

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	WWAMI MEDICAL EDUCATION PROGRAM PRESENTATION	Information Item
2	NEW DOCTORATE PROGRAM FULL PROPOSAL – PH.D. IN WATER RESOURCES – UNIVERSITY OF IDAHO	Motion to Approve
3	NEW GRADUATE PROGRAM FULL PROPOSAL – EXECUTIVE MASTER OF BUSINESS ADMINISTRATION – UNIVERSITY OF IDAHO	Motion to Approve
4	GRADUATE PROGRAM EXPANSION NOTICE OF INTENT – PH.D. IN COUNSELOR EDUCATION AND COUNSELING WITH AN EMPHASIS IN MENTAL HEALTH, AND MARRIAGE AND FAMILY COUNSELING	Motion to Approve
5	TEMPORARY AND PROPOSED RULES GOVERNING REGISTRATION OF PROPRIETARY SCHOOLS	Motion to Approve
6	IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FY08 AWARD	Motion to Approve
7	PETITION BY THE AMERICAN FALLS, CALDWELL, MERIDIAN, MOUNTAIN HOME, AND NAMPA SCHOOL DISTRICTS REQUESTING THE BOARD WAIVE THE FALL ISAT TEST REQUIREMENT	Information Item
8	IDAHO GEAR UP UPDATE	Information Item

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

WWAMI Medical Education Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

WWAMI is a regional medical education program representing five states, Washington, Wyoming, Alaska, Montana and Idaho with over 30 years experience. Idaho has been part of WWAMI since 1972 with 344 Idaho graduates.

DISCUSSION

This presentation on the WWAMI Medical Education Program will include background information, an overview of K-12 activities, premed activities, undergraduate medical school curriculum, graduate medical education programs, research, community outreach, impact of the program, and future challenges.

IMPACT

Since 1972, 147 (43%) of Idaho WWAMI students have returned as doctors to Idaho; overall, 244 WWAMI graduates have set up practice in Idaho - a 71% Return on Investment (ROI) for Idaho funding.

ATTACHMENTS

Attachment 1 – WWAMI Power Point Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

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

THIS PAGE LEFT INTENTIONALLY BLANK

WWAMI Medical Education in Idaho

Suzanne Allen, MD, MPH
Andrew Turner, PhD
State Board of Education
April 19, 2007

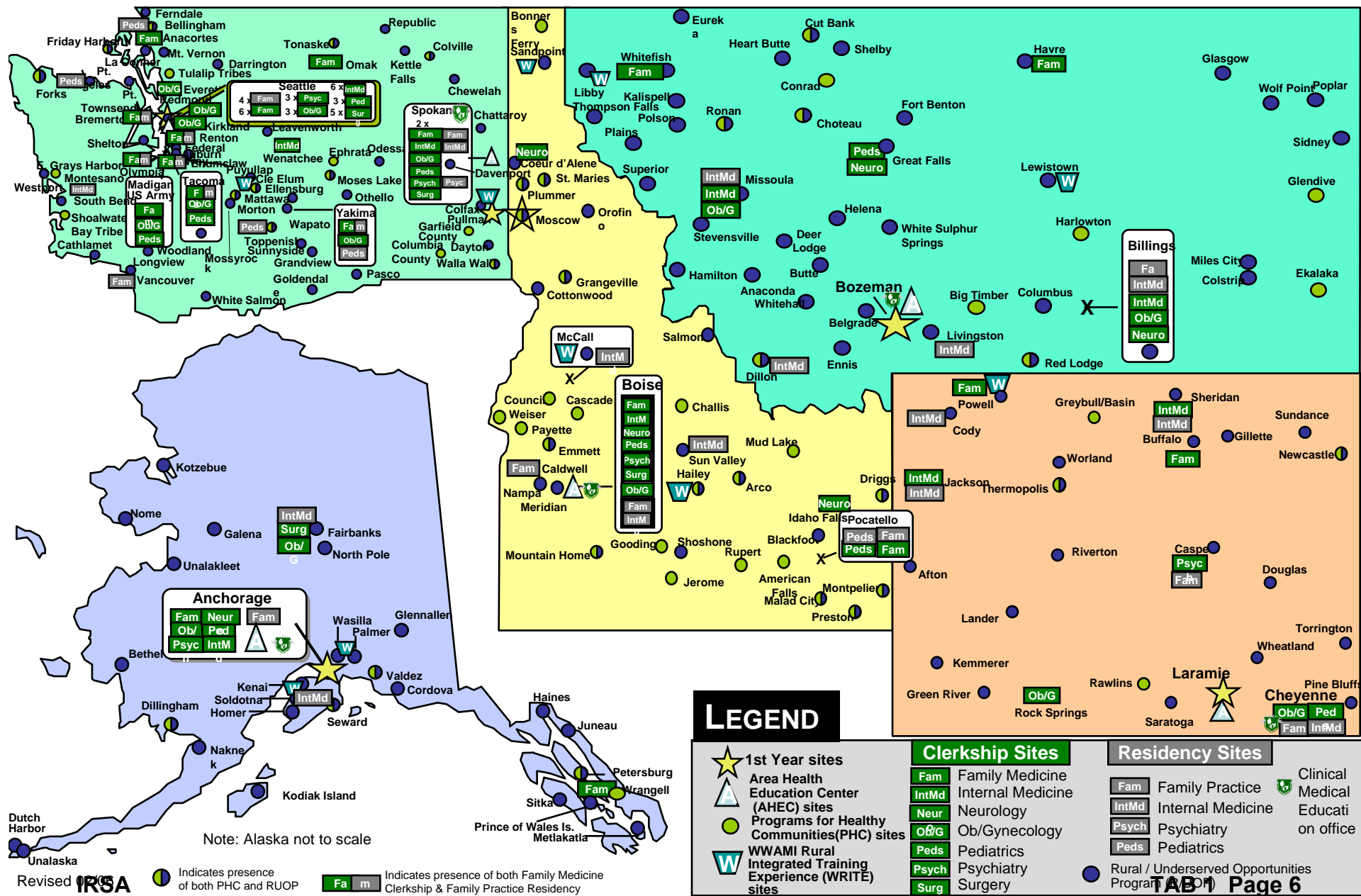
Background

- WWAMI is a regional medical school representing 5 states producing quality physicians across the region over the last 30 years
- Enrollment of 180 students/year with 20 from Idaho

Background

- UWSOM is committed to continuing to be a national leader in primary care medicine and biomedical research (#1 nationally).
- Idaho Code 33-3720 authorizes contractual agreements to provide access to the WWAMI medical education program.

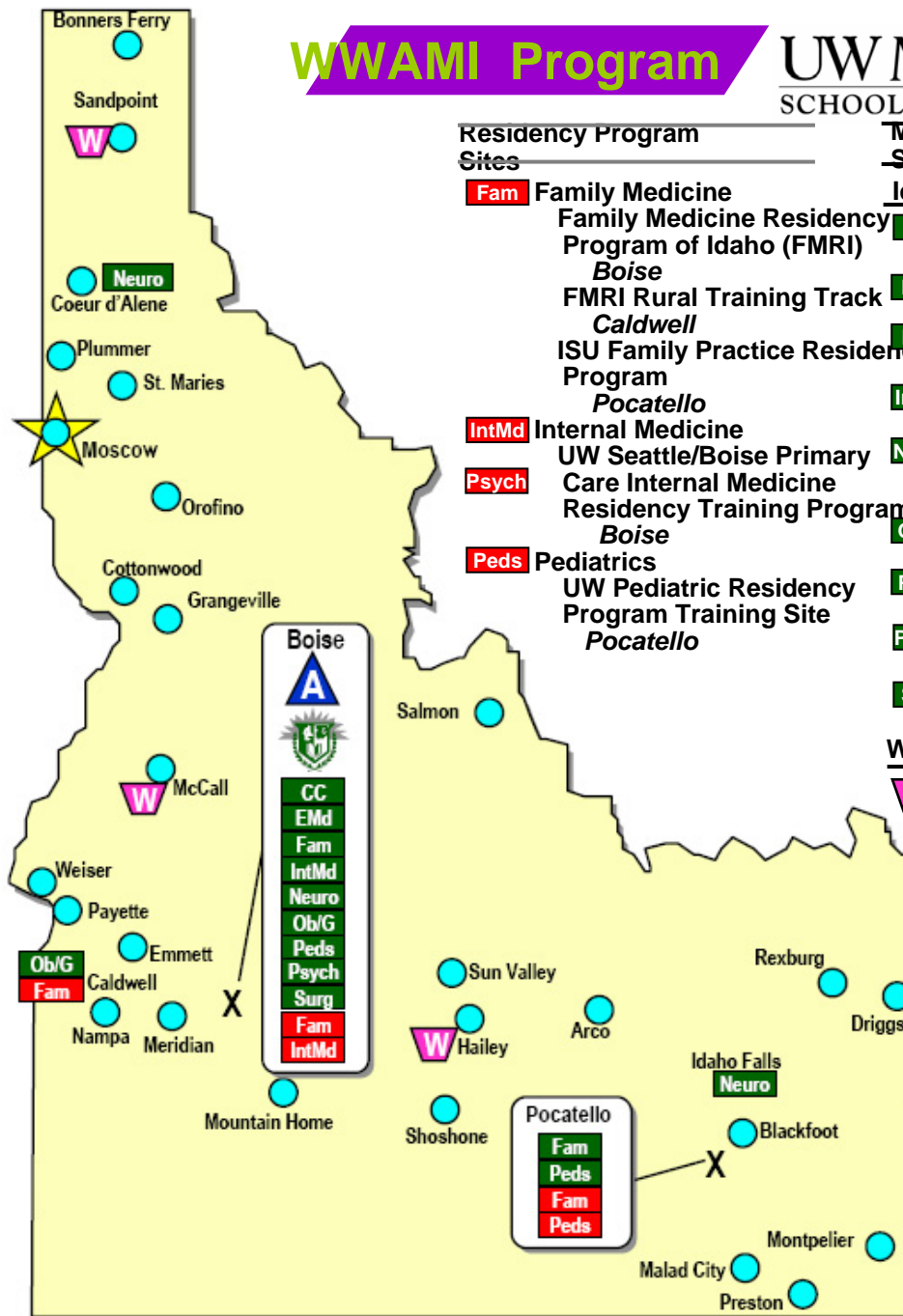
WWAMI Program Site Map



WWAMI Program

UW Medicine SCHOOL OF MEDICINE

IDAHO 2006-07



Residency Program Sites

- Fam** Family Medicine
 - Family Medicine Residency Program of Idaho (FMRI) *Boise*
 - FMRI Rural Training Track *Caldwell*
 - ISU Family Practice Residency Program *Pocatello*
- IntMd** Internal Medicine
 - UW Seattle/Boise Primary Care Internal Medicine Residency Training Program *Boise*
- Peds** Pediatrics
 - UW Pediatric Residency Program Training Site *Pocatello*

Medical Student Clerkship Sites

Idaho Track

- CC** Chronic Care *Boise*
- EMd** Emergency Medicine *Boise*
- Fam** Family Medicine *Boise, Pocatello*
- IntMd** Internal Medicine *Boise*
- Neuro** Neurology *Boise, Coeur d'Alene, Idaho Falls*
- Ob/G** Ob/Gyn *Boise, Caldwell*
- Peds** Pediatrics *Pocatello*
- Psych** Psychiatry *Boise*
- Surg** Surgery *Boise*

WRITE

- W** WWAMI Rural Integrated Training Experience (WRITE)

Hailey, McCall, Sandpoint

Sites

- A** Idaho Area Health Education Center (AHEC) Site, *Boise*
- W** WWAMI (Idaho) Office for Clinical Medical Education *Boise*
- ★** WWAMI Medical Education Program, University of Idaho *Moscow*

Idaho Track: Third and fourth-year medical student clinical clerkships

Residency Program: Graduate medical education training

R/UOP: First-year medical student clinical elective experience

WRITE: Third-year medical student clinical clerkship experience

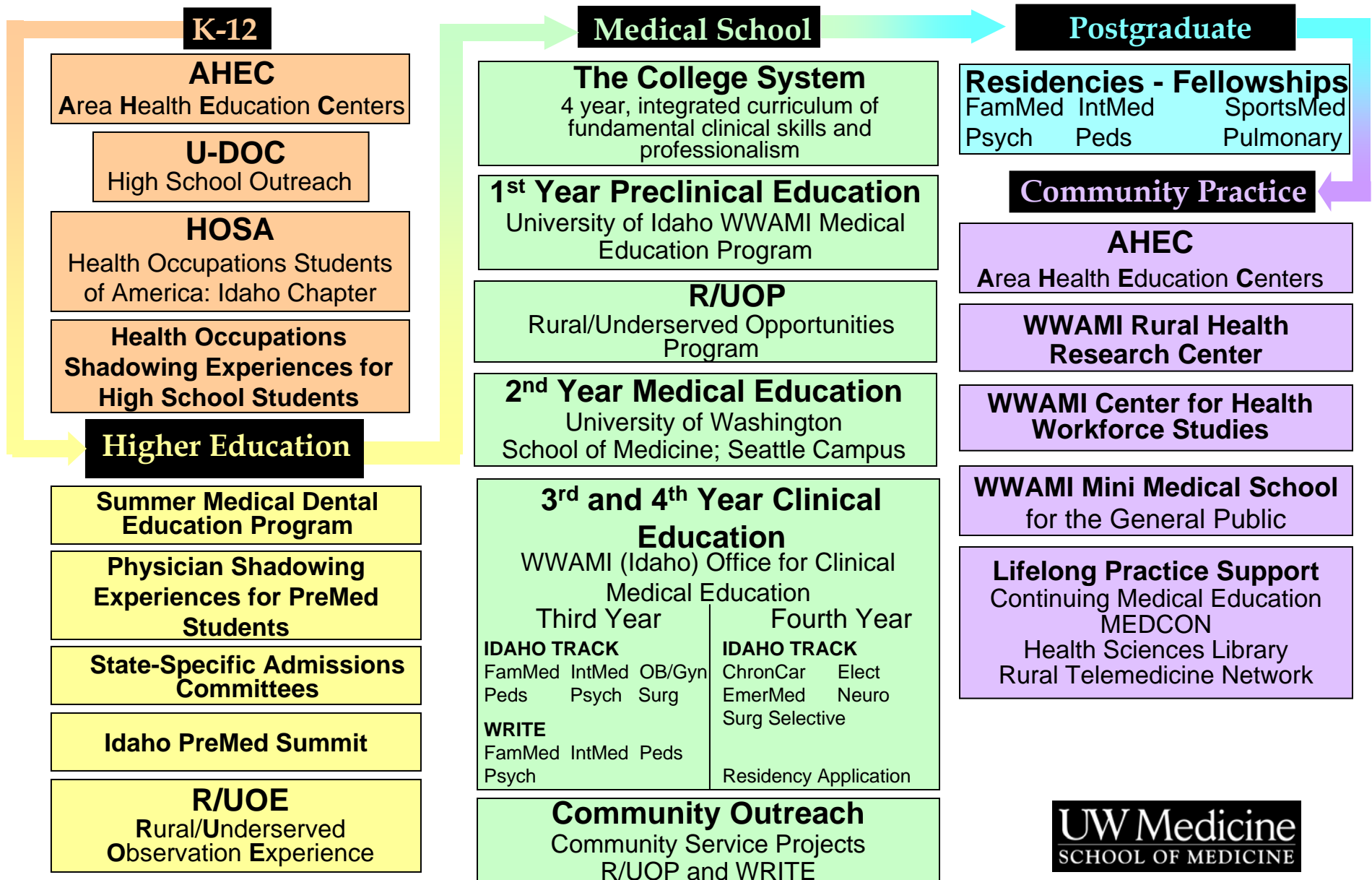
WWAMI: University of Washington School of Medicine five state medical education program including Washington, Wyoming, Alaska, Montana, and Idaho

Rural / Underserved Opportunities Program (R/UOP) Preceptor Sites

- Arco*
- Blackfoot*
- Bonners Ferry*
- Coeur d'Alene*
- Cottonwood*
- Driggs*
- Emmett*
- Grangeville*
- Hailey*
- Malad City*
- McCall*
- Meridian*
- Montpelier*
- Moscow*
- Mountain Home*
- Nampa*
- Orofino*
- Plummer*
- Preston*
- Rexburg*
- Salmon*
- Sandpoint*
- Shoshone*
- St. Maries*
- Sun Valley*
- Weiser*

WWAMI Educational Continuum in IDAHO

Targeting Primary Care from Grade School through Community Practice



K-12 Education

- Health occupations shadowing opportunities
- Health Occupations Students of America
- U-DOC

Higher Education

- PreMed Summit
- Physician shadowing opportunities for PreMed students
- University-based visits with PreMed groups
- Individual mentoring

WWAMI

Medical Education

3 of the 4 WWAMI medical school years can now be completed in Idaho!

Year 1 – Basic sciences & introduction to clinical patient care, in Idaho at UI

Year 2 – Hospital-based and organ systems medicine, in Seattle at UWSOM

Year 3 – Clinical training in Idaho, WWAMI states, or Seattle

Year 4 – Clinical training in Idaho, WWAMI states, or Seattle

Clinical Rotations

- **3rd year required**

- Family Medicine
- Internal Medicine
- OB/GYN
- Pediatrics
- Psychiatry
- Surgery

- **4th year required**

- Chronic Care
- Emergency Medicine
- Neurology
- Surgery Selectives
- Electives

WWAMI Graduate Medical Education

- Family Medicine Residency
 - Boise
 - Caldwell
 - Pocatello
- Internal Medicine Residency
 - Primary Care Track
 - Transitional Program
- Psychiatry Residency
- Pediatric Residents

WWAMI Graduate Medical Education

- HIV Fellowship
- Pulmonary Fellowship
- Rural Fellowship
- Sports Medicine Fellowship

WWAMI Research Dollars in Idaho

- In addition to individual faculty grants, WWAMI-UI manages a \$16M (5 Yr) NIH grant to build biomedical research infrastructure across Idaho
- Of the \$3.3M/year, ~\$2M is distributed to Idaho's colleges & universities (ISU, BSU, Albertsons, NNC, NIC, CSI, LCSS, BYU-I)
- Much of that money goes to support research labs and student fellowships

Community Outreach

- Mini Medical School
 - 5th year, Boise
 - Live Interactive with:
 - Grangeville, Hailey, Idaho Falls, Ketchum, McCall, Pocatello
- Medical Student
 - Community-based service projects
 - R/UOP, WRITE



5th

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
Idaho WWAMI Mini Medical School

OBJECTIVES:
 Encourage interest in healthcare fields.
 Explain how medical students receive instruction.
 Explain how the musculoskeletal system works.
 Discuss both pharmacological and non-pharmacological treatment options.
 Encourage healthy nutrition and life styles.
 Encourage patients to participate in their own health and disease management.

The Musculoskeletal System

For the GENERAL PUBLIC
 Enjoy 5 Evenings in BOISE at the
Anderson Center
 South Tower 5th Floor of St. Luke's Regional Medical Center
7:00pm – 9:00pm Nightly

Speakers



David Conley, PhD



Nancy Mann, MD



Richard Radwinich, DO



Mark Meier, MD



Scot Scheffel, MD

WED, Jan 24 2007 ANATOMY & PHYSIOLOGY
 Andrew Turner, PhD, Director, UIUWMI Medical Program University of Idaho/Washington State University Medical School Year 1, Jonathan Wolf, 3rd-Yr Medical Student, University of Washington School of Medicine
 Musculoskeletal System Anatomy, David Conley, PhD, Faculty, UIUWMI Medical Program University of Idaho/Washington State University
 Physiology of the Musculoskeletal System, Victor Groschenko, PhD, Faculty, UIUWMI Medical Program University of Idaho/Washington State University

WED, Jan 31 2007 CHILDREN
 Suzanne Allen, MD, MPH, Clinical Associate Professor of Family Medicine, Assistant Dean, UIUWMI Clinical Coordinator, University of Washington School of Medicine UIUWMI (Idaho) Office for Clinical Medical Education Medical School Year 2, Mark Urongo, 4th-Yr Medical Student, University of Washington School of Medicine Musculoskeletal Development in Children, Nancy Mann, MD, Physicians Center, Hetchum and Twin Falls Common Orthopedic Problems in Children, Buzz Showalter, MD, Pediatric Orthopedic Surgery, Intermountain Orthopaedics, Boise

WED Feb 7 2007 ARTHRITIS
 C. Scott Smith, MD, FACP, Professor of Medicine, Adjunct Professor of Medical Education, University of Washington School of Medicine, Director, NW Regional Faculty Development Center, VFWC, Boise Medical School Year 3, Jacob Calvert, 3rd-Yr Medical Student, University of Washington School of Medicine Arthritis, Richard Radwinich, DO, Sports Medicine, Family Physician, and Osteopathic Manipulation Physician, Injury Care Medical Center, Meridian Pharmacologic Treatment of Arthritis, Roger Hefflinger, PharmD, Faculty, ISU College of Pharmacy and Faculty, Family Medicine Residency of Idaho, Boise

TUE Feb 13 2007 JOINT REPLACEMENT & REHABILITATION
 Ted Epperly, MD, Clinical Professor of Family Medicine, Chairman/Program Director, Family Medicine Residency of Idaho Medical School Year 4, Kerry Loveland, 4th-Yr Medical Student, University of Washington School of Medicine Joint Replacement, Mark Meier, MD, Orthopedic Surgery, Orthopaedic Associates, P.A., Boise After Joint Replacement, Michael McKortin, Physical Medicine and Rehabilitation, Boise PM&R Clinic, P.A., Boise

WED Feb 21 2007 SPORTS MEDICINE & PHYSICAL THERAPY
 Patrice Burgess, MD, Clinical Assistant Professor of Family Medicine, Faculty Physician, Family Medicine Residency of Idaho, Physician Relations Medical Director, Saint Alphonsus Regional Medical Center Sports Medicine Training, Sunday Henry, MD, Family Medicine Physician and Sports Medicine Fellow, Family Medicine Residency of Idaho Common Sports Medicine Injuries, Scot Scheffel, MD, Family Medicine and Sports Medicine Physician, Idaho Sports Medicine Institute, Boise Returning to Activity, Michael Devitt, PT, Focus Physical Therapy, Boise

Speakers



Victor Groschenko, PhD



Buzz Showalter, MD



Roger Hefflinger, PharmD



Michael McKortin, MD



Michael Devitt, PT

Moderators



Andrew Turner, PhD



Suzanne Allen, MD, MPH



C. Scott Smith, MD, FACP



Ted Epperly, MD



Patrice Burgess, MD

In appreciation of our sponsors:


















REGISTRATION FORM \$35 for all 5 nights

NAME _____ DOB _____

ADDRESS _____

PHONE _____

EMAIL _____

Pre-registration is required due to limited seating. Registration confirmation sent via e-mail, phone, or mail prior to program. No Refunds.

Boise Site Registrations Due Jan 20, 07:
 St. Luke's Meridian Medical Center
 ATTN: WWAMI REGISTRATION
 520 South Eagle Rd, Meridian, ID 83642
 Include \$35 payable to St. Luke's
 E-mail: callstlukes@slrmc.org
 208-381-1200 Fax 208-706-5710

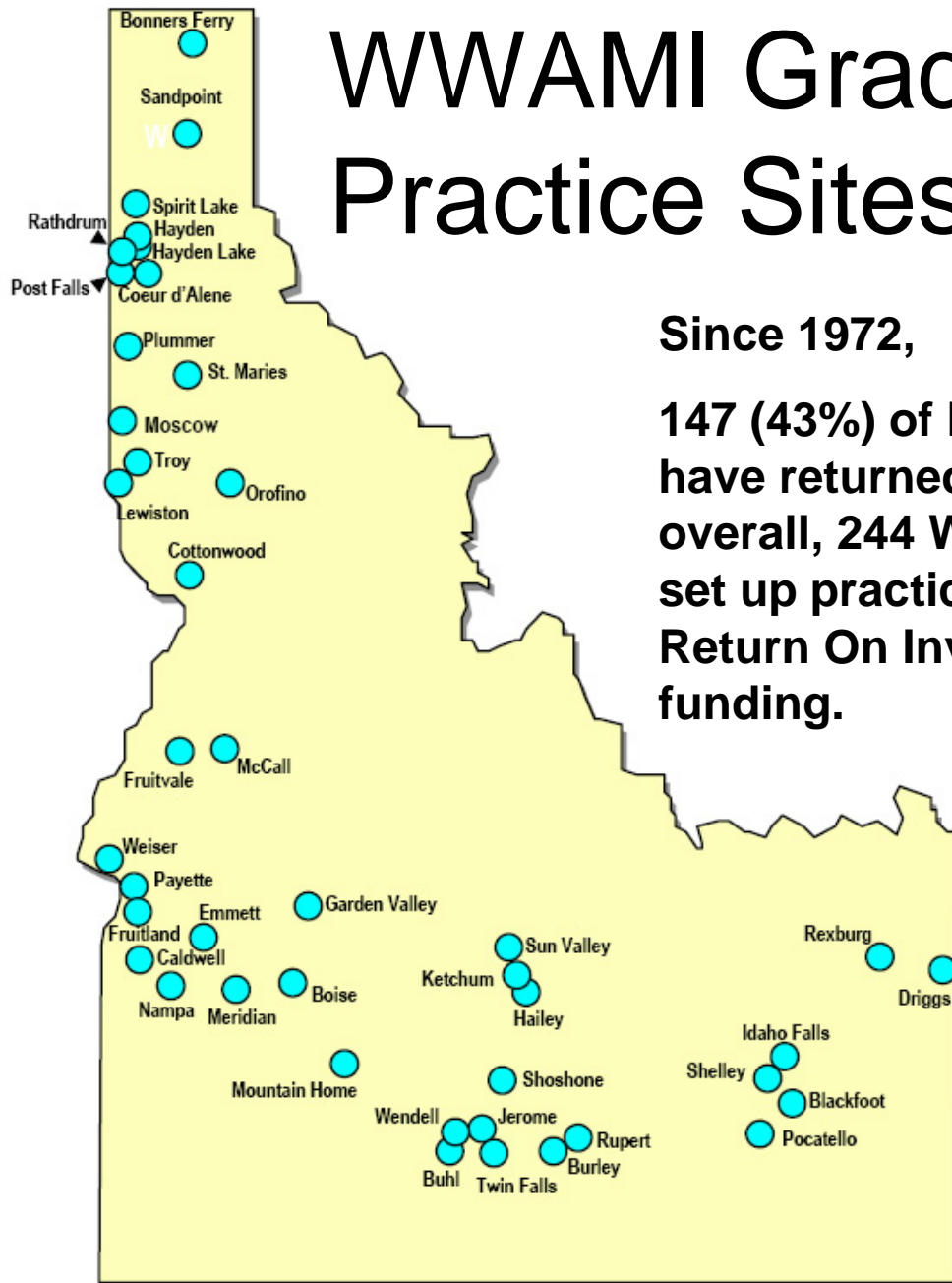
Additional Contact:
 UWSOM Idaho WWAMI Office
 Dana Ellis
 208-327-0641 Fax 327-0684
danee@u.washington.edu

A limited number of scholarships are available. If you would like to apply, please check & include a statement with your registration. ☐ I am applying for a scholarship.
(DOB: date of birth for registration purposes only)

WWAMI Results

- 37% of Idaho's doctors are primary care physicians; 35% of them graduated from WWAMI.
- 23% of Idaho's doctors are family physicians; 37% of them are WWAMI trained.
- In 2006, 67% of our Idaho WWAMI graduates chose primary care specialties.

WWAMI Graduates Practice Sites in Idaho



Since 1972,

147 (43%) of Idaho WWAMI students have returned as doctors to Idaho; overall, 244 WWAMI graduates have set up practice in Idaho - a 71% Return On Investment (ROI) for Idaho funding.

Idaho Physician Workforce Challenges

- In 1970, Idaho had 700K pop and 20 WWAMI seats.
- Due to budget cuts, seats dropped to 15, back to 18 in 2000, then 20 in 2007.
- In 2020, Idaho projects a 1.8M population.
- In 2005, Idaho ranked 47th in the nation in physician-to-population ratio and 49th in aging of the physician workforce.

Idaho Physician Workforce Challenges

- Idaho students have a 1 in 6 chance of getting into state-supported medical education (national average: 1 in 3).
- The Health Resource & Services Administration estimates a 20-30% shortage of physicians by 2020.

Idaho Physician Workforce Challenges

- To meet this need, the Assoc. of American Medical Colleges recommends a 30% increase in medical students by 2015.
- For Idaho, 30% would mean support for at least 6 more medical students; it would take 40 total seats to reach the national average of state support for medical education.

FY2007 WWAMI Funding

(LBB 1-83 to 1-90)

Number of Students/Year	18
Average State Support per Student . . .	\$45,700
Average Student Paid Fees	\$15,900
Total Cost per Student per Year	\$61,600
State Costs	\$3,290,400
(State Support X 18 Students X 4 Years)	
Total Dedicated Fees	\$243,400
(18 Students in Year 1 X Student Fees)	
FY2007 State Appropriated Funds	\$3,533,800
Contract Dollars Spent in Idaho	\$1,412,628
% of Contract Spent in Idaho	40%

FY2008 WWAMI Funding Request

(LLB 1-83 to 90)

Number of Students (+2 in Year 1)	20
Average State Support per Student	\$42,413
Average Student Paid Fees	\$15,900
Total Cost per Student per Year	\$58,313
State Request	\$3,393,000
(2007 Appropriations + WWAMI Contract Adjustments + Salary and Benefits Request)	
Dedicated Fees	\$295,000
(20 Students in Year 1 X Student Fees)	
FY2008 State Appropriated Funds	\$3,688,000

4 Year Step-wise Impact on State General Funds for WWAMI Seat Increase

(LBB 1-85):

FY2008 – No impact on General Funds (2 additional first year students supported by fees paid to UI).

FY2009 – additional General Funds obligation for 2 second year students on UW-WWAMI contract.

FY2010 – additional General Funds obligation for 2 second year and 2 third year students on UW-WWAMI contract.

FY2011 – additional General Funds obligation for 2 second year, 2 third year, and 2 fourth year students on UW-WWAMI contract.

NEW SEAT BUILD-OUT		FY 2008	FY 2009	FY 2010	FY 2011
W W A M I Medical Education					
Requested ⇒	1 st Year	20	20	20	20
	2 nd Year	18	20	20	20
	3 rd Year	18	18	20	20
	4 th Year	18	18	18	20
	Total	74	76	78	80

Future Idaho Medical Education?

- Expand the current contracts with Washington and Utah?
- Develop a consortium of Idaho universities & hospitals, in partnership with WWAMI or U of U, to offer 4 years of medical education in Idaho?
- Develop an Idaho Medical School (~\$150M start-up; \$38M annual support)?
- WWAMI supports a broad-based feasibility study to explore the best, most cost-effective option for Idaho.

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

New Doctorate Program Full Proposal– Ph.D., Water Resources – University of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-2811, 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. Additionally, as per Board Policy III.G.5, (a) (3), a request for a new graduate program requires a full proposal.

Per Board Policy III.G.5.a.(4), “as a part of the full proposal process, all doctoral program request(s) will require an external peer review.” This review was conducted March 21, 2007. Board policy requires that “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” and “will consist of a paper on-site review followed by the issuance of a report and recommendations by the panel.” Dr. Robert Ward from Colorado State University and Dr. John Selker from Oregon State University were selected and served as the peer-review panel for this program. A copy of their report/recommendations is included.

