS to assist with evaluation
				By September 2007, increased number of hits by families to DHW and DoI websites to download resources.	Increased number of hits by families to DHW and DoI websites to download resources.		DHW & DOI
				By September 2007, increased number of people with health insurance.	Increased number of people with health insurance.		DOI, DL&C
Children have health care coverage.	Eligible young children	Health Insurance Coverage for Mental Health Needs	HC 15 Ensure access for all eligible young children to mental health assessment and services through CHIP, Medicaid, and EPSDT (Part B & C).	By August 2008, tracked and reduced the number of eligible young children on waiting lists for mental health assessment and services through CHIP, Medicaid, and EPSDT (Part B & C).	Tracked and reduced the number of eligible young children on waiting lists for mental health assessment and services through CHIP, Medicaid, and EPSDT (Part B & C).		Children's Mental Health, HSSC, Part C and SECCS
				By August 2008, increased the number of eligible families receiving mental health assessment and services through CHIP, Medicaid, and EPSDT (Part B & C).	Increased the number of eligible families receiving mental health assessment and services through CHIP, Medicaid, and EPSDT (Part B & C).		Medicaid
	Insurance companies		HC 15 Educate insurance companies about the value and cost-benefit of age-appropriate assessments and treatments.	By August 2008, increased the number of providers conducting mental health assessments and providing treatment.	Increased the number of providers conducting mental health assessments and providing treatment.		Mental Health & Medicaid MATCH CATCH grant
Children have an identifiable medical home.	Healthcare providers	Linking Providers to Community Resources	HC 9 Develop an education campaign for healthcare providers to help them access community-based resources including early care and education, family support, parent education, and childhood mental health (CMH) resources.	By December 2007, increased number of health providers educated via conferences, workshops, and trainings.	Increased number of health providers educated via conferences, workshops, and trainings.		AAP, IFFA, INA
				By December 2007, increased number of health care providers using 211 (a community resource).	Increased number of health care providers using 211 (a community resource that provides state wide information through this referral number).		2-1-1 Idaho Careline
				By December 2007, increased number of referrals to Child Care Resource and Referral (CC R&R) from healthcare providers.	Increased number of referrals to CC R&R from healthcare providers.		2-1-1 Idaho Careline

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TAB 1 Page 32

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
Children receive health and developmental services.	Health care professionals and early childhood service providers		HC 10 Explore the development and use of a universal screening and health tracking form for use by health care professionals and early childhood service providers.	By August 2008, by September 2007, report is developed on the pros and cons of using a universal screening and health tracking form.	Report is developed on the pros and cons of using a universal screening and health tracking form.		Medicaid
	Young children	Screening	HC 11 Develop a plan to address financing and implementation of periodic, comprehensive health screening for all young children (including developmental and behavioral assessments).	By August 2008, increased number of early screening appointments for target populations.	Increased number of early screening appointments for target populations.		
				By August 2008, number of children referred for EPSDT through WIC.	Number of children referred for EPSDT through WIC.		DHW - WIC
				By August 2008, funding is secured for periodic, comprehensive health screening for all young children.	Funding is secured for periodic, comprehensive health screening for all young children.		
Children receive health and developmental services.			HC 11 A Develop a report that substantiates the research on the cost-effectiveness/cost-benefit, fiscal impact and rationale for EPSDT screening for all Medicaid eligible children.	By August 2008, increased number of early screening appointments for target populations.	Increased number of early screening appointments for target populations.		
				By August 2008, number of children referred for EPSDT through WIC.	Number of children referred for EPSDT through WIC.		WIC
				By August 2008, funding is secured for periodic, comprehensive health screening for all young children.	Funding is secured for periodic, comprehensive health screening for all young children.		
Children receive health and developmental services.	Young children	Screening	HC 11 B Increase awareness with legislature and health insurance companies on the benefits of providing coverage for well child visits and screening.	By August 2008, funding is secured for periodic, comprehensive health screening for all young children.	Funding is secured for periodic, comprehensive health screening for all young children.		
			HC 11 C Identify and secure resources to develop the system to pay for well child visits for uninsured children and to include screening for maternal depression during the first year post-partum.	By August 2008, funding is secured for periodic, comprehensive health screening for all young children.	Funding is secured for periodic, comprehensive health screening for all young children.		
Families access readily available health care information	Women with young children			By August 2008, increased number of women with young children received screening for depression.	Increased number of women with young children received screening for depression.		DHW - MCH
	EPSDT Service Coordinators		HC 8 Evaluate the effectiveness of EPSDT Service Coordinators who work with health care professionals.	By June 2007, satisfaction survey results of EPSDT coordination efforts from health care professionals and parents/consumers.	Satisfaction survey results of EPSDT coordination efforts from health care professionals and parents/consumers.		DHW - FCS & SECCS
	Parents and guardians		HC 16 Develop a health and social emotional screening checklist for parents and guardians to assess, track and monitor their child's well-being as well as document health care provider visits.	By December 2007, existence of a health and social-emotional screening tool for parents and guardians.	Existence of a health and social-emotional screening tool for parents and guardians.		System of Care & Head Start State Collaboration
				By December 2007, track the distribution of the health and social-emotional checklist through well-baby visits, WIC clinics, etc.	Tracked the distribution of the health and social-emotional checklist through well-baby visits, WIC clinics, etc.		SECCS
Early Childhood mental health and social and emotional development services are available when needed.	Cross-agency group	Mental Health and Social-Emotional Development Services	SE 1 Convene a cross-agency group to review current policies & procedures, as well as services related to prevention, intervention (after early onset), and intensive interventions for young children.	By June 2008, increased number of public and private agencies signing System of Care Cooperative Agreement.	Increased number of public and private agencies signing System of Care Cooperative Agreement.		DHW
				By June 2008, increased number of public and private agencies offering emotional health services to children and families.	Increased number of public and private agencies offering emotional health services to children and families.		DHW & SECCS
				By June 2008, increased number of programs using standardized annual reporting measures.	Increased number of programs using standardized annual reporting measures.		
				By June 2008, standardized reporting measures are used in agency planning and budget cycles.	Standardized reporting measures are used in agency planning and budget cycles.		
Educated and trained professionals deliver early childhood mental health services when needed				By June 2008, increased number of designated public/private staff/agencies available to intervene with high-risk children and families.	Increased number of designated public/private staff/agencies available to intervene with high-risk children and families.		DHW & SECCS
				By June 2008, document with identified protective factors, services, gaps, resources, and data is produced.	Document with identified protective factors, services, gaps, resources, and data is produced.		DHW, Idaho Children's Trust Fund & SECCS
	Children		SE 2 Implement strategies identified in gap analysis to ensure that children served by agencies and programs receive comprehensive mental health services.	By March 2008, increased number of children referred for social and emotional screening by early childhood programs.	Increased number of children referred for social and emotional screening by early childhood programs.		Part C

IRSA

TAB 1 Page 33

390777

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
A comprehensive, integrated system for early childhood mental health exists.	Partners for Prevention, Promotion, Early Intervention, and Treatment of Mental Health Services		SE 2 Develop an interagency agreement delineating the role of each partner for Prevention, Promotion, Early Intervention, and Treatment of mental health services for young children.	By March 2008, increased number of children referred for social and emotional screening by early childhood programs.	Increased number of children referred for social and emotional screening by early childhood programs.		CATCH - MATCH
	Children ages 0-8	Screening for Emotional Development and Mental Health	SE 3 The Infant/Early Childhood (Systems of Care) subcommittee will: a) identify appropriate mental health screening instruments for children ages 0-8, b) identify resources and training needs across public and private service agencies, and c) identify the data to be collected.	By August 2008, guidance document and training modules developed and adopted.	Guidance document and training modules developed and adopted.		Head Start Collaboration
Children receive health and developmental services.	Primary health care providers	Adequate Healthcare Services	HC 2 Assist in the recruitment and retention of primary health care providers for rural and frontier communities.	By August 2008, increased number and percentage of healthcare providers in rural and frontier communities.	Increased number and percentage of healthcare providers in rural and frontier communities.		Idaho Family Practice Residency Program, Idaho State University Rural Health Institute
				By August 2008, increased retention of primary health care providers in rural and frontier communities.	Increased retention of primary health care providers in rural and frontier communities.		Idaho Family Practice Residency Program, Idaho State University Rural
	Health districts, and public and private health care providers		HC 14 Develop a state level public health technical consultant position to help advise support and link health districts and public and private health care providers.	By September 2007, increased coordination and collaboration between health districts, health care providers and other service providers.	Increased coordination and collaboration between health districts, health care providers and other service providers.	Establishment of position will be legislative action	
				By September 2007, increased leverage of Maternal and Child Health (MCH) funds.	Increased leverage of Maternal and Child Health (MCH) funds.		SECCS
Culturally appropriate early childhood mental health and social and emotional development services are available.	Mental health providers	Culturally Appropriate Services	SE 4 Develop education programs, training, resources and contracting proposals to encourage mental health providers to use culturally sensitive methods.	By August 2008, increased number of conferences including culturally sensitive content.	Increased number of conferences including culturally sensitive content.		HSSC & DHW - FCS
				By August 2008, increased number of contracts/grants that required culturally sensitive materials.	Increased number of contracts/grants that required culturally sensitive materials.		SECCS
	Ethnic and minority students		ECL 8 Develop a recruitment program for ethnic and minority students for enrollment in CMH, clinical social work, psychology, and child development degree programs.	By August 2008, increased number of ethnic and minority students with social work, early childhood mental health degrees.	Increased number of ethnic and minority students with social work, early childhood mental health degrees.		Higher Education, Consortium for the Preparation of Early Childhood Providers
Support and self sufficiency is promoted based on best practice and evidence-based programs.	Parents of children with special needs	Support for Families of CSHCN	HC 12 Identify and promote the availability and accessibility of support groups for parents of children with special needs.	By December 2006, increased resources available to parents of children with special health care needs (CSHCN).	Increased resources available to parents of children with special health care needs (CSHCN).		CSHCN and Part C
				By December 2006, increased attendance at support groups for parents of CSHCN.	Increased attendance at support groups for parents of CSHCN.		IPUL
A system of statewide information and referrals are accessible to families in all forty-four counties.				By December 2006, increased number of 211 referrals.	Increased number of 211 referrals.		Careline
	Families with CSHCN		HC 13 Promote the development of a statewide respite care system that includes services for families with CSHCN.	By March 2008, increased number of respite providers available for families with CSHCN.	Increased number of respite providers available for families with CSHCN.		DHW - CFS
				By March 2008, increased number of referrals requested by parents of CSHCN.	Increased number of referrals requested by parents of CSHCN.		DHW - CFS
				By March 2008, number of 211 referrals from IDSTARS.	Number of 211 referrals from IDSTARS.		Careline
Children receive health and developmental services.	Children's health insurers		HC 17 Support legislation requiring insurers of children's health to include minimum level coverage for early intervention.	By September 2008, increased percentage of early intervention costs reimbursed by private insurance companies.	Increased percentage of early intervention costs reimbursed by private insurance companies.		Part C, Health Insurance, Dept of Insurance
	Public and private agencies	Integration of Infant/Early Childhood Mental Health (CMH) into the Larger CMH System	SE 5 Develop a braided (cross-agency) fiscal strategy of resources from public and private agencies to integrate the mental health component into the larger Childhood Mental Health (CMH) System of Care. The strategy must address: a) funding and governance for pilot programs, b) fiscal oversight, and c) provider payment rates.	By September 2008, increased amount of funds coordinated and supporting Systems of Care activities.	Increased amount of funds coordinated and supporting Systems of Care activities.		Head Start Collab
				By September 2008, increased number of pilot programs.	Increased number of pilot programs.		DHW
				By September 2008, increased provider payment rates.	Increased provider payment rates.		DHW

IRSA

TAB 1 Page 34

390777

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
	State, regional, and community governance structures		SE 6 Develop state, regional, and community governance structures and plans to support a full range of mental health services (prevention, early intervention, and treatment).	By September 2008, state, regional, and community governance structures are developed and implemented.	State, regional, and community governance structures are developed and implemented.		DHW
				By September 2008, increased number of stakeholders working on CMH efforts.	Increase number of stakeholders working on CMH efforts.		DHW - System of Care
	Infant and Early Childhood Mental Health Care Providers	Training of Mental Health Professionals	SE 4 Develop a certification and credentialing system for Infant and Early Childhood Mental Health Care Providers.	By September 2008, increased number of credentialed Infant and Early Childhood mental health professionals.	Increased number of credentialed Infant and Early Childhood mental health professionals.		Consortium for the development of early childhood professionals
				By September 2008, increased number of training opportunities for paraprofessionals and professional care providers.	Increased number of training opportunities for paraprofessionals and professional care providers.		Idaho STARS
Licensing standards address the needs of children cared for in out-of-home settings.	State child care licensing regulations		ECL 1 Improve the state child care licensing regulations to include an agency for enforcement of child care licensing regulations.	By March 2008, successful changes to current laws.	Successful changes to current laws.	Legislative Action	Idaho AEYC and Voices for Children
		Licensing Regulations for Child Care Providers		By March 2008, increased number of inspectors.	Increased number of inspectors.	Legislative Action	DHW
Children have access to quality early care and learning settings.				By March 2008, increased enforcement of the laws.	Increased enforcement of the laws.	Legislative Action	DHW
Children and families participate in programs that promote early care and learning.	Caregivers		ECL 4 Increase the number of caregivers with formal education in early care and education or related fields.	By September 2008, increased degrees conferred in early childhood education field.	Increased degrees conferred in early childhood education field.		University Programs
				By September 2008, increased number of caregivers completing early childhood training programs.	Increased number of caregivers completing early childhood training programs.		Idaho STARS
	DHW and Early Childhood Education non-profits		ECL 9 Work with DHW and ECE non-profits to provide education about the cost/benefits of providing state match for federal funds for child care.	By June 2007, increased amount of child care funds from new sources.	Increased amount of child care funds from new sources.		Idaho AEYC & Idaho Children's Trust Fund
	Families	Child Care Subsidies	ECL 10 Identify and promote information about a transitional strategy to continue to deliver subsidies to families that are just over the eligibility limit. The purpose of the strategy is to eventually transition parents off the subsidy.	By March 2008, increased number and percentage of eligible families able to obtain child care subsidies.	Increased number and percentage of eligible families able to obtain child care subsidies.		DHW
	Child care health consultants	Availability of Child Care Health Consultants	ECL 5 Identify and secure funding to support the child care health consultant program including the consultant training component.	By September 2006, training is available to prepare child care health consultants.	Training is available to prepare child care health consultants.		Idaho AEYC
				By September 2006, increased number of trained child care health consultants.	Increased number of trained child care health consultants.		Idaho AEYC
				By September 2006, increased number and percentage of child care health consultants available to licensed child care providers.	Increased number and percentage of child care health consultants available to licensed child care providers.		Idaho AEYC
	Child care providers	Educational Opportunities and Resources for Child Care Providers	ECL 6 Expand community awareness and support for child care providers to access and enroll in the Idaho IDSTARS education program.	By August 2008, increased number of IDSTARS trainings occurs in rural areas.	Increased number of IDSTARS trainings occurs in rural areas.		Idaho AEYC
	New providers		ECL 16 Develop a toolkit to be used by child care networks to orient new providers to the early childhood resources in their community.	By June 2007, toolkits distributed to child care providers in Region 6.	Toolkits distributed to child care providers in Region 6.		Idaho AEYC
			ECL 20 Develop and/or coordinate an ongoing series of training events on special needs targeted at child care providers.	By August 2008, recommendations are completed and ready for dissemination and advocacy.	Recommendations are completed and ready for dissemination and advocacy.		Idaho Inclusion Team
				By August 2008, increased number of knowledgeable child care providers caring for CSHCN.	Increased number of knowledgeable child care providers caring for CSHCN.		Idaho AEYC, Idaho STARS
Children with special needs have access to early care and learning settings with typically developing children.	Child care providers	Child Care Providers' Knowledge of Special Needs		By August 2008, increased number of families who can obtain out-of-home child care for their CSHCN.	Increased number of families who can obtain out-of-home child care for their CSHCN.		Idaho STARS & H&W
				By August 2008, increased number of caregivers trained to identify and care for children with social and emotional behaviors.	Increased number of caregivers trained to identify and care for children with social and emotional behaviors.		Head Start Collaboration

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TAB 1 Page 35

Logic Model for SECCS Grant Program:
Idaho Early Childhood Comprehensive Systems (IECCS) Implementation Project
HC025

Indicator	TARGET POPULATION	INTERVENTION DESCRIPTION	INTERVENTION ACTIVITIES	EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			ECL 18 Research and develop recommendations for increased compensation to child care providers for services to children with special needs.	By December 2007, increased number of caregivers receiving compensation for services provided to children with special needs.	Increased number of caregivers receiving compensation for services provided to children with special needs.		DHW
Children have access to quality early care and learning settings.	Children	Quality Early Learning Programs		By March 2008, increased number of age-eligible children who attended quality early childhood education (ECE) offered by school districts.	Increased number of age-eligible children who attended quality early childhood education (ECE) offered by school districts.		SDE
				By March 2008, increased number of age-eligible children who are on school district waiting lists for quality ECE.	Increased number of age-eligible children who are on school district waiting lists for quality ECE.	Legislation Dependent	SDE
			ECL 15 Remove restrictions on school districts so they can offer and/or partner with existing early learning programs to provide services to all children, in addition to children with special needs.	By March 2008, increased number of school districts offering ECE programs.	Increased number of school districts offering ECE programs.	Legislation Dependent	SDE
				By March 2008, increased number of school districts partnering with quality ECE.	Increased number of school districts partnering with quality ECE.		SDE
	Child care providers		ECL 2 Expand the professional development opportunities for childcare providers both at the higher education and community levels.	By August 2008, increased number of early childhood providers receiving training such as Parents as Teachers (PAT) component, conferences, TIME.	Increased number of early childhood providers receiving training such as PAT component, conferences, TIME.		Idaho STARS
Children and families participate in programs the promote early care and learning.	Child care providers		ECL 3 Develop or locate training information, resources, materials, and equipment to promote healthy child development.	By December 2006, increased number of early childhood resource libraries available.	Increased number of early childhood resource libraries available.		Idaho STARS
	Parents	Culturally Sensitive Early Childhood Program Staff	ECL 14 Develop and/or identify quality resources in a variety of languages to meet parental needs.	By June 2007, increased number of state publications in a variety of languages are available.	Increased number of state publications in a variety of languages are available.		Haed Start Collaboration, Idaho AEYC, Covering Kids and Families, Born
				By June 2007, increased number of resources from early care and learning services in a variety of languages.	Increased number of resources from early care and learning services in a variety of languages.		Idaho Migrant Council, HSSC, Part C, Part B, Idaho AEYC
	Early childhood professionals and caregivers		ECL 12 Identify resources to promote appropriate language learning and second language acquisition that is targeted at early childhood professionals and caregivers.	By December 2007, increased number of educational programs on second language acquisition.	Increased number of educational programs on second language acquisition.		SDE & Idaho Migrant Council
				By December 2007, increased number of early childhood students who speak a second language.	Increased number of early childhood students who speak a second language.		SDE & Idaho Migrant Council
				By December 2007, standardized core curriculum used by higher education.	Standardized core curriculum used by higher education.		EC Consortium
	Young second language learners		ECL 17 Identify research-based approaches to assess the abilities and learning needs of young second language learners.	By September 2007, resources are identified, accessible, and disseminated to early childhood professionals and caregivers.	Resources are identified, accessible, and disseminated to early childhood professionals and caregivers.		Title I Migrant Head Start
				By September 2007, increased number of caregivers using assessment tools.	Increased number of caregivers using assessment tools.		Title I Migrant Head Start
	Child care providers and early childhood educators		ECL 8 Recruit child care providers and early childhood educators with different ethnic, cultural and linguistic backgrounds.	By August 2008, increased number of child care providers with diverse ethnic, cultural and linguistic backgrounds.	Increased number of child care providers with diverse ethnic, cultural and linguistic backgrounds.		Idaho STARS Companero
	Families, communities, and schools	Coordination among Families, Communities, and Schools to Make Children School-Ready	ECL 11 Promote and distribute the National Governors' Association School Readiness Report to increase awareness about the need for "ready state - ready schools - ready communities - and ready parents."	By August 2006, number of reports distributed.	Number of reports distributed.		Early Years Conference
				By August 2006, hits to the GCCFC website to download the report.	Hits to the GCCFC website to download the report.	GCCFC website discontinued	SECCS
				By August 2006, number of newsletter articles.	Number of newsletter articles.	Distributed and publicized	SECCS
Parent education is recognized as important and promoted statewide.	Families, communities, and schools		ECL 7 Expand the reach of public awareness campaigns and the number of web-based information outlets that contain quality child care information.	By December 2006, all identified agencies have a link on the 211 website.	All identified agencies have a link on the 211 website.		RECC Review
				By December 2006, increased number of hits on partner websites.	Increased number of hits on partner websites.		Idaho AEYC, EOFC, ECIC
				By December 2006, strategic marketing plan is developed.	Strategic marketing plan is developed.		ECCC, UW, Idaho AEYC
	Families of young children	Resources and Services for Families	PE 1 Identify and help secure funding to ensure 211 ID CareLine and other information and referral systems will be able to increase their capacity and scope to better meet the needs of families of young children (possibly a "24/7" hotline).	By March 2008, increased funds for 211.	Increased funds for 211.		2-1-1
				By March 2008, increased hours of operation of the 211 ID CareLine.	Increased hours of operation of the 211 ID CareLine.		2-1-1
				By March 2008, increased number of 211 staff.	Increased number of 211 staff.	Part time temp only	2-1-1
	Families of young children		PE 2 Develop methods to increase the number of services and resources listed in	By August 2008, quality assurance reports for 211 CareLine indicated an increased number of resources added and updated.	Quality assurance reports for 211 CareLine indicated an increased number of resources added and updated.		2-1-1

IRSA

TAB 1 Page 36

390777

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
	Families of young children		the 211 CareLine and other information and referral databases.	By August 2008, increased number of state agencies and fundees requiring contractees to be listed in 211 ID CareLine database.	Increased number of state agencies and fundees requiring contractees to be listed in 211 ID CareLine database.		2-1-1
	Families of young children		PE 4 Create website links between the early care and learning community to increase awareness of resources and services.	By August 2008, increased number of website links between early care and learning communities.	Increased number of website links between early care and learning communities.		Idaho AEYC
Communities respond to child and family needs.	Families of young children	Parent Education and Peer Support for Families	PE 6 Identify or develop toolkits and resources to help organizations and community leaders better connect with parents to improve delivery of parent education services including the development of support networks.	By September 2007, increased numbers of families utilizing early childhood/parent programs.	Increased numbers of families utilizing early childhood/parent programs.		PAT, Baby Steps
				By September 2007, increased number and variety of churches, schools, hospitals, community and tribal health centers, health districts, civic and non profit organizations offering parent education programs.	Increased number and variety of churches, schools, hospitals, community and tribal health centers, health districts, civic and non profit organizations offering parent education programs.		SECCS
				By September 2007, increased number of parent education programs listed in the 211 database.	Increased number of parent education programs listed in the 211 database.		RECC
				By September 2007, increased number of community partnerships that offer Parents as Teachers (PAT) Programs.	Increased number of community partnerships that offer PAT Programs.	No state funding appropriated -- TANF funding only with state budget crisis	SECCS
	Parents		PE 7 Work with state level family service organizations to incorporate, sponsor, and/or facilitate parent education opportunities, including training, for those they work with at the community level.	By December 2007, increased number of partners facilitating or supporting parent education opportunities and training.	Increased number of partners facilitating or supporting parent education opportunities and training.		United Way, PAT, Baby Steps
				By December 2007, increased number of organizations including parent education in their communication documents (e.g., newsletters).	Increased number of organizations including parent education in their communication documents (e.g., newsletters).		SECCS
	Families		PE 8 Identify opportunities and help develop multi-purpose community centers that house family education resources, classes and services, as well as services for the broader population (e.g., seniors, disabled).	By August 2008, increased numbers of multi-purpose community centers.	Increased numbers of multi-purpose community centers.		Faith-based Liaison, RECC
				By August 2008, increased number of families enrolled in training or courses at the community centers.	Increased number of families enrolled in training or courses at the community centers.		Faith-based Liaison, RECC
	Parent education providers, members of state associations, and faith-based communities		PE 5 Identify and promote cross-cultural training that is sensitive to the diverse populations represented in ID and targeted at parent education providers, members of state associations, and faith-based communities.	By August 2008, number of parent educators who completed cross-cultural training.	Number of parent educators who completed cross-cultural training.		Early Years - HSSC
				By August 2008, parents satisfied with the cross-cultural training.	Parents satisfied with the cross-cultural training.		Early Years - HSSC
				By August 2008, analysis of parent education programs listed on the 211 ID CareLine offered in other languages showed that these programs have a range of offerings and times, costs, and available childcare.	Analysis of parent education programs listed on the 211 ID CareLine offered in other languages showed that these programs have a range of offerings and times, costs, and available childcare.		RECC and IdahoCareline
				By August 2008, increased number of trained facilitators serving multiple cultures and populations.	Increased number of trained facilitators serving multiple cultures and populations.		Idaho's Heart
	Families		PE 3 Identify and coordinate early literacy opportunities including implementing programs in medical settings.	By August 2008, increased number of medical settings with literacy programs.	Increased number of medical settings with literacy programs.		Lee Pesky Learning Center PIRC
				By August 2008, increased number of partners coordinating their literacy efforts.	Increased number of partners coordinating their literacy efforts.		Lee Pesky Learning Center
				By August 2008, increased number of participants in literacy programs.	Increased number of participants in literacy programs.		Lee Pesky Learning Center
Support and self sufficiency is promoted based on best practice and evidence-based programs.	Working Families	Supporting Family Self-Sufficiency	FS 1 Develop a working group of state and federal agencies to identify methods to streamline and increase flexibility in programs to promote asset development for working families (e.g. individual family accounts).	By August 2008, increased number of IDEA accounts.	Increased number of IDEA accounts.		United Way
				By August 2008, existence of anti-predatory legislation.	Existence of anti-predatory legislation.		
				By August 2008, increased home ownership.	Increased home ownership.		DOL
				By August 2008, identify and correct current barriers in asset disregard programs.	Identify and correct current barriers in asset disregard programs.		United Way
Collaboration exists at local and state levels among family service providers.	Faith-based and community organizations		FS 2 Coordinate with faith-based and community organizations (FBCOs) to identify and promote self sufficiency resources and education (e.g.	By August 2008, increased number of faith-based and community organization resources in 211.	Increased number of faith-based and community organization resources in 211.		RECC, Idaho Careline

IRSA

TAB 1 Page 37

Indicator	TARGET POPULATION	INTERVENTION DESCRIPTION	ACTIVITIES	EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
			financial/budgeting courses, nutrition, and food preparation, housing programs).	By August 2008, increased number of new partnerships between state agencies and FBCOs.	Increased number of new partnerships between state agencies and FBCOs.		Faith-based Liaison
Families identify and utilize resources that promote self sufficiency.	Non-custodial parents		FS 4 Identify and/or promote career guidance opportunities including job skills training with a specific emphasis on increasing the earning capacity of non-custodial parents so they can support their children.	By August 2008, increased number of people accessing career guidance.	Increased number of people accessing career guidance.		SECCS
				By August 2008, developed promotional campaign.	Developed promotional campaign.		
				By August 2008, increased number of people in a job that pay a living wage.	Increased number of people in a job that pay a living wage.		DOL
				By August 2008, increased number of non-custodial parents with jobs.	Increased number of non-custodial parents with jobs.		DOL
Collaboration exists at local and state levels among family service providers.	Neighborhood centers	Resources for Parents to Provide Nurturing Family Environment	FS 9 Help facilitate meetings and dialogue on the benefit of "neighborhood centers" in venues such as schools, senior citizen centers, libraries, faith-based organizations, etc. that share resources, serve as one-stop family resource centers, and promote intergenerational work.	By August 2008, increased number of multi-function neighborhood centers.	Increased number of multi-function neighborhood centers.		Faith-based Liaison, RECC
				By August 2008, increased usage of current neighborhood centers.	Increased usage of current neighborhood centers.		Faith-based Liaison, RECC
	Parents		FS 5 Expand the scope and capacity of quality parent education and support programs such as PAT, Fatherhood "Best Practices" Initiatives, Head Start, etc.	By August 2008, increased number and percent of eligible families participating in Parents as Teachers (PAT), Head Start, Early Head Start programs by region of the state.	Increased number and percent of eligible families participating in PAT, Head Start, Early Head Start programs by region of the state.		HS, PAT, EHS
	Families with young children	Procedures, Policies, and Networks of Support to Address Family Behavioral Health Issues	FS 10 The judicial system, state organizations, and agencies incorporate family support efforts in their work with families of young children including parent education, support groups, social-emotional assessments and substance abuse therapy.	By August 2008, increased number of parents on waiting lists for parent education programs.	Increased number of parents on waiting lists for parent education programs.		JJ
				By August 2008, developed referral protocol used by state agencies and judicial system.	Developed referral protocol used by state agencies and judicial system.		JJ
				By August 2008, increased number of judicial referrals.	Increased number of judicial referrals.		JJ
				By August 2008, increased referrals by DHW to the specific services.	Increased referrals by DHW to the specific services.		DHW
	Families		FS 11 Coordinate planning between domestic violence shelters, homeless shelters and other crisis response programs to develop procedures, policies and networks of support to coordinate services to make them more accessible and readily available.	By August 2008, mutually developed policies and procedures to serve families in crisis.	Mutually developed policies and procedures to serve families in crisis.		
				By August 2008, increased reporting of suspected child abuse.	Increased reporting of suspected child abuse.		
				By August 2008, operational methamphetamine protocol for children statewide.	Operational methamphetamine protocol for children statewide.		DHW
				By August 2008, increased use of homeless and domestic violence services.	Increased use of homeless and domestic violence services.		
				By August 2008, coordinated planning document developed.	Coordinated planning documents developed.		
Families identify and utilize resources that promote self sufficiency.	Parents of young children, especially pregnant mothers	Procedures, Policies, and Networks of Support to Address Family Behavioral Health Issues	FS 3 Coordinate activities around the needs of parents of young children, especially pregnant mothers, in substance abuse treatment programs.	By August 2008, increased number of substance abuse treatment options in 211 ID.	Increased number of substance abuse treatment options in 211 ID.		Careline
				By August 2008, increased knowledge of substance abuse treatment options in 211 ID.	Increased knowledge of substance abuse treatment options in 211 ID.		Careline
				By August 2008, AR web portal number of babies born with substance abuse-related problems.	AR web portal number of babies born with substance abuse-related problems.		AR
				By August 2008, decreased number of substantiated substance abuse-related child abuse and neglect reports.	Decreased number of substantiated substance abuse-related child abuse and neglect reports.		AR
	Fathers		FS 7 Identify resources and increase the capacity for father involvement programs and initiatives that strengthen marriages and build positive relationships with children.	By June 2006, increased number of fatherhood programs.	Increased number of fatherhood programs.		SECCS
				By June 2006, decreased divorce rate.	Decreased divorce rate.		DOL & DOC
				By June 2006, increased number of marriage initiatives and programs.	Increased number of marriage initiatives and programs.		SECCS
				By June 2006, increased numbers of communities requesting technical assistance from Healthy Nampa family project.	Increased numbers of communities requesting technical assistance from Healthy Nampa family project.		SECCS

IRSA

TAB 1 Page 38

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
Families identify and utilize resources that promote self sufficiency.	TANF families	TANF Regulations	FS 12 Develop a working group consisting of representatives that receive TANF funds, state agencies, legislators and other stakeholders to conduct an annual review and provide recommendations for improvement of the quality, access and use of TANF funds including regulations.	By August 2008, increased number and percent of TANF families using childcare services by region of the state.	Increased number and percent of TANF families using childcare services by region of the state.	TANF budget crisis and deficit in 2008	DHW
				By August 2008, increased number and percent of TANF families using job opportunities region of the state.	Increased number and percent of TANF families using job opportunities region of the state.	TANF budget crisis and deficit in 2009	DHW
				By August 2008, decreased number of "disincentives" identified in the TANF program.	Decreased number of "disincentives" identified in the TANF program.		DHW
				By August 2008, legislative leadership to convene and report progress on the annual review.	Legislative leadership to convene and report progress on the annual review.		Early Childhood Legislative Committee
	TANF Regulations		FS 13 Increase emergency cash assistance by identifying and raising awareness of the community-based resources to help TANF families.	By August 2008, developed list of emergency cash assistance programs.	Developed list of emergency cash assistance programs.		DHW
Efficient and accountable systems for distributing government funds are coordinated across initiatives that serve families of young children.	Stakeholders	Governance Structure for Early Care and Learning	CS 1 Work with stakeholders to identify and develop the governance structure for long-term early care and learning through cross-systems collaboration efforts (e.g., central office, cabinet, council).	By August 2006, governance structure in place.	Governance structure in place.	Transition of Governor's 2Xs during 7 months	SECCS
The governance structure for early care and learning provides the leadership, coordination and resources to ensure the goals of the plan are achieved.			CS 5 Identify the policies and resources needed to achieve the ten shared goals around early care and learning.	By December 2007, resource and policy action plan developed for ten shared goals.	Resource and policy action plan developed for ten shared goals.		Idaho Voices for Children
			CS 2 Prioritize strategic action steps for each of the strategies of the first phase of the state plan.	By September 2006, a plan with timelines and evaluation measures is developed.	A plan with timelines and evaluation measures is developed.		ECCC
Efficient and accountable systems for distributing government funds are coordinated across initiatives that serve families of young children.	Stakeholders	Governance Structure for Early Care and Learning	CS 8 Develop and implement a funding plan which includes building the capacity and expertise to apply for federal and private funds.	By June 2008, timelines exist.	Timelines exist.		SECCS
				By June 2008, increased amount of funding for early childhood initiatives.	Increased amount of funding for early childhood initiatives.		SECCS & ECCC
	Families of young children		CS 10 Identify and/or develop Memorandums of Understanding (MOUs) or Memorandums of Agreement (MOAs) between agencies to better coordinate the services they provide for families of young children to include integrating service delivery efforts, developing accountability measures across programs, streamlining intake procedures, providing cross training, and developing outreach to parents.	By August 2008, increased number of MOUs/MOAs are developed between agencies to provide early childhood collaborative services and systems of care.	Increased number of MOUs/MOAs are developed between agencies to provide early childhood collaborative services and systems of care.		SECCS
				By August 2008, increased number of MOUs/MOAs that include requirements for single intake forms, referrals, and/or sharing of data.	Increased number of MOUs/MOAs that include requirements for single intake forms, referrals, and/or sharing of data.		
				By August 2008, increased number of regions with early care and learning coordination.	Increased number of regions with early care and learning coordination.		RECC
Effective interagency coalitions, councils and coordinating bodies that work across systems and serve families and children at the state, regional and community level are promoted and supported.	Agencies	Cross-System Coordination to Serve Families and Children at all Levels	CS 11 Agencies co-host and/or co-sponsor trainings, conferences, workshops at the state and local levels to reduce duplication and encourage cross-training.	By August 2008, increased number of agencies co-hosting/co-sponsoring training for staff and volunteers.	Increased number of agencies co-hosting/co-sponsoring training for staff and volunteers.		Idaho AEYC, Head Start Collaboration, Oral Health, Part C,
				By August 2008, number of state staff trained.	Number of state staff trained.		DHW, HS, IAEYC
				By August 2008, increased number of state organizations blending and braiding funding streams.	Increased number of state organizations blending and braiding funding streams.		Head Start Collaboration

IRSA

TAB 1 Page 39

390777

Logic Model for SECCS Grant Program:
Idaho Early Childhood Comprehensive Systems (IECCS) Implementation Project
HC025

Indicator	TARGET POPULATION	INTERVENTION DESCRIPTION	INTERVENTION ACTIVITIES	EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
Families use the information and support component of the system to provide them with access to the network of community resources.	Programs that address early childhood issues		CS 3 Annual planning sessions for programs that address early childhood issues are coordinated so funding streams can be maximized and shared goals can be accomplished (e.g., Title 1, HSC, Infant Toddler Coordinating Council). This includes identifying opportunities and appropriate fit to co-locate or share infrastructure costs.	By August 2008, number of annual trainings on blending/braiding funds.	Number of annual trainings on blending/braiding funds.		
				By August 2008, increased number of partners sharing goals, outcomes, etc.	Increased number of partners sharing goals, outcomes, etc.		Idaho AEYC, Head Start Collaboration, Part C, ECCC
				By August 2008, increased number of partners aligning resources, staff, data, communication outlets, etc.	Increased number of partners aligning resources, staff, data, communication outlets, etc.		SECCS
				By August 2008, increased number of organizations that co-locate.	Increased number of organizations that co-locate.		SECCS
				By August 2008, increased number of families served through co-location.	Increased number of families served through co-location.		SECCS
The governance structure for early care and learning provides the leadership, coordination and resources to ensure the goals of the plan are achieved.	General Public	Utilization of Family Support	CS 4 Develop a strategic messaging plan to create public support and political will to ensure the long-term success of early care and learning resources including identifying resources for public information and awareness campaigns to address each focus area of the plan and targeted at multiple audiences and using multiple media.	Developed messaging plan.	Developed messaging plan.		Born Learning and ECCC
				By September 2006, developed communication documents.	Developed communication documents.		Born Learning and ECCC
				By September 2006, gauged public support and political will through surveying.	Gauged public support and political will through surveying.		Born Learning and ECCC
				By September 2006, increased support of early care and learning initiatives by decision-makers.	Increased support of early care and learning initiatives by decision-makers.		SECCS
				By September 2006, increased number of parents and caretakers using 211 by type of request, age of child and region of the state.	Increased number of parents and caretakers using 211 by type of request, age of child and region of the state.		Idaho Careline
				By September 2006, tracked website hits.	Tracked website hits.		Idaho AEYC
				By September 2006, tracked placement of public service announcements.	Tracked placement of public service announcements.		SECCS
	Partners and responsible parties	Coordinated Fund Allocation to Initiatives that Serve Families of Young Children	CS 6 Convene partners and responsible parties to identify funds (state and federal) that can be blended and/or braided, and to identify and/or develop flexible funding structures and tools to support coordination and collaboration at the state and local levels.	By December 2007, results from meeting evaluation forms indicated efficient and accountable systems to allocate funds to initiatives that service families of young children.	Results from meeting evaluation forms indicated efficient and accountable systems to allocate funds to initiatives that service families of young children.		SECCS
				By December 2007, increased number of organizations and agencies blending or braiding funds.	Increased number of organizations and agencies blending or braiding funds.		Head Start Collaboration, Idaho AEYC, Children's Trust Fund, Part C, SECCS,
				By December 2007, flexible funding tools identified.	Flexible funding tools identified.		
	Partners and responsible parties		CS 6 Convene partners and responsible parties to identify funds (state and federal) that can be blended and/or braided, and to identify and/or develop flexible funding structures and tools to support coordination and collaboration at the state and local levels.	By December 2007, documentation on the convening of partners and responsible parties to identify funds (state and federal) that can be blended and/or braided, and to identify and/or develop flexible funding structures and tools to support coordination and collaboration at the state and local levels.	Documentation on the convening of partners and responsible parties to identify funds (state and federal) that can be blended and/or braided, and to identify and/or develop flexible funding structures and tools to support coordination and collaboration at the state and local levels.		SECCS
	Families of Young Children	Coordinated Fund Allocation to Initiatives that Serve Families of Young Children	CS 7 Work with private and non-profit funding agencies to develop performance-based contracting to better monitor program outcomes to ensure they meet their intended purposes of serving families of young children, and appropriate funding is based on desired results.	By March 2008, completed gap analysis of the early childhood initiative.	Completed gap analysis of the early childhood initiative.		SECCS
				By March 2008, developed streamlining plan to better coordinate fund allocation to initiatives that serve families of young children.	Developed streamlining plan to better coordinate fund allocation to initiatives that serve families of young children.		SECCS
				By March 2008, documented efforts between private and non-profit funding agencies to develop performance-based contracting to better monitor program outcomes to ensure they meet their intended purposes of serving families of young children and that appropriate funding is based on desired results.	Documented efforts between private and non-profit funding agencies to develop performance-based contracting to better monitor program outcomes to ensure they meet their intended purposes of serving families of young children and that appropriate funding is based on desired results.		
				By March 2008, improved quality of services.	Improved quality of services.		
				By March 2008, increased number of children and families impacted.	Increased number of children and families impacted.		
			CS 12 Develop a data task force to	By August 2008, developed a defined set of child and family well-being indicators.	Developed a defined set of child and family well-being indicators.		SECCS & Partners

IRSA

TAB 1 Page 40

Logic Model for SECCS Grant Program:
Idaho Early Childhood Comprehensive Systems (IECCS) Implementation Project
HC025

Indicator	TARGET POPULATION	INTERVENTION		EXPECTED CHANGE (Outcomes/Objectives)	EVIDENCE OF CHANGE (Indicators)	BARRIERS	FACILITATORS
		DESCRIPTION	ACTIVITIES				
	State Agencies	Well-being Indicator Use in Systems, Programs and Agencies	convene state agencies that collect and analyze data to assess and identify opportunities for a) alignment of data collection and reporting, b) assessment of the types of data collected, including outcome measures, and c) coordinated reports used to define a set of child well-being indicators.	By August 2008, aligned policies and state requirements.	Aligned policies and state requirements.		SECCS & Partners
				By August 2008, created a data dictionary and standardized reports based on key data points.	Created a data dictionary and standardized reports based on key data points.		SECCS & Partners
				By August 2008, number of agencies jointly collecting information on the early childhood indicators in the plan.	Number of agencies jointly collecting information on the early childhood indicators in the plan.		SECCS
	State policymakers and faith-based decision makers	Policy Recommendations	CS 9 Work with state policymakers and faith-based decision makers to ensure that policy decisions and investments on early childhood are made based on facts, best practices and research.	By August 2008, wrote annual report to policy makers.	Wrote annual report to policy makers.		
				By August 2008, early childhood legislation based on facts, best practices and research is passed or failed.	Early childhood legislation based on facts, best practices and research is passed or failed.		2006 Session, 2007 Session, EC Legislative Task Force
				By August 2008, tracked early childhood information to inform policy, program and service planning, funding and delivery decisions.	Tracked early childhood information to inform policy, program and service planning, funding and delivery decisions.		SECCS
	State Legislature		CS 13 The state legislature is briefed annually on the status of young children.	By August 2008, wrote annual report on the status of young children.	Wrote annual report on the status of young children.		SECCS & Partners
				By August 2008, increased number of educational events hosted at the capitol.	Increased number of educational events hosted at the capitol.		Block Fest - PAT
		Sustainability	Foundation funding will be explored to assist with the implementation of the plan.	Foundation funding is explored to assist with the implementation of the plan.	Foundation funding is explored to assist with the implementation of the plan.		Children's Trust Fund Albertson , Foundation, NGA
			Partnerships will be developed and strengthened.	Partnerships are developed and strengthened.	Partnerships are developed and strengthened.		SECCS & Partners
			Additional business support will be requested.	Additional business support is requested.	Additional business support is received.		SECCS
		Evaluation	External evaluator (University of Idaho Extension Office) will determine overall effectiveness of the plan.	Overall effectiveness of the plan is determined.	Overall effectiveness of the plan is determined.		Evaluation Team

IRSA

TAB 1 Page 41

390777

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SUBJECT

Reconsideration of New Graduate Program – Boise State University – Master of Applied Anthropology and MA, Anthropology

REFERENCE

June 14-16, 2006   The Board considered Boise State University's full proposal for a new Master of Applied Anthropology and Master of Arts in Anthropology. The request was not approved due to concerns with duplication. The Board asked BSU to return with an amended proposal to include program comparisons among other institutions.

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

BACKGROUND

In accordance with Board policy III.G.5,(a) (2) and (3), The Chief Academic Officer shall forward program requests to the CAAP for its review and recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. A request for a new graduate program requires a full proposal.

DISCUSSION

Boise State University proposes to offer two new and complementary graduate degrees: a Master of Arts in Anthropology, which will require the preparation of a thesis as a culminating activity and which is intended to prepare students who will eventually seek a doctoral degree, and a Master of Applied Anthropology degree, which will require the completion of a project constituting a significant professional activity and which prepares students for employment as a professional anthropologist with a state or federal agency.

The proposed programs will be offered by a department that has a strong baccalaureate program, averaging approximately 85 majors and 15 graduates per year; an extensive record of research, publication, and external grant and contract support; synergy involving collaboration with the Departments of Biology and Geosciences that will be enhanced by development of graduate programs.

The proposed programs will provide increased access by place-bound agency personnel to graduate educational opportunities; increased capacity to perform research needed by local county, state, and federal agencies; added ability for faculty members and graduate students to contribute in formulation of public policy in areas of faculty expertise; additional research opportunities for

undergraduate students; and a means to address recommendations of external program reviewers who called for the development of a graduate program.

Boise State University is currently accredited for all degree levels (Associate, Bachelor's, Master's, and Doctoral). The proposed program is not subject to specialized accreditation. The curriculum requires a core sequence in anthropology with a significant emphasis on methodology and theory, a sequence of electives, a preliminary examination, and a project (Master of Applied Anthropology) or a thesis (Master of Arts in Anthropology). The thesis will be expected to be sufficient quality to warrant publication in a peer reviewed journal.

The University of Idaho (UI) offers a Master of Arts degree in Anthropology at its Moscow campus, and Idaho State University (ISU) offers both Master of Arts and Master of Science degrees in Anthropology at its Pocatello campus. In addition, nearly every university in adjoining states offers graduate work in anthropology (see page 10 of the full proposal). Presently, no graduate degrees in anthropology are offered in southwest Idaho. Appendix B located on page 52-53, compares several aspects of the programs at BSU, UI, and ISU, including undergraduate program, existing and proposed graduate programs, and number of faculty members. Letters of support are included on pages 31-51.