DISCUSSION

The University of Idaho proposes a new Water Resources (WR) Program under the Colleges of Graduate Studies and Law. The Water Resources Program seeks approval for new M.S./Ph.D. degrees in Water Resources, with three option areas: Engineering & Science; Science & Management; and Law, Management & Policy; and concurrent M.S./J.D. and Ph.D./J.D. degrees in any of the three option areas. The proposed degree forms a coordinated effort to create interdisciplinary study options in water resources. The WR Program has the support of, and will draw participants from, the Colleges of Agriculture and Life Sciences (CALS), Engineering (ENG), Law, (LAW), Science (COS), Letters, Arts, and Social Sciences (CLASS), and Natural Resources (CNR).

The WR Program will include faculty from the Moscow campus, and Boise, Idaho Falls, Twin Falls and Coeur d'Alene/Post Falls Centers. In addition, the WR Program will include collaboration with the Idaho Water Resources Research Institute and faculty at the Boise State University, Idaho State University and Washington State University. Both M.S. and Ph.D. are proposed to be offered at Moscow, Boise, Idaho Falls, Coeur d'Alene and Twin Falls, but the offering at off-campus locations will be phased in during the first three years of operation. The

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

proposed interdisciplinary Water Resources Program will encompass engineering, natural and social sciences, to advance water resources education, research and, outreach throughout Idaho.

The proposed water resources degrees will be integrated by requiring a set of common courses for all students in the program. The proposed Water Resources Program will facilitate research and education that influences both the scientific understanding of the resources and how they are managed, and the decision-making processes used to address competing societal values. The option areas will have rigorous entrance requirements appropriate for each degree, a set of core courses, and a broad range of both restricted and free elective courses.

No accrediting agency for water resources academic programs currently exists, but many of the participating departments are fully accredited and offer the upper division courses that will be used toward the water resources degrees (**see Table 1 on page 9**). The program quality will be ensured through rigorous and appropriate pre-requisites. (**see page 9**).

Students in the Water Resources Program must meet the general requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees with the some exceptions (**see page 9**). Potential WR students will be full-time students with a bachelor's degree if entering as M.S. student, or with bachelor and M.S/M.A. if entering as Ph.D. student. Students employed by government agencies and consulting firms can enroll as part-time students. (**see more on page 22**).

Water-related faculty throughout the State of Idaho (i.e., from the University of Idaho, Boise State University, and Idaho State University) are committed to statewide integration of research, education, and outreach in water-related disciplines, to develop a coordinated, statewide strength in this critical area. Faculty participating in the proposed Water Resources Program support statewide integration and the proposed program contributes to these integrating efforts.

An interdisciplinary water resources program does not currently exist in the state of Idaho, and very few exist in the nation, although the number of programs is growing. The University of Idaho offers graduate degrees related to water resources in a number of different departments, including Biological and Agricultural Engineering, Civil Engineering, Forest Resources, Geography, Geological Sciences, and Plant, Soil, and Entomological Sciences.

Idaho State University is currently developing an M.S. in Watershed Science within their Geology program. Boise State University's M.S. in Hydrologic Sciences (approved by the Board in June 2006) is primarily composed of offerings from two departments: Civil Engineering and Geosciences. A joint meeting hosted by the Idaho Water Resources Research Institute on April 20,

2005, between faculty from UI, BSU and ISU, discussed means to collaboratively administer water resources graduate education and research programs in the State of Idaho (**see page 19**).

The University of Idaho (UI) and Boise State University (BSU) have held additional discussion regarding this proposed offering and have agreed to enter into a memorandum of understanding where BSU will support the UI's intent to offer the following graduate degrees in several areas of the state including the Treasure Valley: MS in Water Resources, Ph.D. in Water Resources, concurrent MS/JD in Water Resources, and concurrent Ph.D./JD in Water Resources (**see page 41**).

A list of institutions and departments offering comparable degrees in water resources can be found on **Table 3, page 19**. Note that water resources degrees offered through traditional departments (e.g., Civil Engineering, Geological Sciences, etc.) and concurrent degree programs in law and environmental science that may allow an emphasis in water are not listed, as these are more broad-based than the proposed program and are thus not directly comparable.

Seven of the ten fastest growing cities in the U.S. are located in the water-limited western states. Idaho has the sixth highest projected population growth rate in the nation, over 50% in the next 25 years. Most of that growth is in urban areas that compete for water resources currently used for irrigated agriculture and industries. Development of tribal water resources in the region has lagged behind that of their neighbors, and only in the past few decades have the proper institutions and funding been made available to begin to reverse that disparity (**see page 21**).

Water resources issues are commanding attention in Idaho, nationally, and globally. In southern Idaho, understanding and balancing the physical, biological and legal aspects of the Snake River system are primary challenges. In Moscow, the declining water level in the region's primary aquifer has local and state officials concerned about maintaining a sustainable water supply (**see page 21**).

The U.S. Department of Labor Bureau of Labor Statistics collects and compiles information on historical and projected employment by occupation and industry. While there is no specific Water Resources category, the Occupational Outlook Handbook 2004-2005 provides demand estimates for the period 2002 to 2012 in several related areas. The demand for Hydrologists is expected to grow 21% in this period. In addition, hydrologist was ranked as the 7th best job in America based largely on projected job growth and average salary in a spring 2006 CNN/Money assessment. A 51% increase is expected for Civil Engineers in the water area, and a 95% increase for Environmental Engineers who focus on water issues is projected. (**see more on page 21-22**).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Fiscal Impact

Fifty-two faculty will participate in the Water Resources Program, holding primary appointments or affiliate status in one of 13 departments in 6 colleges at UI. With funding through the President's Strategic Initiative process, one new faculty and one new teaching fellow will be added. The College of Law will assume the funding of these positions at the end of the five-year Strategic Initiative funding period (FY12). For further information on the Strategic Initiative proposal see <http://water.uidaho.edu>. Faculty involvement will consist of teaching courses in the water resources curriculum, supervising student research as major professors, and serving on graduate committees of students in the program. A set of four faculty members will be selected on a rotation to form the Core Faculty, and an additional 5 faculty members will serve on a steering committee.

Summary of infrastructure support and budget explanations are located on **pages 18 and 22-29**.

Estimated Fiscal Impact	FY 08	FY 09	FY 10	Total
A. Expenditures				
1. Personnel	301,143	306,273	318,524	
2. Operating	18,000	16,000	15,000	
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	319,143	322,273	333,524	
B. Source of Funds				
1. Appropriated Reallocation – MCO				
2. Appropriated – New MCO				
3. Federal				
4. Other Grant				
5. Fees				
6. Other: (one-time university expenditure)	319,143	322,273	333,524	
TOTAL:	319,143	322,273	333,524	
C. Nature of Funds				
1. Recurring *	113,050	117,572	122,275	
2. Non-recurring **	206,093	204,701	211,249	
TOTAL:	319,143	322,273	333,524	

* 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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

ATTACHMENTS

Attachment 1 – Water Resources Full Proposal	Page 7
Attachment 2 – External Review Panel Report	Page 31
Attachment 3 – Memorandum of Understanding	Page 41

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho's request to offer a new doctorate program in Water Resources is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Northern Region for 2007-2008 academic school year. The Council on Academic Affairs and Programs (CAAP) committee has reviewed the proposal and is supportive of this program. In a conference call with the program's external reviewers, staff learned that the University of Idaho's emphasis on collaboration and use of the total academic resources residing in Idaho's public institutions was perceived as one of the strengths of this proposal. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the University of Idaho's request to offer a new M.S., Ph.D., Water Resources Program, which could lead to a potential for concurrent degrees in water resources and law.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS INTENTIONALLY LEFT BLANK

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:

UNIVERSITY OF IDAHO

Graduate Studies/ Law

Name of College, School, or Division

Water Resources Graduate Program

Name of Department(s) or Area(s)

A New, Instructional Program Leading to:

M.S./Ph.D. in Water Resources 30.1501

Concurrent M.S./J.D. in Water Resources and Law

Concurrent Ph.D./J.D. in Water Resources and Law

Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

August 2007

Proposed Starting Date

This proposal has been approved by:

College of Graduate Studies Dean

Date

Chief Academic Officer (Institution)

Date

College Dean (Law)

Date

President

Date

Chief Fiscal Officer (Institution)

Date

SBOE/OSBE Approval

Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

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

The University of Idaho proposes a new Water Resources (WR) Program under the Colleges of Graduate Studies and Law. The Water Resources Program seeks approval for new M.S./Ph.D. degrees in Water Resources, with three option areas: Engineering & Science; Science & Management; and Law, Management & Policy; and concurrent M.S./ J.D. and Ph.D./ J.D. degrees in any of the three option areas. The proposed degree forms a coordinated effort to create interdisciplinary study options in water resources. The WR Program has the support of, and will draw participants from, the Colleges of Agriculture and Life Sciences (CALS), Engineering (ENG), Law, (LAW), Science (COS), Letters, Arts, and Social Sciences (CLASS), and Natural Resources (CNR). The WR Program includes faculty from the Moscow campus, and Boise, Idaho Falls, Twin Falls and Coeur d'Alene/Post Falls Centers. In addition, the WR Program will include collaboration with the Idaho Water Resources Research Institute and faculty at the Boise State University, Idaho State University and Washington State University. Both M.S. and Ph.D. are proposed to be offered at Moscow, Boise, Idaho Falls, Coeur d'Alene and Twin Falls, but the offering at off-campus locations will be phased in during the first three years of operation.

The proposed interdisciplinary Water Resources Program will encompass engineering, natural and social sciences, to advance water resources education, research and, outreach throughout Idaho. The term "water resources" is used here in the broadest sense. It is the study of how water moves through and interacts with natural systems, and the physical, social, and economic aspects of human interaction with the water cycle. The proposed water resources degrees will be integrated by requiring a set of common courses for all students in the program. The proposed Water Resources Program will facilitate research and education that influences both the scientific understanding of the resources and how they are managed, and the decision-making processes used to address competing societal values. The option areas will have rigorous entrance requirements appropriate for each degree, a set of core courses, and a broad range of both restricted and free elective courses.

Additional objectives of the Water Resources Program are:

- To increase efficiency by organizing, coordinating, and integrating existing courses in water resources;
- To align faculty teaching loads, reduce redundancies, and create new courses and seminars designed to meet critical curricular gaps;
- To coordinate faculty hires across programs/departments to meet critical programmatic needs;
- To broaden research collaborations among all water resources faculty in Idaho;
- To strengthen collaborations with Federal, State and Local agencies as well as private sector actors;
- To enhance effectiveness of outreach programs;
- To educate students to effectively address water resource issues of the 21st Century.

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

No accrediting agency for water resources academic programs currently exists, but many of the participating departments are fully accredited. Listed in Table 1 are the departments that are accredited and which offer the upper division courses that will be used toward the water resources degrees.

Professional societies in water resources include the American Geophysical Union (AGU), the American Water Resources Association (AWRA), the American Water Works Association (AWWA), the American Institute of Hydrology (AIH), the National Groundwater Association (NGA), the American Meteorological Society (AMS), the American Statistical Association (ASA), the American Society of Civil Engineering (ASCE), the American Society of Agricultural and Biological Engineers (ASABE), the American Association of Engineering Professionals (AAEP), the International Association of Hydrologic Sciences (IAHS), and the American Bar Association Water Committee (ABA). Faculty in the Water Resources Program stay current with professional practices, research needs, and educational

approaches by actively participating in these societies (e.g., meeting attendance, conference presentations, and journal publications).

Table 1. UI Departments (Colleges in brackets) with Related Accrediting Agencies

Department	Accreditation
Biological and Agricultural Engineering (Engineering, Agriculture)	ABET (Accreditation Board for Engineering and Technology)
Civil Engineering (Engineering)	ABET
Economics (Business and Economics)	AACSB (Association to Advance Collegiate Schools of Business)
Food Science and Toxicology (Agriculture)	IFT (Institute of Food Technologists)
Forest Resources (Natural Resources)	SAF (Society of American Foresters)
Law (Law)	ABA (American Bar Association), AALS (Association of American Law Schools)
Rangeland Ecology & Management (Natural Resources)	SRM (Society for Range Management)

The program quality will be ensured through rigorous and appropriate pre-requisites. Curriculum pre-requisites for the Engineering & Science option area meet certification criteria established by AIH for the Professional Hydrologist certification exam and are consistent with the basic math and science requirements for the Fundamentals of Engineering & Professional Engineer exams. Certification requirements for engineering licensing boards will be made available to students so they can tailor their course work to meet these requirements. Curriculum requirements for the Science & Management area are consistent with certification criteria established by the U. S. Office of Personnel Management for qualification standards for the Hydrology Series (GS-1315). Curriculum requirements for the concurrent J.D. degrees are consistent with the requirements to sit for a state bar exam.

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

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Students in the Water Resources Program must meet the general requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees with the following exceptions. The degree of M.S. in Water Resources requires 29 credits of course work and completion of a thesis, equivalent to a minimum of 6 credits of research & thesis, for a total of 35 credits (note for transfers: A M.S. student must complete at least 18 of the total 35 required credits at the University of Idaho while matriculated in the College of Graduate Studies). The degree of Ph.D. in Water Resources requires 39 credits of course work beyond the bachelor’s degree and completion of a dissertation, equivalent to a minimum of 39 credits of research & dissertation, for a total of 78 credits (note for transfers: A Ph.D. student must complete at least 45 of the 78 required credits at the University of Idaho while matriculated in the College of Graduate Studies). Both M.S. and Ph.D. degrees have higher credit requirements for course work than those of the College of Graduate Studies. This will allow students to develop depth in a water resources subject area while accommodating breadth in the interdisciplinary areas. Students in the Water Resources concurrent J.D. track must meet the general requirements set forth by the College of Graduate Studies and Water Resources Program for the M.S. or Ph.D. degrees and the College of Law for the J.D. The following sections summarize specific requirements for the three option areas as well as for the joint M.S./ J.D. and Ph.D./ J.D.

Water Resources Engineering & Science Option Area

Entry Requirements

Coursework in the following is required for (M.S. and Ph.D.) admission to the Water Resources Engineering & Science Option Area. Provisional admission for M.S. students may be granted to those who have completed the majority of this coursework, provided the remaining coursework is completed as deficiency requirements.

Calculus (minimum of 9 credits)
Differential Equations (3 credits)
Statistics for Scientists/Engineers (3 credits)
Chemistry (minimum of 4 credits)
Physics (minimum of 4 credits)
Engineering Fluid Mechanics (minimum of 3 credits)

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WR 506 Integrated Water Resources I (3 cr.)
WR 507 Integrated Water Resources II (3 cr.)
WR 501 Water Resources Seminar (1 cr.)
A 500 (or 900 in LAW) level elective in either Science & Management or Law, Management & Policy Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses¹

All students in the Water Resources Engineering & Science Degree Option Area are required to take:

BAE 551 Advanced Hydrology (3 cr.)

Additionally, M.S. students are required to take 6 credits, and Ph.D. students are required to take 9 credits from the following:

CE 421/BAE 451 Engineering Hydrology (3 cr.)
CE 428/BAE 458 Open Channel Flow (3 cr.)
BAE 556 Hydrologic Processes and Modeling (3 cr.)
CE 527 Computational Hydrology (3 cr.)
Hydr 509 Quantitative Hydrogeology (3 cr.)
BAE 558 Fluid Mechanics of Porous Media (3 cr.)

Electives for Engineering & Science Option Area²

As noted above, one elective *must* be in either the Science & Management or Law, Management & Policy Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

BAE 458 Open Channel Hydraulics (3 cr.)
BAE 552 Environmental Water Quality (3 cr.)
BAE 553 Land Surface Hydrology (3 cr.)
BAE 555 Natural Channel Flow (3 cr.)
BAE WS 556 Natural Systems for Wastewater Treatment (3 cr.)
BAE 559 Irrigation System Design (3 cr.)
BAE WS 566 Constructed Wetlands for Pollution Control (3 cr.)
BAE WS 590 Advanced Theory of Irrigation Water Requirements (3 cr.)
CE 402 Applied Numerical Methods for Engineers (3 cr.)
CE 520 Fluid Dynamics (3 cr.)
CE 521 Sedimentation Engineering (3 cr.)

¹ Prerequisites for Core Courses are listed below Electives

² Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

CE 523	Water Resources Systems (3 cr.)
CE 524	Water Resources Planning (3 cr.)
CE 526	Aquatic Habitat Modeling (3 cr.)
CE 528	Stochastic Hydrology (3 cr.)
For 515	Physical Hydrology (3 cr.)
GeoE 428	Geostatistics (3 cr.)
Geol 421	Environmental Geophysics (3 cr.)
Geol 518	Geomicrobiology (3 cr.)
Geol 564	Geochemistry of Natural Waters (3 cr.)
Geog 524	GIS and Remote Sensing Applications in Hydrology (3 cr.)
Hydr WS 566	Groundwater Geochemistry (3 cr.)
Hydr 568	Aquifer Test Design and Analysis (3 cr.)
Hydr 576	Fundamentals of Modeling Hydrogeologic Systems (3 cr.)
Hydr 577	Computer Applications in Hydrogeology (3 cr.)
Hydr 581	Hydrogeological Data Analysis (3 cr.)
Math 539	Theory of Ordinary Differential Equations (3 cr.)
Math 540	Partial Differential Equations (3 cr.)
Soils 415	Soil and Environmental Physics (3 cr.)
Stat 507	Experimental Design (3 cr.)
WSU Biol 510	Plant Environmental Biophysics (3 cr.)

Core Courses Pre-requisites:

BAE 551	Advanced Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 421 / BAE 451	Engineering Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 428 / BAE 458	Open Channel Flow: CE 322 (Hydraulics) or BAE 352 (Soil & Water Engineering)
BAE 556	Hydrologic Processes and Modeling: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 527	Computational Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering); knowledge of a computer programming language
Hydr 509	Quantitative Hydrogeology: Math 275, Statistics 251 or 301
BAE 558	Fluid Mechanics of Porous Media: Math 275, Math 310, Groundwater or Soils or Fluid Mechanics

Water Resources Science & Management Option Area

Entry Requirements

Coursework in the following is required for (M.S. and Ph.D.) admission to the Water Resources Science & Management Option Area. Provisional admission for M.S. students may be granted to those who have completed the majority of this coursework, provided the remaining coursework is completed as deficiency requirements.

Calculus (6 credits)
Statistics (3 credits)
Chemistry or Physics or Biology/Ecology (6 credits total)

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WR 506 Integrated Water Resources I (3 cr.)
WR 507 Integrated Water Resources II (3 cr.)
WR 501 Water Resources Seminar (1 cr.)
A 500 (or 900 in LAW) level elective in either Engineering & Science or Law, Management & Policy Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses

M.S. students are required to take 6 credits, and Ph.D. students are required to take 9 credits from the following:

For 462 Watershed Science and Management (3 cr.)

or	
BAE 450	Environmental Hydrology (3 cr.)
Stat 401	Statistical Analysis (3 cr.)
or	
GeoE 428	Geostatistics (3 cr.)
BAE 556	Hydrologic Processes and Modeling (3 cr.)
Hydr J509	Quantitative Hydrogeology (3 cr.)

Electives for Science & Management Option Area³

As noted, one elective *must* be in either Engineering & Science or Law, Management & Policy Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

CE 523	Water Resources Systems (3 cr.)
CE 526	Aquatic Habitat Modeling (3 cr.)
CE 533	Water Quality Management (3 cr.)
GeoE 420	Erosion and Sediment Control (3 cr.)
Geog 401	Climatology (3 cr.)
Geog 505	Climate and Water Resources Change (3 cr.)
Geog 509	Alpine Hydrology (3 cr.)
Geog 518	Climate and Hydroclimate Modeling (3 cr.)
Geog 524	GIS and Remote Sensing Applications in Hydrology (3 cr.)
Geog 584	Advanced Topics in Remote Sensing and Image Processing (3 cr.)
Geol 410	Techniques of Groundwater Study (3 cr.)
Geol 421	Environmental Geophysics (3 cr.)
Geol 423	Principles of Geochemistry (3 cr.)
Geol 518	Geomicrobiology (3 cr.)
Geol 564	Geochemistry of Natural Waters (3 cr.)
Fish 415	Limnology (3 cr.)
Fish 430	Riparian Ecology (3 cr.)
Fish 435	Wetland Ecology & Management (3 cr.)
Fish 515	Large River Fisheries (3 cr.)
Fish 530	Stream Ecology (3 cr.)
For 515	Physical Hydrology (3 cr.)
For 516	Current Literature in the Hydrologic Effects of Forest Management (3 cr.)
Hydr J509	Quantitative Hydrogeology (3 cr.)
Hydr J512	Environmental Hydrogeology (3 cr.)
Hydr 513	Applied Hydrogeologic Concepts (3 cr.)
Hydr 514	Groundwater and Surface Water Interaction (3 cr.)
Hydr WS 566	Groundwater Geochemistry (3 cr.)
Hydr 568	Aquifer Test Design and Analysis (3 cr.)
Hydr 572	Groundwater Management (3 cr.)
Hydr 576	Fundamentals of Modeling Hydrogeologic Systems (3 cr.)
Hydr 577	Computer Applications in Hydrogeology (3 cr.)
Soil 415	Soil and Environmental Physics (3 cr.)
Soil 528	Advanced Chemistry of Soil Environment (3 cr.)
Stat 507	Experimental Design (3 cr.)
Stat 514	Nonparametric Statistics (3 cr.)
Stat 519	Multivariate Analysis (3 cr.)
WSU Soils 514	Environmental Biophysics (2 cr.)
WSU Soils 515	Environmental Biophysics Laboratory (1 cr.)

Electives with prerequisites beyond those for Science & Management

BAE 458	Open Channel Hydraulics (3 cr.)
BAE 552	Environmental Water Quality (3 cr.)
BAE 551	Advanced Hydrology (3 cr.)

³ Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

BAE 553	Land Surface Hydrology (3 cr.)
BAE 558	Fluid Dynamics of Porous Media (3 cr.)
BAE 555	Natural Channel Flow (3 cr.)
BAE WS 556	Natural Systems for Wastewater Treatment (3 cr.)
BAE 559	Irrigation System Design (3 cr.)
BAE WS 566	Constructed Wetlands for Pollution Control (3 cr.)
BAE WS 590	Advanced Theory of Irrigation Water Requirements (3 cr.)
CE 402	Applied Numerical Methods for Engineers (3 cr.)
CE 421/BAE451	Engineering Hydrology (3 cr.)
CE 521	Sedimentation Engineering (3 cr.)
CE 520	Fluid Dynamics (3 cr.)
CE 528	Stochastic Hydrology (3 cr.)

Water Resources Law, Management & Policy Option Area

Entry Requirements

A background in government, public policy, or management is required for M.S. and Ph.D. admission to the Law, Management, and Policy Option Area. Students without an undergraduate degree in Political Science, Public Policy, Government, Constitutional Law, Civil Procedure, or related field may be granted provisional admission, but will be required to complete coursework (in addition to standard program and option area requirements) that demonstrates a minimum level of competency. This should include:

American Government (6 credits @ 400 level)
Public Policy (6 credits @ 400 level)
or
Constitutional Law and Civil Procedure (12 credits @ 900 level, as approved by major advisor)

Subject to approval of the Water Resources Program curriculum committee, other relevant completed courses (or professional experience) may be substituted to meet these requirements.

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WatR 505 Integrated Water Resources (3 cr.)
WatR 501 Water Resources Seminar (1 cr.)
A 500 level elective in either Engineering & Science or Science & Management Water Resources Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses¹

All students in the Water Resources Law, Management & Policy Option Area are required to complete:

Research or Analytical Methods (**3 cr.** determined in consultation with committee)

The student and committee will select the appropriate mix of Law, Management and Policy courses from the following list. M.S. students are required to take 6 credits, and Ph.D. students 9 credits from the following:

AgEc 504	Western US Water Resources Policy and Environmental Equity (3 cr.)
CSS 470	Interdisciplinary Natural Resource Planning (3 cr.)
CSS 510	Applications of Communication Theory in Natural Resource (3 cr.)
CSS 573	Decision Making in Watershed Management (3 cr.)
Law 907	Administrative Law (3 cr.)
Law 942	Water Law (3 cr.)
Law 946	Water Policy Seminar (3 cr.)
Law 947	Environmental Law I (3 cr.)
Law 951	Environmental Law II (3 cr.)
PolS 539	Public Policy (3 cr.)
PolS 554	Public Organization Theory (3 cr.)

PolS 572	Local Government and Administration Management (3 cr.)
PolS 562	Natural Resource Policy (3 cr.)

Electives for Law, Management & Policy Option Area⁴

As noted, one elective *must* be in either Engineering & Science or Science & Management Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

CSS 572	Human Dimensions in Restoration Ecology (3 cr.)
CSS 580	Practicum in Restoration Ecology (3 cr.)
EnvS 546	Drinking Water and Human Health (3 cr.)
EnvS 579	Introduction to Environmental Regulation (3 cr.)
For 585	Natural Resource Policy Analysis (3 cr.)
Hist 524	American Environmental History (3 cr.)
Law 901	Indian Resource Management (3cr.)
Law 906	Natural Resources Law and Policy (3 cr.)
Law 937	Natural Resources Law and History (3 cr.)
Law 938	International Environmental and Water Law (3 cr.)
Law 939	Law and Science (3 cr.)
Law 948	Public Lands and Resources Law (3 cr.)
Law 949	Indian Law (3 cr.)
Phil 552	Environmental Philosophy (3 cr.)
PolS 564	Politics of the Environment (3 cr.)

Water Resources Concurrent J.D. Degree

Entry Requirements

Completion of requirements for admission to both the College of Law and the specific Water Resources option area. Students are required to apply separately to the College of Law and the College of Graduate Studies, Water Resources Program, and on acceptance to each college, must apply to the concurrent degree program. Acceptance to both colleges does not have to occur simultaneously. A Steering Committee consisting of the Director of the Water Resources Program, the Associate Dean for Administration and Students of the College of Law, one non-law member of the Water Resources faculty and one member of the Law faculty will make admission decisions to the concurrent degree program.

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Tracks.

- WR 506 Integrated Water Resources I (3 cr.)
- WR 507 Integrated Water Resources II (3 cr.)
- WR 501 Water Resources Seminar (1 cr.)
- A 500 level elective in either of the Water Resources Tracks that are not the student's Option Area (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses

As specified for the particular Water Resources Track for the M.S. or Ph.D. and as required by the Law School for a J.D.

Electives

The student and faculty committee will select courses appropriate to satisfy the requirements of the College of Graduate Studies and College of Law.

Concurrent Degree Details:

Students in the Water Resources concurrent J.D. track must meet all graduation requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees and the College of Law for the J.D.

⁴ Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

Each student shall have a “graduate committee.” The student’s graduate committee must meet the requirements of the College of Graduate Studies and must have at least one member from the faculty of the College of Law.

Up to 12 credits of M.S. and Ph.D. graduate school credit are allowed toward the J.D. degree. The courses must be approved by the student’s advisor in the College of Law with the following guidelines:

Courses approved for credit, toward a J.D. must be complementary to an emphasis in water law, must enhance the candidates ability to serve clients and the legal profession in the area of water law, and must not be the equivalent substantive coverage to a course offered in the College of Law and available to the student.

Up to 6 credits from Law are allowed toward the M.S. degree and up to 9 credits toward the Ph.D. degree from the following list:

Law 901 Indian Resource Management (3 cr.)
Law 906 Natural Resources Law and Policy (3 cr.)
Law 907 Administrative Law (3 cr.)
Law 937 Natural Resources Law and History (3 cr.)
Law 938 International Environmental and Water Law (3 cr.)
Law 939 Law and Science (3 cr.)
Law 942 Water Law (3 cr.)
Law 946 Water Policy Seminar (3 cr.)
Law 947 Environmental Law I (3 cr.)
Law 948 Public Lands and Resources Law (3 cr.)
Law 949 Indian Law (3 cr.)
Law 951 Environmental Law II (3 cr.)

Satisfactory completion of both degrees is required to qualify for the exchange credit, the degrees are granted concurrently.

The first year of study for either an M.S. or Ph.D. student must be exclusively in the College of Law.

M.S. students are required to write a thesis. Ph.D. students are required to write a dissertation.

If the student fails to complete the M.S. or Ph.D. program, only 6 credit are allowed toward the J.D. degree. If a student fails to complete the J.D. degree, the student must satisfy all requirements for the particular option area in the Water Resources Program.

Two new courses will be developed with funding through the Water of the West Strategic Initiative: WR 506 Integrated Water Resources I (3 cr.), Principles and practices of integrating disciplinary knowledge in water resources, including law, policy, management, science, and engineering, and WR 507 Integrated Water Resources II (3 cr.). Application of integrated water resources to a case study with water resources theme. Students take WR 506 in the first fall semester after entering the program, and WR 507 in the second spring semester.

In WR 506 Integrated Water Resources I, teams composed of students and faculty from traditionally disparate disciplines address real issues to learn and use the vocabulary necessary for communicating with people in other disciplines and to develop an understanding of the roles, interactions, strengths, and weakness of the various disciplines relevant to solving water resources problems. This course leads students to an understanding of the need for an integrating process and ideas on various approaches by having them work through integrating process development with the use of selected aspects of a broader case study that requires focused interdisciplinary problem solving.

In WR 507 Integrated Water Resources II, teams of students use a problem-oriented approach using case studies. The course will apply one or more of the integrating processes developed and evaluated in the Integrated Water Resources I course (or other, well-described means of integrating disciplinary knowledge). Problems used can be chosen from a series of case studies developed through faculty and student research as the program develops.

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

Fifty-two faculty will participate in the Water Resources Program, holding primary appointments or affiliate status in one of 13 departments in 6 colleges at the University. With funding through the President’s Strategic Initiative process, one new faculty and one new teaching fellow will be added. The College of Law will assume the funding

of these positions at the end of the five-year Strategic Initiative funding period (FY12). For further information on the Strategic Initiative proposal, <http://water.uidaho.edu>.

Faculty involvement will consist of teaching courses in the water resources curriculum, supervising student research as major professors, and serving on graduate committees of students in the program. A set of four faculty members will be selected on a rotation to form the Core Faculty, and an additional 5 faculty members will serve on a steering committee (see Section 6b.). Participating faculty in the Water Resources Program are listed in Table 2.