The proposed graduate programs are an effort by BSU to "*offer master's degrees consistent with state needs,*" to "*generate programs in its primary emphasis areas that include the social sciences"* and that "*serve a diverse population,*" and to increase its ability to "*conduct research studies.*" The proposed degrees fit well within the SBOE's stated role and mission for Boise State University.

In addition, offering of these Masters degree programs fulfills a number of goals and strategies in Boise State University's strategic plan, *Charting the Course.* Specifically, the new programs respond to the educational needs of the region, integrate research and teaching, promote research in and with the community, facilitate collaborations across departments and colleges, and secure funds for research activity, and will aid in recruiting and retaining faculty and in recruiting and retaining students.

A number of natural resource agencies and industries have major offices in Boise, and all employ master's-level anthropologists: the U.S. Fish and Wildlife Service, the U.S. Forest Service, the U.S. Bureau of Land Management, the U.S. Bureau of Reclamation, the Idaho Department of Fish and Game, the Idaho Department of Environmental Quality, and the Idaho National Guard. Industry also has a major presence: Idaho Power Company, Boise Cascade, and numerous consulting firms. BSU receives a number of solicitations from these agencies and industries seeking persons holding a master's degree in anthropology in the field. Agencies and industry also need local graduate educational opportunities to better recruit, educate, and retain their employees.

Faculty members receive inquiries each year from students interested in receiving a master's degree in anthropology at Boise State University. A study of alumni from BSU's BS in Anthropology program indicated that of a sample of 27 who went on to post-graduate programs, 14 enrolled at BSU, indicating a strong tendency for our students to stay locally. Only 3 went to UI and 1 to ISU, an indication that a program at BSU would have only minor effects on the recruitment efforts at UI and ISU. We also receive numerous inquiries from individuals elsewhere in the state and across the country about the availability at BSU of graduate programs in anthropology.

The department used a number of methods to assess the need for graduate programs in anthropology: solicited input from anthropologists working in the area and region; queried companies/agencies as to their interest in hiring BSU graduates in anthropology and the extent to which anthropologists in the area would make use of graduate programs by seeking degrees or extended training; and various student surveys.

The proposed programs are not an expansion or extension of an existing program. Presently there are no plans to deliver the program off campus.

The proposed programs will require additional administrative work by the department chair and will require program coordination. Both functions initially will be performed by the department chair. The office manager will assist in clerical duties required by the new programs. BSU estimates that the graduate program will require operating expenses in the amount of $10,500 in FY08, $13,100 in FY09 and $14,700 in FY10. Library resources, including personnel and space, are adequate to ensure the operation and success of the present program. However, the department will require a modest increase in revenues ($2,000 by FY10) to increase library holdings generally and, in particular, journals that reflect the research interests of incoming graduate students. (*See pages 19-20 of the full proposal for budget explanations*).

Fiscal Impact

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	159,246	164,720	179,013	502,979
2. Operating	10,500	13,100	14,700	38,300
3. Capital Outlay	1,000	1,500	2,000	4,500
4. Facilities				
5. Indirect Costs				
TOTAL:	**170,746**	**179,320**	**195,713**	**545,779**

B. Source of Funds

1. Appropriated Reallocation – MCO	133,306	140,058	154,505	427,869
2. Appropriated – New MCO	18,720	19,631	20,604	58,955
3. Federal	18,720	19,631	20,604	58,955
4. Other				
5. Fees				
TOTAL:	**170,746**	**179,320**	**195,713**	**545,779**

C. Nature of Funds

1. Recurring *	152,026	159,689	175,109	486,824
2. Non-recurring **	18,720	19,631	20,604	58,955
TOTAL:	**170,746**	**179,320**	**195,713**	**545,779**

*   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.

IMPACT

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

ATTACHMENTS

Attachment 1 – Full Proposal of the proposed programs   Page 9

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a new Master of Applied Anthropology and M.A., Anthropology 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 Master of Applied Anthropology and a Master of Arts in Anthropology.

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   **April 2005**

___

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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of $250,000 or more per year;
            (b) graduate program leading to a master's, specialist, or doctoral degree.

        (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.

(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 the discretion of the Chief Academic Officer, the request may be forwarded 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 <u>thirty</u> (30) days of receipt of the Chief Academic Officer's or CAAP's 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 re-consider 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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

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 Socials Sciences and Public Affairs	Department of Anthropology
Name of College, School, or Division	Name of Department(s) or Area(s)

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

Master of Arts in Anthropology CIP 45.0201 and Master of Applied Anthropology CIP 45.0201	Not Applicable
Degree/Certificate & 2000 CIP	Program Change, Off-Campus Component

Fall, 2007

Proposed Starting Date

This proposal has been approved by:

Stacy Pearson	_1/22/07_		
Chief Fiscal Officer (Institution)	Date	SBOE/OSBE Approval	Date
One E. Andrus	_1/23/07_		
Chief Academic Officer (Institution)	Date		
Robert W. Kustra	_1/22/07_		
President	Date		

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 Socials Sciences and Public Affairs	Department of Anthropology
_____	_____
Name of College, School, or Division	Name of Department(s) or Area(s)

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

Master of Arts in Anthropology CIP 45.0201 and
Master of Applied Anthropology CIP 45.0201	Not Applicable
_____	_____
Degree/Certificate & 2000 CIP	Program Change, Off-Campus Component

Fall, 2007
_____

Proposed Starting Date

This proposal has been approved by:

_____	_____
Chief Fiscal Officer (Institution) Date	SBOE/OSBE Approval Date

_____
Chief Academic Officer (Institution)   Date

_____
President   Date

1. Nature of the Request

Boise State University (BSU) proposes to offer two new and complementary graduate degrees on the main BSU campus: (i) a Master of Arts in Anthropology degree, which will require the preparation of a thesis as a culminating activity and which is intended to prepare students who will eventually seek a doctoral degree, and (ii) a Master of Applied Anthropology degree, which will require the completion of a project constituting a significant professional activity and which prepares students for employment as a professional anthropologist with a state or federal agency. Because BSU has been awarded Level II oversight by the Northwest Commission on Colleges and Universities (NWCCU), the creation of these new programs is not regarded as a substantive change.

The proposed programs will be offered by a department that has (i) a strong baccalaureate program, averaging approximately 85 majors and 15 graduates per year, (ii) an extensive record of research, publication, and external grant and contract support, (iii) synergy involving collaboration with the Departments of Biology and Geosciences that will be enhanced by development of graduate programs.

The proposed programs will provide: (i) increased access by place-bound agency personnel to graduate educational opportunities, (ii) increased capacity to perform research needed by local county, state, and federal agencies, (iii) added ability for faculty members and graduate students to contribute in formulation of public policy in areas of faculty expertise, (iv) additional research opportunities for undergraduate students, (v) a means to address recommendations of external program reviewers who called for the development of a graduate program.

The proposed programs were unanimously approved by CAAP at its June 1, 2006 meeting. Included in this application are letters and emails of support from administrators at the University of Idaho and Idaho State University, and from personnel at local agencies and businesses (Appendix A).

2. Quality

The following measures will ensure the high quality of the proposed programs:

Regional Institutional Accreditation: Boise State University is regionally accredited by the NWCCU. Regional accreditation of the university has been continuous since initial accreditation in 1941. Boise State University is currently accredited at all degree levels (Associate, Bachelors, Master's, and Doctoral). As part of BSU's compliance with NWCCU standards, all departments are required to prepare assessment reports for each degree program. Those reports include a description of expected program outcomes, means for their assessment, and the manner in which improvements will be instituted as a result of those assessments.

Specialized Accreditation: The proposed programs are not subject to specialized accreditation.

Institutional Program Review: The Boise State University Office of the Provost oversees the departmental review process, which occurs on a five year cycle. This process requires a detailed self study (including an outcomes assessment), a comprehensive review and site visit by external evaluators, and an in-depth analysis and evaluation of all graduate programs.

Admissions Policies: The Department of Anthropology is committed to the development and maintenance of rigorous selection and retention standards. Students applying for either program will be expected to have completed a bachelor's degree in anthropology. Those students holding degrees in allied fields such as biology, geology, history, psychology, and sociology may apply for admission but must provide evidence of substantial coursework in anthropology. Program admission will require a 3.0 overall GPA, the GRE, a writing sample,

and letters of recommendation from academic faculty or employers. Students will be required to maintain a 3.0 GPA while enrolled and successfully complete the preliminary examination.

Other: The programs will adhere to all policies and procedures of the Graduate College, which is assigned broad institutional oversight of all graduate degree and certificate programs.

a. Curriculum

The curriculum requires a core sequence in anthropology with a significant emphasis on methodology and theory, a sequence of electives, a preliminary examination, and a project (Master of Applied Anthropology) or a thesis (Master of Arts in Anthropology). The thesis will be expected to be of sufficient quality to warrant publication in a peer-reviewed journal.

Master of Arts in Anthropology	
Course Number and Title	**Credits**
Core Sequence ANTH 501 Synchronic Methods in Anthropology ....3 ANTH 502 Diachronic Methods in Anthropology ....3 ANTH 503 History and Theory in Anthropology.......................................3 ANTH 504 Quantitative Methods in Anthropology ....3 With the approval of the supervisory committee, a student may substitute a comparable 3-credit graduate course for ANTH 504.	12
Elective Courses Electives must be approved by the supervisory committee. Application of independent study to the elective requirement is limited to 6 credits. Pass/fail credits and practicum/internship credits are not applicable to elective requirements.	12
Preliminary Examination ANTH 600 Assessment-Preliminary Examination 1	1
Culminating Activity ANTH 593 Thesis 6	6
TOTAL	**31**

Master of Applied Anthropology	
Course Number and Title	**Credits**
Core Sequence ANTH 501 Synchronic Methods in Anthropology ....3 ANTH 502 Diachronic Methods in Anthropology ....3 ANTH 503 History and Theory in Anthropology.......................................3 ANTH 504 Quantitative Methods in Anthropology ....3 With the approval of the supervisory committee, a student may substitute a comparable 3-credit graduate course for ANTH 504.	12
Elective Courses Electives must be approved by the supervisory committee. Application of independent study to the elective requirement is limited to 6 credits. Graded workshop credits, and practicum/internship credits are applicable to elective requirements.	12
Preliminary Examination ANTH 600 Assessment-Preliminary Examination 1	1
Culminating Activity ANTH 591 Project...6	6
TOTAL	**31**

ANTH 501 SYNCHRONIC METHODS IN ANTHROPOLOGY (3-0-3) (F). A reading-intensive survey of the major issues, methods, and findings relevant to anthropological studies of human societies. This course will focus on social processes and phenomena occurring at one time, including human-resource relationships; social, economic, and political organization and decision-making; micro-demographics; and spatial patterning of human groups.

ANTH 502 DIACHRONIC METHODS IN ANTHROPOLOGY (3-0-3) (S). A reading-intensive survey of the major issues, methods, and findings relevant to anthropological studies of humans. This course will focus on social processes and phenomena occurring across time, including basic paleoanthropology, primatology, behavioral ecology, human evolutionary biology, and genetics.

ANTH 503 HISTORY AND THEORY IN ANTHROPOLOGY (3-0-3) (F). A reading-intensive survey of history and theory in anthropology from classical times through the 20th century. A review of history and philosophy of science with emphasis upon innovations in 19th and 20th century theory relevant to current issues and debates.

ANTH 504 QUANTITATIVE METHODS IN ANTHROPOLOGY (3-0-3) (S). Methods of multivariate statistics in the analysis of anthropological data.

ANTH 505 QUALITATIVE METHODS IN ANTHROPOLOGY (3-0-3) (alternate years F/S). An introduction to qualitative methods of research and analysis including in-depth interviewing, participant observation, focus groups, and discourse analysis.

ANTH 520 QUATERNARY STRATIGRAPHY AND PALEOENVIRONMENTS (3-0-3) (alternate years F/S). Global to site-specific scale review and evaluation of lithographic and biostratigraphic contexts focusing on the last three million years of human prehistory. Emphasis on integration of chronologic, biotic, geomorphic and isotopic evidence of environmental change on the human time-scale.

ANTH 521 NORTH AMERICAN PALEOENVIRONMENTS (3-0-3) (alternate years F/S). Examines the application of physical and biotic evidence to evaluate changing environments and their relationship to prehistoric human populations. Focus is on past environmental change in western North America placed within continental-scale and global-scale contexts.

ANTH 522 HUNTER-GATHERER ETHNOARCHAEOLOGY (3-0-3) (alternate years F/S). Examination of variability in adaptations by modern hunter-gatherer populations emphasizing subsistence, mobility, and social organization. Focus is on examination of lithic technology, faunal analysis, and site structure as sources of archaeological interpretation.

ANTH 523 ADVANCED ARCHAEOLOGICAL FIELD METHODS (3-0-3) (SU). Emphasis upon developing research designs, decision-making, and in-field project management. Open to students with previous field experience and graduate work in archaeology.

ANTH 530 ADVANCED TOPICS IN EVOLUTIONARY ANTHROPOLOGY (3-0-3) (alternate years F/S). This course provides the theoretical foundation for testing evolutionary hypotheses about human cultural variation, human physiological adaptations and social behavior, and life-history evolution, marriage, reproduction, inheritance, and subsistence. The course provides a broad, empirical view of hominid-behavioral evolution and ecology.

ANTH 531 ECONOMIC ANTHROPOLOGY (3-0-3) (alternate years F/S). The comparative study of economic behavior in hunter-gatherer, tribal, and complex societies. The course examines subsistence strategies, craft production and specialization, and exchange, as well as theoretical debates surrounding the topic of economic transition.

ANTH 532 GAME THEORY AND HUMAN COOPERATION (3-0-3) (alternate years F/S). Designed as an advanced introduction to the origins and development of human sociality from the perspective of game theory and evolutionary biology. This course will review and discuss classic and new papers from anthropology, biology, economics, political science, and psychology. Issues to be explored include widespread pro-social behavior among humans, living in small vs. large groups, rank and status, sexual division of labor, and obstacles to building cooperation and peace on a number of social scales.

ANTH 533 CROSS-CULTURAL ISSUES IN AGING, DEATH, AND DYING: AN ANTHROPOLOGICAL APPROACH (3-0-3) (alternate years F/S). This course is designed as an introduction to the variety of ways in which cultures in the United States and around the world approach the aging process, the treatment of those who are dying, and the various collective responses to death. The course relies on the examination of published work in the area of cross-cultural health care, gerontology, and ritual.

ANTH 534 SEX AND GENDER: AN ETHNOLOGICAL APPROACH (3-0-3) (alternate years F/S). This course will explore changing definitions and perceptions of sex and gender within a variety of cultures throughout the world. Biological determinism, homosexuality, transsexuality, and culturally determined concepts of male and female behavior are placed within the global discussion of gender that includes, but extends beyond, academic social theory.

ANTH 580 SELECTED TOPICS IN ANTHROPOLOGY (3-0-3) (F/S). Philosophical and theoretical issues in anthropology. Developments in methodology and technical advances in anthropological research. Seminar topics will vary.

ANTH 600 ASSESSMENT (Preliminary Examination) (1-0-1) (F/S). Based on guidance from their faculty advisory committee, students prepare for and successfully complete their preliminary examination. Graded pass/fail (P/F) only.

b. Faculty

Five official faculty members (tenured and tenure-track) from the Department of Anthropology will participate in the programs. All five faculty members are active researchers, have published extensively in national and international journals, and have received funding of their research through grants and contracts. The official faculty participants are as follows:

Christopher Hill, Ph.D., Southern Methodist University, 1992. Assistant Professor. Paleoindian archaeology, Paleolithic archaeology, geoarchaeology and environmental archaeology, Pleistocene and early Holocene paleoecology, Late Cenozoic mammals and life-history interactions, North America, Egypt.

Robert McCarl, Ph.D., Memorial University, 1980. Associate Professor. Occupational ethnography, folklore, public folklore, community studies, cultural anthropology, North America.

Mark G. Plew, Ph.D., Indiana University, 1985. Professor. Hunter-gatherer archaeology, ethnobiology, human ecology, lithic and ceramic analysis, history of anthropology, Western North America and Amazonian South America.

Margaret Streeter, Ph.D., University of Missouri. 2005, Assistant Professor. Physical anthropology, bone histology, hominid evolution, forensic anthropology.

John P. Ziker, Ph.D., University of California at Santa Barbara, 1998. Assistant Professor. Kinship, social organization and demography, human behavioral ecology, network analysis, medical anthropology, economic anthropology, circumpolar ethnology; Russia/former Soviet Union.

The FTE assignments of the official faculty for the first year of the programs (FY07) are given in the following table:

Regular Faculty	Expertise	Teaching Responsibility in Graduate Program
Christopher Hill	Archaeology	25% FTE
Mark Plew	Archaeology	30% FTE
Robert McCarl	Cultural Anthropology	20% FTE
John Ziker	Cultural Anthropology	25% FTE
Margaret Streeter	Physical Anthropology	25% FTE

Four adjunct faculty members will also participate in the program by teaching graduate-level coursework and by serving as members of graduate committees:

T. Virginia Cox, Ph.D., University of Georgia, 1980. Associate Professor Emerita with the BSU Department of Anthropology. Cultural anthropology, educational anthropology, medical anthropology, Oceania, North America.

Kendall V. House, Ph.D., University of California at Davis, 2000. Lecturer with the BSU Department of Anthropology. Political economy, cultural theory, labor anthropology.

Pei-Lin Yu, Ph.D., Southern Methodist University, 1999. Lecturer with the BSU Department of Anthropology. Historic and prehistoric archaeology, ethnoarchaeology of hunters and gatherers and small-scale horticulturalists, Northern Plains, US, Great Basin, Southwestern US, Southern Appalachians.

Jon P. Dayley, Ph.D., University of California at Berkeley, 1981. Associate Professor, BSU Department of English. North and Middle American Indian languages.

The present five regular and four adjunct faculty members are sufficient to offer the proposed programs. However, as the programs expand there will be a need for an additional faculty member. Therefore, the department will request an additional faculty line for an archaeologist or urban anthropologist, to start in the fall 2008. The department anticipated the addition of the proposed graduate programs and has substantially revised its undergraduate curriculum in a way that allows faculty additional time to teach graduate courses, serve on graduate committees, and mentor graduate students.

c. Students

Students matriculating into the proposed programs will primarily be of two types. Those interested in pursuing a research-based and/or academic career in anthropology will be seeking preparation to pursue a doctoral degree at a major university. Those interested in a career as a professional anthropologist will be seeking appropriate applied coursework and practical project-based experience. The subject focus and structure of the programs are likely to be attractive to students from inside and outside Idaho. Most students who matriculate will have undergraduate degrees in anthropology, but there will also be interest among students from allied fields, such as biology, geology, geography, and sociology.

d. Infrastructure Support

Personnel: A full-time office manager and work-study staff provide administrative support to the department and the faculty. The creation of the proposed graduate programs will increase the responsibilities of the staff, but recent revisions of the undergraduate program have made it possible for the staff to accomplish the extra work. Because of the department's long history of grant and contract activity, the department is competent in grants accounting. Recent additions of support staff at the college level also should help the department meet any additional accounting needs. Assistance to faculty members will be provided by the addition of a graduate teaching assistant and also through graduate research assistants funded through grants and contracts.

Equipment:

General:
      17 Computers (including three laptop computers)
      Office equipment: 6 Black and White Printers, 2 Color Printers, Fax Machine,
            Scanners, Slide Projectors

Archaeology
      Basic Field Equipment (hand tools, screens, kitchens to support archaeological
            crews of up to 25 persons)
      GIS Station-Dell Precision PWS470 CUP at 3.60 GHZ supported by three Dell
            Inspiron ME51 Pentium1.70 GHZ Laptops
      3 Transits
      Trible/NikonTotal Station with two Trible Geo Xt Hand-Held Units
      Wolf Stereomicroscope
      Olympus SZTR Microscope
      Video Camera Flexcam for Stereomicroscope
      Nikon LS-40 ED Film Scanner
      Sony Digital Camera

Canon Powershot Digital Camera
Auger Sampling Kits and Sieving Kits
Laboratory Equipment (calipers, scales)
12-Passenger Dodge Van with 8-Foot Carrying Trailer
800 square foot Archaeology Research and Teaching Laboratory
Small Comparative Modern Faunal Collection
Small Pleistocene Faunal Collection
Artifact Type-Collections: Paleo-Indian, Old World, Americas, Eastern U.S., Western U.S., Peru, Idaho.

Cultural
Ethnographic Archive of the West
Ethnographic Specimen and Materials Storage Cabinets
Digital Cameras
Digital Tape Recorders
Laptop Computers

Physical Anthropology
Buehler Isomet 1000 Slow Speed Precision Saw
Olympus BX51 Research Microscope with Polarizer
OMNICROFR Digital Color Camera with Soft Ware
Craftsman 9-inch Band Saw
Collection of Human Skeletal Remains
Baboon and Chimpanzee Skeletons
Fossil Hominid Casts
Primate Casts

Cooperating Departments: The Department of Anthropology has cooperative agreements with the Departments of Biology and Geosciences. Those agreements will provide faculty members and graduate students with access to the following additional laboratory facilities:

DNA Sequencing: Two automated sequencers and all auxiliary equipment and reagents.
Geochronology: Mass Spectrometer and auxiliary equipment for radio-isotope based dating methods.
Geographic Information Systems: A GIS laboratory and a complete complement of ESRI GIS software.
Comparative osteological collections

Library: The department has carefully expanded the library's anthropology holdings in anticipation of offering graduate-level courses. At the present time library holdings are adequate to initiate the two proposed programs. However, although the programs will not initially require significant additional library resources, additional requested funding will allow for further acquisitions that may be necessary to support the research focus of newly matriculated students.

e. Future Plans

There are at the present time no plans to expand either program off campus.

3. Duplication

The University of Idaho (UI) offers a Master of Arts degree in Anthropology at its Moscow campus, and Idaho State University (ISU) offers both Master of Arts and Master of Science degrees in Anthropology at its Pocatello campus. In addition, nearly every university in adjoining states offers graduate work in anthropology. Presently, no graduate degrees in anthropology are offered in southwest Idaho, the service area of Boise State University. Appendix B compares several aspects of the programs at BSU, UI, and ISU, including undergraduate program, existing and proposed graduate programs, and number of faculty members.

The graduate programs in anthropology proposed by Boise State University offer the following advantages and distinctions:

- Graduate programs are defined not only by their titles, but also by the focus of their research and curricula. Most master's programs in anthropology offer a traditional four-field approach, which includes equal preparation in cultural anthropology, archaeology, physical anthropology, and linguistics. BSU has chosen instead to emphasize its strengths and in so doing reflects a national trend toward more specialized and focused master's-level programs. Although students will be exposed to a broad overview of anthropological topics, the BSU programs will emphasize ecological and biosocial perspectives in the study of humans.

- Consistent with its metropolitan character and emphasis on community engagement, BSU's Master of Applied Anthropology program will focus on the preparation of professional anthropologists who would be employable in state and federal agencies as well as by consulting companies.

- There is extensive local need for graduate programs and coursework in anthropology. Many professionals and other individuals are not in a position to travel to Moscow or Pocatello to pursue graduate degrees and/or coursework, but are place-bound because of personal or professional constraints that keep them in Boise.

- BSU is located in the largest metropolitan area of Idaho. Boise is also the location of the headquarters of all state agencies and many federal agencies. Such co-location provides direct interaction of graduate students and their mentors with agencies that need and in many cases fund their research. It is much easier for agency personnel to work with researchers in their own location than to travel to other areas of the state.

- The development of new graduate programs and the resulting research capacity is an important aspect of BSU's vision to become a Metropolitan Research University of Distinction.

- An examination of the graduate programs in surrounding states (see table below) shows that nearly every major state university has a graduate program in anthropology; those that don't are land grant institutions with primary focus on agriculture and natural resources. Thus, it appears that the development of graduate programs in anthropology can perhaps be considered to be part of the natural maturation process of universities.

- Finally, as discussed in emails in Appendix A, the creation of graduate programs in anthropology at BSU will provide opportunities for collaboration among the faculty members of UI, ISU, and BSU. One example would be that faculty members would be able to serve on graduate committees at other schools. Another would be the participation of several institutions in statewide grant programs or large-scale studies.

- In sum, the Boise State programs will have emphases that differ from those at other institutions, will provide the opportunity for local students to pursue coursework and advanced degrees in anthropology, and will benefit agencies and other entities in southwest Idaho with research and projects that directly address local problems.

Masters-level Programs in Anthropology in Idaho and Adjacent States	
Institution and Programs	Institution and Programs
Idaho State University: Master of Arts in Anthropology Master of Science in Anthropology	**University of Nevada – Reno:** Master of Arts in Anthropology PhD in Anthropology
University of Idaho: Master of Arts in Anthropology	**University of Nevada -- Las Vegas:** Master of Arts in Anthropology PhD in Anthropology
Montana State University: none	**University of Oregon:** Master of Arts in Anthropology Master of Science in Anthropology PhD in Anthropology
University of Montana: Master of Arts in Anthropology PhD in Anthropology	**Oregon State University:** Masters in Applied Anthropology PhD in Applied Anthropology
University of Wyoming: Master of Arts in Anthropology PhD in Anthropology	**University of Washington:** Master of Arts in Anthropology PhD in Anthropology
University of Utah: Master of Arts in Anthropology Master of Science in Anthropology PhD in Anthropology	**Washington State University:** Master of Arts in Anthropology PhD in Anthropology
Utah State University: Master of Social Sciences	

4. Centrality

The following excerpts from the current role and mission statement for Boise State University show that the proposed program is consistent with SBOE intentions for Boise State University.

"Boise State University will formulate its academic plan and generate programs with primary emphasis on … the social sciences…[as well as several other fields]",

"…offers a variety of master's and select doctoral degrees consistent with state needs…"

"*…conducts coordinated and externally funded research studies.*"

"…is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research..."

The proposed graduate programs are an effort by BSU to "*offer master's degrees consistent with state needs,*" to "*generate programs in its primary emphasis areas that include the social*

sciences" and that "*serve a diverse population*," and to increase its ability to "*conduct research studies.*" Clearly, the proposed degrees fit well within the SBOE's stated role and mission for Boise State University.

In addition, offering of these Masters degree programs fulfills a number of goals and strategies in Boise State University's strategic plan, *Charting the Course*. Specifically, the new programs respond to the educational needs of the region, integrate research and teaching, promote research in and with the community, facilitate collaborations across departments and colleges, and secure funds for research activity, and will aid in recruiting and retaining faculty and in recruiting and retaining students. BSU's success at implementing *Charting the Course* will, in large part, determine the institution's success at achieving its vision of becoming a Metropolitan Research University of Distinction.

5. Demand

a. The Need for Research by Graduate Students.

Research by faculty members and undergraduate students in the Department of Anthropology is important to the agencies, businesses, and citizens of southwest Idaho in two primary ways: First, that research contributes to the development of public policy in areas of historic and environmental preservation, urban anthropology, cultural resource management, and tribal consultation. Second, that research provides students a foundation in the human behavioral, ecological, and physiological sciences, particularly giving students the methodological and theoretical background to investigate problems relating to human cooperation problems (e.g., environmental degradation), and to study current, historical, and prehistoric behavior (e.g., land and water use, human health and nutrition, and human growth and development patterns).

The creation of graduate programs in anthropology will strengthen our research because master's-level students are able to conduct studies of more depth and greater scope than do undergraduate students. The following are the types of studies presently underway:

- Our research provides information to legal and medical agencies on human osteology, growth, and development, thereby enabling them to investigate causes of death. We also conduct histological studies of present-day and ancient human populations in Poland, Peru, Israel, Iraq, and Guyana and conduct studies on paleoecology and human phylogenetics. Examples include forensic investigation of human bone found in criminal and paleontological investigations, and paleoecological studies of Yellowstone National Park to yield an understanding prehistoric and modern climate variability.

- Our research provides basic information on the causes of various illnesses, thereby aiding the development of therapies. Examples include alcohol and drug abuse, cancer, and cardiovascular disease.

- We are presently conducting studies that give information on land and resource use by native peoples in Siberia and Northern Canada, on prehistoric land and resource use in Idaho, Guyana, Egypt, and North America, on the demographics of native peoples, and on patterns of human cooperation.

b. The Need for a Graduate Program by Local Industry and Agencies.

A number of natural resource agencies and industries have major offices in Boise, and all employ master's-level anthropologists: the US Fish and Wildlife Service, the US Forest Service, the US Bureau of Land Management, the US Bureau of Reclamation, the Idaho Department of

Fish and Game, the Idaho Department of Environmental Quality, and the Idaho National Guard. Industry also has a major presence: Idaho Power Company, Boise Cascade, and numerous consulting firms. We receive a number of solicitations these agencies and industries seeking persons holding a master's degree in anthropology in the field.

In addition, the local cultural resources companies in southwest Idaho have considerable need for archaeologists and anthropologists at the master's level. Recently, several local companies, including Bionomics, Inc. and S.A.I.C, Inc., hired master's-level archaeologists, and it was necessary for them to recruit them from outside the area.

Agencies and industry also need local graduate educational opportunities to better recruit, educate, and retain their employees. Understandably, many companies assess the availability of appropriate educational programs before locating to an area. It can be argued that the lack of local master's-level programs in anthropology is holding back the growth in the areas of cultural resource management, cross-cultural health care, personnel management, forensic anthropology in legal and law enforcement, and water and land use development.

c. The Need for a Master's Degree Program by Local and Out-of-Area Potential Students.

Our faculty members receive inquiries each year from students interested in receiving an master's degree in anthropology at Boise State University. Most of these inquiries are local, often from individuals who are place-bound and prefer additional education through BSU. A study of alumni from our BS in Anthropology program indicated that of a sample of 27 who went on to post-graduate programs, 14 enrolled at BSU, indicating a strong tendency for our students to stay locally. Only 3 went to UI and 1 to ISU, an indication that a program at BSU would have only minor effects on the recruitment efforts at UI and ISU. We also receive numerous inquiries from individuals elsewhere in the state and across the country about the availability at BSU of graduate programs in anthropology.

d. Needs Assessment

The department used a number of methods to assess the need for graduate programs in anthropology:

- The department solicited input from anthropologists working in the area and region. Specifically, we sought input from private companies, and state and federal agencies regarding their interest in having Boise State University offer graduate preparation in anthropology.

- We queried companies/agencies as to their interest in hiring BSU graduates in anthropology and the extent to which anthropologists in the area would make use of graduate programs by seeking degrees or extended training.

- Upper division anthropology majors were asked to respond to a survey of their potential interest in enrolling in a master's program in anthropology if offered at Boise State University.

- General upper division and graduate student populations were asked if they would enroll in a graduate program at Boise State University or be interested in taking graduate level courses in anthropology.

- A number of students use the Interdisciplinary Studies Program to combine coursework in anthropology with that in allied disciplines. Those students were asked if they would enroll in an anthropology graduate program.

- Alumni who have taken graduate degrees or courses elsewhere were queried as to whether they would have remained at Boise State University if the department offered master's programs.

e. Ongoing Assessment

Ongoing assessment of program design will be accomplished using input from students, alumni, employers, graduate faculty, the Graduate College, and external program reviewers. Factors assessed will be the quality of faculty and their teaching, the currency and relevance of the curriculum, the utility of flexibility in scheduling of courses and methods of delivery, the availability of internships and research opportunities, the relevance and quality of culminating experiences, and the ability of students to make satisfactory progress in the program. These factors are conditioned by the nature of the large and diverse metropolitan population that our program will serve.

Initial and ongoing assessment of the programs will include formal surveys of prospective and enrolled students, as well as alumni. Surveys will query students regarding their reasons for enrolling in the programs or applying to other programs. The department will seek insight as to why admitted students do not enroll and what appear as the most important issues in their decisions. The department will further seek to determine the reasons why students in good standing leave the programs. Ongoing assessment of these groups will permit continuing re-evaluation of the programs.

Input of current and potential employers is essential to determining the appropriateness of program design and implementation. The programs will periodically conduct formal surveys and phone interviews of current and potential employers of Boise State University anthropology degree-holding graduates. Such surveys will assess the level and type of preparation sought by potential employers. In addition, companies and agencies offering internships will be asked to provide evaluation of student performance in areas of preparation that allow assessment of the success of the program design. The department graduate faculty, in conjunction with the Graduate College, will assess the results of these surveys in evaluating the need for program change.

f. Students

There will be four primary sources of students in the program:

1. One source will be a portion of the undergraduate students who graduate from Boise State University and who desire to continue on to receive a graduate degree. In many cases, those students would have already established a working relationship with a faculty member and will have participated in a research project. Surveys by the Department of Anthropology of undergraduate anthropology students and alumni extending over the past decade indicate nearly 100% of the approximately 200 respondents support the establishment of graduate education in anthropology at Boise State University. Furthermore, 100% of the 85 undergraduate students recently surveyed by the department expressed an interest in enrolling in a Boise State University master's program in anthropology or taking graduate courses in anthropology. A survey of former Boise State eight anthropology students now

enrolled in the graduate Interdisciplinary Studies program have indicated that they would enroll in a graduate program in anthropology, were it available. Approximately eighty alumni who have undertaken graduate work at other institutions have consistently reported that they would have remained at Boise State University had a graduate program been offered in anthropology.

2. A second source will be students presently enrolled in the Interdisciplinary Studies Program, but who would be better suited in a graduate program in anthropology. We've spoken to a number of students who would prefer to be in the proposed graduate programs.

3. Another source will be individuals presently employed by government agencies, consulting companies, and other entities who will want to increase their standing in their profession by acquiring a graduate degree. The department has received very positive feedback from its contact of 15 anthropologists working locally and regionally in private and federal/state service. All expressed interest in providing research and work opportunities for graduate students and in hiring graduates. Many respondents expressed dismay that Boise State University does not provide graduate level training in anthropology.

4. A final source will be bachelor's level students from outside of the area who are attracted to the graduate program by the nature of our program, which will provide research and training opportunities for both Idaho and non-Idaho students in an area of the western United States that is rich in anthropological significance. The proposed programs will also give students the communication, observational, and analytical skills that are the foundation for employment in a variety of areas. The department and faculty annually receive an estimated 20 to 25 phone calls and web page inquires regarding the availability of graduate training in anthropology at Boise State University.

g. Expansion or Extension

The proposed programs are not an expansion or extension of an existing program. There are at present no plans to deliver the program off campus.

6. Resources

Note: In the tables in section 6, student FTE is computed by dividing the number of student credit hours generated in an academic year by 24; this method defines 1 FTE as equivalent to a student who enrolls for 12 credits per semester in a two-semester academic year. Head count does not match FTE because not all students will enroll in 24 credits per academic year. The funds listed under "Research personnel" are for a graduate research assistant funded through grants at the same rate as graduate/instructional assistants, including tuition waiver and fringe benefits.

I. PLANNED STUDENT ENROLLMENT

	FY 08 FTE	Headcount	FY 09 FTE	Headcount	FY 10 FTE	Headcount
A. New enrollments	7.34	10	9.0	12	12.0	15
B. Shifting enrollments	1.0	2	1.49	3	2.38	5
Total	8.34	12	10.49	15	14.38	20

II. EXPENDITURES

	FY 08 FTE	Cost	FY 09 FTE	Cost	FY 10 FTE	Cost
A. Personnel Costs						
1. Faculty	1.25	$65,618	1.25	$67,587	1.45	$78,674
2. Administrators	0.15	$11,250	0.15	$11,587	0.15	$11,935
3. Adjunct faculty	0.4	$12,360	0.4	$12,731	0.3	$9,834
4. Graduate/instructional Asst.	1.0	$13,402	1.0	$13,804	1.0	$14,218
5. Research personnel	1.0	$13,402	1.0	$13,804	1.0	$14,218
6. Support personnel	0.2	$4,976	0.2	$5,126	0.2	$5,280
7. Fringe benefits	0	$32,738	0	$33,720	0	$37,789
8. Other: Fee waivers	0	$10,974	0	$12,072	0	$12,434
Total FTE Personnel And Costs:	4.0	$164,720	4.0	$170,431	4.1	$184,382

	FY 08	FY 09	FY 10
B. Operating Expenditures			
1. Travel	$5,000	$6,000	$7,000
2. Professional services	0	0	0
3. Other services	0	0	0
4. Communications	$500	$600	$700
5. Utilities	0	0	0
6. Materials & supplies	$1,000	$1,500	$2,000

	FY 08	FY 09	FY 10
7. Rentals	0	0	0
8. Repairs & maintenance	$3,000	$4,000	$5,000
9. Materials & goods for manufacture & resale	0	0	0
10. Miscellaneous (equipment)	$1,000	$1,000	0
Total Operating Expenditures:	$10,500	$13,100	$14,700

	FY 08	**FY 09**	**FY 10**
C. Capital Outlay			
1. Library resources	$1,000	$1,500	$2,000
2. Equipment			0
Total Capital Outlay:	$1,000	$1,500	$2,000
D. Physical Facilities	0	0	0
E. Indirect Costs (overhead)	0	0	0
GRAND TOTAL EXPENDITURES:	$176,220	$185,031	$201,082

III. REVENUES

	FY 08	**FY 09**	**FY 10**
A. Source of Funds			
1. Appropriated funds -- Reallocation – MCO	$157,331	$165,191	$180,647
2. Appropriated funds -- New–MCO (Graduate TA)	0	0	0
3. Federal funds (Graduate RA)	$18,889	$19,840	$20,435
4. Other grants	0	0	0
5. Fees	0	0	0
6. Other:	0	0	0
GRAND TOTAL REVENUES:	$176,220	$185,031	$201,082

	FY	08	FY	09	FY	10

B. Nature of Funds

	FY 08	FY 09	FY 10
1. Recurring*	$157,331	$165,191	$180,647
2. Non-recurring** (Graduate RA)	$18,889	$19,840	$20,435
GRAND TOTAL REVENUES:	$176,220	$185,031	$201,082

*   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.

a. Faculty and Staff Expenditures

FY 08

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
Mark Plew Professor	$74,998	0.30	$22,499	40	1.67
Christopher Hill Asst Professor	$43,384	0.25	$10,846	40	1.67
Robert McCarl Assoc Professor	$50,325	0.20	$10,065	20	0.83
John Ziker Asst Professor	$43,512	0.25	$10,878	40	1.67
M. Streeter Asst Professor	$45,320	0.25	$11,330	20	0.83
Adjunct Professors	$30,900	0.40	$12,360	40	1.67
TOTAL	$288,439	1.65	$77,978	200	8.34

FY 09

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
Mark Plew Professor	$77,248	0.30	$23,174	40	1.67
Christopher Hill Asst Professor	$44,686	0.25	$11,171	50	2.08
Robert McCarl Assoc Professor	$51,835	0.20	$10,367	30	1.25
John Ziker Asst Professor	$44,817	0.25	$11,204	50	2.08
M. Streeter Asst Professor	$46,680	0.25	$11,670	32	1.33
Adjunct Professors	$31,827	0.40	$12,731	50	2.08
TOTAL	$297,092	1.65	$80,317	252	10.49

FY10

Name/Rank	Annual Salary	FTE Assignment	Program Salary Dollars	Student CHR	Student FTE
Mark Plew Professor	$79,565	0.30	$23,869	40	1.67
Christopher Hill Asst Professor	$46,026	0.25	$11,506	60	2.5
Robert McCarl Assoc Professor	$53,390	0.20	$10,678	55	2.29
John Ziker Asst Professor	$46,162	0.25	$11,540	55	2.29
M. Streeter Asst Professor	$48,070	0.25	$12,017	55	2.29
New Hire Asst Professor	$45,320	0.20	$9,064	40	1.67
Adjunct Professors	$32,782	0.30	$9,834	40	1.67
TOTAL	$351,314	1.75	$88,509	345	14.38

The program will not require support personnel or personnel expenditures during the first two years, other than the office manager listed in section b (Administrative Expenditures) below.

b. Administrative Expenditures

The proposed programs will require additional administrative work by the department chair and will require program coordination. Both functions initially will be performed by the department chair. The office manager will assist in clerical duties required by the new programs.

Name/Rank	Annual Salary	FTE Assignment	Program Salary	% Salary to Program
Mark Plew, Chair & Program Coordinator	$74,998	0.15	$11,250	15% of annual salary
Faith Brigham, Office Manager	$24,884	0.20	$4,977	20% of annual salary

No funds are necessary to support external collaborations.

c. Operating Expenditures

The implementation of new Master's programs in Anthropology requires additional operating expenses. We estimate that the graduate program will require operating expenses in the amount of $10,500 in FY08, $13,100 in FY09 and $14,700 in FY10.

c. Capital Outlay

1. Library Resources

a. Library resources, including personnel and space, are adequate to ensure the operation and success of the present program.

b. However, the department will require a modest increase in revenues ($2,000 by FY10) to increase library holdings generally and, in particular, journals that reflect the research interests of incoming graduate students. By the fifth year of the proposed programs, the department intends to acquire the following journals not presently held by Boise State :

Paleogeography, Paleoclimatology, Paleoecology
Quaternary Science Reviews
Quaternary International
Behavioral Biology
Senri Ethnological Series (Museum of Sciences, Osaka)
Sibirica
Ethograficheskoe Obozrenie (Russian Academy of Sciences)

c. There are presently no plans to offer the proposed programs off campus.

2. Equipment and Instruments

The department has in place the necessary laboratory instruments, computers, and other equipment to meet the needs of the proposed programs. The department has computer stations, technical instruments (including microscopes), survey and recording equipment and, a GIS station. Please see section 2.d for a detailed listing of departmental equipment. The department does, however, anticipate some minor equipment needs over the course of the first two years of the programs and requests modest support for equipment purchases ($1,000 for each of FY08 and FY09; see entry in II.B.10 above). The department intends to include equipment allowances in new grants and contracts to cover the costs and maintenance of any new and/or additional equipment. However, because not all maintenance can be covered by grants and contracts, a repair and maintenance budget item is included under operating expense (see entry in II.B.8 above).

e. Revenue Sources

1. Reallocation of existing state appropriated funds is represented by reassignment of portions of faculty FTE, and administrative and support staff FTE, both within the Department of Anthropology, to the new graduate programs. Reallocation within the College of Social Sciences and Public Affairs (SSPA) covers the increases in operating expense and capital outlay (library). One potential concern regarding such reallocations is the impact of reassigning official (tenure-track) faculty FTE from the undergraduate program in anthropology to the new graduate programs. However, that impact is offset by the addition of a new full-time faculty member Streeter starting in the fall 2005 semester (FY06).

2. The new appropriated funds listed in budget item III.A.2 represent a new graduate teaching assistant assigned to the Department of Anthropology from new FY07 appropriations; this assignment of new funds is pending approval of the proposed programs by the State Board of Education.

3. The department anticipates that grants and contracts will include provisions for graduate student support. The department's record of external funding ranks high among SSPA departments. The department was awarded during the past academic year nearly $400,000 in external funding. The past three years the department has been listed as receiving external funding in each quarter of the Office of Research Administration's quarterly report. Those listings include proposals to private entities and federal agencies and include submissions to the National Science Foundation. Proposals typically include support for graduate students. The department anticipates seeking external foundation support as well. The department works cooperatively with the Departments of Biology and Geosciences. Recent hires in geoarchaeology and physical anthropology have increased the level of cooperation between anthropology and the Departments of Biology and Geosciences. The addition of graduate programs in anthropology should facilitate collaborations that result in joint grant submissions that support graduate students.

4. The Schaertle Endowment, held by the BSU Foundation, presently provides approximately $6,000 annually, which will be used to provide partial support for two to three students annually. The department plans to increase the endowment through alumni contributions. Because funds from the Schaertle Endowment will not be used to offset any of the expenses listed in the "II. Expenditures" section above, those funds are not included in the "III. Revenues" section.

Appendix A: Letters and Emails of Support

Office of Provost and Executive Vice
President
Administration Building Room 105
P.O. Box 443152
Moscow, ID 83844-3152
(208) 885-6448

January 22, 2007

Stuart Tennant
Chief Postsecondary Academic Officer
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037

Dear Stuart:

The University of Idaho appreciates the opportunity to review the following Notice of Intent.

- Boise State University – Create new MA Anthropology

  The University of Idaho raised some question at the State Board Meeting in June 2006 in Twin
  Falls regarding Boise State University's proposal for two Masters degrees in Anthropology.
  Those concerns were based on an unclear picture of the local and regional need for these
  programs in the Treasure Valley.

  We have had further discussions with our colleagues at Boise State University and based on
  those discussions, the University of Idaho now understands these programs to be consistent with
  Boise State University's metropolitan mission, their emphasis on community engagement, and
  the place-bound nature of many professional seeking such a degree.

The University of Idaho is in support of the new Master of Arts in Anthropology and the Master of Applied
Anthropology at Boise State University.

Sincerely,

Doug Baker
Provost and Executive Vice President

cc: CAAP Members

IDAHO NATIONAL GUARD
JOINT FORCE HEADQUARTERS
4040 WEST GUARD ST., BLDG 600
BOISE, IDAHO 83705-5004

Dr. Mark Plew
Chair, Anthropology Department
Boise State University

Subject: Graduate Program in Anthropology for Boise State University

Dear Dr. Plew,

I am writing this letter in support of a graduate program in Anthropology for Boise State University. The need for an Anthropological graduate program at the university is long overdue. The institution is the leading academic program in the state of Idaho and is fast becoming one of the premier universities in the northwest. The addition of a graduate program in Anthropology, which is one of the fastest growing fields of study, will only further cement the university as one of the academic leaders of the region.