Table 2. List of Water Resources Program Faculty at the University of Idaho

Name (%FTE) & Dept	<i>Specialty</i>	Degree	<i>Rank</i>
Vladimir Aizen (1%) Geography	Alpine hydrology	Ph.D.	Professor
Rick Allen (5%) Bio & Ag Engr./Civil Engr.	Evapotranspiration and remote sensing	Ph.D./P.E.	Professor
Jan Boll (60%) Bio & Ag Engr.	Surface & subsurface hydrology; water quality	Ph.D./P.E.	Associate Professor
Erik Coats (10%) Civil Engr.	Environmental Engineering	Ph.D./P.E.	Assistant Professor
Dennis Colson (1%) College of Law	Indian Law	J.D.	Professor
Barbara Cosens (20%) College of Law	Water Law	J.D./LL.M./M.S.	Associate Professor
Donna Cosgrove (1%) Bio & Ag Engr	Groundwater hydrology	Ph.D./P.E.	Assistant Research Professor
Maxine Dakins (1%) Environmental Science	Pollution prevention, statistical analysis of environmental data	Ph.D.	Associate Professor
William Elliot (1%) Rocky Mtn. Research Station	Forest Hydrology	Ph.D./P.E.	Affiliate Professor
Jerry Fairley (5%) Geological Sciences	Hydrogeology	Ph.D.	Associate Professor
Fritz Fiedler (20%) Civil Engineering	Computational hydrology, sub-aqueous hydrodynamic exploration	Ph.D./P.E.	Associate Professor
Dale Goble (5%) Law	Public land law, endangered species	J.D.	Professor
Peter Goodwin (5%) Civil Engr./CER	Eco-hydraulics	Ph.D./P.E.	Professor
Chuck Harris (20%) Conservation Social Science	Recreation and tourism	Ph.D.	Professor
Thomas Hess (5%) Bio & Ag Engr	Wastewater treatment; bioremediation of waste in soil systems	Ph.D./P.E.	Associate Professor
Steve Hollenhorst (5%) Conservation Social Science	River restoration	Ph.D.	Professor & Chair
Karen Humes (5%) Geography	Land surface hydrology and remote sensing	Ph.D.	Associate Professor
Gary Johnson (10%) Geological Sciences	Groundwater hydrology	Ph.D.	Professor
James "Ding" Johnson (1%) Entomology	Aquatic Entomology	Ph.D.	Professor and Chair
Jodi Johnson-Maynard (5%) Soil and Land Resources	Soil and water management	Ph.D.	Assistant Professor
Klaus Jorde (5%) Civil Engr./CER	Eco-hydraulics	Ph.D./P.E.	Professor
Brian Kennedy (10%) Fish & Wildlife Resources	Fish ecology, limnology	Ph.D.	Assistant Professor
Tim Link (20%) Forest Resources	Watershed science and management, Snow hydrology	Ph.D.	Assistant Professor
Jim Liou (5%) Civil Engr.	Open channel hydraulics, pipe flow, Fluid Mechanics	Ph.D./P.E.	Professor

Table 1 Continued

Robert L. Mahler (5%) Soils	Water & soil quality	Ph.D.	Professor
Colleen Mack Canty (5%) Political Science	Political Science	Ph.D.	Assistant Professor
Paul McDaniel (5%) Soil and Land Resources	Soil Science	Ph.D.	Professor
William McLaughlin (5%) Conservation Social Sciences	Natural Resources	Ph.D.	Professor
Russell Miller (1%) College of Law	International Law	J.D./MFA	Assistant Professor
Gregory Möller (5%) Food Sci. & Toxicology	Biogeochemical cycling	Ph.D.	Assistant Professor & Dir. Of Analytical Res. Lab.
Matt Morra (5%) Soil and Land Resources	Soil Science	Ph.D.	Professor
Mark Morehead (5%) Bio & Ag Engr/CER	Eco-hydraulics	Ph.D./P.E.	Adjunct Assistant Professor
Darek Nalle (5%) Forest Products	Forest resources economics	Ph.D.	Assistant Professor
Howard Neibling (5%) Bio & Ag Engr.	Irrigation	Ph.D./P.E.	Associate Professor
Michael Nelson (5%) Philosophy	Environmental Philosophy	Ph.D.	Assistant Professor
New CNR Faculty Hire (5%) Fish & Wildlife Resources	Limnology	Ph.D.	Assistant Professor
New Law Faculty Hire (10%) Law	Water Law	J.D.	Associate Professor
Jay O'Laughlin (5%) Natural Resources	Natural resource policy	Ph.D.	Professor
James Osiensky (8%) Hydrogeology	Contaminant hydrogeology	Ph.D.	Associate Professor
Pete Robichaud (1%) Rocky Mtn. Research Station	Forest hydrology	Ph.D./P.E.	Affiliate Professor
Richard Seamon (1%) College of Law	Administrative Law	J.D./MFA	Professor
Robert Smith (1%) Bio & Ag Engr.	Subsurface hydrology, Biogeochemistry	Ph.D.	Professor & Interim Dean
Adam Soward History	Environmental History	Ph.D.	Assistant Professor
Daniel Strawn (5%) Soil and Land Resources	Soil and environmental chemistry	Ph.D.	Associate Professor
Garth Taylor (5%) Agr. Econ & Rural Sociology	Water Resources Economics	Ph.D.	Associate Professor
Margrit von Braun (1%) Chem. Engr	Hazardous waste mgt; risk assessment	Ph.D./P.E.	Professor & Dean of College of Graduate Studies
Von Walden (5%) Geography	Climatology	Ph.D.	Associate Professor
Barbara Williams (10%) Bio & Ag Engr.	Subsurface Hydrology	Ph.D./P.E.	Assistant Professor
Patrick Wilson (20%) CSS & Political Science	Natural Resource, Public Lands Policy	Ph.D.	Associate Professor
Scott Wood (5%) Geochemistry	Aqueous geochemistry	Ph.D.	Professor
J.D. Wulffhorst (5%) Ag Econ & Rural Sociology	Rural Sociology	Ph.D.	Associate Professor

- c. Student – briefly describe the students who would be matriculating into this program.

Students enrolling in the proposed Water Resources Program will have a variety of different backgrounds (engineering, science, and law). Those enrolling in the M.S. degree program will have bachelor degrees from a four-year institution while students enrolling in the Ph.D. degree program will have master of engineering, master of science, or master of arts degrees. Pre-requisites for enrollment in the program are clearly spelled out and deficiencies can be made up depending on the choice of option areas. As discussed above, most students are expected to be full-time students. A small percentage will be part-time students. Students residing in any of the off-campus locations in Boise, Twin Falls, Idaho Falls, or Coeur d'Alene will participate in the common course elements of the program either by traveling to the Moscow Campus or using distance technology (e.g., compressed video).

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Director, Staff and Grant Writer: The Water of the West Initiative provides funds for 4 years to support a director (0.5FTE), an administrative assistant (0.5FTE) and a grant writer (0.5FTE). Dr. Boll will serve as director of the Water Resources Program during the first two years after which WR faculty will decide on an appropriate rotation.

Graduate assistantships: The Water of the West Initiative provides funds for 4 years to support 3 full-time graduate student assistantships at annual rate of \$20,000. Additional assistantship support will be offered based on grant activity.

Support personnel: Support scientists working for faculty at the University of Idaho will provide assistance to graduate students in the WR Program as they do to students in their respective programs.

Library: Current space, personnel, journal subscriptions (including electronic), and books in the University of Idaho library and College of Law library are adequate to support the disciplinary programs supporting the proposed water resources program. The proposed water resources program adds a level of interdisciplinarity that is highly supported at the university level. Library faculty and staff were consulted on library resource needs for interdisciplinary research and education. They indicated that the library has the Student Research Assistance Program (RAP) that can provide support in this area. In the RAP, UI students can schedule appointments with a librarian for assistance in finding relevant information for research papers and projects.

Equipment and Instruments: No new facilities, equipment or technology will be required to initiate the proposed Water Resources Program. Because this is a graduate level program that involves faculty already actively involved in research in existing programs at the University of Idaho, research will be carried out in existing laboratory facilities in Moscow, Boise, Twin Falls/Kimberly, and Idaho Falls. Additional facilities are available at the Rocky Mountain Research Lab in Moscow, the USDA-ARS Northwest Watershed Research Center facilities in Boise, the USDA-ARS facilities in Kimberly, and Idaho National Laboratory (INL), and Washington State University in Pullman, WA. Classroom facilities at the University of Idaho are adequate to deliver courses. The Water of the West Initiative funds will be used for the development of a virtual experimental watersheds (ViEWs) system which will use state-of-the-art equipment to telemeter data from watersheds adjacent to the University of Idaho. The new WR Program will initially share office space with Environmental Science Program in Morrill Hall Room 214. No renovation costs are required to occupy this space.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

Water-related faculty throughout the state of Idaho (i.e., from the University of Idaho, Boise State University, and Idaho State University) are committed to statewide integration of research, education, and outreach in water-related disciplines, to develop a coordinated, statewide strength in this critical area. Faculty participating in the proposed Water Resources Program support statewide integration and the proposed program contributes to these integrating efforts (see below under 3. Duplication).

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication. Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

An interdisciplinary water resources program does not currently exist in the state of Idaho, and very few exist in the nation, although the number of programs is growing. The University of Idaho offers graduate degrees related to water resources in a number of different departments, including Biological and Agricultural Engineering, Civil Engineering, Forest Resources, Geography, Geological Sciences, and Plant, Soil, and Entomological Sciences. The Hydrology Program focuses on hydrogeology, and the Environmental Sciences Program offers a degree in the broad area of Environmental Science, with a water science emphasis area. Idaho State University is currently developing an M.S. in Watershed Science within their Geology program. Boise State University's M.S. in Hydrologic Sciences (approved June 2006) is primarily composed of offerings from two departments, Civil Engineering and Geosciences. A joint meeting, hosted by the Idaho Water Resources Research Institute on April 20, 2005, between faculty from UI, BSU and ISU, discussed means to collaboratively administer water resources graduate education and research programs in the State of Idaho. It was determined that a statewide administered program may be feasible in five to ten years. The group decided to focus on the near-term, institution-specific efforts immediately, and enter into further discussions to develop an approach to achieve the long-term goal of a state-wide program. Those in attendance agreed that the long-term effort should not impede the development of each university's emerging graduate programs. Rather, a statewide effort should build on this momentum to help university-level programs develop to the extent of their abilities. Faculty at UI, BSU, and ISU will explore ways to eliminate duplication of graduate-level courses in water resources by sharing courses, co-teaching courses, and cross listing courses where feasible.

Table 3 lists the institutions and departments offering comparable degrees in water resources. Note that water resources degrees offered through traditional departments (e.g., Civil Engineering, Geological Sciences, etc.) and concurrent degree programs in law and environmental science that may allow an emphasis in water are not listed, as these are more broad-based than the proposed program and are thus not directly comparable. The program at Oregon State University, which was launched in Fall 2004, is most similar to the proposed program (see section 5b). The Oregon program does not include a Law degree component.

Table 3. Water Resources programs and degrees.

Institution	Degree or Program
Oregon State University	Water Resources Science Water Resources Engineering Water Resources Policy and Management
University of Nevada Reno	Hydrologic Sciences
University of Nevada Las Vegas	Water Resources Management
Texas A&M University	Water Resources Engineering
The University of Arizona	Hydrology and Water Resources
University of Southern California	Water Resources Engineering
The University of Texas at Austin	Environmental and Water Resources Engineering
Villanova University	Water Resources and Environmental Engineering
University of Minnesota	Water Resources Science
University of New Mexico	Water Resources Program (non-thesis Masters only)
University of Wisconsin – Madison	Water Resources Management
Princeton University	Environmental Engineering and Water Resources

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

The missions of the University of Idaho include teaching, research and service. The broad objectives relating to these functions are: (a) to offer undergraduate and graduate academic programs of excellent quality in the liberal arts, the sciences, and many professional disciplines; (b) to add knowledge through research, scholarship, and creative

activities in both fundamental and applied fields; and (c) to make readily available to all people of the State the results of research, including that in the arts and sciences.

The University of Idaho historically has had certain unique functions. These include serving as (a) the land-grant institution for the State of Idaho, with responsibility for instruction, research, and extension, and public service in the fields of agriculture, forestry, mining, and engineering; (b) the graduate and research center and a center for professional education for the State; and, (c) the center for comprehensive graduate programs leading to the degree of Doctor of Philosophy. The proposed program is consistent with the role and mission of the University of Idaho and specifically addresses the university's responsibilities as a land-grant institution.

The proposed program satisfies the State Board of Education's Statewide Plan for Higher Education by meeting the following goals and strategies as stated in Directions for Higher Education in Idaho: (a) it encourages expanded curricular response to the technologies; (b) maintains strong graduate education; and (c) continues to avoid unnecessary duplication of effort by utilizing existing course work in current programs. It also develops a broad range of cooperative ventures and encourages maximum use of technology. It promotes Idaho's economic revitalization through technology transfer by supporting basic and applied research that results in the timely application of new knowledge.

In September 2004 the University of Idaho published the Vision and Resource Task Force (VRTF) report, which identified seven strategic themes for renewal:

1. Building Human Potential through Innovative Engagement,
2. Creative and Performing Arts,
3. Economic Development through Technology Transfer and New Venture Creation,
4. Evolutionary Biology,
5. Global and Regional Environmental Systems,
6. Natural Resources Protection and Resource Development,
7. Sustainable Agriculture.

The proposed program is consistent with themes 1, 3, 5, 6, and 7. The VRTF also articulated a vision, which includes the statement "We will maintain strategically selected programs to serve and benefit the people of Idaho, the United States, and the world." Given the strength and number of existing faculty and disciplinary programs that conduct teaching and research on water resources, the proposed program in Water Resources addresses directly this portion of the vision statement. Moreover, the VRTF report identifies seven core values, one of which is the creation of a "barrier-free community." The cooperative nature of the proposed program encourages "productive, unhindered interaction between disciplines" and "interdisciplinary instructional, research, and outreach activities" as stated in the core values.

Additionally, UI President Tim White recently articulated five strategic directions, consistent with the VRTF report:

1. Stewarding the environment,
2. Promoting science and technology,
3. Understanding sustainable design and lifestyle,
4. Advancing liberal arts and sciences,
5. Catalyzing entrepreneurial innovation.

The study of water resources is a nexus of natural science, engineering and social science disciplines, therefore the development of a water resources program links at some level to all University strategic themes. When viewed broadly, water is the single most important economic asset in the state of Idaho. Abundant, high-quality water resources are essential for agriculture, municipal use, and the recreation/tourism industries. Protection and sustainable use of water resources is a critical need in the western U.S. and will likely increase in importance as growing population couple with climatic variability. Effective stewardship of water resources requires the application of innovative, high-quality science to understand and develop technology to support management of ecosystems, engineered systems, and resolution of legal disputes. Management of water resources and the natural environment producing these resources will require integration of the natural and social sciences, policy, and law.

The University of Idaho's Research Office's Action Plan encourages "faculties that cross disciplinary boundaries to enhance scholarly activity." The proposed Water Resources Program will facilitate such collaboration. Moreover, University's strategic plan calls for and expansion of the capacity and delivery of outreach programs and services in keeping with the land-grant mission. Because the degree will be offered University-wide, and will have strong ties to faculty located in Boise, Idaho Falls, and Kimberly, outreach capabilities and technologies will be a key component of successful program delivery. The new program will provide a continuing learning opportunity to the citizens of Idaho and will be implemented in collaboration with other state and regional post-secondary institutions.

5. **Demand** – address student, regional and statewide needs.

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

Nowhere is the need for sustainable use of water more evident than in the western United States. Growing demand for water stems from multiple factors, including urban population growth, agricultural needs, tribal water development, energy demand, habitat requirements, recreational use, and aesthetic values. Seven of the ten fastest growing cities in the U.S. are located in the water-limited western states. Idaho has the sixth highest projected population growth rate in the nation, over 50% in the next 25 years. Most of that growth is in urban areas that compete for water resources currently used for irrigated agriculture and industries. Development of tribal water resources in the region has lagged behind that of their neighbors, and only in the past few decades have the proper institutions and funding been made available to begin to reverse that disparity. Habitat needs are highlighted by the fact that freshwater fish are the single-most endangered vertebrate group in the U.S. Furthermore, the Columbia River basin is the primary source of hydroelectric power in the northwest. Its waters serve five states, numerous Native American tribes, and two countries. It is also home to twelve endangered salmonid populations, decimated by blockage to migratory routes, dewatering, poor water quality, loss of habitat, competition from hatchery and exotic fish, and commercial fishing.

Water resources issues are commanding attention in Idaho, nationally, and globally. In southern Idaho, understanding and balancing the physical, biological and legal aspects of the Snake River system are primary challenges. In Moscow, the declining water level in the region's primary aquifer has local and state officials concerned about maintaining a sustainable water supply. Across the state, many water quantity and quality issues are under study and need solutions, including those associated with growth and development, domestic supply, agricultural use, forest harvest, mining, and aquatic habitat. Across the nation and throughout the world, the situation is similar. In a report prepared for the United Nations titled *No Water, No Future*, the case is made that the entire world is in a "water crisis." Global demand and resource degradation is expected to increase, stressing ecosystems and requiring innovative new water-related infrastructure. Moreover, climatic variability is affecting hydrologic regimes from local to global scales, forcing humans to find long-term, innovative, and interdisciplinary solutions to a variety of water resource-related problems. These issues will only become more important in the future: clearly, *the capabilities of the next generation of water resources scientists, engineers, and policy makers are vital to our economy, ecosystems, and human health and well-being.*

These complex water resources issues cannot be resolved through a conventional approach in which science, engineering, law, and policy are compartmentalized in university education, research, and outreach programs. Recent studies indicate that graduate education must expand interaction with stakeholders and more generously engage social and technical challenges. *The UI must take the next critical step in providing engineers, scientists, lawyers, managers, leaders, and citizens with integrated knowledge and problem-solving skills to address water resources problems.* In short, we must educate scientists and engineers to be more politically aware and policymakers to be more scientifically knowledgeable.

The U.S. Department of Labor Bureau of Labor Statistics collects and compiles information on historical and projected employment by occupation and industry. While there is no specific Water Resources category, the Occupational Outlook Handbook 2004-2005 provides demand estimates for the period 2002 to 2012 in several related areas. The demand for Hydrologists is expected to grow 21% in this period. In addition, hydrologist was

ranked as the 7th best job in America based largely on projected job growth and average salary in a spring 2006 CNN/Money assessment. A 51% increase is expected for Civil Engineers in the water area, and a 95% increase for Environmental Engineers who focus on water issues is projected. The Occupational Outlook Handbook states that more “soil and water quality” experts will be needed as “states develop initiatives to improve water resources.” The demand for Natural Science Managers is expected to grow 11%. In the private sector, the demand for Atmospheric Scientists is expected to grow faster than average. The demand for lawyers in the water area is projected to increase 52% from 2002 to 2012. Based on these statistics it can be inferred that the demand for Water Resources Professionals in all areas will increase over the next decade.

The opportunity exists now for the University to become a leader in education and research on water resources at the interface among law, policy, management, science and engineering. Due to the demand for this capability among water management and policy institutions, other universities may begin to fill the gap within the next decade. Given the importance of water resources, there can be no greater goal of a land grant university than to lead the region in defining a sustainable future for water resources management and use.

In the June 2003 issue of the *Journal of Contemporary Water Research and Education*, published by the Universities Council on Water Resources, Dr. L. Douglas James, Director of the Hydrologic Sciences Program at the National Science Foundation, notes that there is a need for people with different backgrounds to be able to work together in solving pressing water resources challenges, and writes:

Education is needed that provides perspectives needed to balance social, economic, and environmental considerations in viewing water and land resources and the nature of risks.

The University currently offers a broad but disparate array of programs related to various aspects of water resources that are typically discipline-specific, such as those in Forest Resources, Civil Engineering, Geology, Geography, and Biological and Agricultural Engineering. Students considering the University of Idaho as a place to study water are not presented with a unified, interdisciplinary approach to water resources. In creating a new program in Water Resources, we will ensure that an Idaho institution will help provide the next generation needed to solve current and future water problems. The proposed program is designed to meet the growing need for Water Resources Professionals educated in an interdisciplinary manner by building on the University of Idaho’s existing strengths.

Development of the proposed Water Resources program was initiated 6 years ago by a group of faculty at the University of Idaho. This group consisted of Drs. Boll, Fiedler, Link, Humes and Fairley. Over the course of 6 years, discussions were held with engineers and scientists at governmental agencies and consulting firms to identify the type of graduate students they see needed for the future. Dr. John Selker from Oregon State University was invited to share with the campus community experiences from development of a similar interdisciplinary program at his institution. It became clear that the type of graduates we need to produce for future water resources issues is one that has an interdisciplinary background and is able to communicate across disciplinary boundaries. To put it in the words of an Idaho Department of Water Resources employee: “. . . To educate graduates for the real world.” The original assessment group was expanded to include greater representation from law, management and policy, ultimately resulting in the Strategic Initiative Award for Water of the West, which was highly endorsed by state agencies, city governments, non-profit groups, and members of consulting firms.

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

Students in the proposed WR Program will be full-time students with a bachelor’s degree if entering as M.S. student, or with bachelor and M.S/M.A. if entering as Ph.D. student. Exceptional students may be allowed into the Ph.D. program with a bachelor’s degree on a case-by-case basis. Students employed by government agencies and consulting firms can enroll as part-time students. Part-time students will have access to courses offered through Engineering Outreach, the internet, and via compressed video.

Since the announcement of the Water of the West Strategic Initiative in April 2006, student interest in the proposed program has been high. In particular, the concurrent degree options appear very much in demand. Initially, a small number of students will shift into the new program from existing programs at the University of Idaho. Given the strong interdisciplinary nature of the program, it is projected that new enrollments will enter the program from outside the University. As the program matures, it is conservatively estimated that, on average, each participating faculty member will have one student enrolled in the program.

For comparison, Oregon State University has a recently developed program that is similar to the one proposed here and is composed of three areas within the Water Resources Graduate Program: Water Resources Engineering (WRE), Water Resources Science (WRS), and Water Resources Policy and Management (WRP). At the end of the first year, OSU had 7 Ph.D. and 10 MS in WRE, 3Ph.D. and 7 M.S. in WRS, and 9 M.S. in WRP. Next year, they are anticipating 29 new students in the program distributed as follows: 2 Ph.D. and 7 MS in WRE, 5 Ph.D. and 9 M.S. in WRS, and 6 M.S. in WRP.

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

As described under 5b., students from government agencies or consulting firms can enter the proposed WR Program. These students likely will reside in either Boise, Idaho Falls, Twin Falls, or Coeur d'Alene. Course delivery to these Centers is available via Engineering Outreach, compressed video, and internet. The concurrent J.D. degree will not be offered off the Moscow campus, although the option exists for one semester in-practice in Boise doing a supervised externship with a law firm or agency and related class with Boise law faculty Lee Dillion.

6. Resources – fiscal impact and budget

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

I. PLANNED STUDENT ENROLLMENT

	FY <u>08</u>		FY <u>09</u>		FY <u>10</u>	
	FTE	Headcount*	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>2.5</u>	<u>5</u>	<u>6</u>	<u>12</u>	<u>12.5</u>	<u>25</u>
B. Shifting enrollments	<u>2.5</u>	<u>5</u>	<u>1.5</u>	<u>3</u>	<u>0</u>	<u>0</u>

* Total headcount consists of total number of students enrolled in the proposed WR program during that year. Enrollment is expected to increase beyond 25 and reach a steady state head count of approximately 85 (based on 7 new M.S. and 3 new Ph.D. students in each option area each year). Each student is considered equal to 0.5FTE.

II. EXPENDITURES

	FY 08		FY09		FY10	
	FTE	Costs	FTE	Costs	FTE	Costs
A. Personnel Costs						
1. Faculty	1.3	\$90,000	1	\$88,400	1	\$91,936
2. Administrators	0.5	\$37,500	0.5	\$39,000	0.5	\$40,560
3. Adjunct Faculty	0	\$0	0	\$0	0	\$0
4. Graduate/Instructional Asst	1.5	\$62,400	1.5	\$64,896	1.5	\$67,492
5. Support personnel	1	\$50,400	1	\$52,416	1	\$54,513
6. Fringe benefits		\$60,843		\$61,561		\$64,023
7. Other	0	\$0	0	\$0	0	\$0
Total FTE Personnel and Costs:	4.3	\$301,143	4	\$306,273	4	\$318,524

B. Operating expenditures			
1. Travel	\$6,000	\$6,000	\$6,000
2. Professional services	\$0	\$0	\$0
3. Other services	\$0	\$0	\$0
4. Communications	\$5,000	\$5,000	\$5,000
5. Utilities			
6. Materials and Supplies	\$3,000	\$3,000	\$3,000
7. Rentals	\$0	\$0	\$0
8. Materials and Goods for Manufacture and Resale	\$0	\$0	\$0
9. Miscellaneous	\$4,000	\$2,000	\$1,000
Total Operating Expenditures:	\$18,000	\$16,000	\$15,000
C. Capital Outlay			
1. Library resources	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0
D. Physical facilities Construction or Major Renovations	\$0	\$0	\$0
E. Indirect Costs (overhead)	\$0	\$0	\$0
GRAND TOTAL EXPENDITURES:	\$319,143	\$322,273	\$333,524

Personnel costs include a new faculty in the college of Law, 50% academic salary for director, three graduate student assistantships, two support personnel (administrative assistant and grant writer). Communication costs include funds to enhance off-campus delivery technologies. Fringe benefits follow rates appropriate for each position. See section e for continuation of funds in years beyond FY10.

III. REVENUES

	FY 08	FY09	FY10
A. Source of Funds			
1. Appropriated Funds - Reallocation - MCO	\$0	\$0	\$0
2. Appropriated Funds - New -MCO	\$0	\$0	\$0
3. Federal Funds	\$0	\$0	\$0
4. Other grants	\$0	\$0	\$0
5. Fees	\$0	\$0	\$0
6. Other: One-Time University Expenditure	\$319,143	\$322,273	\$333,524
GRAND TOTAL REVENUES	\$319,143	\$322,273	\$333,524
	FY 08	FY09	FY10
B. Nature of funds			
1. Recurring*	\$113,050	\$117,572	\$122,275
2. Non-recurring**	\$206,093	\$204,701	\$211,249

* 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

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Table 4 lists participating faculty, their annual salary rate (AY or FY), FTE assignment to WR Program, Program salary dollars, projected student credit hours, and FTE students. Faculty position, rank and affiliation are shown in Table 2. Assignment of FTE to the WR Program was estimated as follows: 0.05 FTE for involvement in development and delivery of common courses and 0.05 FTE for thesis/dissertation supervision as major professor and serving on graduate committees. Note that the proposed Water Resources Program is not funding the FTE contributed by faculty participating in instruction.

Table 4. Faculty expenditures (instructional) for FY08, FY09, and FY10.

Name*	Annual Salary Rate		FTE Assignment to this Program		Program Salary Dollars		Projected Student Credit Hours			FTE Students			
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10
Vladimir Aizen	78437	81574	84837	0.05	3922	4079	4242	2.3	3.4	5.7	0.09	0.14	0.24
Rick Allen	99029	102990	107110	0.05	4951	5149	5355	2.3	3.4	5.7	0.09	0.14	0.24
Jan Boll	71385	74240	77210	0.05	3569	3712	3861	2.3	3.4	5.7	0.09	0.14	0.24
Erik Coats	64000	66560	69222	0.05	3200	3328	3461	2.3	3.4	5.7	0.09	0.14	0.24
Dennis Colson	124300	129272	134443	0.01	1243	1293	1344	0.5	0.7	1.1	0.02	0.03	0.05
Barbara Cosens	89190	92758	96468	0.1	8919	9276	9647	4.5	6.8	11.4	0.19	0.28	0.47
Maxine Dakins	64646	67232	69922	0.05	3232	3362	3496	2.3	3.4	5.7	0.09	0.14	0.24
Jerry Fairley	52520	54621	56806	0.1	5252	5462	5681	4.5	6.8	11.4	0.19	0.28	0.47
Fritz Fiedler	65042	67643	70349	0.2	13008	13529	14070	9.1	13.6	22.7	0.38	0.57	0.95
Dale Goble	116043	120685	125512	0.05	5802	6034	6276	2.3	3.4	5.7	0.09	0.14	0.24
Peter Goodwin	145056	150858	156893	0.05	7253	7543	7845	2.3	3.4	5.7	0.09	0.14	0.24
Chuck Harris	65083	67687	70394	0.1	6508	6769	7039	4.5	6.8	11.4	0.19	0.28	0.47
Thomas Hess	77251	80341	83555	0.05	3863	4017	4178	2.3	3.4	5.7	0.09	0.14	0.24
Steve Hollenhorst	103979	108138	112464	0.05	5199	5407	5623	2.3	3.4	5.7	0.09	0.14	0.24
Karen Humes	70013	72813	75726	0.05	3501	3641	3786	2.3	3.4	5.7	0.09	0.14	0.24
James Ding Johnson	78312	81444	84702	0.05	3916	4072	4235	2.3	3.4	5.7	0.09	0.14	0.24
Gary Johnson	62795	65307	67919	0.05	3140	3265	3396	2.3	3.4	5.7	0.09	0.14	0.24
Jodi Johnson-Maynard	53290	55421	57638	0.05	2664	2771	2882	2.3	3.4	5.7	0.09	0.14	0.24
Klaus Jorde	89690	93277	97008	0.05	4484	4664	4850	2.3	3.4	5.7	0.09	0.14	0.24
Kathleen Kavanagh	61131	63576	66120	0.05	3057	3179	3306	2.3	3.4	5.7	0.09	0.14	0.24
Brian Kennedy	51875	53950	56108	0.1	5188	5395	5611	4.5	6.8	11.4	0.19	0.28	0.47
Guy Knudsen	67746	70455	73274	0.05	3387	3523	3664	2.3	3.4	5.7	0.09	0.14	0.24
Tim Link	55328	57541	59843	0.1	5533	5754	5984	4.5	6.8	11.4	0.19	0.28	0.47
Jim Liou	83429	86766	90237	0.05	4171	4338	4512	2.3	3.4	5.7	0.09	0.14	0.24
Robert L. Mahler	94286	98058	101980	0.05	4714	4903	5099	2.3	3.4	5.7	0.09	0.14	0.24
John Marshall	75672	78699	81847	0.05	3784	3935	4092	2.3	3.4	5.7	0.09	0.14	0.24
Colleen Mack-Canty	47445	49343	51316	0.05	2372	2467	2566	2.1	3.2	5.3	0.09	0.13	0.22
Paul McDaniel	73674	76621	79685	0.05	3684	3831	3984	2.3	3.4	5.7	0.09	0.14	0.24
William McLaughlin	75234	78243	81373	0.05	3762	3912	4069	2.3	3.4	5.7	0.09	0.14	0.24
Russell Miller	91146	94791	98583	0.01	911	948	986	0.5	0.7	1.1	0.02	0.03	0.05
Gregory Moller	89731	93320	97053	0.05	4487	4666	4853	2.3	3.4	5.7	0.09	0.14	0.24
Matt Morra	81390	84646	88032	0.05	4070	4232	4402	2.3	3.4	5.7	0.09	0.14	0.24

Table 4 Continued

Derek Nalle	60798	63230	65760	0.05	3040	3162	3288	2.3	3.4	5.7	0.09	0.14	0.24
Howard Neibling	66518	69179	71946	0.05	3326	3459	3597	2.3	3.4	5.7	0.09	0.14	0.24
Michael Nelson	47632	49537	51519	0.05	2382	2477	2576	2.1	3.2	5.3	0.09	0.13	0.22
Jay O'Laughlin	97053	100935	104972	0.05	4853	5047	5249	2.3	3.4	5.7	0.09	0.14	0.24
James Osiensky	70699	73527	76468	0.05	3535	3676	3823	2.3	3.4	5.7	0.09	0.14	0.24
Russell Qualls	72530	75431	78448	0.05	3626	3772	3922	2.3	3.4	5.7	0.09	0.14	0.24
Richard Seamon	94349	98123	102048	0.01	943	981	1020	0.5	0.7	1.1	0.02	0.03	0.05
Robert Smith	136490	141949	147627	0.05	6824	7097	7381	2.3	3.4	5.7	0.09	0.14	0.24
Dan Strawn	59654	62041	64522	0.05	2983	3102	3226	2.3	3.4	5.7	0.09	0.14	0.24
Adam Soward	46218	48066	49989	0.05	2311	2403	2499	2.2	3.3	5.5	0.09	0.14	0.24
Garth Taylor	66706	69374	72149	0.05	3335	3469	3607	2.2	3.3	5.5	0.09	0.14	0.23
John Tracy	149614	155599	161823	0.01	1496	1556	1618	0.5	0.7	1.1	0.02	0.03	0.05
Margrit von Braun	120120	124925	129922	0.05	6006	6246	6496	2.3	3.4	5.7	0.09	0.14	0.24
Von Walden	65894	68530	71271	0.05	3295	3427	3564	2.3	3.4	5.7	0.09	0.14	0.24
Barbara Williams	60070	62473	64972	0.05	3004	3124	3249	2.3	3.4	5.7	0.09	0.14	0.24
Patrick Wilson	49837	51830	53903	0.1	4984	5183	5390	4.5	6.8	11.4	0.19	0.28	0.47
Scott Wood	89731	93320	97053	0.05	4487	4666	4853	2.3	3.4	5.7	0.09	0.14	0.24
J.D. Wulfhorst	66893	69569	72351	0.05	3345	3478	3618	2.3	3.4	5.7	0.09	0.14	0.24
Total	3.94M	4.10M	4.26M	2.8	.209M	.218M	.225M	120	180	300	5.0	7.5	12.5

*Position and rank are listed in Table 2.