Furthermore, due to the fact that the city of Boise is the economic hub for the state of Idaho, a graduate program in Anthropology makes complete sense. Boise is one of the few Idaho cities that can competitively provide opportunities for graduate students to get on the job training that closely ties into their academic research, as well as provide numerous career opportunities after graduation. As the Cultural Resource Manager for the Idaho Army National Guard and the Idaho Military Division I as well as others in the field of Anthropology, are constantly looking for qualified individuals to fill positions and aid in ongoing research. With the addition of a graduate program in Anthropology, students of Boise State University will be well qualified to meet and in most cases, exceed any required qualifications.

I strongly support the addition of a graduate program in Anthropology at Boise State University and as mentioned above, feel that this needed addition will further the institutions academic dominance.

Sincerely,

Jake Fruhlinger
Cultural Resource Manager
Idaho Army National Guard and Idaho Military Division

IDAHO TRANSPORTATION DEPARTMENT
P.O. Box 7129
Boise ID 83707-1129

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Director

Sue Higgins
Board Secretary

August 16, 2005

Boise State University
Attn: Mark Plew, Chair
Department of Anthropology
1910 University Drive
Boise, Idaho 83725

RE: Support for New Master's Programs in Anthropology at Boise State University

Dear Mark,

I am please to send this letter of support for the development of an anthropology graduate program at Boise State University (BSU).

I am a graduate of BSU's undergraduate program in anthropology (1995). The education and experience I received at BSU was excellent; however, it was the just first step in becoming professionally trained as an archaeologist. Because BSU does not offer a master's degree in anthropology, I was forced to earn an advanced degree in anthropology outside of Idaho's largest metropolitan city. After comparing other anthropology master's degree programs both in Idaho and out of state, I chose to further my education out of state.

I was not looking to complete a program that offered an extensive four-field approach (cultural anthropology, physical anthropology, linguistics, and archaeology) to the discipline, but rather I was interested in an archaeological based program that emphasized a strong ecological perspective to the study of peoples of the past.

If the BSU Department of Anthropology had offered such a program at the time, I would have highly considered it for my advanced education.

The development of master's programs in anthropology at Boise State University would serve the public community, the needs of BSU students, and the professional anthropological and archaeological community in several ways:
• The program would allow students interested in an advanced degree in anthropology to study in Idaho's largest population center.
• The program would allow students interested in an advanced degree in anthropology to gain a broad overview of the diverse nature of the discipline, while focusing on a strong ecological perspective to the study of humans.
• The program would allow students to focus on methods and theories related to preserving the culture, heritage, and diversity of all peoples in Idaho and elsewhere.
• The program would produce professionals in the various areas of archaeology and historic preservation who are firmly grounded in the fundamentals of anthropology.

Currently there are over 100 full-time professional archaeologists employed in the public and private sectors here in Idaho. As you are aware, Idaho has a rich and important history that deserves to be studied by the highest qualified professionals. The development of master's programs in anthropology at BSU is one way to ensure that skilled professionals are being trained for the important archaeological work that will be conducted in Idaho and elsewhere for many years to come.

As a stakeholder in the future well-being of Idaho archaeology and the preservation of Idaho history, I urge you to develop new master's programs in anthropology at Boise State University.

Please feel free to contact me at marc.munch@itd.state.id.us or 208-334-8449.

Sincerely,

Marc Münch
Transportation Archaeologist

CELEBRATION PARK (208) 495-2745

SHARON PLAGER
PARKS SUPERINTENDENT

PHIL PAYNTER
PARKS MANAGER

1115 ALBANY ST.
CALDWELL, IDAHO 83605

TOM BICAK
DIRECTOR

LAKE LOWELL PARK (208) 467-3989

BEN KEYES
WATERWAYS SUPERINTENDENT

PAUL BICAK
WATERWAYS MANAGER

1 September 2005
To: Mark Plew, Chair, Department of Anthropology
From: Tom Bicak
Re: Letter of Support for Masters Program

Dear Mark:

This letter is in support of the proposed Masters of Arts Program in the Department of Anthropology at Boise State University. It has been our great pleasure to have the Department of Anthropology as our academic partner for the past decade. Your students and our visitors have benefited immensely from our joint ventures and with the advent of the Canyon Crossroads facility and the proposed Masters program at hand, the future looks brighter than ever. As always, you can count on our cooperation with the your Archaeological Field Schools, The Desert Studies Institute and we are grateful for all of the numerous clearances that your Department has performed for us.

The proposed Masters Program will, without a doubt, be one of the most successful programs ever at Boise State. Your faculty is strong and dedicated. They possess remarkable diversity and depth as reflected in their academic offerings and research record. Your facilities are more than sufficient and the market is obvious. The strongest element in your favor and the element that will ensure the success of your endeavor is the wealth of cultural resources available to your potential students. The Black Butte – Guffey Butte Archaeological District and the rest of southern Idaho will be available to you and your students because of the relationships with the managing agency that you have carefully cultivated over the years. There is no other place in the U.S. with the potential that you have created in Idaho.

You have all of the elements in place. You can count on Canyon County for any support that you may require to build and sustain your graduate program. We believe that this program has boundless potential. It will have very positive academic, economic and cultural impacts on our County.

Sincerely

Tom Bicak

August 22, 2005

Mark G. Plew
Department of Anthropology
Boise State University
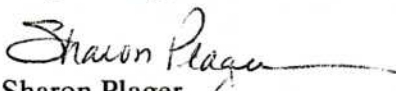1910 University Drive
Boise, ID 83725

Dear Dr. Plew,

As park superintendent for Canyon County Parks, Recreation and Waterways which includes Idaho's first archaeological park, I am writing in support of Boise State University's proposed Masters Program in Anthropology. I am excited about the possibilities this opens up for students interested in advanced cultural studies as well as individuals already engaged in the discipline.

Due to the accelerated growth of industry, the increased number of federally funded projects and changing demographics, there has been an increasing need for professionally trained anthropologists and archaeologists in southwest Idaho over the past several years. After graduation with a bachelor's degree in anthropology, BSU students have had to go to the University of Idaho, Idaho State University or out of state to continue their education. Many students have settled in the areas where they have received their graduate training and have not returned to southwest Idaho. The masters program not only offers BSU undergraduates an advanced education, but would help to retain professionally trained anthropologists in southwest Idaho.

There is also a growing need for additional professional training for individuals already employed in cultural resource related agencies. A masters program at BSU would allow individuals to further their education and increase their skills while remaining on the job.

I commend Boise State University for always striving to meet the needs of the local and regional community. The Anthropology Department has an outstanding undergraduate program and I am confident that its professors will guide students in an exemplary and challenging masters program.

Respectfully,

Sharon Plager
Sharon Plager

File Code: 1500

Date: SEP - 2 2005

Dr. Mark G. Plew
Chair, Department of Anthropology
Boise State University
1910 University Drive
Boise, ID 83725

Dear Dr. Plew:

We extend our support for the establishment of a Master of Arts in Anthropology and Master of Applied Anthropology at Boise State University. Since 1989, we have worked with the Department of Anthropology to hire students as archeological technicians for work on excavations and surveys. We currently employ two BSU students in this capacity.

The Department of Anthropology is widely recognized for the emphasis faculty place on student participation in research and field studies projects. As a result of this "hands-on" approach, students are well versed in the methods and techniques critical to the discipline. We are pleased with the caliber of BSU students and the quality of work they perform.

These students, however, must pursue a graduate degree in anthropology at other universities to advance their professional careers. A master's degree is required to meet the Secretary of Interior's professional qualification standards. The standards are integral to the National Historic Preservation Act, Section 106 compliance process, which drives the majority of work in the private, State, and Federal sectors. A master's degree will increase the employment potential of BSU students.

We look forward to the establishment of a local graduate program in anthropology. The master's degree will greatly enhance the outstanding academic opportunities at Boise State University.

Sincerely,

RICHARD A. SMITH
Forest Supervisor

cc: Susanna D Osgood

United States Department of the Interior

BUREAU OF RECLAMATION
1150 North Curtis Road, Suite 100
Boise, Idaho 83706-1234

TAKE PRIDE®
IN AMERICA

Dr. Mark Plew
Department of Anthropology
Boise State University
1910 University Drive
HWSC Room 55
Boise, ID 83725-1950

Dear Dr. Plew:

I am writing to support the proposed Master's Program in Anthropology at Boise State University. As a federal archaeologist, a Ph.D. candidate at Southern Methodist University, and an adjunct instructor at BSU, I'd like to offer a few observations for your consideration. In my profession, I see a vacuum in anthropological education and praxis in the inland Northwest. Currently, the University of Idaho and Eastern Washington University are the only graduate programs in our region. They are decent programs but lack the amenities to support a diverse academic curriculum and good prospects for employment.

Idaho is booming right now. Urban development and resource extraction are driving a critical need for archaeologists, who protect and salvage cultural sites as required to comply with state and federal laws. Local employers such as large environmental firms, the state and federal government, and Native American tribes must recruit out-of-state talent from Washington, Oregon, and further afield. Good research is scarce since most compliance work is conducted at a rapid pace. As a result, Idaho's ancient and historic heritage are consistently under-represented at regional and national professional conferences and in the academic and public media. A graduate program in anthropology would help fill these voids. Such a program would be an asset to the academic landscape of the university, attracting a higher caliber of faculty and graduate students alike. Undergraduate education, too, thrives in the high-energy environment of a department that "buzzes" with new ideas, debate, and research.

I hope you will take these facts into consideration in your decisionmaking. And if you approve the new program, please remember provide adequate access to research and teaching assistantships; in the current economic climate this will give BSU a competitive edge in recruiting high-caliber students. Thanks for your attention, and feel free to contact me with any questions.

Sincerely,

Pei-Lin Yu

United States Department of the Interior

BUREAU OF LAND MANAGEMENT
Boise District Office
3948 Development Avenue
Boise, Idaho 83705
http://www.id.blm.gov/offices/lsrd

TAKE PRIDE
IN AMERICA

In Reply Refer To:
8100 (120)

AUG 19 2005

Dr. Mark Plew
Department of Anthropology
Boise State University
1910 University Drive
Boise, Idaho 83725

Dear Dr. Plew:

I would like to support your proposal to establish a graduate program in Anthropology at Boise State University. As you know, those seeking a graduate degree must now attend programs at Idaho State University and University of Idaho or out of state. The BSU program would be of value to the local professional community serving Boise and surrounding communities.

Currently, there is an absence of professional training in the Boise area for archaeologists. Boise has several federal agencies employing archaeologists on their permanent staff and contracting with local consultants on a regular basis. These professionals are working within the confines of shrinking budgets and are looking for training opportunities and continuing education as well as graduate degrees. The BSU program would provide these opportunities without the added cost of travel.

I applaud your efforts to bring a professional level of training to Boise State University.

Sincerely,

Jerry L. Taylor
Acting District Manager

cc:
Stan McDonald (ID-931)
Dean Shaw (ID-110)

24 August 2005

Dr. Mark G. Plew, Chairman
Department of Anthropology
Boise State University
1910 University Drive
Boise, ID 83725

Dear Mark:

It is difficult to remember how many years ago that your department proposed a major in anthropology and the claim was made that this would create an over-supply of anthropology graduates. Since then this fear has not proven true and I can only suggest that the same logic applies to the Master's degree. Three schools offering the degree would mean that the state faculty available to the graduate student is increased in numbers and quality. The programs at all state schools would be strengthened and increase the communication between the departments. It is still a win-win proposal.

Several years ago a joint program was proposed and accepted in theory by the University of Idaho and Idaho State University. This program did not come to fruition due largely to faculty fear and inertia. The development of the Master's in anthropology at Boise State University would make such a joint program even more logical and strong.

While I cannot speak for the department at the University of Idaho, I was present at the separation of the department as a unit with sociology in 1967 and the formation of the Laboratory of Anthropology. After a tenure of 35 years I think I can speak with some authority on what would be of the greatest benefit to the field of anthropology in the university system of the state. An equal and well functioning Master's program at Boise State University would be of benefit to all three universities and has my support.

Sincerely,

Roderick Sprague
Professor Emeritus
of Anthropology

Russell T. Gould, Ph.D.
452 Tiffany Trail
Richardson, TX 75081

16 August 2005

Mark G. Plew, Ph.D.
Department of Anthropology
Boise State University
1910 University Drive
Boise, ID 83725-1950

Dr. Plew:

I am writing to support the creation of an Anthropology master's degree program at Boise State University. I believe this represents an important step forward in the state's long-term plan to emphasize social science education at BSU. While the creation of the master's program can be seen as simply remaining consistent with this plan, there are a number of benefits that deserve elaboration.

After graduating from BSU and continuing in my graduate studies, I always ended up with at least one fellow student who had received a Boise State anthropology degree. Among the BSU cohort with which I graduated, a significant majority continued on to graduate schools across the country. I believe that we succeeded and thrived because of the combination of academic coursework, field research, and laboratory training that distinguishes BSU, a characteristic that makes the program stand apart from those offered at other institutions. As beginning graduate students, many anthropologists struggle with inexperience in one of these three areas, many never having worked in the field or prepared publications. BSU emphasized research from the field through the lab and publication, exposing students to the realities of the discipline which made us highly sought after as assistants. That broad-spectrum training was important in our securing fellowships and assistantships that allowed us to earn our advanced degrees.

While advanced degrees in anthropology are often discussed only in the context of the academic milieu—they also serve those working in a diverse array of professional careers. There are many professional anthropologists working in careers near their disciplinary roots, such as federal and state agency archaeologists, social researchers, and forensic investigators, but the potential job spectrum doesn't end there. One needs to look no farther than my own experience as a data architect and integration lead to see but one far-reaching example. The skills in reasoning, research, data management, and statistical analysis first developed during my time in BSU's anthropology program are the foundation used to accomplish my job. In my case, these served the successful effort to deploy and maintain explosive detection systems across all U.S. airports as part of a post-9/11 congressionally mandated security initiative. That is far from what most expect when hearing that someone is an anthropologist, but there is no doubt that my three

degrees in anthropology assisted in my contribution to this multi-billion dollar project. The breadth of knowledge and skills that I developed as an anthropologist have been instrumental in my professional achievements.

As the master's program is considered, the broad implications of its potential impact should not be underestimated. There are many professionally trained anthropologists achieving important public and private goals, activities well outside of the mainstream notion as to what it means to be an anthropologist. With the recent strengthening of the BSU anthropology faculty—now possessing significant expertise in all of the major subfields of anthropology—it is well-positioned to train the next generation of graduate students. I look forward to seeing where and how far these students go. I fully endorse your efforts to make this graduate program a reality.

Dr. Russell T. Gould

Jody A. Ault
1393 W. Victory
Meridian, ID 83642

August 18, 2005

Dr. Mark Plew
Chair Anthropology Department
Boise State University
1910 University Dr.
Boise, ID 83725

Dear Dr. Plew,

I understand that Boise State University is considering the addition of a Master of Arts in Anthropology program. This is a move that I believe would greatly benefit the people of Southern Idaho.

As you know, I have entered the graduate program at Boise State University and have been accepted in the History Department. This was not my first choice. My choice of a Masters program was limited mostly by my inability to relocate. There does not exist a graduate program in Southern Idaho for Anthropology. As the mother of high school age children and the wife of a self-employed local businessman, I am bound to the Boise Valley and was unable to continue with my desired education in Anthropology.

However, because of my love of Anthropology, I have chosen to study the early contact period of American History. In this way, I can continue, to a very limited degree, to use my Bachelors degree in Anthropology and my Native American Studies Minor to pursue a graduate degree. This was not the best option, but the only one that was available to me.

When the Master of Arts in Anthropology becomes available, I would like to discuss with you the possibility of entering the program.

Respectfully,

Jody A. Ault

Jody A. Ault

BOISE STATE UNIVERSITY

September 19, 2005

Dr. Mark Plew
Chair, Department of Anthropology
Boise State University
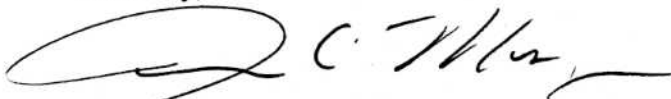Boise, ID

Dear Dr. Plew

It is my pleasure to express my enthusiastic support for the proposed Master of Arts degree in Anthropology at Boise State University. The Department of Anthropology has shown itself to have the academic acumen, depth, and productivity necessary for such a program to be successful.

I'm especially excited because of the interactions that the new MA Anthropology program will have with other graduate programs on campus. Two examples come immediately to mind: (i) The migration patterns of aboriginal peoples (MA in Anthropology) can be studied using the sequencing of mitochodrial DNA, exactly the same technique used to study the evolutionary relationships of plants and animals (MS in Biology). (ii) Geographic Information Systems (GIS) for the analysis of spatial data (MS in Geology). GIS analysis has proven extremely important to the study of biological communities (MS in Biology) and is very important in studying the degree to which anthropogenic processes have impact on the natural environment and are therefore in need of management policies to regulate those processes (MA in Public Policy). GIS also will be of great use to those who study the spatial relations of artifacts and the movements of aboriginal peoples (MA in Anthropology).

I'm also excited about the potential for interaction in the forensic sciences realm. Our Dr. Greg Hampikian is an expert in forensic DNA analysis, and your new physical anthropologist, Dr. Margaret Streeter, is an expert in forensic anthropology. Between them we have quite a team of forensic experts at Boise State.

Finally, I look forward to our cooperation in the realm of coursework. Anthropology students will benefit from our coursework in anatomy and genetics, and Biology students can benefit from your coursework in human evolution.

Sincerely,

James C. Munger, PhD
Department Chair and Professor
Department of Biology

BOISE STATE UNIVERSITY

Department of Geosciences

1910 University Drive Boise, Idaho 83725-1535

phone 208-426-1631
fax 208-426-4061
http://earth.boisestate.edu

Dr. Mark Plew   September 16, 2005
Professor and Chair
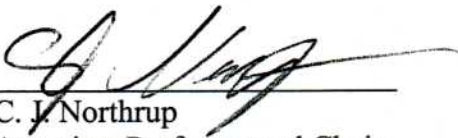Department of Anthropology
Boise State University

Dear Mark:

It is my pleasure to write this letter of support for the proposed Master of Arts program in Anthropology – what a great addition to the graduate portfolio of Boise State University! As you know, Idaho's population ranks behind most other states in the percentage of people who have obtained advanced degrees. Increased availability of graduate programs like the one being proposed will be important in addressing this issue, and offering it here at Boise State will allow many of Idaho's residence to have more direct access to the program, enhancing its potential impact.

Modern research in Anthropology has grown in scope and now connects with an amazingly rich landscape of interdisciplinary science. In that regard, the faculty of the Department of Geosciences look forward to building collaborative course offerings and research activities with members of the Anthropology Department, when desired or appropriate, to help support the new MA program. In particular, some of the new isotope geochemistry analytical facilities housed in our department may provide a resource that your faculty and graduate students will find valuable in conducting their research and teaching – we appreciate the opportunity to work together with you, the rest of the Anthropology faculty, and your new graduate students when the need arises. Based on discussions with other department Chairs, I know that faculty in other allied sciences – Biology, Chemistry, Physics, etc. – feel the same way and are excited about the possibilities your new MA program will promote for collaborative teaching and research.

In conclusion, thanks for the vision and hard work in building the foundation for a new Master of Arts program in Anthropology. Boise State University and the broader community of Idaho will be well served by the availability of this program in the future.

Best Regards,

C. J. Northrup
Associate Professor and Chair
Department of Geosciences
Boise State University

From: Michael Blankenship
To: Plew, Mark
Date: 5/12/2005 5:43:07 PM
Subject: Fwd: Re: MA notice of intent

Dr. Michael B. Blankenship
Dean, College of Social Sciences & Public Affairs
Boise State University
(208) 426-3776
(208) 426-4318 (fax)
http://sspa.boisestate.edu

CARPE DIEM ANTE DIES TE CARPIT

>>> Sona Andrews 5/12/2005 5:38:48 PM >>>
Mike,

I am glad the two departments were able to see the benefits and figure out how to work together. This is to everyone's benefit to have a range of expertise for graduate committees and field work opportunities.

S

Sona K. Andrews
Provost and Vice President for Academic Affairs
Boise State University
1910 University Drive
Boise, ID 83725-1000

phone: 208.426.1202
fax: 208.426.3779
SonaAndrews@boisestate.edu

>>> Michael Blankenship 5/12/2005 5:28:31 PM >>>
Your suggestion for areas of cooperation with ISU appear to have resulted in a change of attitude. It seems that they now support us going forward with a proposal. I am confident that Mark will try to find a way to work with the anthropology faculty at ISU and U of I.

Dr. Michael B. Blankenship
Dean, College of Social Sciences & Public Affairs
Boise State University
(208) 426-3776
(208) 426-4318 (fax)
http://sspa.boisestate.edu

CARPE DIEM ANTE DIES TE CARPIT

From Dr. Anthony Stocks
At the time of this email he was
Chair of the Department of Anthropology
Idaho State University

>>> Anthony Stocks < astocks@isu.edu > 5/12/2005 12:37:37 PM >>>

Hi Mark, I have communicated to our Dean that we agree that the Boise area students would be benefited by the new programs and that the engagement of the two departments might be enhanced by having

parallel graduate programs. In the end, it doesn't seem worth scrapping about. All those Boise students might be drifting off to Oregon or Washington, or not attending grad school at all, if you can't offer opportunities in your service area. Some aspects of institutionally-mixed committees can be handled by having the faculty member involved be accepted as a member of the graduate faculty of the sister institution. I serve on a couple of Ph.D. committes at UI through that mechanism and it can be handled on a case by case basis. Other aspects can be handled through phone or tele-conferencing. We are always willing to cooperate in this regard.

As for the summer, I have agreed to work for USAID/Ecuador for at least six weeks in trying to resolve some problems with an indigenous project in the lowlands that has stalled. The project was supposed to deal with the demarcation, and ultimately the legalization, of lands of the remaining lowland groups, most of which, like the Waorani, the Cofan, the Awa, etc., are well-known to the literature. The mission may also be concerned about what their programmatic reaction should be to the increase in militancy by the highland groups who recently were a strong force in booting the president out of office, yet again. On the surface it seems to be a classic "entre la pared y la espada" problem. Incoming presidents promise populist reforms until they have their first meetings with the IMF and the World Bank and they find that cannot keep promises without removing themselves from the international monetary system.