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Staff support for the proposed WR program includes a part-time (50%) administrative assistant, a part-time (50%) grant writer, and three graduate student assistants (100%). Funds for these positions are provided through the Water of the West Strategic Initiative. See section e for future plans for funding these positions.

Table 5. Staff and other support personnel expenditures for FY08, FY09, and FY10.

Staff Position	Annual Salary Rate			FTE Assignment to this Program	Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Administrative										
Assistant	\$24,400	\$25,376	\$26,391	0.5	\$12,200	\$12,688	\$13,196	50%	50%	50%
Grant writer	\$26,000	\$27,040	\$28,122	0.5	\$13,000	\$13,520	\$14,061	50%	50%	50%
Grad assistant 1	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
Grad assistant 2	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
Grad assistant 3	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
	\$110,400	\$114,816	\$119,409	2.5	\$55,200	\$57,408	\$59,704			

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Table 6 lists faculty included in the administrative structure of the proposed WR Program. Dr. Jan Boll will be the Director of the proposed WR Program. He will oversee all activities within the WR Program, and will interact with respective Deans of the Colleges of Graduate Studies and Law. Core faculty will oversee degree option areas and

concurrent J.D.: Dr. Fiedler (ES), Dr. Link (SM), Dr. Wilson (LMP), and Professor Cosens (concurrent J.D. in Law). The director, core faculty and five additional faculty will form a steering committee, which will set guidelines for curriculum issues, program assessment & evaluation, and recruitment/admissions. Participating faculty in each of the UI Centers will coordinate advising of graduate students.

Table 6. Administrative expenditures for FY08, FY09, and FY10.

Name, Position, And Rank *	Annual Salary Rate		FTE Assignment to this Program		Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Jan Boll (Director)	\$71,385	\$74,240	\$77,210	0.5	\$35,693	\$37,120	\$38,605	50%	50%	50%
Barbara Cosens (Core faculty)	\$89,190	\$92,758	\$96,468	0.1	\$8,919	\$9,276	\$9,647	10%	10%	10%
Fritz Fiedler (Core faculty)	\$65,042	\$67,643	\$70,349	0.1	\$6,504	\$6,764	\$7,035	10%	10%	10%
Tim Link (Core faculty)	\$55,328	\$57,541	\$59,843	0.1	\$5,533	\$5,754	\$5,984	10%	10%	10%
Patrick Wilson (Core faculty)	\$49,837	\$51,830	\$53,903	0.1	\$4,984	\$5,183	\$5,390	10%	10%	10%
Erik Coats (Steering Committee)	\$64,000	\$66,560	\$69,222	0.05	\$3,200	\$3,328	\$3,461	5%	5%	5%
Chuck Harris (Steering Committee)	\$65,083	\$67,687	\$70,394	0.05	\$3,254	\$3,384	\$3,520	5%	5%	5%
Gary Johnson (Steering Committee)	\$62,795	\$65,307	\$67,919	0.05	\$3,140	\$3,265	\$3,396	5%	5%	5%
Brian Kennedy (Steering Committee)	\$51,875	\$53,950	\$56,108	0.05	\$2,594	\$2,698	\$2,805	5%	5%	5%
Barbara Williams (Steering Committee)	\$60,070	\$62,473	\$64,972	0.05	\$3,004	\$3,124	\$3,249	5%	5%	5%
	\$634,606	\$659,990	\$686,390	1.2	\$76,823	\$79,896	\$83,092			

*Position and rank are listed in Table 2.

- c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Operating expenditures include travel, communication, student recruiting, and general office operating funds. Travel includes funds to assist WR faculty at University centers in Idaho Falls, Twin Falls, and Boise in participating in interdisciplinary faculty and student activities (e.g., project preparation, seminars, proposal preparation), as well as funds for the Director and/or grant writer to travel to Washington, D.C. (for meetings with Program Directors of Funding Agencies such as NSF, USDA, EPA), travel to off-campus locations in Idaho, and attendance at scientific and professional conferences to promote the University program. Communication includes funds for delivery of seminars and annual program meetings at centers in Idaho Falls, Twin Falls, Boise, and Coeur d'Alene through compressed video. Student recruiting includes funds for development of program brochures, professional advertisement at professional and scientific meetings, and other advertising activities.

d. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The current library space and personnel resources are adequate for this program (see section 2d.). The holdings of the University of Idaho (including the College of Law library) and Washington State University are adequate for research in the Moscow region.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

No costs are anticipated beyond the current library staffing and acquisition plans

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

There are well-established library research facilities in Boise and Idaho Falls. The world-wide-web also offers access to various academic materials for students outside the Moscow area.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Existing resources are adequate and available. Research laboratory of individual faculty members in their respective departments are adequate for the proposed program. The Water of the West Initiative has provided funds for computers and office supplies for the director and staff personnel. Specialized equipment such as a computer server, telemetry equipment, and laboratory units for educational purposes also have been provided through funds by the Water of the West Strategic Initiative.

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Strategic Initiative funds from the UI President's Office will fund the Water of the West program through 2010. The award has been made for \$330,000/year for 4 years. After 2010, it is anticipated that faculty participation to the interdisciplinary program will continue and be justified by growing student enrollments. Administrative costs (Director position, administrative assistant and grant writer) will be covered by future re-allocation of existing program funds and grants.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable to the proposed program.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The University of Idaho Strategic Initiative process has provided \$1.6M over 5 years to launch the proposed Water Resources Program. Approximately 1/5 of these funds were used in FY07 to prepare for program implementation, and the remainder will be available to operate the program until the end of FY11. After FY11, the program will become sustainable based on grant activity of participating faculty and program staff. The Director and administrative support staff will be funded from the general fund as is currently done for other interdisciplinary programs on campus. If the general fund cannot fund these positions, then other possibilities for funding the director position and administrative support staff are: 1. All 7 Deans and Provost provide ~\$10-15k/yr (perhaps adjusted by college) to support the program. Deans and the Provost commit to use the next 5 years to coordinate with each other, work with their development staff and political base to secure these funds; 2. WoW faculty will negotiate with the Research Office to provide Indirect Cost Returns (ICRs) on WR grants into a fund to support some portion of the program; 3. Deans allow the program director to transfer 0.5 FTE from their College to the WR Program for a fixed term. Colleges cover the costs needed to provide courses that would be "lost" during the director's tenure; 5. Director and staff position funded by restructuring the Idaho Water Resources Research Institute (IWRRI) budgets, assuming the required funds will be \$60,000 for the director (0.5 FTE with benefits) and \$30,000 for support staff (0.5 FTE with benefits). After FY11, the Director and support staff could be funded by IWRRI from redistribution of indirect cost funds captured due to the anticipated increase in research activities as part of the WoW Initiative. The restructured indirect cost redistribution model can include fund pools for continuation of graduate student fellowships, faculty travel, and proposal development activities. IWRRI works with the PIs to identify the most effective support models to be implemented. By the end of FY11, the operation of the WR Program could be completely supported by a mixture of reallocating existing resources and the generation of new resources from external sources (increased indirect costs); and 5. Numerous interdisciplinary teaching and

research proposals are being put forward in the initiative process raising the prospect that a centralized system of administration may be cost effective. The WR Program will actively seek funds for additional interdisciplinary water resources research funding to fund the grant writer and graduate assistantships.

The College of Law (Law) will assume responsibility for funding for the faculty position and the teaching fellow at the end of the funding period. Law is already in the process of obtaining private funding for expansion in the natural resources area; shortfalls will be covered through increases in student professional fees. If Law is unsuccessful in obtaining private funds to cover funding required at the end of this Initiative, a student fee increase of \$650/student/year will be necessary. This increase is within the plan for student fee increases by the end of the next five-year period. The current student body has been briefed on this possible fee increase. A commitment letter from Dean Donald Burnett is attached. Proposed increases must be approved by the University and by the State Board of Education/Board of Regents. The cost of attending Law for one year is currently \$8,908 for residents, and \$17,768 for non-residents. This compares to \$9,113 and \$18,677 for Montana, \$11,289 and \$24,071 for Utah, \$14,816 and \$23,076 for Washington. In the region, only Wyoming, at \$6,519 and \$13,779, is less expensive than Idaho.

The University of Idaho Strategic Plan outlines the institutional commitment towards interdisciplinary programs. Participating faculty in the Water Resources Program will work with university administration towards the goals of the strategic plan, and do so collectively with other interdisciplinary programs currently on the campus such as Environmental Science and Environmental Engineering. Graduate student research activities in Water Resources will be closely integrated with the strategic goals of the Idaho Water Resources Research Institute.

THIS PAGE IS INTENTIONALLY LEFT BLANK

External Reviewer Assessment of UI's Proposed Water Resources PhD Program

Following the guidelines of the Idaho Office of the State Board of Education and Based on review of the submitted proposal and a 21 March 2007 site visit

Submitted by Robert Ward (Colorado State University) and John Selker (Oregon State University)

Executive Summary

Merit

Overall the reviewers find the program to be compelling, and *enthusiastically* support approval. We believe that this program will come to be one of the finest opportunities for professional development in water resources in the USA. The faculty is entirely capable to deliver the program, and the program is timely and unique in its structure and content. Specific strengths include

- **Uniqueness of program:** location of a law school on a land-grant university campus (very rare in the western U.S.) permits inclusion of law into preparation of water resource professional in an innovative and highly relevant manner
- **Staff qualifications:** young, motivated, highly qualified, enthusiastic, and willing/able to work well together, both across the University of Idaho campus and the State of Idaho
- **Courses:** excellent breadth and depth across technical, policy, and legal issues
- **Program design:** well balanced depth and breadth in curriculum structure and administered by trim leadership and committee structure
- **Need:** The stakeholder letters of support contained in the WoW Strategic Initiative proposal demonstrate broad and compelling demand
- **Commitment of funding:** sufficient funds committed for five years, sufficient to demonstrate value
- **Fit to mission:** excellent alignment with Board's stated roles for University of Idaho and complimentary with that of other Idaho institutions of higher education;
- **Scale:** the goal for student population is practicable and appropriate given the needs and resources committed to the program

The program is based almost entirely upon existing courses, both demonstrating the resident faculty talent, and making the implementation of this project very cost effective. It is further notable that through the enhanced coordination resulting from this cross-campus effort, existing courses are being better integrated, and in some cases merged, yielding improved educational experiences with fewer resources.

Opportunities for Improvement

The proposal is terse, and so leaves opportunities for clarification and refinement in some areas. Specific areas that might benefit from further detail include:

- The State Board of Education could assist the Water Resources Program by developing state-of-the-art information technology communication between higher education locations in Idaho, perhaps using a high tech video link between Water Resources faculty at Moscow and Water Center faculty and clients at the Water Center in Boise, as an implementation case study
- Relationship with the Idaho Water Resources Research Institute. Synergistic opportunities were clearly seen by the faculty, but need to be refined and implemented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

- The process described in the WoW Strategic Initiative proposal, for measuring outcomes, is well conceived and focus should be put on quantifiable targets
- On going professional development which further refines and sustains the vitality of the interdisciplinary relationships among the faculty members involved will help insure long term success of the Water Resources Program
- Obtaining written commitment from the associated deans for follow-on funding at the completion of the first five years based on achievement of metrics of success
- Clarification of the process of handling student applications. How will all faculty involved in the program be given fair access to the applications, and what criteria will be used to identify acceptable candidates, especially at the PhD level;

These issues were brought up at all levels in the course of the review, and we are satisfied that there is the will and intent to completely address these issues.

Report

This report is constructed following the categorical review criteria provided by the Idaho Board of Education for New Instructional Programs

Quality

The proposal assembles a strong academic team to support a new and unique three-track PhD program in Water Resources. Faculty are drawn from agricultural sciences, engineering, law, policy, natural resources, hydrology, history, and sociology – a good representation of key water-related disciplines that are being asked to work together to solve the West's water problems. The 'water resources' faculty is housed in departments that are accredited at the undergraduate level, thus insuring faculty understand and successfully incorporate professional disciplinary standards into curricula planning and design.

The curriculum brings together a robust set of courses in support of the three options for the Water Resources PhD degree. The reviewers note that all but two of these courses currently exist in the University of Idaho system, only lacking named degrees that bring them together for students interested in careers in water resources. Thus, in many ways, the proposed PhD program is coordinating a strong ongoing water curriculum at the University of Idaho, making it visible to potential students and organizations that hire graduates to work in water careers. The vision of the program is more than simply re-packaging what already existed, but rather presents the study of water as intrinsically including elements of natural science, technical design, and social constructs. The program is not defined by the course offerings, but by the philosophy reflected in the requirements and included faculty. In particular, the integration of an in-depth treatment of water law is an outstanding and largely unique contribution at the national level.

The discussions with the faculty regarding the current and proposed content of core classes appears to well support the stated goals of "the study of how water moves through and interacts with natural systems, and the physical, social, and economic aspects of human interaction with the water cycle." Since the central courses are currently under development we cannot certify that these goals will be achieved, but the faculty are well aware of the content, and have a track record of developing interdisciplinary courses, giving us confidence that these plans will be effectively realized.

Students admitted to the PhD program, if they meet the prerequisites listed in the proposal, will result in a highly qualified and motivated student body. While not entirely unique, it is notable that the program requires PhD students to have obtained a MS degree prior to entry into the PhD program. This could make the program less competitive with programs that allow entry without a MS but have rigorous qualifying examinations to assure student readiness for the dissertation. Discussions with the faculty indicated that the faculty would support a formal process by which exceptionally well prepared and capable applicants could be accepted to the PhD program without having first obtained a MS. This also leads to discussion of how PhD applications should be pre-screened by a committee prior to allowing a faculty member accept a student to the program. We recognize that there are often pressures that encourage faculty to bring in students to address currently funded projects who might otherwise be seen as being at risk of failure. The

program needs to put in place a process by which all accepted PhD students have been verified to be eminently qualified to pursue the degree. The program core faculty or steering committees could provide this quality check.

The infrastructure support for the new Water Resources program is strong. Idaho's higher education system contains considerable water-related expertise (as a review of the university's webpage clearly illustrates) and the proposed degrees should provide an opportunity for this wealth of expertise to work together and further enhance the institution's ability to better serve Idaho's water management community, as well as that of the West. The faculty initiative shown through this proposal bodes well for a new Water Resources program.

An opportunity for strengthening of the proposal is defining and making central the connection between the Idaho Water Resources Research Institute and the proposed new degrees. Such a connection may exist, but it is not well developed in the proposal. A strength of such close collaboration is the mutual enhancement of graduate education and research through coordinated outreach, seminar scheduling, and newsletter communication.

Funding resources, listed in the quality criteria, will be discussed under the subtitle of 'Resources' later in this review.

Business and industry support, while not addressed in the PhD proposal, was confirmed in the President's WoW Strategic Initiative proposal with numerous letters of support. As is true of all the Western States, the future of every business, farm and family in Idaho depends on improved management of the waters of the state. The proposal clearly addresses a set of issues of recognized and real import to the future of Idaho.

Development of outcome and performance measures is addressed in the WoW Strategic Initiative. In the PhD proposal it is stated that an outcomes-based system for continuous improvement will be developed and implemented. Discussions with the faculty demonstrated that they have thought deeply about these issues, having developed similar plans to satisfy ABET and other accreditation boards for existing programs. They recognize the need to carefully track students during and after graduation as part of a strong outcome assessment program. Their thinking is forward-looking and credible. Discussions with the Provost also made it clear that measuring outcomes is a top priority on campus, with all programs required to submit plans in the spring of 2007. Thus we have confidence that these processes will be implemented, though they are not detailed operationally at this point.

Duplication

The type of program described in this proposal is not widely available in the West, thus there does not appear to be duplication with similar programs offered in other states. The proposal describes the Oregon State University offering and correctly notes that it is the most similar to that being proposed for Idaho. Another program that appears to be somewhat similar is that offered through the University of New Mexico, although it takes on a strong water resources planning/administration flavor. The other programs listed in Table 3, in the reviewers' opinion, are disciplinary oriented, thus do not offer the integrated approach being attempted with the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Idaho proposal. We believe that there is ample opportunity for this program to serve the needs of Idaho and many of the surrounding states.

The proposal incorporates a wide array of water expertise across the University of Idaho system and has ongoing dialogue with other institutions of higher education in Idaho. Such communication should lead to further collaborative efforts, as mentioned in the proposal.

Centrality

A review of the Board's role and mission statement for the University of Idaho, when compared to that of other institutions in Idaho, clearly supports placement of the Water Resources program with the University of Idaho. In particular, the University of Idaho, serving as Idaho's Land-Grant university, while also housing Idaho's law school, is particularly well suited to offer the new integrated Water Resources degrees. There are few land-grant universities in the West that house law schools, thus giving the University of Idaho a unique position in offering this PhD in Water Resources. The proposal also acknowledges and addresses the need for collaboration with water faculty at other Idaho institutions of higher education. The conversations about the structure of such collaborations are underway, and the reviewers strongly suggest that the System of Higher Education in the state works with this program as a pioneer in presentation of PhD-level interdisciplinary material across the state. For example the incorporation of video-conferencing for both formal and informal committee meetings, and the facilitation of effective mentoring of students across large geographic spans. The WoW proposal includes the testing of three technologies for video course presentation, but we see that effective mentoring of PhD's remote from Moscow will require innovative approaches refined through careful evaluation of educational outcomes and continuous improvement.

Centrality is further enhanced by the efforts of water faculty around Idaho to coordinate water education, research, and outreach efforts within Idaho's higher education system. The reviewers appreciate what appears to be an active dialogue among 'water' faculty in Idaho's various institutions of higher education and strongly supports continuation and enrichment of collaboration among water faculty.

Demand

The West's water problems are becoming more complex while the sophistication of the tools required to solve the problems are increasing. The proposed degree represents a unique and innovative effort on the part of the University of Idaho to educate future water managers in the latest integrated water management concepts/tools and insuring that students also understand the broader legal and social context in which they must function.

The new degree also addresses a tension between traditional disciplinary approaches to higher education water oriented degrees and the need for all water professionals to better integrate their approaches to water management. The water 'industry' traditionally relied upon lawyers and engineers in initial efforts to develop the West's water resources. In the mid-1900s, as competition for water grew more intense, economists took on an important role in water development as they sorted out the benefits and costs of future water projects. As the

environmental movement picked up steam in the 1960s and 1970s, a wide array of new disciplines contributed new insight into options for meeting human water supply needs while minimizing negative impacts on the environment. Each of these disciplines has developed employment patterns in society that define the demand of university graduates. The proposed degree, by offering options, does not discard the connection between university graduates and their traditional employment pipelines. Rather it adds to the discipline oriented options an introduction to the integrated nature of water management that will be required to solve problems in the 21st century. Thus, this reviewer compliments the foresight of the faculty who assembled the new degree proposal in carefully bridging the historical hiring patterns of water professions with the new integrated insight that will be required in the future.

The support of Idaho-based firms and organizations, presented in the President's Strategic Initiative proposal, indicates high relevance of the new degree in providing a pipeline of future water managers/consultants.

We can suggest that universities around the West, who are looking for new 'linking' faculty would appreciate the depth the degree contains when combined with breadth in Water Resources. 'Linking' faculty are viewed as those who can bridge traditional disciplines to gain new insight and approaches to solving complex and highly integrated water problems.

Resources

The administrative structure for the new degree program is well defined (with respect to both personnel and time commitment); administrative funding is in place; and options for funding the program upon termination of the Water of the West funds are outlined. Given the current, high level of water-related education, research and outreach associated with the University of Idaho, the impact of the new degree on existing programs, such as the library and laboratories, should be minimal. The reviewers visited the library and confirmed directly the ready availability of the core journals and research materials required to conduct PhD level research in water resources. The access is entirely sufficient.

The administrative structure is based on the identified director devoting 50% of his nine-month time to the new degree (4.5 months during the academic year). The reviewers wonder how the program will be administered during the summer. Also, it is not clear where the funding for the two new courses and new seminar are located in the proposed budget. Given that the new course is outlined in the Law, Management and Policy Option, it appears this is the case. We assume that the Director is responsible for the seminar.

In addition to initiating the new degrees and managing their year-to-year operation, the program director is also responsible for the student recruiting, communication with an interdisciplinary and geographically dispersed faculty, establishing and maintaining dialogue with Idaho's water community (who will potentially hire graduates and support water research), research proposal development and marketing, and maintaining a high profile for the new degrees among national professional water organizations. If the Director's position included a number of similar duties for other reasons, such as director of the Idaho Water Resources Research Institute, 50% salary

coverage might be sufficient. If his other duties are quite separate from the large outreach component involved, a question arises regarding the adequacy of the salary support.

The proposal does not describe administrative details, perhaps because these are beyond the scope of the document. However, there are student recruiting strategies and communication mechanisms that the reviewers hope those implementing the new degree will carefully consider. For example, potential students for the new degree can be accessed through a number of national water organizations, such as the National Institutes for Water Resources (NIWR), of which the Idaho Water Resources Research Institute (IWRRI) is a member, the American Water Resources Association and the Universities Council on Water Resources. An engaging, informative, and up-to-date webpage, a newsletter constructed around the unique flavor of the new degree, an annual conference on water resources, an annual water tour, and widespread scholarship promotion, are all communication/marketing vehicles for the new degree. Such initiatives take time and attention, again requiring considerable effort on part of the new degree's Director.

The role of the grant writer is not spelled out clearly in the proposal. From discussions with faculty and administrators, we understand that IWRRI will provide 50% of the grant writer's salary, making this a full time position involved with water resources. Water program faculty realize that they need to develop an agreed upon mechanism for sharing overhead return funds when external funds are brought to the university.

How participation of untenured faculty in the Water Resources degree will be incorporated into tenure and promotion evaluations conducted within departments is not addressed in this proposal. We understand, however, that the university is currently developing a university-wide mechanism for incorporating participation in interdisciplinary programs into tenure and promotion procedures. These issues go far beyond what the reviewers would expect to find in such a proposal, but urgently need to be addressed on a campus-wide basis to create an environment where such critical programs can flourish.

The plan for funding beyond the period of the initial funding provided by the President's initiative is creative, listing five possibilities. The reviewers believe that the academic deans overseeing the program should commit to sustained funding if the program meets its metrics of performance. In our meeting with the deans they indicated this was their intent, and that they will codify this in a letter signed by all the participating deans to be attached to the program proposal. We believe that this letter will make tangible the tremendous support that was expressed to the reviewers by the deans.

Conclusion

The proposed new PhD in Water Resources pulls together diverse water-related interests in a way that is not common in higher education, but desperately needed in society. In particular, the proposal describes an effort by a strong group of 'water' faculty in Idaho's higher education system to take advantage of existing, unique, strengths in water resources to package the new degree. The proposal presents a well developed and documented program that recognizes the need for disciplinary strength within a broader interdisciplinary context if future university

graduates are to be prepared for 21st century water problem complexity and collaborative problem solving.

This review points out opportunities to further flesh out the proposal, but is strongly supportive of the fundamental premise on which the proposal is based. Because this program is innovative, crossing the majority of colleges, and touching the majority of campuses of higher education in Idaho, we anticipate that there will be a great deal of evolution over the course of the first years of operation. We believe that it will be very beneficial to plan on periodic global reviews of the program to identify opportunities of continued refinement, and highlight successful elements that could be incorporated into the suite of interdisciplinary programs emerging at the University of Idaho.

Appendix

Documents Reviewed for this Report:

1. Full Proposal for Water Resources PhD Degrees submitted to Idaho State Board of Education
2. Notice of Intent to Initiate Water Resources PhD Degrees
3. Idaho State Board of Education Criteria for Review of New Instructional Programs
4. University of Idaho Strategic Action Plan 2006-2010, Vision, Values, and Directions
5. University of Idaho Water of the West Strategic Initiative Proposal

Agenda followed during on-site visit:

AGENDA

Waters of the West Academic Proposal to OSBE External Site Visit

John Selker, OSU & Robert Ward, CSU
Wednesday - March 21, 2007

8:00 – 9:30	Breakfast meeting in Appaloosa room, Best Western WoW Faculty & Program Review Overview
9:30 – 10:30	Margrit von Braun and John Tracy (via conference call) Morrill Hall 106
10:30 – 11:30	Tour of University of Idaho campus with Jan Boll Jan take John Selker and Robert Ward to the Panorama room
11:30 – 12:30	Lunch meeting with Deans, Panorama room, Commons
1:30 – 12:30	WoW faculty – facility tours
1:30 – 2:30	WoW Faculty in Morrill Hall Conference room 206
2:30 – 4:00	Report writing, Morrill Hall Conference room 206
4:00 – 5:00	meet with Provost Doug Baker and Stuart Tennant, OSBE, Chief Post Secondary Officer at Provost Office Admin 105
6:00	Dinner TBA with WoW faculty

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE UNIVERSITY OF IDAHO
AND BOISE STATE UNIVERSITY**

THIS MEMORANDUM OF UNDERSTANDING (“MOU”), ENTERED INTO BY AND BETWEEN the UNIVERSITY OF IDAHO (“UI”) and BOISE STATE UNIVERSITY (“BSU”), State of Idaho institutions of higher education.

WHEREAS, the 8-year plan of the STATE BOARD OF EDUCATION (BOARD) does not list the study of water resources as being one of the “ statewide mission programs” of any institution , and

WHEREAS, BSU offers graduate-level courses in Public Policy, Geosciences, Civil Engineering, Biology and other disciplines that could apply to UI’s course requirement for the graduate degrees of the component of its water resources program offered in the Treasure Valley region; and

WHEREAS, the BOARD has directed the institutions under its governance to avoid duplications of programs where possible, and to collaborate where possible; and

WHEREAS, the Treasure Valley has been designated as BSU’s service region;

NOW, therefore, subject to required approvals, including by the Council of Academic Affairs and Programs (CAAP) and the BOARD, and in accordance with BOARD Policy III.Z, UI and BSU hereby agree to act in accordance with the following:

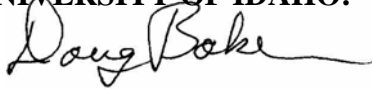
1. BSU agrees to support the intent by UI to offer the following graduate degrees in several areas of the state of Idaho, including the Treasure Valley: MS in Water Resources, PhD in Water Resources, concurrent MS/JD in Water Resources, and concurrent PhD/JD in Water Resources.
2. The UI will support BSU’s establishment of complementary graduate programs in water resources;
3. The UI and BSU, in collaboration with Idaho State University, will explore the development of a statewide graduate program in water resources;
4. UI and BSU agree to eliminate duplication of graduate-level courses in water resources as possible by sharing courses, co-teaching courses, and cross listing courses where feasible;

5. UI and BSU, and will utilize faculty from each institution as appropriate to staff graduate student committees; and
6. Under this agreement BSU does not relinquish any of its rights under SBOE Policy III.Z., including the right to develop the capacity to offer a program such as the program proposed by UI in this agreement.;

This MOU between ISU, BSU, and UI shall be effective the 30th day of March, 2007.

The Agreement is executed by the authorized representatives of Boise State University and University of Idaho.

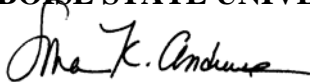
By the UNIVERSITY OF IDAHO:



4/10/07

Douglas D. Baker, PhD
Provost and Executive Vice President for Academic Affairs

By BOISE STATE UNIVERSITY:



4/10/07

Sona K. Andrews, PhD
Provost and Vice President for Academic Affairs

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO STATUTE
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 28
UNIVERSITY OF IDAHO

33-2811. POWERS OF PRESIDENT AND FACULTY -- COURSES OF STUDY AND TEXTBOOKS -- DIPLOMAS -- DISCIPLINE OF STUDENTS. The president of the university shall be president of the faculty, or of the several faculties as they may be hereafter established, and the executive head of the instructional force in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigation of the university, and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The immediate government of the university shall be intrusted to the faculty, but the regents shall have the power to regulate courses of instruction, and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate, and to confer upon the faculty, by by-laws, the power to suspend or expel students for misconduct or other cause prescribed by such by-laws.

Academic Year	College	Degree Level	Program	Location
2007-08				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Biological & Agricultural Engineering	Post Falls
UI	Agriculture & Life Sciences	B.Sc.	Early Childhood Development & Education	Coeur d'Alene
UI	Agriculture & Life Sciences	B.Sc.	Medical Technology	Coeur d'Alene
UI	Education	Ph.D.	Education	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Computer Science	Coeur d'Alene
UI	Graduate Studies	M.S., Certificate	Bioregional Planning & Community Design	Moscow
UI	Graduate Studies	Ph.D.	Environmental Sciences	Post Falls
UI	Graduate Studies	M.S./J.D., Ph.D./J.D.	Water Resources	Moscow
UI	Graduate Studies	M.S., Ph.D.	Water Resources (3 options)	Moscow
UI	Letters, Arts & Social Sciences	M.M.	Conducting	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing	Moscow
UI	Letters, Arts & Social Sciences	Ph.D.	Experimental Psychology	Moscow
UI	WWAMI Medical Education	n/a	1 st year Medical Education	Moscow
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide
LCSC	Academic	BA/BS	Applied Psychology	Coeur d'Alene
LCSC	Academic	BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
LCSC	Academic	BA/BS	Biology w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Environmental Science	Lewiston
LCSC	Academic	Minor	Human Resource Management	Lewiston
LCSC	Academic	Minor	Marketing	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging	Lewiston
LCSC	Academic	BS	Medical Technology	Lewiston, Coeur d'Alene
LCSC	Academic	BA	Publishing Arts	Lewiston
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration	Lewiston
LCSC	Academic	MAT	Secondary Education	Lewiston
LCSC	Academic	BA/BS	Special Education – DLT degree	Lewiston
LCSC	Academic	BA/BS	Sports & Rec Management	Lewiston
LCSC	Professional-Technical	AAS	Automobile Hybrid Technology	Lewiston
LCSC	Professional-Technical	AAS	Communication & Media	Lewiston
LCSC	Professional-Technical	AAS	Human Resource Management	Lewiston
NIC	Professional Technical	TC	Dental Assistant	Coeur d'Alene
NIC	Professional Technical	AAS	Dental Hygiene	Coeur d'Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Controls Technology	Coeur d'Alene

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

New Graduate Program Full Proposal – Executive Master of Business Administration (EMBA) – University of Idaho

REFERENCE

February 22, 2007 The University of Idaho presented to the Board their intent to offer an Executive Master of Business Administration as an information item.

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-2811, 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. Additionally, as per Board Policy III.G.5, (a) (3), a request for a new graduate program requires a full proposal.

DISCUSSION

The University of Idaho proposes to introduce an Executive Master of Business Administration (EMBA) program in northern Idaho. The proposed EMBA is a **lockstep cohort model** where students admitted into a class (cohort) begin the EMBA program at the same point, take the same sequence of courses throughout the two-year program, and graduate at the same point. The proposed EMBA is a new graduate program in College of Business and Economics (CBE) that will be delivered on the Coldwater Creek campus for the first cohort starting in the fall 2007 semester. 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).

The proposed EMBA program provides a unique learning opportunity that combines theory and real-world applications 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.

The UI is currently accredited at all degree levels (Bachelors, Masters, and Doctorate). All undergraduate and graduate programs in the CBE are accredited under the Association to Advance Collegiate Schools of Business (AACSB)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

International. As of December 2006, only 540 institutions in the U.S. and around the world hold AACSB business accreditation.

The CBE currently offers an Integrated Business Curriculum (IBC) in the undergraduate business program, which was designed with input from business stakeholders. Without compromising rigor and standards consistent with AACSB accreditation, the proposed EMBA will also be designed based upon a partnership between CBE faculty and business stakeholders in northern Idaho and build on the CBE's core competency of integrated business education. The CBE has developed a series of learning goals and has developed a formal assessment plan that reviews progress on an annual basis.

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. The EMBA admission criteria will include competitive GPA and Graduate Management Admissions Test (GMAT) scores as well as relevant work experience in a managerial/ supervisory capacity.

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 nor are any other EMBA programs located in the northern Idaho region.

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.

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. Wulforth of SSRU, October 2005) of 5995 households in the counties of Bonner, Boundary, Kootenai, Shoshone, Benewah, and the City of Spokane revealed the following:
 - 46% indicated interest in business programs.
 - 45% indicated interest in graduate programs.
 - 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.

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.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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.

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 on-load and/or overload basis. The majority of the courses however will be taught by 3-4 faculty with primary responsibility for delivering the EMBA program in northern Idaho. A number of other faculty members will also provide coursework on a more limited basis. These faculty members will include both new faculty and existing faculty members.

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

ATTACHMENTS

Attachment 1 – EMBA Full Proposal

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho's request to offer an Executive Master of Business Administration is not on their Eight-Year Plan; however, the Council on Academic Affairs and Programs committee has reviewed the proposal and supports the UI's justification for proposing this program at this time. Staff recognizes that the University of Idaho has a unique opportunity, with Cold Creek, pledging 20 + enrollment from its own employees for several years. Again, an out-of-state institution, Gonzaga University, has been penetrating this market. Staff is supportive of the proposed EMBA program since it responds to a market need and opportunity and helps establish an Idaho presence for an EMBA in the UI's primary service area. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the University of Idaho's request to offer an Executive Master of Business Administration.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE IS INTENTIONALLY LEFT BLANK

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:

UNIVERSITY OF IDAHO

Institution Submitting Proposal

RECEIVED

MAR 26 2007

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

College of Business and Economics

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:

Executive Master of Business Administration (EMBA)


Degree/Certificate & 2000 CIP

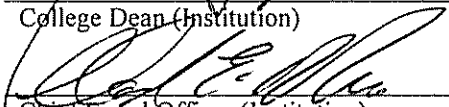
Program Change, Off-Campus Component

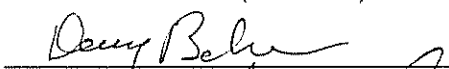
August 2007

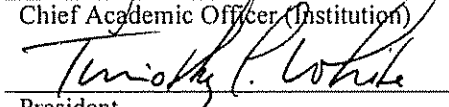
Proposed Starting Date

This proposal has been approved by:

 3/2/07
College Dean (Institution)

 3/8/07
Chief Fiscal Officer (Institution) Date

 3/2/07
Chief Academic Officer (Institution) Date

 3.19.07
President Date

SBOE/OSBE Approval

Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

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

The College of Business and Economics at the University of Idaho proposes to introduce an Executive Master of Business Administration (EMBA) program in northern Idaho. The proposed EMBA is a **lockstep cohort model**; that is, students admitted into a class (cohort) begin the EMBA program at the same point, take the same sequence of courses throughout the two-year program, and graduate at the same point. The proposed EMBA is a new graduate program in business that will be delivered on the Coldwater Creek campus for the first cohort starting in the fall 2007 semester. 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).

The proposed EMBA program provides a unique learning opportunity that combines theory and real-world applications 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.

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

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

Accrediting Agencies:

Regional Institutional Accreditation: The University of Idaho is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The UI is currently accredited at all degree levels (B, M, D), and has been continuously accredited since 1918.

Specialized Accreditation: All undergraduate and graduate programs in the College of Business and Economics are accredited under AACSB International. AACSB accreditation "represents the highest standard of achievement for business schools worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous comprehensive peer review." (<http://www.aacsb.edu>) As of December 2006, only 540 institutions in the U.S. and around the world hold AACSB business accreditation.

Description of the Process for Curriculum Design and Program Assessment:

Curriculum Design: The College of Business and Economics currently offers an award-winning Integrated Business Curriculum (IBC) in the undergraduate business program, which was designed with input from business stakeholders. Without compromising rigor and standards consistent with AACSB accreditation, the proposed EMBA will also be designed based upon a partnership between CBE faculty and business stakeholders in northern Idaho and build on the CBE's core competency of integrated business education.

Program Review and Assessment: The College of Business and Economics (CBE) has always adhered to a culture of continuous improvement and assessment. The CBE has developed a series of learning goals (see below) and has developed a formal assessment plan that reviews progress on an annual basis (see below). For example, our core curriculum, the Integrated Business Curriculum (IBC) is reviewed by all faculty involved in the delivery of the IBC during an annual week-long summer retreat. Based on discussions at this retreat, improvements to the delivery of the IBC are implemented during the next academic year. Academic programs are also scheduled for review every 3 years. In addition, external evaluators, e.g., the AACSB, perform a comprehensive review every 5 years. AACSB's next visit is scheduled for 2009-10.

EMBA Learning Goals

The EMBA learning goals are built around the five program themes, namely: Leadership, Globalization, Sustainability, Decision-making and Execution, and Relationship Management. The EMBA learning goals also map to the College of Business and Economics learning goals and to the University's learning outcomes:

- #1. Business Knowledge – EMBA graduates will acquire an understanding of the different business functions and how they interact with each other. [Theme: Decision-Making and Execution, Leadership, Globalization, Sustainability, Relationship Management]
- #2. Business Environment – EMBA graduates will be able to understand the systems nature of business and to analyze and evaluate the environment in which businesses operate. [Themes: Globalization, Relationship Management, Sustainability, and Decision-Making and Execution]
- #3. Critical Thinking and Problem-Solving – EMBA graduates will be able to use appropriate tools of analysis to identify and address problems or opportunities. [Theme: Decision-Making and Execution]
- #4. Communication – EMBA graduates will develop the ability to effectively obtain, organize, and communicate information. [Theme: Relationship Management]
- #5. Teamwork and Collaboration – EMBA graduates will acquire the ability to interact effectively and professionally with people of varied backgrounds, abilities, and values. [Theme: Globalization, Relationship Management]
- #6. Leadership – EMBA graduates will acquire and demonstrate leadership traits that are critical to the transformation of any organization. [Themes: Leadership, Decision-Making and Execution, Globalization]

Assessment Plan

The three prongs of our EMBA Assessment Plan are outlined below.

I. Embed assessment in course planning and annual EMBA faculty evaluation.

1. Faculty will provide 3-5 learning objectives for each course that address at least one of the EMBA Program themes and some or all of the Program learning goals.
2. As part of our normal annual evaluation process, faculty will report on outcomes for the course. Material submitted would be the syllabus, an evaluation of how well course objectives were achieved, and changes that will be made in course objectives, course delivery or assessment techniques based upon recommendations from the annual review of the EMBA program.
3. An EMBA faculty committee will be formed with the charge of evaluating a randomly selected sample of faculty-submitted materials (e.g., annual portfolio) and match the reported learning goals and results to the EMBA curriculum outcomes.
4. Coordination and oversight will be handled by the Associate Dean, Director of Executive

Education, and an EMBA Faculty Committee.

II. Direct assessment of student achievement of learning outcomes and development of student's critical thinking, organization, content and communication skills.

1. Students' understanding of the five EMBA Program themes and achievement of the six learning goals (e.g. business knowledge, business environment, critical thinking, etc.) will be assessed by constituents of the EMBA Program. These constituents will include employers of our students and members of an EMBA Advisory Board.
2. Student work will be assessed in several manners, such as evaluation of written work, face-to-face interviews, and taped presentations. A sample of students' academic portfolio will be evaluated by at least two board volunteers. Results will be communicated to the student and to the faculty. The Associate Dean will collect evidence from the different assessment approaches and communicate recommendations for curriculum adjustments.
3. The evaluation reports, videotapes or CDs of written work, interviews or presentations will provide a record of an individual student's progress, of trends over time and a basis for improvement.

III. Indirect assessment.

1. Graduates from EMBA program will be surveyed at two-, four-, and six-years after graduation. This longitudinal study provides information on the pattern(s) and trend(s) of student achievement of the learning goals.
2. Employers and other stakeholders will be surveyed every two years. The first such survey will be conducted in 2012, which is two years after the graduation of the first cohort.

Other:

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.

Our EMBA admission criteria will include competitive GPA and Graduate Management Admissions Test (GMAT) scores as well as relevant work experience in a managerial/ supervisory capacity.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Overview of Curriculum

Intensive First Week (3 credits)

EMBA 501 Internal and External Analysis

EMBA 504 Decision Making and Critical Thinking

EMBA 505 Introduction to Group Dynamics

The intensive first week will emphasize group dynamics to prepare them for both working in their Integrated EMBA group and utilizing groups within their organization. Participants will use a variety of qualitative and quantitative methods to understand their own personal strengths and weaknesses both to identify their developmental needs in the Integrated EMBA program as well understand how they can most effectively contribute to a team. The process of decision making and critical thinking will be introduced via exploration of the rational decision-making process and the integrative themes of the Integrated EMBA program. Participants will begin the process with understanding environmental scanning.

First Semester (9 credits)

EMBA 511 Evolution of Management Thought

EMBA 512 Managing Complex Systems

EMBA 513 Social Responsibility and Ethical Leadership
EMBA 514 Financial Reporting and Financial Management

In the first semester participants will explore the evolution of management thought from the classics to the contemporaries. Within the integrative theme of globalization participants will learn about management of complex systems. Within the theme of sustainability participants will learn how an organization can maximize firm performance by being good corporate citizens and practicing stewardship of our planet's resources and understanding various ethical perspectives.

Financial reporting and management will be presented as a primary business decision-making tool in a manner that is accessible and meaningful to all functional areas. Internal relationships will be explored through the study of motivation, compensation, and non-financial rewards.

Second Semester (9 credits)

EMBA 521 Strategy Formulation and Execution for Sustainable Competitive Advantage
EMBA 523 Launching New Products and Businesses
EMBA 524 Strategic Cost and Process Management
EMBA 525 Managing Relationships to Influence Behavior

In the second semester participants will be introduced to strategy formulation and how to achieve the sustainable competitive advantage. They will explore the theme of globalization via expanding the organization's boundaries. They will learn to sustain organizational growth via new products and businesses. Strategic cost management will be explored to manage and monitor the firm's performance. Strategic leadership of external relationships will conclude their first year's experience.

Summer 2 (3 credits)

There will be a one week summer experience that focuses on one integrative theme. Topics will be determined in consultation between faculty and participants.

EMBA 506 Summer Integrative Experience

Third Semester (9 credits)

EMBA 532 Strategic Leadership for Innovation and Change in the Global Environment
EMBA 534 Managing and Leading Projects
EMBA 535 Strategic Leadership of Relationships

The participants' third semester will begin with an exploration of project leadership specifically focusing on the determination of their integrated EMBA project. This project will be an intensive project designed to tie together their EMBA experience. Participants will also learn how to manage organizational design for innovation. Participants will learn about the impact of taxes on decision-making. Participants will learn how to use common social-psych models for understanding human behavior at the micro level.

Fourth Semester (9 credits)

EMBA 541 Designing for the Future
EMBA 542 Negotiation and Conflict Management
EMBA 543 Assessing to Improve Firm Performance
EMBA 544 Risk Management

Participants will conclude their EMBA with an emphasis on anticipating and proactively responding to future change. They will explore a variety of practical negotiation and conflict management techniques. Participants will also learn how to monitor and adjust organizational performance. Risk management and the necessary tools will provide a capstone theory and applications to tie together the EMBA experience, culminating with the project and a presentation.

Project (6 credits)

Integrated EMBA project and presentation.

Course Descriptions

EMBA 501 Internal and External Analysis (1 cr.) Integrative module providing an overview of the program with focus on personal and environmental analysis of factors influencing leadership and firm performance. Coreq: EMBA 504 and 505.

EMBA 504 Decision Making and Critical Thinking (1 cr.) Theory and practice of decision making in complex environments. Coreq: EMBA 501 and 505.

EMBA 505 Introduction to Group Dynamics (1 cr.) Design and development of work groups and teams; influences, issues, and problems affecting team productivity. Coreq: EMBA 501 and 504.

EMBA 506 Summer Integrative Experience (3 cr.) Participation in an integrative project of the students own design in consultation with faculty. Possible topics include international study and exchange, social marketing, community outreach, and research writing for publication. Prereq: EMBA 521, 523, 524, and 525.

EMBA 511 Evolution of Management Thought (1 cr.) Traces the cross-cultural evolution of management and leadership theory and practice from antiquity to the present. Prereq: EMBA 501. Coreq: EMBA 501, 504, and 505.

EMBA 512 Managing Complex Systems (3 cr.) Managing the firm as a complex adaptive system. Analysis of national and global markets and political and social environments, including taxation, as a framework for understanding organizational systems. Prereq: EMBA 501, 504 and 505. Coreq: 511, 513 and 514.

EMBA 513 Social Responsibility and Ethical Leadership (1 cr.) Examines the foundations of business ethics, the role of private and public organizations in society, and the challenges of decision making and leadership in an environment of globalization, sustainability, and change. Prereq: EMBA 501, 504 and 505. Coreq: 511, 512 and 514.

EMBA 514 Financial Reporting and Financial Management (4 cr.) Introduction to financial accounting, financial statement analysis, and capital budgeting. Employs the tools of accounting and finance to help managers make short-term and long-term decisions. Topics include the role of financial reporting, analysis and auditing in the capital markets, long-term financing through capital structure management, and working capital management. Prereq: EMBA 501, 504, and 505. Coreq: EMBA 511, 512 and 513.

EMBA 521 Strategy Formulation and Execution for Sustainable Competitive Advantage (2 cr.) Formulation and implementation of competitive strategies to identify, build and leverage core competencies in an uncertain, competitive, and ambiguous environment. Theory and practice of strategy implementation and execution. Emphasizes assessing the alignment of strategy with action throughout the organization as well as strengthening linkages through business process design and measurement. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 523, 524 and 525.

EMBA 523 Launching New Products and Businesses (2 cr.) Management of introducing new products and ventures. Examines marketing, engineering, finance, and production management decisions. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 524 and 525.

EMBA 524 Strategic Cost and Process Management (3 cr.) Introduction to cost behavior and product costing as a foundation for preparing and understanding operating budgets. Emphasis will be placed on selecting and using appropriate accounting methods and process analysis tools for a variety of production processes, market conditions and competitive environments. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 523, and 525.

EMBA 525 Managing Relationships to Influence Behavior (2 cr.) Principles of developing and maintaining exchange relationships. Application of the principles to the practice of managing relationships between the organization and two key stakeholder groups: employees and customers. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 523 and 524.

EMBA 532 Strategic Leadership for Innovation and Change in the Global Environment (4 cr.) Strategic analysis of the structural and environmental factors related to adaptive change in learning organizations within the global environment. Prereq: EMBA 506, 521, 523, 524, and 525. Coreq: EMBA 534 and 535.

EMBA 534 Managing and Leading Projects (2 cr.) Techniques, tools, and software used to select, plan, initiate, manage, and control projects. Concepts and approaches for managing environmental complexity and uncertainty, vague mandates, dynamic risk, and time-critical deadlines. Prereq: EMBA 506, 521, 523, 524, and 525. Coreq: EMBA 532 and 535.

EMBA 535 Strategic Leadership of Relationships (3 cr.). Management of relationships internal and external to the organization. Facilitation of stakeholders' needs through topics such as: strategic communication, technological advances, social network analysis and supply chain management. Prereq: EMBA 506, 521, 523, and 525. Coreq: EMBA 533 and 534.

EMBA 541 Designing for the Future (1 cr.) Technological, economic, and political factors that influence future product and organizational design. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 542, 543 and 544.

EMBA 542 Negotiation and Conflict Management (2 cr.) Theory and practice of negotiation and dispute resolution. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 543 and 544.

EMBA 543 Assessing to Improve Firm Performance (3 cr.) Evaluation of organizational performance from multiple perspectives using quantitative and qualitative methods. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 542 and 544.

EMBA 544 Risk Management (3 cr.) Review of the history, tools and behavioral aspects of risk management. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 542 and 543.

EMBA 500 Master's Research and Thesis (6 cr.) Students must take either EMBA 500 or 599 but are not required to take both.

EMBA 599 Non-Thesis Master's Research (6 cr.) Research not directly related to a thesis or dissertation. Student works with individual professor to design a research study, collect and analyze data, and prepare written report. Students must take either EMBA 500 or 599 but are not required to take both.

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

The following faculty members have indicated strong interest in teaching in the proposed EMBA in Northern Idaho.

Name	Specialty	Degree	Rank
Lori Baker-Eveleth	Information Systems	Ph.D.	Assistant Professor
Jeffrey Bailey	Management, Human Resources, Ethics	Ph.D.	Professor
Heidi Connole	Strategy, Marketing, Management	Ph.D.	Assistant Professor
Daniel Eveleth	Management, Human Resources	Ph.D.	Associate Professor
Terrance Grieb	Finance	Ph.D.	Associate Professor
Jeff Harkins	Accounting	Ph.D.	Associate Professor
John Lawrence	Operations Management, International Business	Ph.D.	Professor

Michael McCollough	Marketing, Strategy	Ph.D.	Associate Professor
Scott Metlen	Operations Management	Ph.D.	Assistant Professor
Jon Miller	Managerial Economics	Ph.D.	Professor
Michele O'Neill	Finance	Ph.D.	Associate Professor
Mario Reyes	Finance	Ph.D.	Professor
Glenn Utzman	Taxation	L.L.M.	Associate Professor
Jerry Wegman	Business Law	J.D.	Associate Professor

Assignment of the above-mentioned faculty to the EMBA Program will be determined this summer. Because the college is already operating at full capacity, four (4) new faculty members will be hired to replace existing faculty assigned to the EMBA program and/or to fill gaps in teaching coverage in the undergraduate curriculum and/or the EMBA program. We expect to hire replacement faculty in Marketing, Finance, Accounting, and Management.

- c. Student – briefly describe the students who would be matriculating into this program.

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.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Program oversight will be provided by the Associate Dean for Administrative Affairs. Yvonne Sertich, who has been the Director of the Utility Executive Course (UEC) in the College of Business and Economics, will be reclassified as the Director of Executive Education. Ms. Sertich will be completing her Executive MBA degree from the University of Washington in June 2006; hence, she is the ideal person currently on staff to assume responsibilities for the Executive Education programs.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

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.

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

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

In fall 2006, Boise State University introduced an EMBA program to meet the needs of stakeholders in Treasure Valley. Our 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, our 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; in fact, there are no Executive MBA programs within a 200 mile-radius of the triangle consisting of Coeur d'Alene, Post Falls, and Sandpoint.

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

According to the Institutional Role and Mission formulated by Idaho State Board of Education:

The University of Idaho is “research II, land-grant institution committed to undergraduate and **graduate-research education** with extension services responsive to *Idaho and the region’s business and community needs.*”

The University of Idaho “will give *continuing emphasis in the areas of business* and education and will maintain basic strengths in the liberal arts and sciences.”

The University of Idaho “serves students, *business and industry*, the professions and public sector groups throughout the state and region as well as diverse and special constituencies.”

The University of Idaho’s “*primary service area shall be the entire panhandle, south to and including Riggins.*”

The proposed EMBA satisfies the State Board of Education’s Statewide Plan for Higher Education by meeting an untapped need for graduate business education in North Idaho. Furthermore, the proposed 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.

5. **Demand** – address student, regional and statewide needs.

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

As noted above, there are no Executive MBA programs within a 200 mile-radius of the Coeur d’Alene/Post Falls/Sandpoint triangle. 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. Wulforst of SSRU, October 2005) of 5995 households in the counties of Bonner, Boundary, Kootenai, Shoshone, Benewah, and the City of Spokane revealed the following:
 - 46% indicated interest in business programs.

- 45% indicated interest in graduate programs.
- At least 77% expressed preference for a Friday-Saturday class schedule.

We anticipate a minimum annual demand of 30 students, and we believe 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.
- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

The impetus 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 seats for the initial cohort and approximately 20 seats per cohort in subsequent cohorts. Other regional businesses, such as Avista Utilities, LiteHouse Foods, Telect, Advanced Input Systems, and the Alsaker Corporation have also expressed interest in the EMBA.

As explained above (see 5.a), 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. In this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

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

Not applicable to the proposed program.

6. **Resources** – fiscal impact and budget

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

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 on-load and/or overload basis. The majority of the courses however will be taught by 3-4 faculty with primary responsibility for delivering the EMBA program in northern Idaho. A number of other faculty members will also provide coursework on a more limited basis. These faculty members will include both new faculty and existing faculty members.

I. PLANNED STUDENT ENROLLMENT

	FY <u>2008</u>		FY <u>2009</u>		FY <u>2010</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u> </u>	<u> 30 </u>	<u> </u>	<u> 30 </u>	<u> </u>	<u> 30 </u>
B. Shifting enrollments	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

II. EXPENDITURES [*Incorporates a projected 3% annual increase.*]

	FY <u>2008</u>		FY <u>2009</u>		FY <u>2010</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
1. Faculty (including fringe)	<u> 4 </u>	<u> \$443,600 </u>	<u> 4 </u>	<u> \$457,000 </u>	<u> 4 </u>	<u> \$471,000 </u>
2. Administrators (including fringe)	<u> 0.28 </u>	<u> \$20,000 </u>	<u> 0.28 </u>	<u> \$20,500 </u>	<u> 0.28 </u>	<u> \$21,000 </u>
3. Adjunct faculty	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4. Graduate/instructional Assistants	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. Research personnel	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. Support personnel	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. Fringe benefits	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
8. Other: <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total FTE Personnel And Costs;	<u> 4.28 </u>	<u> \$463,600 </u>	<u> 4.28 </u>	<u> \$477,500 </u>	<u> 4.28 </u>	<u> \$492,000 </u>

	FY <u>2008</u>	FY <u>2009</u>	FY <u>2010</u>
B. Operating expenditures			
1. Travel	<u> \$10,500 </u>	<u> \$10,800 </u>	<u> \$11,100 </u>
2. Professional services	<u> </u>	<u> </u>	<u> </u>

3. Other services	<u>\$19,400</u>	<u>\$19,900</u>	<u>\$20,500</u>
4. Communications	<u>\$15,000</u>	<u>\$15,500</u>	<u>\$16,000</u>
5. Utilities	<u></u>	<u></u>	<u></u>
6. Materials & supplies	<u>\$30,000</u>	<u>\$31,000</u>	<u>\$31,900</u>
7. Rentals	<u></u>	<u></u>	<u></u>
8. Repairs & maintenance	<u></u>	<u></u>	<u></u>
9. Materials & goods for manufacture & resale	<u></u>	<u></u>	<u></u>
10. Miscellaneous (Student residence)	<u>\$13,500</u>	<u>\$13,900</u>	<u>\$14,500</u>

**Total Operating
Expenditures:**

<u>\$88,400</u>	<u>\$91,100</u>	<u>94,000</u>
-----------------	-----------------	---------------

FY 2008

FY 2009

FY 2010

C. Capital Outlay

1. Library resources	<u>0</u>	<u>0</u>	<u>0</u>
2. Equipment	<u>0</u>	<u>0</u>	<u>0</u>
Total Capital Outlay:	<u>0</u>	<u>0</u>	<u>0</u>

D. Physical facilities
Construction or major
Renovation

<u>0</u>	<u>0</u>	<u>0</u>
----------	----------	----------

E. Indirect costs (overhead)

<u>0</u>	<u>0</u>	<u>0</u>
----------	----------	----------

**GRAND TOTAL
EXPENDITURES:**

<u>\$552,000</u>	<u>\$568,600</u>	<u>\$586,000</u>
------------------	------------------	------------------

III. REVENUES [*Incorporates a projected 3% annual increase.*]

FY 2008

FY 2009

FY 2010

A. Source of funds

1. Appropriated funds -- Reallocation – MCO	<u></u>	<u></u>	<u></u>
2. Appropriated funds -- New – MCO	<u></u>	<u></u>	<u></u>
3. Federal funds	<u></u>	<u></u>	<u></u>
4. Other grants	<u></u>	<u></u>	<u></u>
5. Fees	<u></u>	<u></u>	<u></u>

6. Other: Tuition & Fees	\$552,000	\$568,600	\$586,000
GRANT TOTAL REVENUES :	\$552,000	\$568,600	\$586,000

FY 2008

FY 2009

FY 2010

B. Nature of Funds

1. Recurring*			
2. Non-recurring**	\$552,000	\$568,600	\$586,000
GRANT TOTAL REVENUES :	\$552,000	\$568,600	\$586,000

* 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.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Integrated modules will be taught by faculty teams specializing in those module topics. Therefore, EMBA faculty will be determined based upon analysis of EMBA curriculum needs, teaching capacity in the Moscow campus, and hiring success. Hiring in areas of highest needs (e.g., marketing, management, and finance) will be a factor in the formation of faculty teams. We anticipate completion of the hiring process in time for the summer camp to develop the hourly details of the each module. At that time we will provide a detailed accounting for credit hours and FTE data for each faculty involved in the delivery of the EMBA program in North Idaho.

The following faculty expenditure table includes new faculty who will serve as replacement for senior faculty teaching in the EMBA program, or to hire temporary faculty, or compensate faculty for overload teaching.

Area	Comment	Annual Salary Rate (Excluding Fringe)	FTE Assignment to the EMBA			Program Salary (Dollars)			Projected Student Credit Hours		
			FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10
Marketing	New	\$85,000	1	1	1	\$85,000	\$85,000	\$85,000	12	12	12
Management/ Human Resources	New	\$80,000	1	1	1	\$80,000	\$80,000	\$80,000	12	12	12
Finance	New	\$90,000	1	1	1	\$90,000	\$90,000	\$90,000	12	12	12
Production/ Operations Management	Replacement/Overload	\$85,000	0.2	0.2	0.2	\$17,000	\$17,000	\$17,000	2.4	2.4	2.4
General Business & Allied Fields*	Replacement/Overload	\$85,000	0.4	0.4	0.4	\$34,000	\$34,000	\$34,000	4.8	4.8	4.8
Accounting	Replacement/Overload	\$90,000	0.2	0.2	0.2	\$18,000	\$18,000	\$18,000	2.4	2.4	1.4
Economics	Replacement/Overload	\$60,000	0.2	0.2	0.2	\$12,000	\$12,000	\$12,000	2.4	2.4	2.4

**May include guest speakers and lecturers from the business community and faculty from other colleges (e.g., College of Natural Resources, Art & Architecture, CLASS, etc.) invited to speak on various topics, such as, design, sustainability, intercultural relationships, ethics, etc.*

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program
Yvonne Sertich, Director of Executive Education	\$70,000 (with EMBA salary)	0.28	\$20,000	28%

Ms. Sertich will report to the Associate Dean for Administrative Affairs, who is charged with the oversight of the EMBA program in North Idaho.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

The budgeted operating expenditures cover books and other instructional materials, faculty travel to and from Sandpoint/CDA, promotional expenses, student residence during the one-week summer course, and refreshments,

d. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

The UI Moscow campus has a well-established on-line access to business journals and the Standard & Poor's Market Insight database of financial statements reported by publicly-traded companies. Furthermore, there are library facilities at the UI campus in North Idaho College in Couer d'Alene. Finally, the world-wide-web also offers access to various business periodicals and materials for students in North Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Not applicable to the proposed program.

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable to the proposed program.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable to the proposed program.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable to the proposed program.

THIS PAGE IS INTENTIONALLY LEFT BLANK

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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 28
UNIVERSITY OF IDAHO

33-2811. POWERS OF PRESIDENT AND FACULTY -- COURSES OF STUDY AND TEXTBOOKS -- DIPLOMAS -- DISCIPLINE OF STUDENTS. The president of the university shall be president of the faculty, or of the several faculties as they may be hereafter established, and the executive head of the instructional force in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigation of the university, and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The immediate government of the university shall be intrusted to the faculty, but the regents shall have the power to regulate courses of instruction, and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate, and to confer upon the faculty, by by-laws, the power to suspend or expel students for misconduct or other cause prescribed by such by-laws.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Graduate Program Expansion Notice of Intent: Ph.D. in Counselor Education and Counseling with emphases in Mental Health, and Marriage and Family Counseling – Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-3006 (3), Idaho Code.

BACKGROUND

In accordance with Board Policy III.G.4.(b) (1), Board approval is required prior to implementation of any 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.

DISCUSSION

Idaho State University (ISU) proposes to expand their existing Ph.D. program in Counselor Education and Counseling to the Treasure Valley.

ISU's Department of Counseling conducted a needs assessment (see pages 15-30) of all licensed counselors in Southwest Idaho and the results indicate a very strong need for a Ph.D. program in the Treasure Valley. ISU currently has faculty located at their ISU Boise center and also has an active counseling clinic, both important components for a doctoral program. Additionally, ISU has the curriculum in place, procedures for comprehensive exams, and experiences with internship, supervision, and dissertations. Their library has appropriate resources for doctoral study in counseling.

ISU's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and will insure continued high quality by maintaining existing accreditation through this organization. This group reviews programs every eight years.

Currently, the University of Idaho offers a Ph.D. and an Ed.D. program in Education with an emphasis in Counselor Education at their Boise campus. Boise State University proposes offering a Ph.D. in Counseling Education in future and is listed on their Eight-Year Plan (Counseling & Education Psychology) for the southwest region 2007-2008.

The three institutions have discussed this proposed offering and have agreed to enter into a memorandum of understanding (see page 31) where UI and BSU support ISU's intent to expand their existing Ph.D. program in Counselor Education and Counseling with emphases in Mental Health and Marriage and Family Counseling in the Treasure Valley. Additionally, ISU and UI will support BSU's plans to develop a doctoral program in Counseling and Counselor

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Education in the future that will not duplicate the emphases areas of the current programs under UI and ISU.