Are you involved in a field school this year?
Tony

Mark Plew wrote:
Hi Tony,Sorry for not getting back sooner but it is that time of year. Goodto hear from you. I believe that my Dean and our Provost do supportcontinued dialog and cooperation between our departments....somethingthat we have been long committed to....you may remember that I broughtthe entire ISU anthropology faculty to boise a number of years ago todiscuss joint efforts...so of course BSU remains as always committed toworking cooperatively with colleagues and other departments around thestate and region....we believe, however, that our proposed graduateprograms do not duplicate those at ISU....in fact, we have littleinterest in providing a four field M.A. and will not...further, we donot believe that what we intend to do with our "applied" masters willduplicate what you are doing at ISU......the focus of our programs willmean that we do have the depth and breadth of Ph.D. faculty to provide aquality graduate education....we believe, as well that your concernsabout duplication reflect another time and place.....BSU's mission andservice area require that we provide these opportunities....as such weare not interested in pusuring a joint program....but having said that,let me reiterate that we think the implementation of a graduate programat Boise State could be the catalyst for much new cooperation betweenour departments....to include student and faculty exchanges, joint fieldprograms, and graduate student committee service....it seems veryobvious that one of Zikers' students will ask Herb to serve on acommittee....that makes good sense....we seek not to compete but toenhance the growth and development of our program in meeting the needsof students in our service area....our programs should frankly enhanceopportunties for cooperation....further, we do not believe that we willcompete for the same students....almost 50% of BSU anthropologygraduates in the past 25 years have gone on to graduate school....ofthose....only three have gone to ISU...so we are hoping that this is nota concern....again, we are committed to cooperation....but also to thecontinued enhancement of our programs....as I note...these need notcompete with ISU....and our intention is not to have them do so....welook forward to developing a working relationship with your departmentand believe that our new programs will facilitate that!best,MarkPS. What your plans for the summer? Anthony Stocks < astocks@isu.edu > 5/9/2005 12:12:23 PM >>> Hi Mark. I wanted to touch bases with you about your department's NOIfor the two MA programs. As you probably are aware, we objected to theduplication as we have both a 4 field M.A. and a M.S. non-thesis "applied" option for CRM people and others who want to take fewer than4 seminars and who may not be interested in learning a language. At anyrate, our respective deans talked it over and the department received anote from our dean: 1. that your department felt there was no duplication 2. that the NOI was consistent with BSU's 8 year plan. There was also a suggestion that the two departments "talk." At firstI thought talk would be empty, that our objections had been ruled out; however our Dean says that your Provost really does want us to talk. This, I think, might be a good thing. You may recall that we tried toorganize a joint Master's system in the state at one point where, say,people studying with Maschner could have Ziker on their committee andso forth. Is there any chance we could renew that discussion to

From:	Donald Tyler <dtyler@uidaho.edu>
To:	Kathy Aiken <kaiken@uidaho.edu>
Date:	7/31/2006 12:59 PM
Subject:	BSU M.A. in Anthropology Proposal

CC: Mark Plew <MPLEW@boisestate.edu>

31 July 06

Professor Katherine Aiken
Dean, College of Letters and Social Sciences
University of Idaho
Moscow, Idaho 99164-3254

Katherine,

Boise State University has a proposal to add an M.A. in Anthropology
to their anthropology program. I have discussed the new program with
the Chair of the department of anthropology at Boise State, Mark
Plew. Since we do not overlap in regional research or in most course
matter, my department has no objections to BSU adding an M.A. in
Anthropology. I and the Soc/Anth/JS faculty have the continuing
general concern to leave Idaho as the leading research institute in
the state.

Thanks,

Don Tyler

Donald E. Tyler
Professor & Chair
Dept. of Soc/Anth/JS
University of Idaho
Moscow, Idaho 83844-1110
Office: 208-885-6752
Fax: 208-885-2034

From Dr. John Kijinski
Dean of the College of Arts and Sciences
Idaho State University

-----Original Message-----
From: John Kijinski [mailto:kijijohn@isu.edu]
Sent: Tuesday, May 17, 2005 9:25 AM
To: Robert Wharton
Subject: Re: FW: BSU plans for grad degree in anthropology

Tony Stocks, chair of Anthropology, has talked with his counterpart at
BSU. BSU does not want to do a cooperative degree program, but they
claim that they do want to look for more opportunities for cooperation
in the future. Although Stocks thinks that there is some duplication in
what BSU is proposing, he does not oppose their NOI.

John

Robert Wharton wrote:

>John: can you help with this one? Thanks, Bob
>
>-----Original Message-----
>From: Sona Andrews [mailto:sonaandrews@boisestate.edu]
>Sent: Sunday, April 24, 2005 7:00 PM
>To: rwharton@isu.edu
>Cc: Jack Pelton; Michael Blankenship; Stephanie Witt
>Subject: BSU plans for grad degree in anthropology
>
>Bob,
>
>As you know, we have a formal process of circulating NOIs with all
>other Idaho universities and colleges when an NOI is forward to the SBOE
>office. I see real benefit of consulting before this formal stage and
>what you might not know is that I have implemented a process BSU
>whereby I do not allow our NOI's to leave our campus until there has
>been consultation with our sister institutions that are either already
>offer a similar program and/or where we see benefits of collaboration. I
>encourage our faculty and deans to have those conversations at the
>department or college level where I think the most meaningful
>discussions can take place.
>
>I am e-mailing specifically about a proposal that our college of Social
>Science and Pubic Affairs would like to advance internally to created a
>masters program in anthropology. It is a program on the 8 year plan.
>Our Dean in Social Science and Public Affairs, Mike Blankenship, has
>been in contact with your Dean of Arts and Sciences, John Kijinski, on
>this matter. Kijinski initial reaction to our proposed program was he
>believed our program "duplicated what ISU already does." He stated that
>ISU has " had an applied MS in anthropology for the past 8 years with a
>non-thesis option. We do applied anthropology in the biological, health,
>cultural, and linguistic areas and advertise ourselves as the only
>applied Master's program in the state. We don't believe starting two new
>anthropology programs would be an effective use of funds. We think,
>however, that it would make sense at this time to begin once again
>discussion of a joint MA/MS program in which we could share our
>resources and areas of expertise rather than compete. What are your
>thoughts on this?"
>

>Our Dean Blankenship followed up with Kijinski again and suggested that
>the anthropology depts. get together and see how they might collaborate.
>I just wanted you to know that we have yet to hear back from ISU .
>
>I am not sure what collaborations are even possible or that either of
>institution would want to pursue, however, I wanted to make you aware
>that we are moving forward with our internal processes.
>
>Please let me know if you need additional information or wish to talk
>more about this.
>
>Sona
>
>Sona K. Andrews
>Provost and Vice President for Academic Affairs
>Boise State University
>1910 University Drive
>Boise, ID 83725-1000
>
>phone: 208.426.1202
>fax: 208.426.3779
>SonaAndrews@boisestate.edu
>
>
>

From:	Anthony Stocks <astocks@isu.edu>
To:	<mplew@boisestate.edu>
Date:	5/9/2005 12:13:07 PM
Subject:	MA notice of intent

From Dr. Anthony Stocks
At the time of this email he was
Chair of the Department of Anthropology
Idaho State University

Hi Mark. I wanted to touch bases with you about your department's NOI for the two MA programs. As you probably are aware, we objected to the duplication as we have both a 4 field M.A. and a M.S. non-thesis "applied" option for CRM people and others who want to take fewer than 4 seminars and who may not be interested in learning a language. At any rate, our respective deans talked it over and the department received a note from our dean: 1. that your department felt there was no duplication 2. that the NOI was consistent with BSU's 8 year plan. There was also a suggestion that the two departments "talk." At first I thought talk would be empty, that our objections had been ruled out; however our Dean says that your Provost really does want us to talk. This, I think, might be a good thing. You may recall that we tried to organize a joint Master's system in the state at one point where, say, people studying with Maschner could have Ziker on their committee and so forth. Is there any chance we could renew that discussion to encompass only ISU and BSU at this point? One of our objections was that BSU did not have the depth or breadth of Ph.D. faculty for the M.A., but that objection would certainly be moot if we considered the anthropologists at the two institutions to be one faculty for M.A. and M.S. purposes. And our objection of duplication would also be rendered moot by a joint program.
Tony

CC: John Kijinski <kijijohn@isu.edu>

Appendix B: Comparison of Undergraduate and Graduate Programs in Anthropology at Boise State University, University of Idaho, and Idaho State University

	Boise State University	University of Idaho	Idaho State University
Number of Faculty	1 tenured professor 1 tenured associate professor 3 tenure-track assistant professors	2 tenured professors 3 tenured associate professors 1 tenure-track assistant professor	4 tenured professors 1 tenured associate professor 3 tenure-track assistant professors
Numbers of Undergraduate and Graduate Students:	88 undergraduate students (includes minors)	116 undergraduate students (includes minors) 22 graduate students	68 undergraduate students (includes minors) 21 graduate students

Undergraduate Program	Major: 40 credit hours (14 required courses) from a total of 34 courses offered;
	The B.A. program requires:
	ANTH 101 Physical Anthropology
	ANTH 102 Cultural Anthropology
	ANTH 103 Introduction to Archaeology
	ANTH 200 Kinship and Social Organization
	ANTH 201 History and Theory in Anthropology
	Two of the following:
	    ANTH 203 Old World Prehistory
	    ANTH 209 Issues in Global Diversity
	    ANTH 215 Cultural Concepts in Anthropology
	    ANTH 216 Comparative Religion
	    ANTH 219 New World Prehistory
	Two of the following:
	    ANTH 303 Human Paleoecology
	    ANTH 312 Prehistory of North America
	    ANTH 400 Hunter-Gatherers
	    ANTH 401 Human Evolution and Paleoanthropology
	Two of the following:
	    ANTH 307 Indians of North America
	    ANTH 314 Environmental Anthropology
	    ANTH 425 Medical Anthropology
	    ANTH 428 Urban Anthropology
	Two additional upper division anthropology elective courses
		Major: 48 Anthropology credits (10 required courses, 43 offered),
		The B.A. program requires:
		ANTH 100 General Anthropology
		ANTH 220 Peoples of the World
		ANTH 230 World Prehistory
		ANTH 231 Introduciton to Archaeology
		ANTH 251 Intro to Physical Anthropology
		ANTH 410 Research Methods
		ANTH 420 Anthropological History & Theory
		ANTH 428 Social and Political Organization
		ANTH 441 Intro to the Art of Language or
		ANTH 261 or ANTH 450
		SOC 101 Introduction to Sociology
		Five additional upper division anthropology elective courses.
		Four upper division electives in other fields
			Major: 33 credit hours (13 required courses) plus 15 elective major credits for 48 total.
			The B.A. program requires:
			ANTH 107 The Nature of Language
			ANTH 203 Introduction to Archaeology
			ANTH 205 Intro to Arch Lab
			ANTH 230 Intro to Biological Anthropology
			ANTH 231 Intro to Bio Lab
			ANTH 250 Intro to Socio-Cultural Anthropology
			One of the following:
			    ANTH 237 Peoples and Cultures of the Old World
			    ANTH 238 Peoples and Cultures of the New World or ANTH 239 Latino Peoples and Cultures
			    ANTH G401 History and Theory of Socio-cultural Anthropology
			ANTH G403 Method and Theory in Archaeology
			ANTH G430 Human Origins and Diversity
			One of the following:
			    ANTH G450 Intro to Socio-Linguistic Anthropology
			    ANTH G455 Linguistic Analysis I
			    ANTH G458 Historical Linguistics
			ANTH 492 Senior Seminar
			ANTH 495 Department Colloquium
			3 Upper division elective courses
			    ENGL 307 Technical Writing
			    MATH 253 Introduction to Statistics

| Description of Graduate Program: | Proposed:
MA in Anthropology (34 credits):
ANTH 501 Synchronic Methods in Anthropology
ANTH 502 Diachronic Methods in Anthropology
ANTH 503 History and Theory in Anthropology
ANTH 504 Quantitative Methods in Anthropology
ANTH 600 Comprehensive Exam
Fifteen additional graduate level credits

Master of Applied Anthropology (34 credits):
ANTH 501 Synchronic Methods in Anthropology
ANTH 502 Diachronic Methods in Anthropology
ANTH 503 History and Theory in Anthropology
ANTH 504 Quantitative Methods in Anthropology
ANTH 591 Project
ANTH 600 Comprehensive Exam
Fifteen additional graduate level credits | **MA in Anthropology**   (30-36 credits)
Requirements:
ANTH 510 Research Methods
ANTH 511 Human Evolution
ANTH 521 Contemporary Issues in
   Anthropological Theory
ANTH 530 Introduction to Archaeological Theory
   and Method
Remaining credits in courses in Anthropology
   and supporting fields | **MA in Anthropology** (30 credits minimum)
ANTH 605 Seminar in Linguistic Anthropology
ANTH 615 Seminar in Biological Anthropology
ANTH 625 Seminar in Socio-Cultural
   Anthropology
ANTH 635 Seminar in Archaeology
ANTH 641 Research Project OR
   ANTH 650 Thesis
Nine additional graduate level credits

MS in Anthropology (30 credits minimum)
ANTH 641 Research Project OR
   ANTH 650 Thesis
Two of the following:
   ANTH 605 Seminar in Linguistic Anthropology
   ANTH 615 Seminar in Biological
      Anthropology
   ANTH 625 Seminar in Socio-Cultural
      Anthropology
   ANTH 635 Seminar in Archaeology
Nine credits of coursework in advanced
   techniques and methods in anthropology
Six additional graduate level credits |

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INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Approval to change the name of the Renaissance Institute to the Osher Lifelong Learning Institute

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section 1.K.

BACKGROUND

The Boise State Renaissance Institute was created to allow adult learners to expand their intellectual horizons and enrich their lives. The Institute provides both stimulating learning and social interaction through a lecture series and short courses that respond to the educational interests of mature adults. The Renaissance Institute is offered in cooperation with community organizations and is open to anyone who wants to participate.

The Renaissance Institute recently received a $100,000 grant from the Bernard Osher Foundation. One of the grant stipulations is that Boise State's Renaissance Institute be renamed the Osher Lifelong Learning Institute of Boise State University.

DISCUSSION

The Bernard Osher Foundation, founded by Bernard Osher in 1977, benefits a wide range of educational and cultural programs in the U. S. and beyond. One of their key focus areas is programs addressing the educational needs of adults age 50 and over. They do this via Osher Lifelong Learning Institute grants provided for vibrant learning communities of seasoned learners associated with institutions of higher education across the nation.

When choosing grantees, the Foundation uses a formal RFP process and selects their grantees based on careful scrutiny of the proposal, the sponsoring higher education institution and the existing program. The Osher Foundation expects lifelong learning programs to reflect the culture and interests of the community in which they exist. The grant carries only two stipulations. The programs selected must be renamed Osher Lifelong Learning Institutes, and all funds provided are to be used only for the program itself and not for university overhead expenses. The grant is for $100,000 the first year and is renewable for two additional years.

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

After the initial three years, programs that are thriving (as demonstrated by 500 active members engaged in a vibrant curriculum) qualify for consideration for a permanent funding in the form of a $1,000,000 endowment. The Osher Foundation selects programs that they feel have the best chance of success and has not yet refused the endowment to any institution that has become an Osher Foundation grant recipient. Among the institutions housing Osher Lifelong Learning Institutes are Rutgers, Carnegie Mellon, the University of Utah, Duke, the University of Washington, the University of California at Berkeley, Tufts and Brandeis University. Idaho is one of only four states that do not have an Osher Lifelong Learning Institute. Boise State University is not obligated to continuing carrying the Osher Lifelong Learning Institute name if funding is not granted.

IMPACT
Funding from the Osher Foundation would be used to help to strengthen, sustain, and support the existing program and expand programming in new and creative directions. This would include adding field trips, longer educational journeys and dual programs where faculty from distant sister institutions present joint lectures to Institute audiences using distance education technology. Funding would also be used to increase honorariums, expand marketing, purchase new equipment, and hire an additional administrative staff member.

The Foundation also maintains a national Resource Center for Osher Life Long Learning Institutes which hosts an annual conference, providing invaluable networking opportunities, exposure to new ideas, processes, and colleagues across the nation. While Boise State's program is healthy and growing, the Osher grant funds would secure its existence and allow it to expand its current offerings while serving more Idaho citizens.

STAFF COMMENTS AND RECOMMENDATIONS
Board staff and CAAP recommend approval as presented. The BAHR committee has been consulted and does not have any objections with the request and recommends approval.

BOARD ACTION
A motion to approve changing the name of the Renaissance Institute to the Osher Lifelong Learning Institute at Boise State University.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
K. Naming/Memorializing Buildings and Facilities   **April 2002**

4.   All requests for naming outside the presidents' delegated authority, and all delegated naming authority reporting, shall be made to the Board's Business Affairs and Human Resources Committee. When applicable, concurrent request shall be made to the Board's Instruction, Research and Student Affairs Committee.

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SUBJECT

New Instructional Unit – Center for Teaching and Learning – Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-4001. Idaho Code.

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.

DISCUSSION

Boise State University proposes to establish a new Center for Teaching and Learning designed to support instructors (faculty, adjuncts, graduate and students) across the university. It will provide a variety of services and development opportunities to teachers. The existing Academic Technologies and the Service–Learning Program, which have supported specialized aspects of teaching to the Boise State community, will be part of the center.

The Center for Teaching and Learning will also provide central support for the preservation of the core mission of quality undergraduate education and will help to integrate the teaching and scholarship components of BSU's strategic plan.

The Center for Teaching and Learning will provide services to individuals and departments seeking to improve student learning in their classes and programs. In addition to its own programs for faculty development, the Center will act as a clearinghouse - coordinating, highlighting and disseminating instructional support from across the university. It will provide support for instructors wishing to engage in the scholarship of teaching. Some opportunities already exist at Boise State University to improve student learning through improvements and innovations in teaching. However, these opportunities are not widely available. The creation of the Center will provide a consistent foundation for the development of teachers on campus and will ensure that all instructors across the campus have access to high-quality opportunities for improvement and innovation.

Activities of the center will be assessed for quality and impact and measured against the mission of the Center and of Academic Technologies and Service Learning. Assessment processes will include tracking of faculty and instructor participation in events and use of services as well as regular surveying of participants for their perception of the effectiveness of Center activities. In addition, the Center will examine its impact on outcomes related to student learning such as student retention rates, rates of course withdrawals and failures, and responses on national surveys such as the National Survey of Student

Engagement and the Faculty Survey of Student Engagement. The Center's staff will regularly review these data in order to engage in a process of continuous reflection and improvement.

There is a Center for Teaching and Learning at Idaho State University (ISU) that has had great success in supporting the needs of instructors at ISU. BSU's Center for Teaching and Learning will provide similar support to the teaching community at Boise State. Neither Center offers any degree programs. Because instructors at each institution need local resources, there is a need for each institution to have its own Center for Teaching and Learning. However, plans have already been made for collaborative efforts between the Idaho State University Center for Teaching and Learning and the Boise State University Center for Teaching and Learning. The University of Idaho and Lewis-Clark State College provide services in support of teaching to their faculty and instructional staff through decentralized programs, rather than through a centralized campus office.

High quality undergraduate education is central to the mission of Boise State University. The mission of the Center for Teaching and Learning is to support, promote and enhance teaching effectiveness and to facilitate engagement in student learning among faculty and instructors at Boise State. As such, it serves an important role in ensuring the quality of undergraduate education.

IMPACT

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	$152,000	$242,000	$242,000	$636,000
2. Operating	48,000	158,000	158,000	$364,000
3. Capital Outlay	0	0	0	
4. Facilities	0	0	0	
TOTAL:	**$200,000**	**$400,000**	**$400,000**	**$1,000,000**
B. Source of Funds				
1. Appropriated Reallocation	$200,000	$400,000	$400,000	$1,000,000
2. Appropriated – New				
3. Federal				
4. Other				
TOTAL:	**$200,000**	**$400,000**	**$400,000**	**$1,000,000**
C. Nature of Funds				
1. Recurring *	$200,000	$400,000	$400,000	$1,000,000
2. Non-recurring **				
3. Federal				
TOTAL:	**$200,000**	**$400,000**	**$400,000**	**$1,000,000**

*   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.

ATTACHMENTS
> N/A

STAFF COMMENTS AND RECOMMENDATIONS
> Board staff and CAAP recommend approval as presented.

BOARD ACTION
> A motion to approve Boise State University's request to establish a new Center for Teaching and Learning as presented.

> 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   **April 2005**

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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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of $250,000 or more per year;
   (b) graduate program leading to a master's, specialist, or doctoral degree.

   (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.

(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 the discretion of the Chief Academic Officer, the request may be forwarded 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 <u>thirty</u> (30) days of receipt of the Chief Academic Officer's or CAAP's 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 re-consider 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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

TITLE 33
EDUCATION
CHAPTER 40
BOISE STATE UNIVERSITY

33-4001. BOISE STATE UNIVERSITY ESTABLISHED -- STANDARDS -- PROFESSIONAL-TECHNICAL PROGRAMS. The college now known as Boise state college and previously operated and conducted by Boise community college district in Ada County, Idaho, known as Boise college, shall be established in the city of Boise, Idaho, as an institution of higher education of the state of Idaho, for the purpose of giving instruction in college courses in sciences, arts and literature, professional, technical and other courses of higher education, such courses being those that are usually included in colleges and universities leading to the granting of appropriate collegiate degrees, said college to be known as Boise State University. The standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states. All programs in the professional-technical departments, including terminal programs now established and maintained, may be continued and such additional professional-technical and terminal programs may be added as the needs of the students attending such university taking professional-technical and terminal programs shall warrant, and the appropriate certificate for completion thereof shall be granted. The courses offered and degrees granted at said university shall be determined by the board of trustees.

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SUBJECT

New Executive Master of Business Administration (EMBA) – University of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 5, Program Approval and Discontinuance
- Sections 33-107 (7)

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

The University of Idaho proposes to introduce an Executive Master of Business Administration (EMBA) program in northern Idaho. The proposed EMBA program provides a unique learning opportunity for highly motivated business executives, mid-level managers, and professionals to earn an MBA degree in 24 months without interrupting their careers. The proposed EMBA Program will admit cohorts of approximately 30 students who will meet two contiguous Friday-Saturday periods per month. In addition, the cohorts will meet for a one week summer intensive workshop during August of each year. The program will require completion of 48 credits of coursework. New cohorts will begin coursework on the Coldwater Creek campus in Sandpoint in odd numbered years (starting in the fall of 2007) and at UI facilities in the Coeur d'Alene-Post-Falls area in even numbered years (starting in the fall of 2008). This format will provide an opportunity for new students to join the program each year and will offer a choice of locations. New students may enroll in either location.

The motivation for the EMBA came from discussions with Dennis Pence, CEO of Coldwater Creek. Other business organizations in northern Idaho were contacted and management education surveys were conducted to further gauge interest. This process resulted in a formal written commitment from Coldwater Creek committing 22-23 seats for the initial cohort and approximately 20 seats per cohort in subsequent cohorts. Other regional businesses, such as Avista Utilities, LiteHouse Foods, and the Alsaker Corporation have also expressed interest in the EMBA.

The University of Idaho anticipates a minimum annual demand of 30 students, and believes this figure is very realistic for several reasons:

• The potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula,

Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, approximately 125,000 individuals possess at least a bachelor's degree.

• Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

• Assuming a (conservative estimate of a) span of control of 250 employees, the potential pool of EMBA candidates is at least **898** *before* accounting for the continuing rapid growth in the target geographic market. At an average of 30 students per cohort, this conservative projected pool represents at least **29** cohorts over the next 30 years.