Fiscal Impact

Estimated Fiscal Impact	FY 08	FY	FY	Total
A. Expenditures				
1. Personnel	\$272,926			
2. Operating	10,000			
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	\$282,926			
B. Source of Funds				
1. Appropriated				
Reallocation – MCO				
2. Appropriated – New MCO	282,926			
3. Federal				
4. Other	-*14,050			
5. Fees				
TOTAL:	\$268,873			
C. Nature of Funds				
1. Recurring *	268,873			
2. Non-recurring **				
TOTAL:	\$268,873			

* Program Fee (1 1,050) + Clinic Fee (4,000) = 14,050

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

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

Ph.D. in Counselor Education and Counseling Program in Boise
Cost Analysis to Meet CACREP Accreditation Requirements

*One Senior Faculty Position	Salary \$70,000; Fringe \$15,400	\$92,000
Two Assistant Professors	Salary \$50,000; Fringe \$11,000	122,000
Two Graduate Assistants	Salary \$11,800; Fringe \$5,000; Tuition \$3,000	39,000
One .50 Secretary	Salary \$10,000; Fringe \$9,326	19,326
Additional faculty positions necessitate an increase in operating funds.		<u>10,000</u>
		\$282,926

IMPACT

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

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Attachment 2 – Needs assessment
Attachment 3 – Memorandum of Understanding

Page 15
Page 31

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's request to expand their doctorate program in Counselor Education and Counseling is consistent with their Eight-Year Plan for the Southwest Region for the 2008-09 academic school year. As indicated in the Discussion section, ISU, UI, and BSU have discussed this proposed offering and have agreed to enter into a memorandum of understanding. The Council on Academic Affairs and Programs committee has reviewed the proposal and is supportive of this program expansion. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the Idaho State University's request to expand their Ph.D. in Counselor Education and Counseling with emphases in Mental Health, and Marriage and Family Counseling to Boise.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE IS INTENTIONALLY LEFT BLANK

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: Kasiska College of Health Professions

Name of Department(s) or Area(s): Department of Counseling

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
 Academic X Professional - Technical _____

A New, **Expanded**, Cooperative, Contract, or **Off-Campus** Instructional Program or Administrative/Research Unit (circle one) leading to:

Ph.D. in Counselor Education and Counseling Program Offering in Boise
 (Degree or Certificate)

Proposed Starting Date: Fall 2007

For New Programs:

 Program (i.e., degree) Title & CIP 2000

For Other Activity:

☐ Program Component (major/minor/option/emphasis)

☒ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☒ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other Tom Jacher 10-21-06
 VP Research & Graduate Studies Date

Linda H. Hestenes 9/27/06
 College Dean (Institution) Date

Ken Hestenes 10/20/06
 Chief Fiscal Officer (Institution) Date

Brubaker 10-24-06
 Chief Academic Officer (Institution) Date

Arthur
 President Date

 State Administrator, SDPTE Date

 Chief Academic Officer, OSBE Date

 SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This request is for the expansion of an existing program. Currently, the Department of Counseling offers a **Ph.D.** program in Counselor Education and Counseling on the Pocatello campus. We believe there is a strong need for this program to expand to the Treasure Valley because there are no doctoral programs in counselor education and counseling in this geographical area. We believe that ISU is in a unique position to begin to offer such a program.

Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The Department of Counseling conducted a needs assessment (see attached) of all licensed counselors in Southwest Idaho and the results indicate a very strong need for a **Ph.D.** program in the Treasure Valley. Currently, there is not a doctoral level program in counseling in this geographic area. ISU is in a unique position to begin to offer such a program. We currently have faculty located in Boise and we also have an active counseling clinic, both important components for a doctoral program. In addition, since we have a very successful program on the Pocatello campus, we already have curriculum in place, procedures for comprehensive exams, experience with internship, supervision, and dissertations. Our library has appropriate resources for doctoral study in counseling. Our programs are also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In summary, we already have in place the major components to offer a **Ph.D.** program in the Boise area.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The institution will insure continued high quality by maintaining existing accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This group reviews programs every eight years. Accreditation is extremely important to the faculty and our continued accreditation by this organization is of the highest priority.

4. Identify similar programs offered within the state of **Idaho** or in the region by other **colleges/universities**. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

To our knowledge there are no other doctoral programs (**Ph.D.**) in Counselor Education and Counseling offered in the Treasure Valley.

Enrollment and Graduates (i.e., number of majors or other relevant data)
 By Institution for the Proposed Program
 Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI	--	--	--	--	--	--
EITC	--	--	--	--	--	--
ISU	12	11	11	4	3	4
LCSC	--	--	--	--	--	--
NIC	--	--	--	--	--	--
UI	10	11	12	1	1	1

Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	--	--	--
CSI	--	--	--
EITC	--	--	--
ISU	Ph.D.	Counselor Education and Counseling	Counselor Education and Counseling; Marital, Couple and Family Counseling; Mental Health Counseling; School Counseling; Student Affairs Counseling
LCSC	--	--	--
NIC	--	--	--
UI	Ph.D.	Counselor Education and Supervision	Cognate Area, i.e., Rehab, Adm, Substance Abuse

5. Describe how this request is consistent with the State Board of Education's policy or role and

mission of the institution. (i.e., centrality).

Mental health issues are being recognized as an important factor in physical health, both from a disease perspective as well as from a wellness model. As the lead institution in health related concerns, this is a logical extension of already offered course work and degree. The expansion of an existing, high quality, fully accredited program to an area of the state in which this opportunity does not now exist seems to be a reasonable request for the continuation of **ISU's** role and mission in health related concerns and specifically mental health issues.

6. Is the proposed program in the **8-year** Plan? Indicate below.

Yes X No

If not on 8-year plan, provide a justification for adding the program.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 08	FY	FY	Total
A. Expenditures				
1. Personnel	272,926			
2. Operating	10,000			
3. Capital Outlay	0			
4. Facilities	0			
TOTAL:	282,926			
B. Source of Funds				
1. Appropriated-reallocation	0			
2. Appropriated – New	282,926			
3. Federal	0			
4. Other:	*14,050			
TOTAL:	268,876			
B. Nature of Funds				
1. Recurring **	268,873			
2. Non-recurring***	0			
TOTAL:	268,873			

*Program Fee (11,050) + Clinic Fee (4,000) = 14,050

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

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

Ph.D. in Counselor Education and Counseling Program in Boise
Cost Analysis to Meet CACREP Accreditation Requirements

*One Senior Faculty Position	Salary \$70,000; Fringe \$15,400	\$92,000
Two Assistant Professors	Salary \$50,000; Fringe \$11,000	122,000
Two Graduate Assistants	Salary \$11,800; Fringe \$5,000; Tuition \$3,000	39,000
One .50 Secretary	Salary \$10,000; Fringe \$9,326	19,326
Additional faculty positions necessitate an increase in operating funds.		10,000
		\$282,926

IDAHO STATE UNIVERSITY - FOR INTERNAL REVIEW ONLY
DEPARTMENT OF COUNSELING, KASISKA COLLEGE OF HEALTH PROFESSIONS, POCA TELLO, IDAHO 83209

PROJECTED REVENUE GENERATION - BOISE Ph.D. PROGRAM

	1 st Year Doctoral	2 nd Year Doctoral	3 rd Year Doctoral	4 th Year Doctoral
Weighted Formula	5 students x 6 crs = 30 crs x 10 weight = 300 x 35 rate = 10,500*	10 students x 6 crs = 60 crs x 10 weight = 600 x 35 rate = 21,000*	15 students x 6 crs = 90 crs x 10 weight = 900 x 35 rate = 31,500*	20 students x 6 crs = 120 crs x 10 weight = 1,200 1,200 x 35 rate = 42,000*
University Fees	5 students x 6 crs = 30 x 198.60 current fee = 5,958	10 students x 6 crs = 60 x 198.60 current fee = 11,916	15 students x 6 crs = 90 x 198.60 current fee = 17,874	20 students x 6 crs = 120 x 198.60 current fee = 23,832
Weighted University Fee Combined	10,500* <u>5,958</u> 16,458 per semester*	21,000* <u>11,916</u> 32,916 per semester*	31,500* <u>17,874</u> 49,374 per semester*	42,000* <u>23,832</u> 65,832 per semester*
Program Fee \$325 Clinic Income Total	1,625 per semester <u>2,000</u> per semester 3,625 per semester	3,250 per semester <u>3,333</u> per semester 6,583 per semester	4,875 per semester <u>4,633</u> per semester 9,508 per semester	6,500 per semester 6,000 per semester 12,500 per semester

INCREASE IN THE NUMBER OF STUDENTS IN BOISE MASTER'S PROGRAM DUE TO BOISE Ph.D. PROGRAM

Weighted Formula	12 students x 8 crs = 96 crs x 6.50 weight = 624 x 35 rate = 21,840*	At the present time, the ISU Boise Center Counseling Clinic generates approximately \$3,900 per year in revenue. We anticipate an increase in this revenue with the addition of doctoral students to the clinic volunteers. We believe the clinic will produce \$12,000 by Year 4.
University Fees	12 students x 8 crs = 96 x 198.60 current rate = 19,463	
Weighted University Fee Combined	21,840* <u>19,463</u> 41,303 per semester	

PROJECTED COMBINED INCREASED BOISE MASTER'S AND Ph.D. REVENUE GENERATION - BOISE COUNSELING PROGRAM

	1 st Year Doctoral	2 nd Year Doctoral	3 rd Year Doctoral	4 th Year Doctoral
Increased Master's Ph.D. Totals Total	41,303* <u>16,458*</u> 57,761*	41,303* <u>32,916*</u> 74,219*	41,303* <u>49,374*</u> 90,677*	41,303* <u>65,832*</u> 107,135*
Current Master's	61,358*	61,358*	61,358*	61,358*
Grand Total All Students Fees and Weights	119,119*	135,577*	152,035*	168,493*

*Combined fees and three year weighted average allocation

Attachment to Ph.D Program in Boise NOI - 9/25/06



**College of
Health Professions
Office of the Dean**

Campus Box 8090
Pocatello, Idaho
83209-8090

ORIGINAL

September 27, 2006

Dr. Thomas Jackson, Dean
School of Graduate Studies
921 S. 8th Avenue, Stop 8075
Idaho State University
Pocatello, ID 83209

Dear Dr. Jackson:

It is my pleasure to forward to you and the Graduate Council a Notice of Intent (NOI) for the expansion of the Ph.D. program in Counselor Education to Boise. The NOI is the result of a comprehensive needs assessment that was conducted in the Treasure Valley which I have also attached for your review.

The Counseling Department has offered Master's degrees in Boise for many years. The Department currently has two resident faculty in Boise and a clinic. I feel that there is strong justification for the development of a doctoral program in Boise.

I look forward to coming to Graduate Council with Dr. Steve Feit to discuss the merits of this program expansion in person.

Sincerely,

Linda C. Hatzenbuehler, Ph.D.
Dean

LCH/jc

c: Steve Feit

Attachments:
NOI
Needs Assessment



GRADUATE SCHOOL
IDAHO STATE UNIVERSITY

Y:\chp_s\COUNSELING\9-27-06 Jackson Ltr Re Coun Doc Program.wpd

190 East Bannock Street
Boise, Idaho 83712

(208) 381-2222
www.stlukesonline.org

Edwin E. Dahlberg
President and CEO



February 27, 2007

Robin Dodson, Ph.D
Assistant to the President
Idaho State University-Boise
12301 W. Explorer Dr., Ste. 102
Boise, ID 83713

Dear Dr. Dodson,

This letter is written in support of Idaho State University's expansion of their doctoral program in Counselor Education and Counseling into the Treasure Valley. It is my understanding that currently, there is not a doctoral level program like this offered in this area. There is a tremendous need for these professionals.

As you know, mental health services are woefully underserved in our region. The most recent CDC (Center for Disease Control) web information lists Idaho still at 49th in State spending per capita for mental health services. Health professionals struggle every day to connect patients with mental health needs with available and competent providers. Population projections for this region in the next decade and beyond, will push this need to an untenable situation if more is not done to increase the number of available professionals.

St. Luke's experience with ISU has been very positive. We have a common interest in the development of excellent clinicians. ISU's programs in nursing, pharmacy, and physical therapy are a vital source of staff for our facilities in the Treasure Valley, Magic Valley, and the Wood River Valley. As we look at what must be done to address the growing mental health challenges in these communities, we welcome the efforts of ISU in developing these much needed professionals for our region.

Sincerely,

A handwritten signature in cursive script that reads "Maureen O'Keeffe".

Maureen O'Keeffe
Regional Vice President, HR & Strategic Planning

cc: Ms. Bessie Katsilometes, Dean Academic Programs
Dr. Stephen Feit, Chair – ISU Department of Counseling





Saint Alphonsus
Regional Medical Center
OFFICE OF THE PRESIDENT

February 28, 2007

Dr. Stephen Feit, Chair
Idaho State University
Department of Counseling
921 South 8th Avenue, MS 8120
Pocatello, ID 83209-8120

Re: Letter of Support for Expanding ISU's PhD. In Counselor Education Program

Dear Dr. Feit:

Please accept this letter as an indication of my strong support for Idaho State University's plan to expand the PhD. in Counselor Education and Counseling with emphasis in Mental Health and Marriage and Family Counseling program in the Treasure Valley.

Idaho State University has the proven expertise and experience to ensure a successful expansion. ISU is a Carnegie Doctoral/Research University. In 1983, ISU was designated by the State Board of Education as the state's lead institution for education in the health professions and related biological and physical sciences. The ISU Counseling Department offered the first accredited graduate program in Idaho by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP reviews programs every eight years, and ISU insures continued high quality by maintaining CACREP accreditation standards.

More specifically, ISU has developed and maintained quality programs and initiatives in the Treasure Valley for over 25 years. The ISU Counseling Department has offered the Master's Degree in Counseling with emphases in Mental Health since 1980 and Marriage and Family Counseling since 2003. The ISU Counseling Department established a Counseling Clinic at ISU-Boise in 2005, and since its inception, graduate students supervised by faculty members have provided over one thousand (1,000) hours of counseling, with sixty percent being pro bono.

There is great need for more highly trained Mental Health professionals (as well as Marriage and Family Counselors). Idaho is a Federally designated Mental Health care provider shortage area. The Idaho Commerce and Labor department projects by 2014, the demand for Mental Health Professionals will exceed 200. There will be a need for doctoral level supervisors in community agencies who can interface with other health care providers, understanding the need for the mental health services required. The ISU Department of Counseling recently conducted a needs assessment of all Licensed Professional Counselors in Southwest Idaho, and the results indicated a very strong need for a Ph.D. program in the Treasure Valley. Currently, there is not a doctoral level program in the geographic area.

Saint Alphonsus Regional Medical Center has identified Mental Health as a primary community need in the Treasure Valley through our own community needs assessment and we are committed to supporting and collaborating with other community partners to address the needs. We look forward to ongoing partnerships with ISU not only to for the enhancement of health education but for the care of the individuals we serve.

Thank you for your consideration of this letter of support for expanding the ISU Ph.D. of Counseling program to the Boise area and for your support in meeting the needs of the vulnerable mental health patients we serve.

Cordially,



Sandra Bruce
President & CEO

cc: Sherry Parks



Survey Results
of
Southwest Idaho Licensed Clinical
Professional Counselors (LCPC) and
Licensed Professional Counselors (LPC)

Technical Report No. 2006-02

Intermountain Center for Education Effectiveness
College of Education
Idaho State University
Pocatello, Idaho

Dr. E.E. (Gene) Davis, Director

Idaho State University
(208) 282-3202

Campus Box 8019, Pocatello, Idaho 83209
<http://icee.isu.edu>

College of Education
davie@isu.edu

Published by
Intermountain Center for Education Effectiveness
College of Education
Idaho State University
Pocatello, Idaho



**Survey Results
of
Southwest Idaho
Licensed Clinical Professional Counselors
(LCPC)
and
Licensed Professional Counselors (LPC)**

**for the
Department of Counseling and Counselor
Education**

Idaho State University
Garrison Hall 716
Campus Box 8120
Pocatello, Idaho

Dr. Stephen S. Feit
Department Chair

Conducted by

Dr. Chuck Zimmerly
Center for Policy Studies, Education Research, and Community Development
Intermountain Center for Education Effectiveness
College of Education
Idaho State University

February 2006

Table of Contents

I.	INTRODUCTION AND METHODOLOGY.....	1
II.	SURVEY RESULTS BY QUESTION.....	3
	Question 1	4
	Question 2	5
	Question 3	6
	Question 4	7
	Question 5	8
	Question 6	9
III.	COMMENTS	10
	Positive Comments	10
	Negative Comments.....	15
IV.	APPENDICES	19
	Appendix A Survey Instrument.....	20
	Appendix B Principal Investigator's Biographical Data.....	23

I. INTRODUCTION AND METHODOLOGY

At the request of the Department of Counseling and Counselor Education at Idaho State University, the Intermountain Center for Education Effectiveness (ICEE), also at Idaho State University, conducted a survey of 307 Licensed Clinical Professional Counselors (LCPC) and Licensed Professional Counselors (LPC) in the southwest region of Idaho, commonly referred to as the Treasure Valley. The purpose of this survey was to determine the opinion of the LCPCs and LPCs regarding the need of a doctorate program in counseling and counselor education in the Boise area of Idaho.

A brief six-question survey (Appendix A), with an area for comments, was mailed to 307 LCPCs and LPCs in the middle part of December 2005. The list of the southwest region LCPCs and LPCs was obtained from the Idaho Bureau of Occupational Licenses. Individuals with addresses within commuting distance of Boise were select to receive the survey. Of the 307 surveys mailed, 30 were returned by the US Postal Service marked that the individuals were no longer at the addresses that were provided to the ICEE. Discounting the 30 surveys that were undeliverable, 277 individual LCPCs and LPCs composed the entire surveyed population. A total of 166 completed surveys were returned to the office of the ICEE during the month of January 2006. The returned complete surveys represent 59.9% of the surveyed population.

The survey results are displayed in an easy to read graphic pie chart format, which can be used to quickly interpret the response to each of the six questions. Additionally, the returned comments on the survey were placed into two categories, positive or negative.

The six questions were written by the Department of Counseling and Counselor Education at Idaho State University. They are listed below:

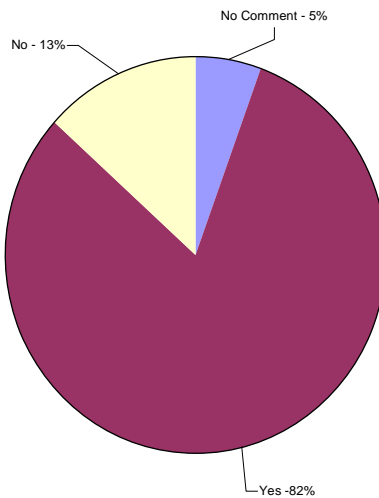
- Do you believe that a doctoral program in Counselor Education and Counseling is needed in the Treasure Valley?
- If you were to enroll in a Ph.D. program in counseling, you would like the emphasis to be in....
- What is your preference for the length of the program?
- What would be the greatest deterrent to your attendance in a doctoral program in Counselor Education?
- If a doctoral program in Counselor Education were offered in the Boise area, how likely would you be to apply?
- If you choose to attend a doctoral program in Counselor Education, what do you perceive to be the ideal post-degree work setting?

Responses to the survey were collected using Scantron sheets and tallied using the ScanMark ES 2800. The survey results to the six questions follow.

II. SURVEY RESULTS BY QUESTION

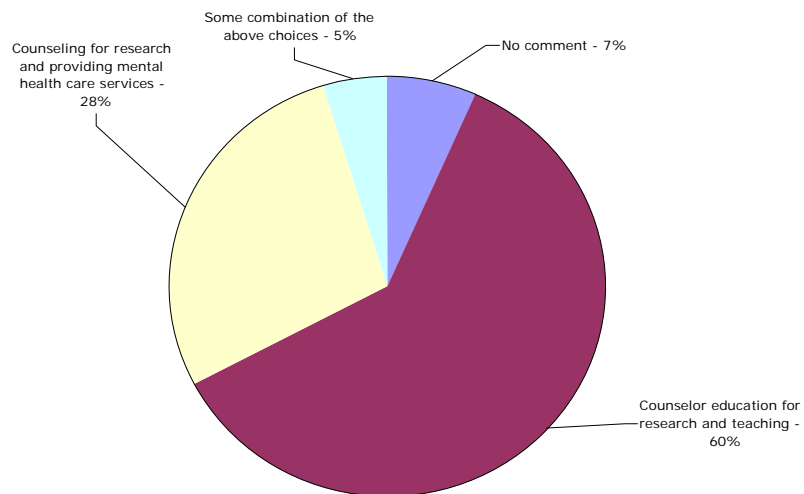
Question 1

Do you believe that a doctoral program in Counselor Education and Counseling is needed in the Treasure Valley?



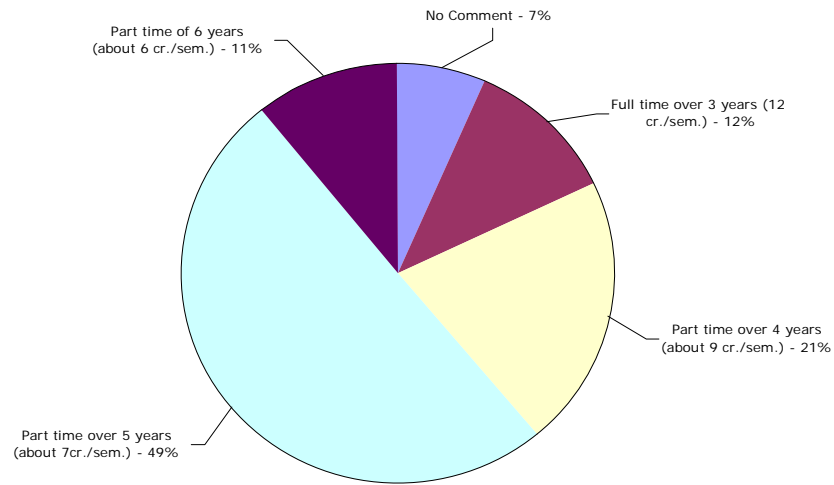
Question 2

If you were to enroll in a Ph.D. program in Counseling, you would like the emphasis to be in?



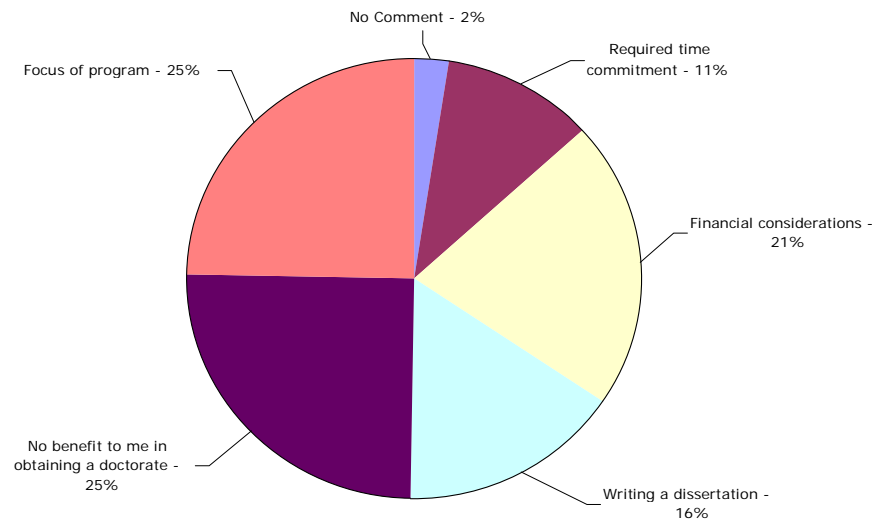
Question 3

What is your preference for the length of the program?



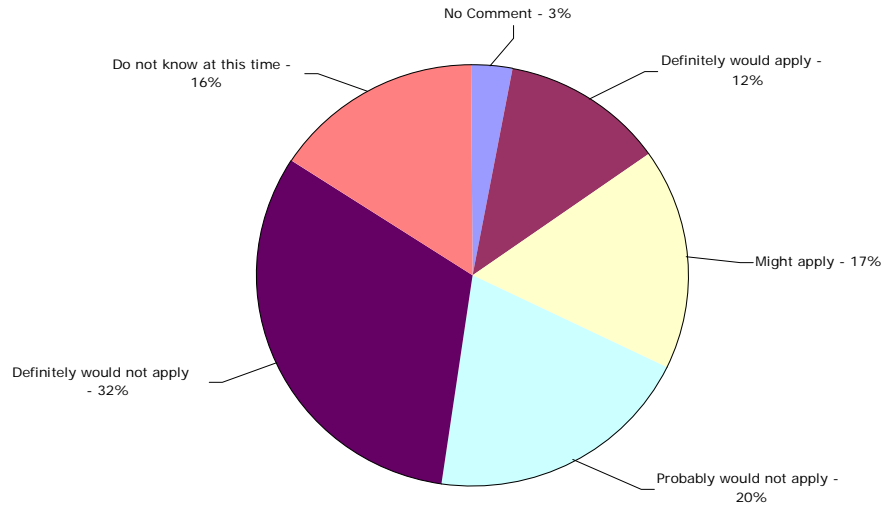
Question 4

What would be the greatest deterrent to your attendance in a doctoral program in Counselor Education?



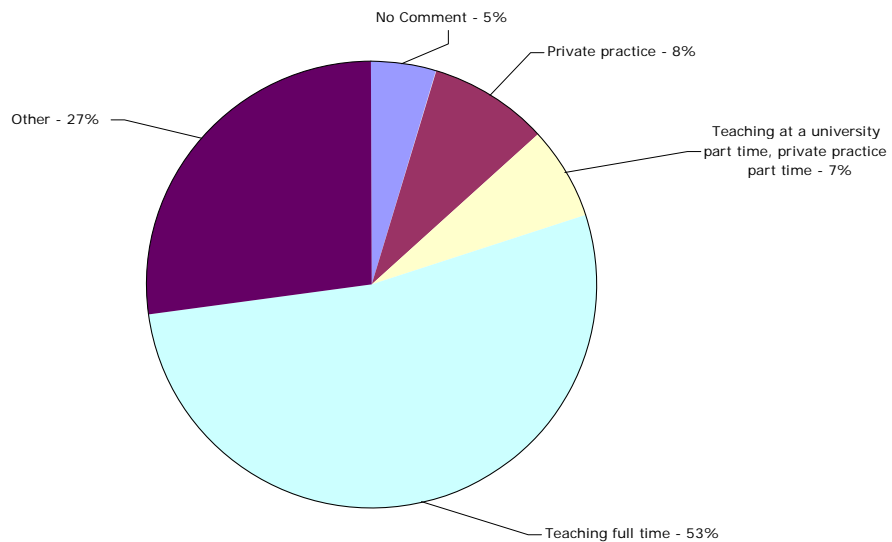
Question 5

If a doctoral program in Counselor Education were offered in the Boise area, how likely would you be to apply?



Question 6

If you chose to attend a doctoral program in Counselor Education, what do you perceive to be the ideal post-degree work setting?



III. COMMENTS

Positive Comments

- I think if ISU has a doctoral program in an urban setting such as Boise, it will be able to attract a greater number of potential doctoral students—this will not only benefit the overall counseling program, but specifically the Boise program, that needs a greater doctoral student presence.
- Transfer credits from another program, i.e. University of Idaho adult education. Please let me know if you intend to offer the PhD program in this area.
- Would the program offer coursework during the summer, online, during evening hours, or weekends? How many credits would be required for completion of the program? Would a dissertation be the only option for completion of the program? How many people would be accepted to the program, and what would be the maximum for class size? If teaching is not my future, will there be a benefit to having a PhD?
- Financial concerns of tuition vs. improved employment options are key dynamic.
- I have been asking about a doctoral program in Boise almost since graduation in 1995. Considering finances, would it be possible to teach with 18 years experience in mental health and pursue a PhD, helping defray some of the cost?
- I am retired. If I were not, some of my answers would be different.
- When would classes meet? Would be most interested in programs that had practice of psychotherapy as primary focus.
- The main reason that I would not pursue a doctorate is related to my age (55). If I were younger it would probably be a possibility. I feel that a doctoral program in counselor education and counseling is needed, and would be well received in the Treasure Valley.
- An important consideration for me in pursuing a doctoral program includes relationships with faculty/mentors in program, as well as how courses are tailored to adult learners. Ideally, for me, that would include the opportunity to do some course work on-line. I would also like to the opportunity to teach lower level college classes, as well as become involved in designing and implementing programs that improve our community.
- My age is the biggest deterrent to going to school. I do think a doctoral program in the Treasure Valley is needed and would be utilized! Thank you!

- Would like a marriage and family therapy component.
- Scholarship emphasis on less teaching, more doing. What about practicing?
- Great idea! I think you would have a huge response!
- I am currently close to retirement, so will probably not be taking advantage of any program but... I think a program that allows one a choice of clinical work, assessment (forensic evaluations), teaching, and counseling will/would give a person the smartest flexibility. If I were younger, I would at least earn a partially external degree with classes offered in the evening and Saturdays so I could continue at a clinical practice or other work. The time requirement to complete the program would not be as important as the loss of income if I had to quit or decrease worth. Good Luck!
- In the Boise area in particular, a number of professionals would have pursued a doctorate in counseling had one been available and was structured for the working student. Instead, they have received degrees from online nontraditional institutions or left the area to further their education and careers. In addition, I would recommend a program and curriculum that is focused on all aspects of mental health provision in a number of settings. In my 15 years of working in the mental health field in a variety of settings and levels (direct-service, supervisor, program development), I have met several ISU graduates who were unfamiliar with mental health delivery systems. I would be happy to have further contact regarding this if it would be helpful. Thank you.
- The Boise area offers a preferred site location in Idaho for a PhD counseling program. This area offers main advantages over other areas within the state. To begin with, Boise/Meridian/Nampa and the surrounding areas have experienced unprecedented growth and will be in vital need of licensed professional health care practitioners as this expansion continues. Establishing a reputable program in this area will only enhance the care being offered and can capitalize on an advocacy platform in the capital city. It is my opinion that a higher institution will eventually offer such a program, the first to do so will be able to position themselves well amongst competing resources. I am pleased to have participated in this survey and will be anticipating a program to come to this area in the near future. I hope it can be ISU that can lead this venture. If there is anything that I can do to assist this program please do not hesitate to contact me. Thank you.
- After my mom's passing last year, I've decided my time is relevant and needful in high tension, high stress work. Along with hospice type activity and having worked at 2 prisons in the medical department, I see there is no time given that would help resolve anguish and pain, to a working out process in degree of time needed. At Ely, Nevada, my work was as a state, mental health PhD, and I found out that in my cases a counselor was needed. It would do us well if some course was over lapping with state mental health.

- Scheduling classes so I do not lose client hours in my private practice. (So I can pay for the classes)
- No repeat classes of master's level.
- Location: Please consider locating the program in west Boise at the existing location or Executive Drive. This program will provide a great opportunity to train counselor educators who have actually spent time working as school counselors. Our universities need counselor educators who have been employed as school counselors for more than three years! I have found many university professors to be more theoretical and out of touch with the practical issues of school counseling that only employment in the field would buy.
- There is no PhD program in counseling in Boise. I have been considering a program at UW, but would rather stay here. Please start one NOW!! Contact me if you wish.
- Obviously, the qualifications and quality of the faculty/instruction. As a current high school counselor (with L.P.C), not completely sure of the benefit/outcome this program would do for me... would it be a "cohort" program? Or more "flexible" as to course sequencing, timeline, availability of classes, etc.? Supervision requirements?
- I believe there are many in the Treasure Valley who would like a PhD for counseling alone. The sooner the better!
- I would apply to any program that focuses on any other aspect of counseling other than counselor education.
- Advanced study in program with credit from prior educational and professional experience. The greatest deterrent for me seeking a doctorate is the idea of repeating coursework. The potential benefit of a PhD does not outweigh the expense in time and energy to repeat class work.
- Having already obtained my Masters would like the class to count towards my Doctorate. The program must be creditable and work with my job or furnish full scholarships. Financial aid would work if it funded the program well enough so burn out won't be an issue. I'm very interested in a local program but want to go into private practice. If it's geared only towards teaching at the college level, I wouldn't be interested.
- Accreditation and level of degrees of staff. The quality of the program is most important to me.
- Psyche. D is another option not requiring dissertation. Allows more course concentration.

- Had I had the opportunity of responding to your survey several years ago, I strongly would have supported a Boise program with clinical emphasis. At this point in my career and life, e.g. age 62, investment in such a program probably wouldn't be warranted. I have been a motivated, good self-learner, able to create enough intensity, work, and riches for myself to keep things adequately afloat with a MA Psychology Degree and LCPC License.
- Due to my age (59), I would not pursue a PhD. However, had this been available 10-15 years ago, it would have been a consideration. I believe there is a need for this degree in the Boise area.
- Inclusion of substance abuse counseling in the mental health area of focus.
- The school counseling element.
- Emphasis in marriage and family therapy; credits transferred from credit master's; program accreditation; PhD in counseling vs. counselor education several specializations, or specific focuses, or even fellowship; financial aid and assistantships.
- Distance education doctorate in counseling.
- A PhD in depth psychology would be interesting.

Negative Comments

- We have way too many MA level counselor/MSWs in town—brings down salary levels. I would suggest finding a way to diversify a PhD into various specialty areas to help that problem—e.g. school, career, rehab, medical, business consulting, teaching instruments? I'm not sure how—independent study? I think it would be a disgrace to simply put "more of the same" into the community—perhaps make the degree "counseling psychology" rather than counselor educator. I think Ball State in Indiana has that—it's more versatile.
- I am 6 years from retirement and would not choose to return to an academic study.
- Perhaps I don't know the true benefits of having a doctorate—but I don't believe it would have a financial benefit at this time. The learning and even the idea of being "Dr." is fairly appealing, but the time and energy required would be too much for me at this point. Mostly because I enjoy counseling full-time, the money has been pretty good, and I'm home by 4:30 every night to be with my family. Sacrificing to obtain a doctorate wouldn't give me those things, nor would the degree. In a small town like the one I live in, to have found a full time job is as good as it gets for me!

- Where would one be employable other than as an educator? The cost would have to be offset by employment/pay opportunities.
- I would like to see a "college student development" track in the Masters program, to offer student affairs professionals in debate educational options. I would have happily pursued a doctorate in counseling in this area 10 years ago, because it was not offered, I pursued another program.
- I would rather have doctorate level training in psychology, clinical/education.
- I have to admit it is statistics. I have minimal math background and feel intimidated by more advanced statistics even though I have a high GPA, that's my fear.
- My age—60—is definitely a deterrent.
- If a doctoral program had been available with a focus in providing mental health care services, I would have enrolled 14 years ago when I first moved here. Since it was not, I changed my career goals!
- In terms of private practice, there is little incentive to the time commitment (not to mention money). Course work providing increased to skill is available through conferences and private trainings.
- I am 3-4 years away from retirement. It seems too late to start a program I wouldn't use. I also could not work long enough to pay for the education. I wish this had been possible 8-10 years ago.
- For clinicians in private counseling practices, there is generally no financial benefit in obtaining a PhD; third-party payers pay for services rendered not degree. Therefore, to a practicing clinician, the only advantages a PhD offers are prestige, expanding in to other fields such as teaching where degrees are valued or doing research.
- It is my understanding that BSU and U of I are discussing a joint doctoral program. It would appear that due to current financial constraints that all three institutions would do well to work together. Know U of I has a doctoral program that has taken at least one year if you continue to pursue. I will make every effort to have the State Board of Education have the three universities work together.
- My answers reflect the fact that I'm near retiring. If I were younger, I might have answered differently. Although, within the school system, there is no benefit to having a PhD.

- Why did you send this to me? I have a PhD in counselor education and am licensed as psychologist, L.P.C, LMFT.
- My answers reflect the fact I already have a doctorate.
- I'm not sure that a PhD would increase my salary. I still need to pay off my M.A I'm probably a lot of years away from considering work on a PhD.
- Unless someone wanted to be a counselor educator, this type of program would not be beneficial to anyone in a counseling field. Payment and practice would not be affected by further education. MA is already very extensive.
- Unless you are offering a full time scholarship it doesn't matter what you are offering.
- I don't know if another PhD program is needed in Idaho.
- I currently have a PhD in Clinical Psychology and am not interested in the proposed programs. Since I chose clinical psychology, it is difficult to answer this questionnaire objectively. I personally chose a different route. Sorry I couldn't have been more helpful.

IV. APPENDICES

Appendix A Survey Instrument

Appendix B

Principal Investigator's Biographical Data

Dr. Charles (Chuck) Zimmerly

Chuck Zimmerly is the Coordinator of the Center for Policy Studies, Education Research, and Community Development (CPSER) within the Intermountain Center for Education Effectiveness in the College of Education at Idaho State University. Since his tenure as Coordinator, the CPSER has published major policy briefs on Virtual Learning and Pay for Performance, as well as numerous research briefs on school organization and operational issues, such as the issue of soft drinks in the K-12 environment. The CPSER has also conducted primary research into partnerships between colleges of education and K-12 public schools, and the academic standing of undergraduate education majors. He also serves as the Assistant Editor for the *Journal of Effective Schools*. His other duties include coordinating the activities of the League of Schools, a consortium of southeast Idaho school districts which includes their annual professional development conference for teachers and administrators.

Dr. Zimmerly's primary interests lie in the application of systematic analysis and methodology to creating solutions to complex issues, educational policy analysis and decision making, and issues in educational leadership.

MEMORANDUM OF UNDERSTANDING
Between
Idaho State University
And
Boise State University and University of Idaho

THIS MEMORANDUM OF UNDERSTANDING ("MOU"), ENTERED INTO BY AND BETWEEN IDAHO STATE UNIVERSITY ("ISU") and BOISE STATE UNIVERSITY ("BSU") and the UNIVERSITY OF IDAHO ("UI"), State of Idaho institutions of higher education.

WHEREAS, the 8-year plan of the STATE BOARD OF EDUCATION (BOARD) does not list the profession of Counseling as a unique professional program in Idaho, and

WHEREAS, ISU offers a Master's degree in Counselor Education and Counseling, with emphases in Mental Health and Marriage and Family Counseling, in Pocatello and the Treasure Valley; and the Ph.D. degree in Counselor Education and Counseling in Pocatello; and

WHEREAS, ISU has conducted a needs assessment demonstrating a need for a doctoral-level program in Counseling in the Treasure Valley area of Idaho; and

WHEREAS, BSU offers a Master's degree in Counseling in the Treasure Valley; and has plans to offer a Ph.D. degree in Counseling in the Treasure Valley; and

WHEREAS, UI and BSU offer graduate-level courses in Education and Counseling in the Treasure Valley that could apply to ISU's course requirements for Counseling; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible, and to collaborate, where possible; and

WHEREAS, the Treasure Valley has been designated as BSU's service region; and

WHEREAS, UI has been authorized to offer an Ed. D. and a Ph. D. in Education with emphasis in Counselor Education; and


NOW, therefore, subject to required approvals, including by the Council of Academic Affairs and Programs (CAAP) and the BOARD, and in accordance with BOARD Policy III.Z, and Policy III.G, ISU, BSU, and UI hereby agree to act in accordance with the following:

- i. BSU and UI agree to support the intent by ISU to offer its existing Ph.D. program in Counselor Education and Counseling with emphases in Mental Health and Marriage and Family Counseling in the Treasure Valley.
- ii. ISU and UI will support BSU's plan to develop a doctoral program in Counseling and Counselor Education in the future that does not duplicate the emphases areas of the current UI Ph. D. in Education (Counselor Education) or proposed ISU doctoral program emphases (Mental Health and Marriage and Family Counseling) offered in the Treasure Valley.
- iii. ISU, BSU, and UI agree to eliminate duplication of doctoral-level courses in Counseling as possible by sharing courses, co-teaching courses, and cross listing courses where feasible.
- iv. ISU, BSU, and UI will utilize faculty from each institution as appropriate to staff graduate student committees.
- v. Under this agreement BSU does not relinquish any of its rights under Policy III.Z., including the right to develop a doctoral level counseling program.

This MOU between ISU, BSU, and UI shall be effective the 30th day of March, 2007.

This agreement is executed by the authorized representatives of Idaho State University, Boise State University, and University of Idaho.

Idaho State University:



By the Idaho State University
Robert A. Wharton, Ph.D.
Provost and Vice President for Academic Affairs

3-28-07

Date

Boise State University:



By the Boise State University
Sona K. Andrews, Ph.D.
Provost and Vice President for Academic Affairs

3/29/07

Date

University of Idaho:



By the University of Idaho
Douglas D. Baker, Ph.D.
Provost and Executive Vice President

3/27/07

Date

THIS PAGE LEFT INTENTIONALLY BLANK

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

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 30
IDAHO STATE UNIVERSITY**

33-3006. GENERAL POWERS OF BOARD OF TRUSTEES. The board of trustees of the Idaho State University shall have the following powers:

3. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standard for graduation, and to grant academic degrees to those students entitled thereto.

Southwest Region Eight Year Plan

Academic Year	College	Degree Level	Program	Location
2008-09				
BSU	Education	Ph.D.	Educational Leadership	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering	Treasure Valley
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley & Statewide
BSU	Education	Ph.D.	Educational Technology	On-line
BSU	Engineering	M.S.	Construction Management	Treasure Valley
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise
2009-10				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Approval of Temporary and Proposed Rules Governing Registration of Postsecondary Educational Institutions and Proprietary Schools

REFERENCE

February 22, 2007	The Board reviewed amendments to the Temporary and Proposed Rules Governing Registration. The Board did not approve the proposed amendment and required further information on CHEA.
-------------------	--

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 also those organizations recognized by both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Board staff believes that the Board should therefore revise its rule to include both USDE and CHEA recognized accreditation organizations. USDE recognition of accreditation organizations is based on ten standards that include attention to recruitment and admissions practices, fiscal and administrative capacity, and facilities. CHEA recognition includes five very broad standards, which focus more on quality and curriculum issues. The rule would still require full registration of institutions who are not accredited by Board-recognized (i.e. non-USDE and CHEA - recognized) organizations; full registration would require that these non-accredited institutions demonstrate compliance with all of the standards outlined in the rule. Board staff

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

believes that this change will allow the Board to focus on non-accredited institutions and ensure that all postsecondary institutions in our state have been held to formal accreditation standards.

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 both the USDE and CHEA.
- Simplifying the registration process for institutions that are required to register and which are accredited by Board-recognized (USDE and CHEA - 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; BYU-Idaho, Rexburg, Idaho; and University of Phoenix, Boise, Idaho. The effect of the proposed change would add two explicitly Christian institutions: Boise Bible College and New St. Andrew's College, which are accredited as "Faith-Based Institutions" within CHEA. Additionally, Apollo College and ITT Technical College would also be added since they are accredited as "Private Career" institutions within CHEA. 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 and permit the Board to better scrutinize those non-accredited institutions currently operating in the state.

ATTACHMENTS

Attachment 1-Temporary and Proposed Rules Governing Registration Page 5
Attachment 2-CHEA "Accreditation, Recognition and the Major Actors" Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the approval of a temporary and proposed 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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

revised rules, which are attached, are marked to show changes from the previous registration rules which were approved by the Board in August 2006. Board Staff recommends approval of the temporary and proposed rule as presented.

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 on April 18, 2007.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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.

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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~~ the regional accreditation organizations listed in subsections 100.01.a through 100.01.f, below. In addition, the Board recognizes institutional accreditation organizations which are also recognized by both the United States Department of Education and by the Council for Higher Education Accreditation, 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.~~ ()

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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. (____)

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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 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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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)~~ two thousand dollars (\$2,000). 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 institution must submit the following information and/or documentation with its application for registration that documents compliance with the following:~~

- i. Copy of most recent accreditation report;
- ii. ~~Up to date~~ Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer;
- iii. Most recent copy of strategic plan;
- iv. Enrollment data for current and past two (2) years;
- v. Copy of annual audited financial statement;
- vi. ~~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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

(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. Policies 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;

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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. Policies 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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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).

ACCREDITATION AND RECOGNITION IN THE UNITED STATES

Note: The following pages are taken from a much lengthier document of the same title written by Judith Easton, the President of the Council for Higher Education Accreditation (CHEA). This is intended to be a primer of sorts, and to give each of you the opportunity to ask any questions so that I can respond ahead of our Board Meeting April 19th, and hopefully clarify the proposal.

Page 23 - This is an overview of the interplay of regulatory and accrediting entities; please note that CHEA and USDE, representing Higher Education and the U.S. government, **both** contribute to the accreditation process.

Page 24 - This chart further clarifies the shared relationship between government regulation and CHEA, which represents **self**-regulation by higher education institutions.

Pages 25-28 - There are four (4) basic types of accrediting organizations: Regional, Institutional (Faith-based); Institutional (Private-career); and Specialized and Professional. These four pages are a "set" and represent the four spheres of accreditation.

Page 25 - graphs the eight (8) regional accreditors. You will note that our regional accrediting commission - Northwest Commission of Colleges and Universities - is one of the smaller regions, with 154 institutions. Incidentally, Phoenix University - Idaho is regionally accredited by the North Central accrediting body, since its "home" is in Arizona.

Page 26 - delineates the kinds of Faith-based accreditors, of which there are four (4). Boise Bible College is accredited by the Association for Biblical Higher Education, while New St. Andrew's College is accredited by Transnational Association of Christian Colleges and Schools.

Page 27 - delineates the kinds of Private career accreditors. Apollo College, for example, is accredited by the Accrediting Bureau of Health Education Schools (ABHES). ITT Technical is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS); thus, both are CHEA accredited within this category of "Private career".

Page 28 - cites Specialized and Professional kinds of accreditors. This represents a kind of "accreditation within accreditation" - for example, the University of Idaho as a university is NWCCU accredited, while its Law School is also accredited by the American Bar Association. In fact U of I lists 43 different accreditations, most of them falling within the "Specialized and Professional" category.

Page 29 - outlines the process for accreditation, which is standards-based

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Page 30 - in this era of "diploma mills" the relationship of accreditation to government is crucial; this page details that relationship

Page 31 - clarifies the roles of CHEA and the U.S. Department of Education; these roles are complementary, rather than redundant

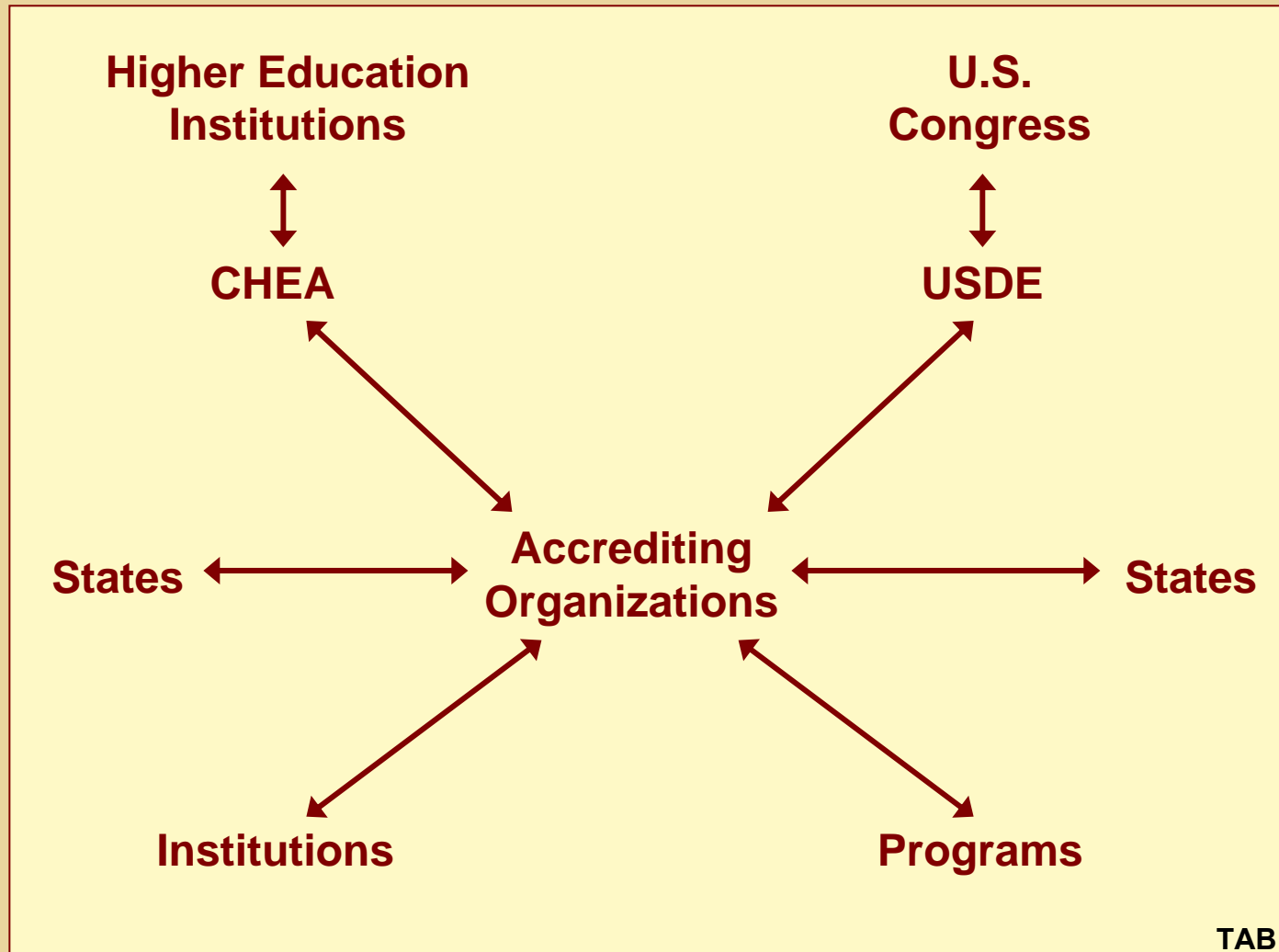
Page 32 -further clarifies the "parallel" relationship of CHEA and USDE

Page 33 - graphically represents this "parallel" relationship between the two accrediting bodies

Page 34 - a summary of the relationship between CHEA and USDE

Page 35 - represents what is "out there" when accreditation standards are not used -
Want a degree? \$1935 will get you a diploma in say, Business Administration - no tests!

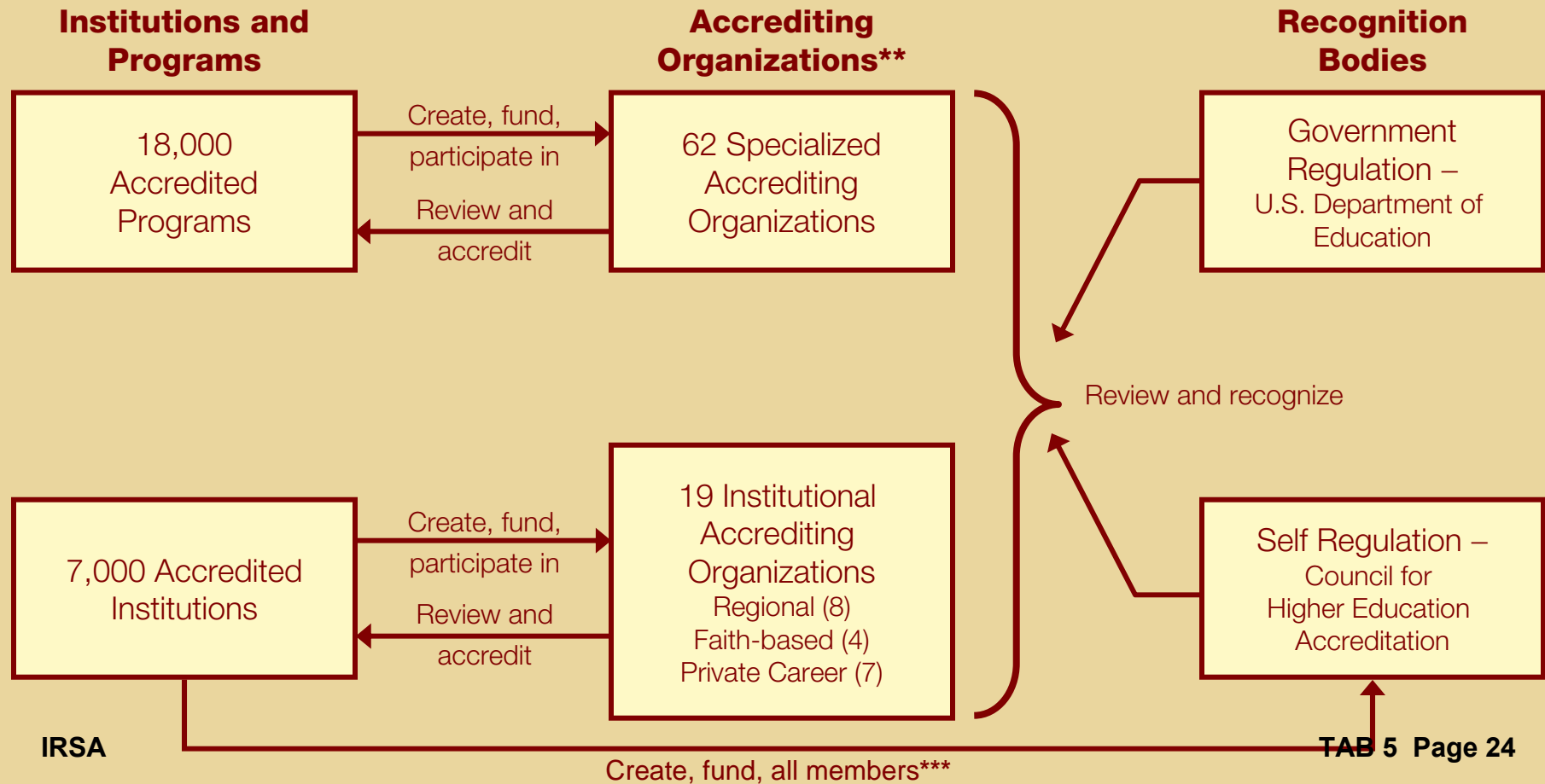
Complex Relationships



IRSA

TAB 5 Page 23

Relationship among Institutions Accredited by Recognized Accrediting Organizations, Recognized Accrediting Organizations and Recognition Bodies*



*2005 CHEA Almanac of External Quality Review

**Some accrediting organizations are recognized only by CHEA, some only by USDE, some by both.

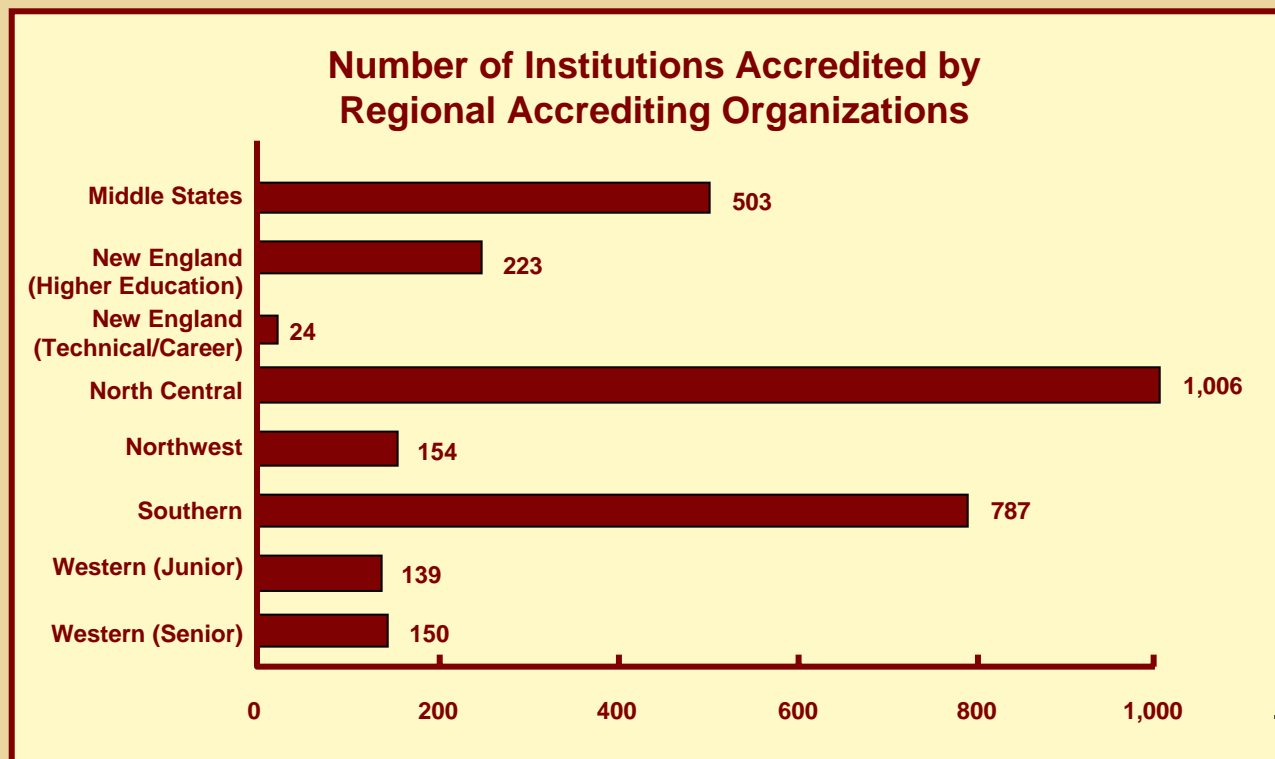
***Not all accredited institutions are members of CHEA.



Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- **Regional:** Accredited 2,986 public and private, mainly nonprofit and degree-granting, two- and four-year institutions.



IRSA

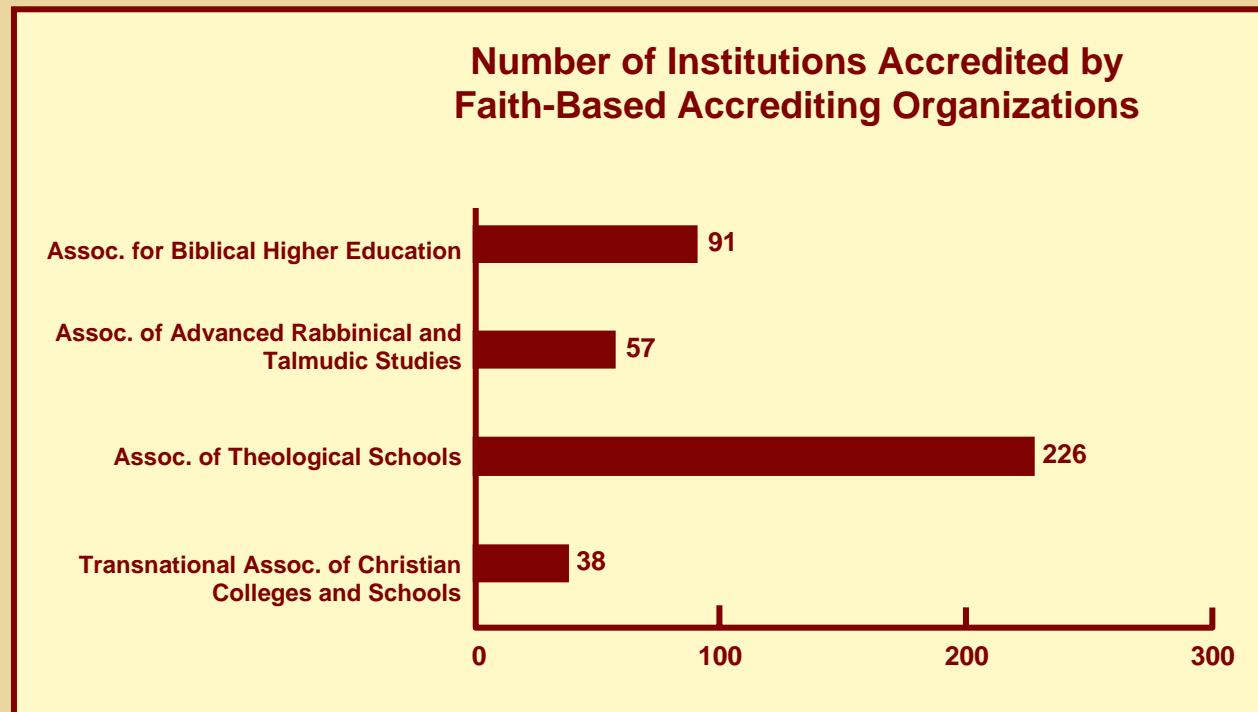
TAB 5 Page 25

**2005 CHEA Almanac of External Quality Review*

Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- ❑ **Faith-based:** Accredite 412 religiously affiliated and doctrinally based institutions, mainly nonprofit and degree-granting.



IRSA

TAB 5 Page 26

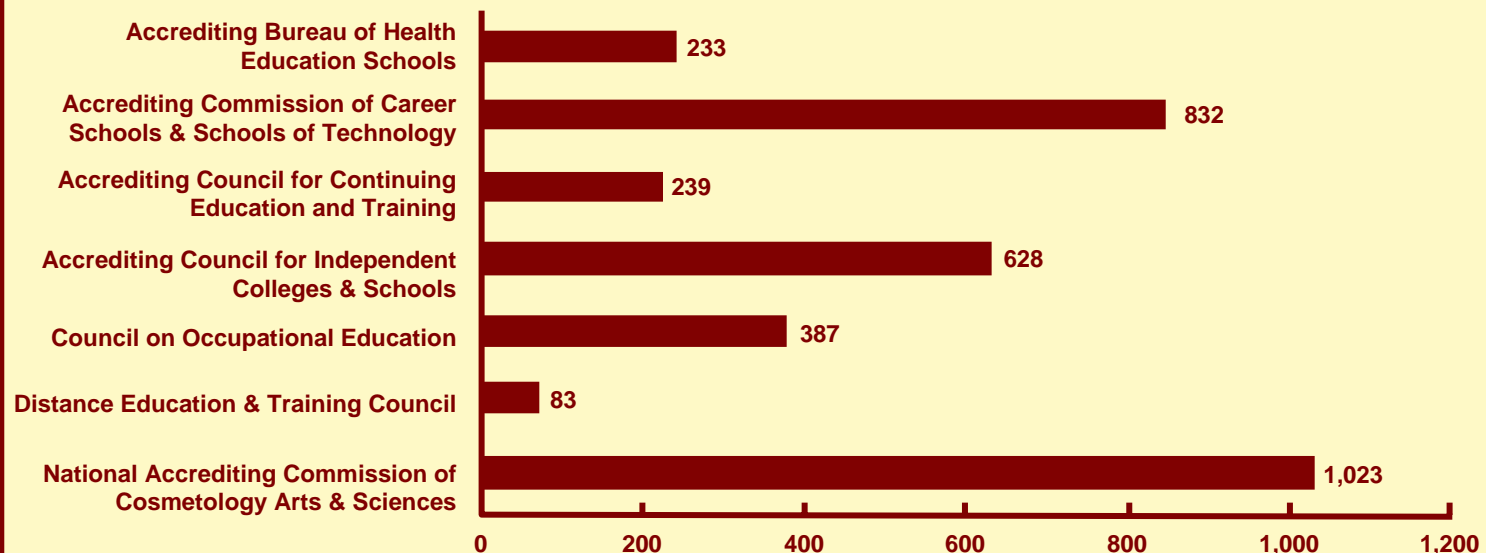
**2005 CHEA Almanac of External Quality Review*

Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- ❑ **Private career:** Accredit 3,416 mainly for-profit, career-based, single-purpose institutions, including distance learning colleges and universities.

Number of Institutions Accredited by Private Career Accrediting Organizations



IRSA

TAB 5 Page 27

**2005 CHEA Almanac of External Quality Review*



Types of U.S. Accrediting Organizations

- **Specialized and Professional Accreditors:** Accredit 18,152 specific programs, professions or schools, e.g., law, medicine, engineering and health professions. Some may be freestanding.