The UI is currently accredited at all degree levels (B, M, D). All undergraduate and graduate programs in the College of Business and Economics are accredited under AACSB International. As of December 2006, only 540 institutions in the U.S. and around the world hold AACSB business accreditation.

The proposed EMBA will adhere to all policies and procedures as set forth by the College of Graduate Studies, which is assigned institutional oversight of all graduate programs by the University and will undergo a curricula review and continuous improvement process in 2009-10.

In fall 2006, Boise State University introduced an EMBA program to meet the needs of stakeholders in the Treasure Valley. The UI's proposed EMBA is designed to meet the business education needs of citizens and stakeholders in the northern counties of the state. Like the EMBA program at BSU, UI's proposed EMBA program is also based upon business partnerships.

EMBA programs can be found in surrounding states, namely: Seattle, Washington; Portland, Oregon; Las Vegas, Nevada; and Salt Lake City, Utah; however, none of these programs are based upon a business partnership model described above nor are any other EMBA programs located in the northern Idaho region.

Eight-Year Plan Justification

There are no Executive MBA programs within a 200 mile-radius of Coeur d'Alene, Idaho (CDA). Hence, the potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, at least 125,000 individuals possess at least a bachelor's degree. Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

• During the 1990-2000 period, Coeur d'Alene grew 55.7%, which is the 4th fastest growth rate among U.S. Metropolitan and Micropolitan Statistical Areas. Missoula ranked 77th with a growth rate of 21.8%, and Spokane ranked 134th with a growth rate of 15.7% (U.S. Census Bureau, Table 5b).
• Recent growth rates (2000-2003/2005) range from 0.5% (Spokane) to 17.5% (CDA).
• With the continuing rapid growth in the Coeur d'Alene-Post Falls-Sandpoint area, community and business leaders in northern Idaho point out that the need for higher education opportunities are not being met. A recent survey reported that "companies like Coldwater Creek, Quest Aircraft Company, Unicept Packaging, Litehouse Foods, and Schweitzer Mountain Resort are seeking people with high levels of technical skills, sound business backgrounds, and educational experiences." As a result, the survey reported that businesses in the Coeur d'Alene-Post Falls-Sandpoint triangle have indicated a consistent need for business programs including a Master's degree in Business Administration, and these business organizations are willing to assist their employees in securing additional education by covering costs for tuition and providing flexible work schedules to allow employees achieve personal development. (MGT of America, Inc., November 2006).
• In another survey (by J.D. Wulfhorst of SSRU, October 2005) of 5995 households in the counties of Bonner, Boundary, Kootenai, Shoshone, Benewah, and the City of Spokane revealed the following:
  o 46% indicated interest in business programs.
  o 45% indicated interest in graduate programs.
  o At least 77% expressed preference for a Friday-Saturday class schedule.
• The proposed EMBA in northern Idaho with its cohort-based Friday-Saturday schedule, seeks to meet this untapped need for graduate business education. Offering an EMBA will allow businesses in northern Idaho to attract and retain highly qualified employees, who in turn will contribute to the continuing growth of businesses in the area. In so doing, the University of Idaho and the College of Business and Economics are in a unique situation to contribute to the economic development of the northern counties of the state.

Fiscal Impact

The proposed EMBA program will be delivered as a completely self-supporting program. The total fee per student for the entire program is $37,000. This fee covers all instruction, course materials, and textbooks. In most cases, the EMBA cost is paid in full or in large part by company sponsorships of participants.

UI CBE faculty members are expected to teach some of the program's courses on an overload basis. The majority of the courses however will be taught by 3-4 faculty members with primary responsibility for delivering the EMBA program in northern Idaho. These faculty members will include both new faculty and existing faculty members. Program oversight will be provided by the Associate Dean for Administrative Affairs.

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	$463,600	$477,500	$492,000	$1,433,100
2. Operating	88,400	91,000	94,000	273,400
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	**$552,000**	**$568,500**	**$586,000**	**$1,706,500**
B. Source of Funds				
1. Appropriated Reallocation – MCO				
2. Appropriated – New MCO				
3. Federal				
4. Other (tuition & fees)	552,000	568,500	586,000	1,706,500
5. Fees				
TOTAL:	**$552,000**	**$568,500**	**$586,000**	**$1,706,500**
C. Nature of Funds				
1. Recurring *				
2. Non-recurring **	552,000	568,500	586,000	1,706,500
TOTAL:	**$552,000**	**$568,500**	**$586,000**	**$1,706,500**

*   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.

IMPACT

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

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Board staff anticipates that the University of Idaho will be presenting their proposal for the Executive MBA to the Board for approval at their April meeting.

BOARD ACTION

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

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
G. Program Approval and Discontinuance   **April 2005**

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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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of $250,000 or more per year;
   (b) graduate program leading to a master's, specialist, or doctoral degree.

   (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.

(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 the discretion of the Chief Academic Officer, the request may be forwarded 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 <u>thirty</u> (30) days of receipt of the Chief Academic Officer's or CAAP's 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 re-consider 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.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

SUBJECT
Higher Education Research Council (HERC) Appointments

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.W. 4, Higher Education Research Council Policy

BACKGROUND
The Higher Education Research Council (HERC) is responsible for implementing and administering the Board's Higher Education Research Council Policy and the grant programs created by it, which are designed to stimulate competitive research at Idaho's institutions. HERC has worked diligently to attract projects that serve to strengthen the research capabilities and contribute to the economic development of the state of Idaho. HERC's annual budget has averaged approximately $2 million over the past ten years.

DISCUSSION
The Higher Education Research Council is comprised of the Presidents of the State College and Universities, four non-institutional representatives and the Governor's Statewide Science & Technology Advisor. The terms for two of the non-institutional representative positions, currently held by General Darrell Manning and Dr. Ron Bitner, expired in August 2006. The term of appointment for non-institutional positions is three years. Staff determined to hold addressing the vacancies until the Chief Postsecondary Academic Officer position was filled.

Dr. Bitner has expressed interest in continuing his service on the Higher Education Research Council. General Manning was recently appointed to the Transportation Board and will be unable to continue his service with the council.

Nominations were solicited from Boise State University, Idaho State University, the University of Idaho, and the Idaho National Laboratory. The following are biographical summaries of these individuals for the Board's consideration.

Ron Bitner
Interim Director for the Idaho Wine Commission

Ron Bitner, Ph.D. has served on HERC since its inception in 1988. Dr. Bitner is deeply involved in agricultural research and is currently the interim Director for the Idaho Wine Commission and also serves as a Rural Business Development Specialist for the Caldwell/Canyon County Economic Development Council.

Ward Parkinson
Board of Directors and Vice President, Commercial Development
Ovonyx, Inc.

Ward Parkinson has been a primary innovator in the Idaho technology industry for many years. Ward is a co-founder of Micron Technology, and served as the

Chairman and CEO of Micron from 1978 through 1986 and as Vice Chairman until 1989. In addition to being an electrical engineer, Ward is also a patent and intellectual property attorney. Ward would provide HERC invaluable service as a technology consultant, a business person, and as a specialist in technology transfer.

Dr. Kevin Shea
Orthopedic Surgeon
Intermountain Orthopedics Inc.

Dr. Shea is a fellowship trained orthopedic surgeon specializing in scoliosis and pediatric spinal deformity, trauma, limb deformities, and neuromuscular disorders. In addition to his clinical practice in Boise, he maintains an active involvement in both clinical and basic science research evidenced by presentations at national and international conferences, numerous publications in scientific journals and medical textbooks, and grants. His primary research interest is knee injuries in preadolescent athletes.

Layne Simons
Vice President and Chief Operating Officer
TenXsys Inc.

TenXsys is an entrepreneurial startup company focusing on advanced engineering solutions for human health monitoring, sports training and wildlife research. TenXsys has successfully developed products ranging from telemetry systems for remote monitoring to software used by NASA's Mission Control Center. The company has been able to develop both a commercial market for its products and receive government funding through successful SBIR programs. Layne has an outstanding background in new product development and business management. Layne holds a B.S. in Aerospace engineering and an MBA.

Mark Bowen
Vice President and Area Manager
CH2M Hill, Boise

Mark Bowen is the area Vice President for CH2M Hill, a global engineering and environmental consulting firm. Mark has been extensively involved with multiple municipal projects throughout the region, and is a community leader promoting sustainable development and conservation principles. Mark is also on the Executive Committee of the Boise Metro Chamber of Commerce. Mark would provide his technical expertise to the EPSCoR committee, an in-depth knowledge of Idaho technology and municipal projects, and personal contacts with many of the business leaders throughout the state.

John C. Shovic, Ph.D.
InstiComm, LLC

Dr. John C. Shovic is currently VP of Business Development of InstiComm, LLC, a company specializing in medical software solutions for health practitioners. He is also CTO of MiloCreek, a consulting and services firm specializing in cyber-security with a focus on supplying expertise in computer security regulatory and technical areas to financial institutions. As a founding member of the bank CDA board of directors, he currently serves on the technology, ALCO and loan committees. For the past four years, he also served as a Professor of Cyber-Security at Eastern Washington University as well as been a professor at several universities, including the University of Idaho and Washington State University.

Dr. Harold Blackman
Idaho National Laboratory

Dr. Blackman is the Deputy Associate Laboratory Director of the Science and Technology Directorate where he assists in administering the Directorate's research, development and demonstration programs and projects. He is also the acting director of the Center for Advanced Energy Studies (CAES). Dr. Blackman is involved in some of the nation's most pressing energy issues.

Dr. Blackman has over twenty years of experience in research management and in human factors research and development. He is an internationally recognized expert in human reliability analysis. He has published extensively in human reliability analysis, human performance, and cognitive psychology. He co-developed and routinely presents the training course in human reliability analysis for the US Nuclear Regulatory Commission. He has co-authored two books, one on human reliability and the other on display design.

Dr. Andy Klein
Idaho National Laboratory

Dr. Klein received his B.S., in Nuclear Engineering from Pennsylvania State University and his M.S., and Ph.D. degrees in Nuclear Engineering from University of Wisconsin. He is currently a Visiting Professor at Massachusetts Institute of Technology, a Professor at Oregon State University, and also serves as Director, for Education, Training and Research Partnerships at Idaho National Laboratory. Dr. Klein has published various books, technical journals, and reports and has received funding from the U.S. Department of Energy, National Aeronautics and Space Administration, Battelle Pacific Northwest Laboratories, and various others from private sector. Dr. Klein has served on various committees, commissions, and boards, most recently: Chair, Prometheus Advisory Council, Jet Propulsion Laboratory; Nuclear Systems Strategic Roadmap Committee, National Aeronautic and Space Administration; and Engineering Accreditation Commission, ABET, Inc.

Dr. Dave Hill
Idaho National Laboratory

Dr. Hill is currently the Deputy for Science and Technology at Idaho National Laboratory. In this position he directs all Science and Technology programs for a Laboratory with an overall budget of 550M$. The Idaho National Laboratory (INL) has been designated the lead federal lab for nuclear energy related matters and conducts research into fuels, materials, reactor analysis and design, the nuclear fuel cycle as well as nuclear non-proliferation. INL operates a test reactor, Advanced Test Reactor, as well as a variety of other nuclear facilities. He also serves as the chair of the Science and Technology Subcommittee of the INL Board of Managers.

Dr. Hill has also been appointed National Technical Director for Advanced Nuclear Research by US DOE. In this capacity he directs the federal research programs in the Advanced Fuel Cycle Initiative, the Generation IV program and the Nuclear Hydrogen Initiative.

Dr. J.W. (Bill) Rogers
Idaho National Laboratory

Dr. Rogers received his B.S. in Chemistry and Ph.D. in Physical Chemistry from the University of Texas at Austin. He's held a position at Sandia National Laboratories performing basic and applied research for eleven years. Thereafter, he joined the faculty at the University of Washington in 1991. He joined Pacific Northwest National Laboratory (PNNL) in September 1999 as Associate Director of the Interfacial Chemistry and Engineering resource in the William R. Wiley Environmental Molecular Sciences Laboratory (EMSL), a National Scientific User Facility. He also co-founded the Joint Institute for Nanoscience with the University of Washington in 2000. In January 2004, Dr. Rogers was appointed Chief Research Officer for PNNL, in addition to his responsibilities as Director of EMSL.

Dr. Rogers joined the management team for the new Idaho National Laboratory (INL) in November 2004 and is currently serving as Associate Laboratory Director for Science & Technology and as the Chief Research Officer.

IMPACT
    N/A

STAFF COMMENTS AND RECOMMENDATIONS
    Staff recommends approval of Dr. Layne Simons and Dr. Harold Blackman to be appointed to the Higher Education Research Council.

BOARD ACTION

A motion to appoint Dr. Layne Simons and Dr. Harold Blackman to the Higher Education Research Council respectively for three-year terms, March 2007 – March 2010.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: W. Higher Education   **April 2005**

4.   State Research Council

The State Board of Education shall appoint the four non-institutional representatives and a representative from the Office of Science and Technology who shall serve as an ex officio member with voting privileges. The chairman of the committee will be elected by the Council annually. Term length for the non-institutional members is three years.

SUBJECT
Approval of Temporary and Proposed Rules Governing Registration

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-107, 33-2402, and 33-2403, Idaho Code.

BACKGROUND
House Bill 712 was signed into law effective July 1, 2006. The bill amended the existing law for the registration of postsecondary educational institutions and proprietary schools. Sections of the existing law were repealed or amended to clarify the powers of the Idaho State Board of Education, and to more clearly define what institutions are required to register. Chapter 24 was also modified to differentiate the registration process for postsecondary institutions and proprietary schools, and to provide the Board authority to promulgate rules regarding registration and recognition of accreditation organizations. The Board approved registration rules in August 2006 (IDAPA 08.01.11), and in those rules recognized only the six regional accreditation organizations. The registration rules permitted a scaled-back registration process for institutions accredited by a Board-recognized accreditation organization.

In November 2006, Board staff held a public meeting to gather feedback from institutions that might be affected by the registration rules. The overarching concern in that meeting focused on the accreditation organizations recognized by the Board, and the impact that such recognition had on registration.

Subsequent to that meeting, Board staff contacted administrative staff at the Northwest Commission on Colleges and Universities (NWCCU) and confirmed that NWCCU acknowledges not only regional accrediting bodies; but accrediting bodies recognized by the U.S. Department of Education (USDE). Board staff believes that the Board should revise its rule to include USDE-recognized accreditation organizations. USDE recognition of accreditation organizations is based on ten standards that include attention to, e.g., recruitment and admissions practices, fiscal and administrative capacity, and facilities. Board staff believes that USDE recognition of accreditation organizations assures quality and effectiveness of accreditation organizations. The rule would still require full registration of institutions who are not accredited by Board-recognized (USDE-recognized) accreditation organizations; full registration would require that those institutions demonstrate compliance with all of the standards, I through X, outlined in the rule. Board staff believes that this registration requirement will combat the issue of "diploma mills" locating in this state.

The Office of the State Board recommends the approval of a temporary administrative rule – a revision of IDAPA 08.01.11 – to allow the Office to proceed with registering affected institutions and schools and for issuing certificates of registration. The revised rules, which are attached, are marked to

show changes from the previous registration rules which were approved by the Board in August 2006.

DISCUSSION

IDAPA 08.01.11 has been revised in response to the public comment received. Highlights of these revisions include:

- Expanding the accreditation organizations recognized by the Board to include accreditation organizations recognized by the USDE.
- Simplifying the registration process for institutions that are required to register and which are accredited by Board-recognized (USDE-recognized) accreditation organizations.
- Amending the exemption language to exempt from registration private, non-profit institutions that are already established and operational, and that are lawfully organized in the state of Idaho. The Board's previous rule exempted from registration Albertsons College, Caldwell, Idaho; Northwest Nazarene University, Nampa, Idaho; and BYU-Idaho, Rexburg, Idaho. The effect of this amendment would result in the College of New St. Andrews, Moscow, Idaho, and Boise Bible College, Boise, Idaho also being exempt from the registration process. All of these exempt institutions would still need Board approval for the transfer of academic credit to Idaho's public postsecondary educational institutions.

IMPACT

The temporary and proposed rules will allow the Office of the State Board to implement new registration procedures for postsecondary institutions and proprietary schools beginning with the July 1, 2007 registration year (fiscal year). Lack of approval will be an impediment for registering new institutions or schools, which is a statutory requirement. The revised rules will more clearly outline the registration process for affected institutions and schools.

ATTACHMENTS

Attachment 1-Temporary and Proposed Rules Governing Registration   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the temporary and proposed rule.

BOAR ACTION

A motion to approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools. The temporary rule will become effective at the end of the 2007 legislative session.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(1) Perform all duties prescribed for it by the school laws of the state;

(2) Acquire, hold and dispose of title, rights and interests in real and personal property;

(3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;

(4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;

(5) Through its executive departments and offices:

(a) Enforce the school laws of the state,

(b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;

(6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:

(a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,

(b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,

(c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;

(7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

(8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.
(1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or program, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also

prescribe the standards and criteria to be utilized by the board for recognition of accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer or sell, not to exceed one hundred dollars ($100) for each degree, course or program. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or program, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code.

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be composed of a fixed portion in an amount not to exceed one hundred dollars ($100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars ($100) for each course or courses of study. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

IDAPA 08
TITLE 01
CHAPTER 11

08.01.11 - REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

000. LEGAL AUTHORITY.
The following rules are made under authority of sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code to implement the provisions of Chapter 24, Title 33, Idaho Code. (8-10-06)T

001. TITLE AND SCOPE.

01. Title. This rule shall be cited as IDAPA 08.01.11, "Registration of Postsecondary Educational Institutions and Proprietary Schools." (8-10-06)T

02. Scope. This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes and for acceptance of academic credit. Finally, this rule describes the process the Board will use to evaluate courses or courses of study for acceptance for academic credit at Idaho's public postsecondary institutions.(8-10-06)T

002. WRITTEN INTERPRETATIONS.
There are no written interpretations of this rule. (8-10-06)T

003. ADMINISTRATIVE APPEALS.
The administrative procedure act, chapter 52, title 67, Idaho Code, applies to any denial of registration of any postsecondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

004. INCORPORATION BY REFERENCE.
There are no documents incorporated by reference. (8-10-06)T

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (8-10-06)T

02. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (8-10-06)T

03. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (8-10-06)T

04. Telephone. The telephone number of the Board is (208) 334-2270. (8-10-06)T

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (8-10-06)T

06. Electronic Address. The electronic address of the Board is board@osbe.idaho.gov. (8-10-06)T

006. PUBLIC RECORDS ACT COMPLIANCE.

tThis rule is are subject to the provisions of the public records act, title 9, chapter 3, Idaho Code.   (8-10-06)T

007. -- 009.   (RESERVED).

010.   DEFINITIONS.

    01.   Accredited is defined in Section 33-2401(1), Idaho Code, and means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting agency organization recognized by the Board.   (8-10-06)T

    02.   Agent is defined in Section 33-2401(2), Idaho Code, and means any individual within the state of idaho who solicits students for or on behalf of a proprietary school.   (8-10-06)T

    03.   Agent's permit is defined in section 33-2401(3), Idaho Code, and means a nontransferable written document issued to an agent by the Board or its designee.   (8-10-06)T

    04.   Course is defined in Section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective.   (8-10-06)T

    05.   Course or Courses of study is defined in Section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in this rule as a program.   (8-10-06)T

    06.   Degree is defined in Section 33-2401(7), Idaho Code, and means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers, or words such as, but not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded by a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever.

(8-10-06)T

    07.   Postsecondary Educational Institution, sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho, and which provides courses or programs that lead to a degree, or which provides, offers or sells degrees.   (8-10-06)T

    08.   Proprietary School, sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees.   (8-10-06)T

011. -- 099.   (RESERVED).

100.   RECOGNITION OF ACCREDITATION ORGANIZATIONS.

    01.   Registration of Postsecondary Educational Institutions. For purposes of registration of postsecondary educational institutions, the Board recognizes only regional institutional accreditation organizations which are also recognized by the United States Department of Education, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). Accordingly, for purposes of registration of postsecondary educational institutions under this rule, the Board recognizes the following accreditation organizations.   (   )

~~**a.** Middle States Association of Schools and Colleges (MSA), Commission on Higher Education - Accredits institutions of higher education in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.~~ ~~(8-10-06)T~~

~~**b.** New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC CIHE) - Accredits institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.~~ ~~(8-10-06)T~~

~~**c.** North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC) - Accredits degree-granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navaho Nation.~~ ~~(8-10-06)T~~

~~**d.** Northwest Commission on Colleges and Universities (NWCCU) - Accredits postsecondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.~~ ~~(8-10-06)T~~

~~**e.** Southern Association of Colleges and Schools (SACS), Commission on Colleges - Accredits degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.~~ ~~(8-10-06)T~~

~~**f.** Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC ACSCU) Accredits senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands.~~ ~~(8-10-06)T~~

~~**g.** No other accreditation organization, other than the agencies listed in Subsections 100.01.a. through 100.01.f. of this rule, shall be recognized by the Board for purposes of registration of postsecondary educational institutions.~~ ~~(8-10-06)T~~

02. **Acceptance of Academic Credit**. (8-10-06)T

a. For purposes of acceptance of academic credit at Idaho public postsecondary educational institutions, the Board recognizes the ~~regional~~ accreditation ~~associations~~ organizations described in Subsections 100.01.~~a. through 100.01.f.~~ of this rule. (8-10-06)T

b. The Board will determine whether to accept specialized or other accreditation organizations, which accredit courses or courses of study, for purposes of acceptance of academic credit on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of acceptance of academic credit should be made to the Board's chief higher education academic officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final determination based on such evaluation and review. (8-10-06)T

101. -- 199. **(RESERVED).**

200. **REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

01. **Registration Requirement**. (8-10-06)T

a. Unless exempted by statute or this rule, as provided herein, a postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. An institution shall not solicit students for on behalf of such institution, or advertise in this state, unless registered.

(8-10-06)T

b. Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. Initial registration shall mean an institution's initial registration under this rule, even if an institution has previously registered with the Board. A registered postsecondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year.   (   )

02. **Idaho Presence**. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or internet website, to have an Idaho street or mailing address, including a post office box in Idaho.
                                                                                            (8-10-06)T

03. **Institutions Exempt from Registration**.   (8-10-06)T

a. Idaho public postsecondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register.   (8-10-06)T

b. Certain Idaho private, non-profit, postsecondary educational institutions. A private, non-profit, postsecondary educational institution that is already established and operational as of the effective date of this rule and located within the state of Idaho, and that is accredited by an accreditation ~~association~~ organization recognized by the Board, as set forth in Subsections ~~100.01.a. through 100.01.f.~~ of this rule, shall not be required to register. A private, non-profit, institution is located within the state of Idaho only if it has been lawfully organized ~~under~~ in the state of Idaho ~~nonprofit corporation act, chapter 3, title 30, Idaho Code,~~ and its principal place of business is located within the state of Idaho. ~~To qualify for this exemption, a private, non-profit, postsecondary educational institution must be recognized by the Internal Revenue Service as a charitable or private foundation under applicable provisions of the Internal Revenue Code.~~   (   )

04. **Institutions that Must Register**.   (8-10-06)T

a. Out-of-state public postsecondary educational institutions. A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein.   (8-10-06)T

b. Out-of-state private, non-profit, postsecondary educational institutions. An out-of-state private, non-profit, postsecondary educational institution must register as provided herein.   (8-10-06)T

c. Certain Idaho private, non-profit, postsecondary educational institutions. A private, non-profit, postsecondary educational institution that is located within the state of Idaho, but that is not exempt under Subsection 200.03.b. of this rule, must register as provided herein.   (8-10-06)T

d. For-profit postsecondary educational institutions. A postsecondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein.   (8-10-06)T

05. **Exception to Registration Requirement for Certain Postsecondary Institutions**.   (8-10-06)T

a. A postsecondary educational institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with Section 400 of this rule.   (8-10-06)T

b.   A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis.   (8-10-06)T

06.   Application. A postsecondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Board. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year.   (8-10-06)T

07.   Registration Fees. The Board shall assess an annual registration fee for initial registration, or renewal of registration, of a postsecondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one hundred dollars ($100) for each course that the institution intends to conduct, provide, offer or sell during the registration year, as set forth in the registration application, not to exceed five thousand dollars ($5,000). Registration fees are not refundable.   (8-10-06)T

08.   Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year.   (8-10-06)T

09.   Information Required. Such application must include the information requested on the application form, as well as the following information: (8-10-06)T

a.   If an institution that is required to register under this rule is accredited by an accreditation organization recognized by the Board in Subsections 100.01~~.a. through 100.01.f.~~ of this rule, such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that is so accredited qualifies for a streamlined registration process ~~under Subsection 200.09~~, and will not be required to submit information and/or documentation that documents compliance with ~~all of the~~ standards~~,~~ I through VI, set forth in Subsections 200.10.a. through 200.10.f. of this rule~~, but may be required to provide the Board with additional information, on request, that documents compliance with some of the standards, or on any other matter related to registration~~. Such institutions must submit information and/or documentation with its application for registration that documents compliance with the following: copy of most recent accreditation report; up-to-date list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer; most recent copy of strategic plan; enrollment data for current and past two (2) years; copy of annual audited financial statement; as well as any additional information that the Board may request.

                                                                                                                            (   )

b.   All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the standards~~,~~ I through VI, set forth in Subsections 200.10.a. through 200.10.f. of this rule.   (8-10-06)T

c.   The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable.   (8-10-06)T

10.   Approval Standards for Postsecondary Educational Institutions. An institution applying for registration must meet, or demonstrate that it will meet, all of the following standards: (8-10-06)T

a.   Standard I - Legal Status and Administrative Structure. The institution must be in compliance with all local, state, and federal laws, administrative rules, and other regulations applicable to postsecondary educational institutions.   (8-10-06)T

i.　　　The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished.　　　　　　　　　　　　　　(8-10-06)T

ii.　　　The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest.　　　　　　　　　(8-10-06)T

iii.　　　There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence.(8-10-06)T

iv.　　　Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of postsecondary educational experience at an accredited institution.　　　　　　(8-10-06)T

v.　　　Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary.　　　　　　　　　　(8-10-06)T

vi.　　　Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings.　　　　　　　　　　　　　　　　　　　　　(8-10-06)T

vii.　　　The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives.　　　　　　　　　　　　　　　　　　　(8-10-06)T

b.　　　Standard II - Educational Program and Curriculum. Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives.　　　　　　　　　　　　　　　　　　　　　(8-10-06)T

i.　　　The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, clinicals, etc. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings.　　　　　　　(8-10-06)T

ii.　　　The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. Degrees are:　　(8-10-06)T

(1)　　　ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements entailing at least two (2) years, but less than four (4) years, of full-time professional-technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry;　　　(8-10-06)T

(2)   ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full-time academic work;   (8-10-06)T

(3)   BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work;   (8-10-06)T

(4)   MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full-time academic work beyond the baccalaureate degree, including any required research; and   (8-10-06)T

(5)   DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.
                    (8-10-06)T

iii.   Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course.   (8-10-06)T

iv.   For each course or courses of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the courses of study and degree within the minimum time for completion.   (8-10-06)T

c.   Standard III - Student Support Services. The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Polices must address students' rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs.   (8-10-06)T

i.   The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program.   (8-10-06)T

ii.   There must be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution.   (8-10-06)T

iii.   The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures.   (8-10-06)T

iv.   The institution must provide an effective program of academic advising for all students enrolled. The program must include orientation to the academic program, academic and personal counseling, career information and planning, placement assistance, and testing services.   (8-10-06)T

v.   The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: the institution's mission; admissions policies; information describing the purpose, length, and objectives for the courses or courses of study or degrees offered by the institution; credit requirements for all courses or courses of study or degrees offered by the institution; procedures for awarding credit for work completed outside the collegiate setting; policies for acceptance of transfer credit; the schedule of tuition, fees, and all other charges and expenses necessary for completion of the courses or courses of study or degrees; cancellation and refund policies; a definition of the unit of credit as it applies

at the institution; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the institution's calendar, including the beginning and ending dates for each instructional term, holidays, and registration dates; a complete listing of each regularly employed faculty member showing name, area of assignment, rank, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a complete listing of each administrator showing name, title, area of assignment, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a statement of legal control with the names of the trustees, directors, and officers of the institution or corporation or other entity; a complete listing of all scholarships offered, if any; a statement describing the nature and extent of available student services; complete and clearly stated information about the transferability of credit to other postsecondary educational institutions, including two-year and four-year colleges and universities; and any such other material facts concerning the institution and the courses or courses of study as are reasonably likely to affect the decision of the student to enroll at the institution. (8-10-06)T

vi. Accurate and secure records must be kept for all aspects of the student academic record including, at a minimum, admissions information, transcripts, and financial transactions. Standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) must be used as a basis for establishing, maintaining, securing, and retaining student records. (8-10-06)T

vii. The institution must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the institution's current graduation rate by courses of study, and job placement rate by course of study. (8-10-06)T

d. Standard IV - Faculty Qualifications, Duties, and Compensation. Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified. (8-10-06)T

i. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level; i.e., for bachelor degree programs, faculty must have a master's degree from an accredited institution; at the graduate level, a doctoral degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs. (8-10-06)T

ii. There shall be a sufficient number of full-time faculty members to maintain the continuity and stability of academic programs and policies. At least one full time faculty must be located in Idaho for each course or courses of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively. (8-10-06)T

iii. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives. (8-10-06)T

iv. The ratio of faculty to students in each course must be sufficient to assure effective instruction. (8-10-06)T

v. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (8-10-06)T

vi. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline. (8-10-06)T

vii. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise. (8-10-06)T

e. Standard V - Resources, Financial Resources, and Facilities. The institution must have adequate financial resources to accomplish its educational mission and objective. (8-10-06)T

i. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution. (8-10-06)T

ii. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure. (8-10-06)T

iii. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. (8-10-06)T

iv. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or non-profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for-profit institution must be kept in accordance with generally accepted accounting principles. A for-profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers. (8-10-06)T

v. An annual independent audit of all fiscal accounts of the educational institution must be authorized by the governing board, and must be performed by a properly authorized certified public accountant.(8-10-06)T

f. Standard VI - Library and Instructional Resources. The institution must obtain and properly catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives. (8-10-06)T

i. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff. (8-10-06)T

ii. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings. (8-10-06)T

iii. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (8-10-06)T

iv. The library must be administered by professionally trained staff supported by sufficient personnel. (8-10-06)T

11. **Additional Information**. If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the institution of additional information that it will be required to provide in connection with the application for registration. (8-10-06)T

12. **Verification of Information**. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (8-10-06)T

13. **Criteria for Approval or Denial of Registration**. To be approved for registration, the institution must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and this rule, including all of the standards described in Subsections 200.10.a. through 200.10.f. of this rule. An institution must remain in compliance for the registration year. (8-10-06)T

14. **Public Information**. All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code. (8-10-06)T

15. **Certificate of Registration**. (8-10-06)T

a. A certificate of registration will be issued to a postsecondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is: "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution. (8-10-06)T

b. If an institution wishes to offer additional courses, courses of study, or degrees during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the institution may submit a supplemental application to the Board, on a form approved by the Board, and pay any additional registration fees that are applicable. If approved, the Board will issue a revised certificate of registration evidencing such approval. (8-10-06)T

16. **Disapproval and Appeal**. If a postsecondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the office within thirty (30) days of the date the institution is notified of the disapproval. (8-10-06)T

17. **Withdrawal of Approval**. (8-10-06)T

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

b. Withdrawal of approval may be for one or more of the following reasons: (8-10-06)T

i. Violation of chapter 24, title 33, Idaho Code or this rule; (8-10-06)T

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (8-10-06)T

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (8-10-06)T

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (8-10-06)T

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board of this event. (8-10-06)T

201 -- 299.   (RESERVED).

300.   ACCEPTANCE OF ACADEMIC CREDIT AT IDAHO PUBLIC POSTSECONDARY EDUCATIONAL INSTITUTIONS.

        01.   Authority. Section 33-107(6)(b), Idaho Code, provides that the Board has the power to determine whether a course or courses of study for academic credit is transferable to, and will be accepted by, a public postsecondary educational institution in Idaho.   (8-10-06)T

        02.   Criteria. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution that is not accredited by an organization recognized by the Board, as set forth in Subsections 100.02.a. and 100.02.b. of this rule. A course or courses of study for academic credit shall be evaluated and reviewed to determine whether such course is comparable to a course offered by an Idaho public postsecondary educational institution.   (8-10-06)T

        03.   Procedure.   (8-10-06)T

        a.   A determination of whether a course or courses of study will be accepted for academic credit at an Idaho public higher education institution will be made after evaluation and review. An institution seeking such evaluation and review will be required to submit to the Board's chief higher education academic officer the documentation and/or information related to such course or courses of study, who will review and evaluate the request with the input and advice of CAAP.   (8-10-06)T

        b.   Should a course or courses of study be evaluated as acceptable or comparable to a course or course of study offered by an Idaho public institution, then it will be accepted for academic credit by the Board and thus accepted by the public postsecondary institutions in Idaho.   (8-10-06)T

        c.   A course or courses of study that are evaluated and determined not to be acceptable or comparable to a course or courses of study offered by an Idaho public institution shall not be accepted for academic credit at an Idaho public postsecondary institution.   (8-10-06)T

301. -- 399.   (RESERVED).

400.   REGISTRATION OF PROPRIETARY SCHOOLS.

        01.   Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board or its designee. The Board delegates authority to the Idaho State Department of Education to register proprietary schools, in accordance with this rule.   (8-10-06)T

        02.   Registration Requirement.   (8-10-06)T

        a.   Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Department. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered.   (8-10-06)T

        b.   Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew its certificate of registration annually and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (8-10-06)T

        03.   Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (8-10-06)T

a.   An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board.   (8-10-06)T

b.   An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law.   (8-10-06)T

c.   An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.   (8-10-06)T

d.   An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to title 54, Idaho Code.   (8-10-06)T

e.   Aviation school or instructors approved by and under the supervision of the federal aviation administration.   (8-10-06)T

f.   An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.   (8-10-06)T

g.   An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.   (8-10-06)T

h.   A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.   (8-10-06)T

i.   An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.   (8-10-06)T

04.   **Application**. A proprietary school that is required to register under this rule must submit to the Department an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Department. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year.   (8-10-06)T

05.   **Registration Fees and Costs**. A registration fee shall accompany each application for initial registration or renewal of registration. The fixed portion of such annual registration fee shall be in the amount of one hundred dollars ($100) for each school. The variable portion of such annual registration fee shall be in the amount of one hundred dollars ($100) for each course to be offered by the school during the registration year. Fees are not refundable.   (8-10-06)T

06.   **Deadline for Registration**. An initial application for registration may be submitted to the Department at anytime. A school should expect the Department's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Department on or before the first business day of May that precedes a registration year.   (8-10-06)T

07.   **Information Required**.   (8-10-06)T

a.   Such application must include the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the standards, I through V, set forth in Subsections 400.08.a. through 400.08.e. of this rule.   (8-10-06)T

b.   The Department may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 400.05 of this rule, shall remain applicable.   (8-10-06)T

08. **Approval Standards for Registration of Proprietary Schools**. The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met.

(8-10-06)T

a. Standard I - Legal Status and Administrative Structure. The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools.

(8-10-06)T

i. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval by the Department. (8-10-06)T

ii. The ownership of the school, its agents, and all school officials must be identified by name and title. (8-10-06)T

iii. Each owner, agent, and school official must be appropriately qualified to ensure courses are of high quality and the rights of students are protected. (8-10-06)T

iv. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (8-10-06)T

v. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (8-10-06)T

b. Standard II - Courses or Courses of Study. Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (8-10-06)T

i. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums, clinicals, etc. Instructors must be given the responsibility for developing the curriculum for all courses or courses of study, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (8-10-06)T

ii. Written course descriptions must be developed for all courses or courses of study including: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and course descriptions must be provided to instructors. Instructors must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (8-10-06)T

iii. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (8-10-06)T

iv. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing. (8-10-06)T

v. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the school's current completion and job placement rate. (8-10-06)T

c. Standard III - Student Support Services. The school must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Polices must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (8-10-06)T

i. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course or courses of study and the capacity of the school to provide instructional and other support services the student needs to complete the program. (8-10-06)T

ii. There must be a clearly defined policy for the readmission of students dismissed from the school. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school. (8-10-06)T

iii. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (8-10-06)T

iv. The school must provide written information to prospective students prior to enrollment to include the following: information describing the purpose, length, and objectives of the courses or courses of study; completion requirements for the courses or courses of study; the schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; cancellation and refund policies; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the calendar of study including registration dates, beginning and ending dates for all courses, and holidays; a complete list of instructors and their qualifications; a listing of available student services; and other information about the courses or courses of study that are likely to affect the decision of the student to enroll in the school. (8-10-06)T

v. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (8-10-06)T

d. Standard IV - Faculty Qualifications and Compensation. (8-10-06)T

i. Instructor qualifications (training and experience) must be described and the assigned location for each instructor must be identified. (8-10-06)T

ii. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. (8-10-06)T

iii. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (8-10-06)T

iv. Instructors must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (8-10-06)T

v. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (8-10-06)T

e. Standard V - Resources, Finance, Facilities, and Instructional Resources. (8-10-06)T

i.   Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure.   (8-10-06)T

ii.   The school must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. If the school is unable to fulfill its obligations to students, the school must make arrangements with another proprietary school to have students complete a comparable course or courses of study (a teach-out provision).   (8-10-06)T

iii.   Financial records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods.   (8-10-06)T

iv.   The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching.   (8-10-06)T

v.   If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided.   (8-10-06)T

09.   Additional Information. If the Department is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Department may notify the school of additional information that it will be required to provide in connection with the application for registration.   (8-10-06)T

10.   Verification of Information. The Department may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs the Department incurs including travel, associated with this review.   (8-10-06)T

11.   Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and this rule, including all of the standards described in Subsections 400.08.a. through 400.08.e. of this rule. A school must remain in compliance for the registration year.   (8-10-06)T

12.   Public Information. All information submitted to the Department is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code.   (8-10-06)T

13.   Certificate of Registration.   (8-10-06)T

a.   A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No school that is registered with the Department shall advertise or represent in any manner that it is accredited by the Department. An institution may only represent that it is: "Registered with the Idaho State Department of Education." Registration is not an endorsement of the school.   (8-10-06)T

b.   If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Department prior to issuance of the certificate of registration, then the school may submit a supplemental application to the Department, on a form approved by the Department,

and pay any additional registration fees that are applicable. If approved, the Department will issue a revised certificate of registration evidencing such approval. (8-10-06)T

14. **Disapproval and Appeal**. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Department, then the school may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the Department within thirty (30) days of the date the school is notified of the disapproval. (8-10-06)T

15. **Withdrawal of Approval**. (8-10-06)T

a. The Department may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

b. Withdrawal of approval may be for one or more of the following reasons: (8-10-06)T

i. Violation of chapter 24, title 33, Idaho Code or this rule. (8-10-06)T

ii. Providing false, misleading, deceptive, or incomplete information to the Department. (8-10-06)T

iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (8-10-06)T

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Department has been received. (8-10-06)T

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Department of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately notify the Department of this event. (8-10-06)T

16. **Agent's Permit**. Each proprietary school shall ensure that its agents have a valid permit, and that all of its agents are in compliance with Section 33-2404, Idaho Code. (8-10-06)T

17. **Annual Agent's Permit Fee**. The annual fee for the agent's permit shall be fifty dollars ($50.00). The agent's permit must be renewed annually upon reapplication and proper qualifications, as required by Section 33-2404, Idaho Code. (8-10-06)T

18. **Surety Bond**. Each proprietary school shall obtain a surety bond and comply with the provisions in Section 33-2406, Idaho Code. (8-10-06)T

19. **Student Tuition Recovery Account**. Each proprietary school shall comply with the provisions of Section 33-2407, Idaho Code, relating to a student tuition recovery account. (8-10-06)T

401. -- 999. **(RESERVED).**

SUBJECT

Reorganization of the Limited English Proficiency Program and the National Assessment of Educational Progress Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Superintendent Luna and staff in the Office of the State Board of Education (OSBE) have discussed the need for Idaho's assessment program to be separate from the actual implementation of educational programs, in order to create a form of checks and balances.

At this time the discussions have prompted changes for the National Assessment of Educational Progress (NAEP), currently managed by the SDE and the Limited English Program (LEP) program, currently managed by the OSBE.

NAEP

The NAEP Program, known as the "Nation's Report Card," is the only national representative and continuing assessment of what America's students know and can do. Its major goals are to measure student achievement and to report change in performance over time. NAEP provides results for the nation and for the states. The Idaho State Board of Education includes NAEP in the statewide testing program because it provides comparative state and national information about student achievement in reading, mathematics, science, and writing.

Limited English Proficiency Program

The State LEP Program, inclusive of Title III funds and the oversight of the LEP state funds and programming was transitioned to the Office of the State Board of Education in early 2004. The full program is currently administered by the program manager in OSBE; however, SDE continually assists LEP students through its comprehensive technical assistance and programming for all students in the state. The SDE serves LEP students through the Title I program and content area instruction, as LEP students are a part of the overall student population.

DISCUSSION

1. The NAEP program, associated funding, and the FTE, which are currently at SDE will move to OSBE. The nature of the program and the management will remain the same for this federal program.

2. It has been discussed between SDE and OSBE that due to the nature of providing service to students in the state, that the LEP program be transitioned back to SDE. The assessment portion of the program, which is the IELA assessment, would remain with the Board.

The following information details more specifically how the LEP Program and IELA assessment should be split and managed separately.

I. The State Department of Education would assume the management of the LEP Program, inclusive of:

1. Budget oversight
   - Management, allocation, and distribution of Title III funds to districts
   - Management and allocation of State LEP funds to Districts.
   - Payment of State LEP funds to districts based on OSBE allocations, as the state LEP funding remains a part of the Public School Appropriation.
   - Allocation and oversight of the newly approved $750,000 <u>school improvement</u> funds, targeted for schools/districts that have missed AYP Reading and Math for LEP students. *If approved in the 2007 Legislative session.*

2. Programming
   - Provide for ongoing coordination of the recommendations provided by the Sub Committee in June 2005
   - Provide for ongoing implementation of the "Idaho Map of Standards for English Learners", inclusive of offering ongoing professional development opportunities to Idaho educators
   - Development of the English Language Development standards for the content areas of Math and Science, as required under Title III of NCLB
   - Annual LEP Program Data collection –June each year
   - Ensure school district compliance – monitoring and evaluation/Federal Program reviews
   - Provide ongoing technical assistance to districts
   - Review of annual LEP plans and budgets
   - State and Federal reporting (to be completed in conjunction with IELA assessment manager)
   - Provide detailed program guidance to all districts with LEP students
   - Recommend policy regarding English language learners to the Board and Legislature
   - Manage the State LEP web pages (in conjunction with the IELA program)
   - Provide assistance to English language learners targeted in all Title I programs (i.e. Reading First, etc)
   - Coordinate program with Title I school improvement and the Title IC Migrant program
   - Manage accountability plan/sanctions for districts with LEP students, as per federal guidelines

- Introduce statewide sanctions and provide technical assistance to school districts if growth targets on the IELA are not met for 2 or more consecutive years (Annual Measurable Achievement Objectives – AMAOs)

II. The State Board of Education would assume the management of the Idaho English Language Assessment (IELA), inclusive of:

- Manage IELA contract and renewal of contract
- Manage processes and procedures for IELA spring and English Language Learner (ELL) Placement tests
- Coordinate with all school districts to ensure all LEP students in the state are annually assessed
- Manage IELA trainings
- Determine annual growth percentages/targets (Annual Measurable Achievement Objectives – AMAOs) for LEP students taking assessment.
- Provide data analysis of results for outside stakeholders
- Provide IELA data for state and Federal reports
- Manage validity and reliability and external review of the IELA
- Manage district compliance within the assessment arena

IMPACT
Staffing impact:
NAEP: The impact on staffing would be that the FTE and current staff would move to the OSBE to run the NAEP program from the Board office.

LEP: The impact on staffing would be that an LEP Program manager would need to be hired SDE, with a current empty FTE position.

Fiscal impact:
NAEP: The full federal amount allocated to Idaho for the NAEP program would move to the OSBE, along with the staff and current FTE.

LEP: A total of $105,000 is annually allowable under Title III for salaries. The SDE and OSBE have agreed that $71,000 would remain at the Board to run the IELA assessment and work with the LEP student components of the ISAT. The amount of $34,000 would be distributed to the department to use as partial funding of a Title I/Title III (LEP) Coordinator. The SDE already has an FTE and supplemental funds that will be used for this position.

The program portion of the Title III allocation, which totals $70,000 per year, will be split equally between SDE and OSBE. The SDE will use the $35,000 to provide technical support to the districts, inclusive of professional development, monitoring and evaluation, and accountability oversight. OSBE will use the $35,000 to run the assessment program, inclusive of funding external reviews, providing data

analysis and Federal data reporting, and providing technical assistance to districts regarding assessment.

All direct district allocations under the Title III allocation will be passed through to the SDE.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends that by March 1, 2007 the NAEP program and manager are moved to the OSBE.

Board staff recommends that by March 1, 2007, LEP program responsibilities be split into two positions: IELA assessment manager and LEP Program manager.

BOARD ACTION

A motion to approve the recommendation to transition the NAEP program to the Office of the State Board of Education and the LEP program to the State Department of Education by March 1, 2007.

Moved by _____ Seconded by _____ Carried Yes _____ No _____