**Programmatic and Specialized Accreditors by
Degree- or Non-Degree Status***

	Public	Private Non-Profit	Private For Profit	Total
Degree	4,619	1,790	220	6,629
Non-Degree	1,123	855	504	2,482
Specialized and Professional Total	5,742	2,645	724	9,111**

IRSA

TAB 5 Page 28

**2005 CHEA Almanac of External Quality Review*

***43 of 66 accrediting organizations reporting*



How does U.S. Accreditation Operate? (Detail)

- Accrediting organizations develop **standards** that must be met in order to be accredited.
- Institutions and programs undertake **self studies** based on standards.
- Institutions and programs are subject to **peer review**, including site visits and team reports;
- Accrediting organizations make a **judgment** based on standards through their decision-making commissions and **award** (or do not award) accredited status.
- Institutions and programs undergo **periodic review** by accrediting organizations to maintain accredited status.

What is Accreditation's Relationship to Government?

Federal government

- Relies on accreditation to assure quality of institutions and programs for which the government provides federal funds and for which the government provides federal aid to students.

State governments

- Will initially license institutions and programs without accreditation (in most states).
- However, will require accreditation to make state funds available to institutions and students.
- Often requires that individuals who sit for state licensure in various professions have graduated from accredited institutions and programs.

Who Assures the Quality of Accreditation? (Who “Recognizes” U.S. Accreditors?)

CHEA

A private (nongovernmental), institutional membership organization that scrutinizes the capacity of accrediting bodies to assure and improve the academic quality of institutions and programs, based on CHEA standards.

United States Department of Education

A federal government agency that scrutinizes the capacity of accrediting organizations to assure the soundness of institutions and programs that are eligible for federal funds including student aid, based on federal standards.

IRSA

TAB 5 Page 31



CHEA and USDE Recognition: Purposes

- **CHEA**'s primary purpose is to assure and strengthen academic quality and ongoing quality improvement in institutions and programs.
- **USDE**'s primary purpose is to assure that federal student aid and other federal funds are purchasing quality programs and degrees.
- **CHEA and USDE:**
 - Undertake parallel but not identical recognition activity;
 - Maintain ongoing, informal consultation about the recognition of accrediting organizations; and
 - Sustain a valuable public-private relationship of government regulation and self-regulation.

IRSA

TAB 5 Page 32



Accrediting Organizations Recognized by CHEA or USDE

Accrediting Organizations Recognized by CHEA and USDE*

	Regional	Faith-Based	Private Career	Specialized and Professional
CHEA- recognized	8	4	2	46
USDE-recognized	8	4	7	41
Total Organizations (81)	8	4	7	62

**As of November 2005. Some accrediting organizations are recognized by both CHEA and USDE.*

In Summary . . .

- Recognition in the United States is about scrutiny of the quality and effectiveness of accrediting organizations.
- It is carried out by the higher education enterprise through CHEA, a private body, and by government (USDE).
- The goals of the two recognition processes are different:
 - CHEA: Assuring that accrediting organizations contribute to maintaining and improving academic quality
 - USDE: Assuring that accrediting organizations contribute to maintaining the soundness of institutions and programs that receive federal funds.
- The two recognition processes are similar: self evaluation based on standards, site visit and report, award of recognition status.
- Recognition adds value to the society as a vital part of accreditation accountability or “accrediting the accreditors.”

Stuart Tennant

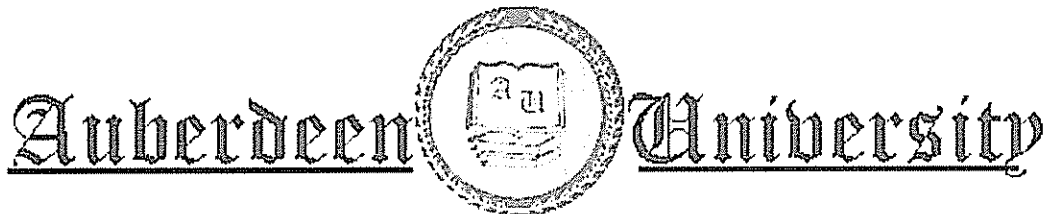
From: Caryl Smith
Sent: Thursday, February 15, 2007 10:41 AM
To: Stuart Tennant; Dana Kelly; Karen Echeverria; Jeff L. Schrader
Subject: FW: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie

This was forwarded to me from someone who called asking about Auberdeen University's status in Idaho.

From: Keith Ward [mailto:kward@westheimercorp.com]
Sent: Monday, February 12, 2007 10:02 AM
To: Caryl Smith
Subject: FW: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie

-----Original Message-----

From: Auberdeen University [mailto:registrar@auberdeenu.org]
Sent: Thursday, February 08, 2007 3:31 PM
To: kward@westheimercorp.com
Subject: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie



Date: February 8, 2007

Auberdeen University
800 West State Street
Boise, Idaho
83702 USA
admin@auberdeenu.org
Tel: 1-208-629-4552

Dear Mr. Keith Ward,

It was a pleasure speaking with you on the phone. As you requested, I am sending you a brief summary of Auberdeen University's degree program.

A degree is awarded for the purpose of honoring those who exemplify the ideals of Higher Education through significant achievements and contributions to business and society.

Auberdeen, through its Degree Program, solicits graduates for degrees to be awarded on the basis of professional experience and past education.

While you have already presented an effective account of your career and abilities, we must ask you to submit a Curriculum Vitae or resume of your accomplishments.

You will be receiving your **Bachelors Degree in Business Administration, with your Graduation date and G.P.A. to be determined.**

Please take note of the following points:

- No tests – our program is based solely on your previous education and on your work experience in your field.
- You will receive your credentials and documents by courier within 4-6 weeks of registration.
- Along with your diploma, you will receive 2 sets of certified transcripts listing courses in your chosen field.
- The entire course outlines for the above degrees for your future reference.
- Our full verification service will validate your registration as a graduate to potential employers, clients, or anyone else. Upon their request and your approval, we will send certified copies of your documents.
- Your total investment for registration and lifetime verification services is **\$1935.00 USD. (payments and a scholarship will be available)**

For further information please visit us online at www.auberdeenu.org

With warm regards,

Dr. Gail Mackenzie
Auberdenn University
Educational Counselor

--

No virus found in this outgoing message.

Checked by AVG Free Edition.

Version: 7.5.441 / Virus Database: 268.17.31/676 - Release Date: 2/8/2007 3:04 PM

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Idaho Technology Grant Program FY08 Grant Funding Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 299 Appropriations – College and Universities

BACKGROUND

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 145 projects at a total of more than \$18 million. The Board requested \$1.575 million from the Legislature for FY08 for continued funding of this competitive program to foster innovative learning approaches using technology.

The funds are designed to promote the creation and use of innovative methods of instruction that:

- focus on integrating technology into the curriculum;
- enhance the rate and quality of student learning;
- enhance faculty productivity; and
- increase access to educational programs.

DISCUSSION

Funding is awarded by the Board via a Request for Proposals (RFP) and based on the overall merit of the proposals. Proposals are not automatically funded and the total number of projects awarded to each institution is determined by the committee's evaluation. An allotted amount is recommended for each institution (30% each for BSU, ISU, UI, and 10% for LCSC) however, the institutions may not be funded at this level if their submitted proposals fail to meet all the criteria in the RFP and/or if the merit of the project fails to meet intended objectives. Additional or expanded projects may be funded if another institution's proposals fail to show merit or fail to meet the criteria of the RFP.

The proposals are evaluated by a committee with membership from the following categories:

Two Board members: Milford Terrell, from the Business Affairs and Human Resources (BAHR) Committee and Superintendent Luna's representative, Mark Russell, Director of Technology Services; Kevin Iwersen, the representative from the State Information Technology Resource Management Council (ITRMC); and Stuart Tennant, the Board's Chief Postsecondary Academic Officer. The committee met on March 26, 2007 to review the proposals and to formulate a recommendation to the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

IMPACT

Funding was recommended for 15 projects based on the merit of the applications.

The committee is recommending a second round of funding by soliciting new proposals. Remaining funds will be awarded based on an open competition.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

The Evaluation Committee recommends funding the grant projects as exhibited in materials to be distributed at the April meeting.

BOARD ACTION

A motion to approve funding for projects as exhibited in the amount of \$_____ and direct board staff to solicit additional proposals for the remaining funding available.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

39 SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall con-
40 tinue to provide a standardized system for tracking and reporting meaningful
41 data about faculty, nonfaculty exempt, and classified staff turnover at the
42 state's institutions of higher education. These statistics shall be available

2

1 to the Division of Financial Management and the Legislative Services Office no
2 later than November 1 of each year.

3 SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the
4 State Board of Education and the Board of Regents for the University of Idaho
5 for Boise State University, Idaho State University, the University of Idaho,
6 Lewis-Clark State College, and the Office of the State Board of Education, any
7 non-General Fund unexpended and unencumbered balances from fiscal year 2007,
8 to be used for nonrecurring expenditures for the period July 1, 2007, through
9 June 30, 2008.

10 SECTION 5. It is legislative intent that no further occupancy costs for
11 postsecondary institutions shall be funded by the Legislature until a written
12 policy has been established which sets forth the eligibility criteria and for-
13 mula by which occupancy costs are to be calculated.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Statement of Purpose / Fiscal Impact

Statement of Purpose
RS16384C1

This is the fiscal year 2008 appropriation for the college and universities

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	3,720.34	243,726,400	133,534,600	0	377,261,000
Reappropriations	0.00	0	37,385,400	0	37,385,400
Other Approp Adjustments	0.00	0	0	0	0
FY 2007 Total Appropriation	3,720.34	243,726,400	170,920,000	0	414,646,400
Non-Cognizable Funds and Transfers	96.84	0	4,652,000	0	4,652,000
Expenditure Adjustments	0.00	0	(575,700)	0	(575,700)
FY 2007 Estimated Expenditures	3,817.18	243,726,400	174,996,300	0	418,722,700
Removal of One-Time Expenditures	0.00	0	(43,062,000)	0	(43,062,000)
Base Adjustments	0.00	0	0	0	0
FY 2008 Base	3,817.18	243,726,400	131,934,300	0	375,660,700
Benefit Costs	0.00	1,908,000	611,200	0	2,519,200
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	3,206,100	1,992,100	0	5,198,200
Statewide Cost Allocation	0.00	174,800	0	0	174,800
Change in Employee Compensation	0.00	12,884,500	246,500	0	13,131,000
FY 2008 Program Maintenance	3,817.18	261,899,800	134,784,100	0	396,683,900
Enhancements					
College and Universities					
1. Salary Competitiveness	0.00	0	0	0	0
2. New Programs	4.50	299,000	0	0	299,000
3. Occupancy Costs	3.92	303,900	0	0	303,900
4. Graduate Assistants	0.00	0	0	0	0
5. Infrastructure & Maintenance	0.00	0	0	0	0
6. Governor's Initiative: Nursing	0.00	165,000	0	0	165,000
7. Governor's Initiative: HERC	0.00	1,560,000	0	0	1,560,000
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	3,825.60	264,227,700	134,784,100	0	399,011,800
Chg from FY 2007 Orig Approp	105.26	20,501,300	1,249,500	0	21,750,800
% Chg from FY 2007 Orig Approp.	2.8%	8.4%	0.9%		5.8%

Line Item #2 provides one faculty position for Idaho State University's Boise Fast Track nursing program; and 3 nursing faculty positions and a half-time position for Lewis-Clark State College.

Line Item #3 provides \$103,900 for occupancy costs for BSU's new Interactive Learning Center; and \$200,000 for occupancy costs for ISU's new Rendezvous Center.

Line Item #6 provides one-time funding for the purchase of one simulator mannequin each for BSU, ISU and LCSC.

Line Item #7 provides additional one-time funding for competitive research grants.

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Petition by the American Falls, Caldwell, Meridian, Mountain Home, and Nampa School Districts Requesting the Board Waive the Fall ISAT Test Requirement

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.01, Rules Governing Administration, Section 001

IDAPA 08.02.03.111.07.d, Rules Governing Administration, Section 111

BACKGROUND

The ISAT contract with the Northwest Evaluation Association (NWEA) expired mid-2006. A request for proposal for an ISAT vendor was released in the spring of 2006 as the initiation of the contracting process as required by Idaho Code. The competitive bid was awarded to Data Recognition Corporation (DRC). A transition period was extended to NWEA, and a new ISAT contract with DRC was signed in July of 2006.

The initial activities under the contract provided a standard-setting meeting, which was a requirement from a finding from the Federal peer review, followed by item review and writing in preparation for conducting a field test in December and developing the ISAT for spring 2007, and also the design of the state, district, school, and individual student reports. The fall test was proposed as a part of DRC's original proposal; and in early discussions about the exact nature of the test, it was determined that changes had to be made to assure there was a fully adaptive test that would measure growth. DRC has assured Idaho that it can deliver this test.

DISCUSSION

As these issues have been discussed, the Meridian School District contacted Board staff to request that the Board eliminate the fall test as a requirement, or to allow districts to deliver a test different from the test for which the state has contracted. In response, Executive Director Dwight Johnson sent an email to District Superintendents asking for feedback (see page 3). Responses from school districts are attached (see pages 5-8).

IMPACT

Compliance with No Child Left Behind would not be jeopardized. Data concerning growth will not be consistent across the entire state. Other tests will not be adequately aligned with Idaho content standards. Students using the test as a re-take to meet the graduation requirement will not be assured that the alternate test meets the requirement of the Board rule requiring that they be proficient at the Idaho tenth grade level.

ATTACHMENTS

Attachment 1 – Email Correspondence to the School Districts	Page 3
Attachment 2 – Responses from School Districts	Page 5
Attachment 3 – ISAT: The Future by Data Recognition Corporation	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Many of the changes being made in the ISAT would be required regardless of the vendor for the new contract because the deficiencies of Idaho's test had to be corrected. The ISAT contract is with DRC. DRC has indicated that it can provide a fully adaptive test for the fall administration and which schools, districts, and the state will be able to measure growth from administration to administration (fall to fall, fall to winter, fall to spring, spring to spring, etc.). DRC has a proven reliability record, and they have met every deadline and commitment they have made to date. DRC has put considerable energy and planning into the required advanced preparation for the fully adaptive test. Staff is confident that DRC can deliver a fully adaptive fall test. It is hoped that the few districts that might seek waivers would come to see the value of the ISAT and the advantages it has for the students of Idaho.

BOARD ACTION

Any action by the Board will be at the Board's discretion.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Email Correspondence to the School Districts

From: Dwight Johnson
Sent: Tuesday, March 20, 2007 3:37 PM
To: 'Rob Winslow'
Subject: Input on Fall ISAT
Importance: High

I am writing to solicit your input and that of other superintendents on the fall ISAT. The State Board has recently received requests from a couple of superintendents to eliminate the requirement for fall testing as part of the ISAT requirements. The concern behind this request appears to be the belief that a fall test delivered by DRC would lack growth data and that DRC does not have the ability to provide fall to fall growth norms.

We appreciate these expressed concerns and take this request very seriously. However, in our staff's continuing discussions with DRC we believe they can offer a fully adaptive test, aligned to our standards for fall, winter and summer as well as a spring assessment that has both adaptive and grade-level (NCLB) requirements. We have verified with DRC that they are, in fact, moving forward to meet all of our requests in regards to a fully adaptive test.

The old system did not allow for state to state comparison because it was client based. We are looking for ways to improve our comparisons using other nationally normed assessments such as NAEP, ITBS, CAT 10 or Terra Nova.

My specific question is:

Would you still want to eliminate the fall assessment if DRC can deliver an assessment that has these features:

- A fully adaptive for fall, winter, and summer,
- A Spring ISAT that has an NCLB required test, as well as an adaptive part
- An assessment that allows us to verify Idaho students' achievement comparatively with national assessments
- An assessment to measure growth intervals that districts need, fall to fall, fall to spring, etc.

While recognizing the necessity of meeting NCLB requirements, the State Board has always been philosophically committed to the value of an adaptive test. Our concern is that if the state requirement for a fall test is eliminated, many districts will not be able to afford a separate, adaptive growth test and this valuable information would be lost to teachers in informing individual student instruction. In addition, students would lose the opportunity to meet graduation requirements by taking an assessment test that meets state standards in fall and winter.

I value your perspective and look forward to hearing your feedback on this important issue. Thanks!
Dwight

Dwight A. Johnson
Executive Director
Idaho State Board of Education
650 W. State Street, Boise, ID 83720-0037
(208) 332-1565, fax (208) 334-2632
[*dwight.johnson@osbe.idaho.gov*](mailto:dwight.johnson@osbe.idaho.gov)

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Responses from the school districts

American Falls

-----Original Message-----

From: Ron Bolinger [<mailto:ronb@sd381.k12.id.us>]

Sent: Wednesday, March 21, 2007 11:12 PM

To: Dwight Johnson

Subject: Re: Input on Fall ISAT

Importance: High

Dwight,

I would favor eliminating the fall tests because based on the information and study that we have done, giving another DRC tests would not be helpful and the time could be spent instructing students in the classroom or giving a test like we have given with NWEA to give us continuous growth data that would align with data that we have had for the last many years.

Ron Bolinger

Caldwell

-----Original Message-----

From: Lonnie Barber [<mailto:lbarber@caldwellschools.org>]

Sent: Tuesday, March 20, 2007 12:49 PM

To: kmcgee@gov.idaho.gov; lotter@gov.idaho.gov; Board; Dwight Johnson; trluna@sde.idaho.gov

Subject: Good Morning:

Good Morning:

I am writing to ask that you strongly consider eliminating the fall testing of the DRC administered ISAT test. The Caldwell School District, like other districts around us built a strong program of intervention based on growth data obtained from the prior ISAT vendor NWEA. In fact, every teacher in the Caldwell School District has received a data notebooks each of the past two years that indicates longitudinal scores for every student who has taken the ISAT test.

These notebooks were updated two additional times per year, after the fall tests and the winter tests.

Schools and teachers in our district used this data to plan and implement appropriate interventions for each individual student. These interventions were flexible, which allowed skill building directed at specific areas of deficiency(s). Unfortunately, DRC cannot, at this time supply this type of growth test. As a result, I am asking that you eliminate the required fall testing which would allow individual districts the flexibility to use outside vendors to continue growth testing, as needed.

Thank you for your consideration in this matter Lonnie Barber

Dr. Lonnie Barber

Superintendent of Schools

Caldwell School District #132

1101 Cleveland Blvd.

Caldwell, ID 83605

(208) 455-3300

Fax: (208) 455-3302

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Mountain Home

From: Tim W McMurtrey [mailto:mcmurtrey_tw@sd193.k12.id.us]
Sent: Friday, March 16, 2007 3:49 PM
To: Board
Cc: Dwight Johnson; trluna@sde.idaho.gov; kmcgee@sde.idaho.gov; lotter@sde.idaho.gov
Subject: fall testing

Dear Board Members,

I would ask that the State Board of Education eliminate the requirement for fall testing as part of the ISAT requirements. My major concern is the lack of growth data that will be available to our teachers who have used this valuable data to better meet the needs of the students they teach. I also am concerned that there would be no external norms with the new testing (including the proficiency test) and DRC does not have the ability to provide fall to fall growth norms.

I support that the state will be using the DRC proficiency test, and understand why as a state we had to change tests. As a district leader I will continue to support that effort. However, end fall testing as a requirement with the DRC test.

Respectfully,

Tim McMurtrey, Superintendent
Mountain Home School District #193

Nampa

From: Larsen, Gary [mailto:glarsen@nsd131.org]
Sent: Wednesday, March 21, 2007 9:03 AM
To: Dwight Johnson
Subject: RE: Input on Fall ISAT

Dwight,

I am in favor of eliminating the fall test. I recognize that the SBOE, SDE, and others require a means to evaluate the effectiveness of the educational system. Although typically the best assessments are authentic in nature and somewhat personalized to each student, it would be impractical for the SBOE to ask each student in Idaho to drop by the office to read, write, compute, think, problem solve, etc. in person. It would be a logistical nightmare. Hence, we have ISAT. On the other hand classroom level assessments inform student learning much better than standardized tests. I would like to see the SBOE and SDE propose a comprehensive, balanced assessment plan that would take into account and honor multiple users and their equally valid purposes. I believe there would be a greater correlation to student achievement.

Sorry for rambling.

Gary

Meridian

Meridian's response came via a phone conversation with Dwight Johnson.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Boise

From: DON COBERLY [mailto:don.coberly@boiseschools.org]

Sent: Wednesday, March 28, 2007 4:47 PM

To: Dwight Johnson

Cc: DON COBERLY; STAN OLSON

Subject: isat fall testing

Hello Mr. Johnson-

Stan Olson forwarded your email about requests to drop fall testing.

We had originally thought that DRC would provide a fall test which would yield valuable information, in the form of a pretest item or subarea analysis, which would benefit teachers, students, and parents in understanding the areas in which skills deficits and/or mastery exist, and in providing information which might aid instruction. Since that appears not to be the case with the revamped fall test, we will adjust and use the data as best we can, while registering these concerns:

1) The meaning of a "RIT" score is a mystery to most parents and teachers. It gains meaning only when compared to a benchmark such as a percentile ranking. If no ranking mechanism is available, the RIT score has little meaning, except in comparison to Board-set measures of proficiency. Frankly, if the Board would allow a "p-value" (percent correct) and an item or subarea analysis, we'd be more than pleased, as we are with the fall-spring IRI comparisons.

2) Any kind of "growth" analysis must be done in comparison to a growth benchmark, as established by NWEA based in their user group norms. I expect we'll be out 2-3 years prior to having a reliable growth benchmark for Idaho students.

3) Any annual growth measure (fall to fall or spring to spring) carries with it inherent disadvantages for districts with higher numbers of low income students, because of "summer loss". Further, a fall to fall measure provides two goals for districts, growth and status, measured on two different tests.

4) While much is made of the desirability of growth measures, it is possible we have lost sight of the status data which might provide insight into progress made in districts across the state. An analysis of 4th, 6th, 8th, and 10th grade spring status (considering low income populations) data might point out the districts and schools that are making great strides on the ISAT. What are they doing? How are they improving? Wouldn't the districts that are having the most growth success come out on top at the end of the process? This pursuit might be much more productive than the conversation we're having now.

Thank you for the opportunity to provide input.

Don Coberly

Curriculum Director

Boise School District

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Bonneville

From: Charles J. Shackett [mailto:cs Shackett@d93.k12.id.us]

Sent: Thursday, March 22, 2007 12:53 PM

To: Dwight Johnson

Cc: 'Gary Jones'

Subject: RE: Input on Fall ISAT

Hi Dwight,

In Bonneville School District 93 we want to understand growth. We want to be able to make stable comparisons between testing seasons, and understand that the numbers are correct. We also want to be able to identify concerns with a good Winter ISAT test that lets us see interval data that we can use appropriately. We want high-quality, adaptive data from all our tests.

Of course we do not yet know if the adaptive (diagnostic) portion of the DRC version of ISATs will do a good job or not. It remains to be seen. So far we have not seen any of the reports or reporting; only that we have been promised quality reports and data. It all remains to be seen.

I see the need for Fall testing because of our 11th and 12th graders, and because of the promises made by state board representatives about the appropriateness and efficacy of DRC. In other words, we are going on promises.

Some superintendents do not believe DRC can deliver a Growth Report that meets reasonable criterion. In their conversations with DRC, it is reported that Growth is an alien concept to them...one that they do not believe essential to the testing/assessment process. If this is true, than I am on board with those superintendents. If DRC can...and wants to...perform, then I am willing to let them show me what they have before I get as upset as some others.

I hope this helps, and thanks for all you do. You really do make a tremendous difference. It is a pleasure working with you.

Sincerely,

Chuck

ISAT: The Future
Data Recognition Corporation
March 2007

As part of our contract with the OSBE, DRC will be administering tests in reading, math, science, and language usage in the spring, summer, fall, and winter. This document is intended to supply the districts of Idaho with an overview of the purpose and use of these tests. It is important to note that these new tests were not constructed to mimic the tests that the districts may be familiar with from previous years. However, they were constructed to give all Idaho students the best possible opportunity to succeed at all levels of achievement. The principal advantage of the new ISAT test design is that the assessment system will be fully integrated across all administrations and all grades, and, all items will match the Idaho content standards. That is, items that are administered, no matter what time of year, will come from the same item bank with items that produce scores that may be compared from any administration.

Spring

These tests will be used for two purposes: 1) to satisfy No Child Left Behind (NCLB) requirements, and 2) to more accurately measure each student's ability by administering additional items with difficulties that match each student's performance. For the former, NCLB requires that only on-grade content be tested. Therefore, each student will receive a set of items that will be the same for every student in the same grade and subject. Also, NCLB requires that the items be aligned to grade level state standards. For the latter, students will be administered an extended section in a computer adaptive environment (CAT) where items in the pool will be administered based on each student's performance and not based on their grade level. The extender section is intended to provide a better measure of growth that will aid in interpretation of a student's score across years and between assessments.

Summer

These tests will be used for retest purposes including only those students in grades 11 and 12 who did not pass the subject test as 10th graders. The tests will follow the spring test specifications in terms of both content and psychometrics.

Fall/Winter

These tests will be administered under a CAT environment. As such, each student will receive items that match their respective abilities and will thus allow for more accurate measures of student growth. A significant property of the student scores is that they are on the same scale as the spring tests. Therefore, no matter who takes the tests and when they take them, their scores can always be compared to the scores they have received, and will receive, no matter what grade they were, or are, in at the time.

Scaling

Scaling is the process of converting raw scores into scale (aka derived) scores. This is necessary because raw score units are not comparable. For example, the difference between a raw score of nine and ten on a ten-point test depends entirely on the difficulty of the task. If the test is comprised of ten extremely difficult items, a score of nine or ten might both be considered high achievement. On the other hand, if the test is comprised of all easy items, the difference between a nine and a ten might be the difference between high achievement and low achievement (e.g., cutting a large carrot into ten pieces without cutting your fingers off). Scale scores consider the difficulty of items when calculating the level of achievement. Raw scores do not.

An additional property of the ISAT is that the scale scores are comparable no matter the grade of the student. This is referred to as a vertical or developmental scale. It means that an interpretation of a math scale score of 200 is the same whether it is the score given to a 3rd grader, a 10th grader, or any grade in between.

Norms—Local, State, and National

The spring ISAT used for Adequate Yearly Progress (AYP) reporting is based on state-level norms. That is, the comparison group for interpretation is the testing population of the ISAT in the state of Idaho “the year that the baseline scale was generated.” These norms are considered to be valid up until the time when the construct experiences significant changes (e.g., reading this year isn’t the same as reading seven years ago), the emphasis or purpose of the test changes, or the population itself changes. At such a time, it is often recommended that the baseline scale be regenerated or adjusted. In some cases, the performance level cutpoints may also require revisiting. Without evident changes in the testing program, the testing industry guideline to review and evaluate the stability of a scale is approximately every five to seven years.

An example of local norms would be to use a particular school district as the referent. In this case, instead of comparing students or schools with state performance, the comparison would be with district performance. Local norms may be considered to be valuable if a school’s accountability system uses district as the unit of measurement or if the composition of the district is much different from the rest of the state.

If the purpose of the testing system is to compare student, school, and district achievement to other states, national norms may be desired, in addition or in lieu of state or local norms. Conditions under which these comparisons are more and less valid are discussed in the following sections.

Comparisons across ISATs

The psychometric link of the Spring 2007 ISAT to the previous ISAT will be accomplished by a common-item, non-equivalent groups design. This just means that items from the previous ISAT assessment will be administered along with the items developed for the

new ISAT. Through this process, the use and interpretation of the new ISAT scores will be comparable, albeit not strictly equivalent, to those made for the previous ISAT. To achieve true equivalence, assessments must have been developed and administered under the same conditions. Given that the processes of item development for the previous ISAT and the new ISAT are not in fact the same, the two assessments are considered to be linked (comparable), but not equated (equivalent).

Comparisons across Assessments: Concordance Equating

Linking across assessments or states presents unique challenges. For state comparisons to be equivalent, every state that is part of the national study would need items and forms based on the same: content standards, content distribution of items, item type(s), range of difficulties, and administration window.

When the above equating conditions are not met, many choose to conduct a concordance study that allows for less strict assumptions, settling for more practical levels of comparability. A concordance study provides a link between two assessments that are developed under different processes and conditions. The results from each of the two assessments are considered comparable when the score on each of them results in the same percentile rank for the same population of students.

A relevant example of this application would be the generation of national comparisons using an assessment that is not identical to the ISAT. For concordance equating to be valid for national norms, the sample must be truly representative of the population (in this case, the student population of the United States). This includes matching the sample to the population in terms of gender, ethnicity, socioeconomic status, region, and school size, among other stratification variables. Perhaps the best known nationally-normed test is the National Assessment of Educational Progress (NAEP). Several major test publishers also have tests that were developed with national norms.

It is important to note that, with concordance equating, ISAT scores will likely translate into different national percentiles depending on which test or tests are part of the study. The caution here is that the interpretation of the ISAT with any norm group outside the state should be anticipated to have less reliability and validity than comparing one ISAT with another ISAT.

Fall Norms versus Spring Norms and Interpolation

The difference between spring and fall norms, on the surface, is simply when the data is collected. Spring norms are collected and analyzed using a spring administration and fall norms do the same with a fall administration. Whether one is viewed as being more or less valid than the other depends at least partially on the user's instructional model, preference, and accountability system. The assumption under a mixed approach (e.g., tests that are given multiple times in a year) would be that growth does not follow a uniform pattern throughout the school year. If this assumption were not important (or valid) and a uniform learning curve did fit the model, interpolated norms would provide

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

an accurate estimate of growth throughout the year whether the original norms were fall or spring. To make things a bit more challenging, some would argue that the uniform growth assumption may hold for certain ages or grades and for certain subjects, but not for all.

While most states use spring as the administration of reference for NCLB, NCLB does not exclude the use of fall administrations, as long as the same standards are applied in a consistent, reliable, and valid manner from year to year. In another twist on norms, there is also the possibility of utilizing age or grade norms, and even gender-based norms (more common on behavioral tests than achievement tests). For age norms, whether a student is 9 years and 3 months old or 9 years and 7 months old may make a difference in their assigned scale score. Specifically, under a typical age norm model, the older student with the same raw score on the same set of items would receive a slightly lower scale score than the younger student. These types of norms are almost exclusively used for commercial, off-the shelf tests rather than in large-scale assessment.

While the new ISAT was constructed using spring data, this does not preclude valid interpretation of scale scores from fall administrations. In this case, one may choose to either generate fall norms from fall data, use interpolated spring norms, or some combination, all of which are possible under the new ISAT. In fact, as part of DRC's research design, items will be piloted during both the spring and the fall/winter administrations.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.01
Rules Governing Administration

001. WAIVERS.

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (4-1-97)

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Administration

07. Comprehensive Assessment Program Schedule.

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Idaho GEAR UP Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho was awarded the GEAR UP Grant in August of 2006. The Grant is a \$17.8 million grant designed to work with under-represented students over a six-year period, beginning in the seventh grade and culminating in graduation from high school. Half of the federal monies must be set aside in a trust account. That scholarship money will be available for a significant number of those students who achieve required benchmarks over their six years' participation in the program and may have financial assistance as they go on to post-secondary education.

Since the intervention and the cohorts begin in the seventh grade, the proposal solicited middle schools to apply. After receiving applications from 32 schools, Board staff selected 26 schools to participate in the program. Criteria for selection required that eligible schools must have 50% or more of their students receiving free or reduced-price lunches. The initial group of students was to be at or close to 2000 students, thus not every eligible school could be accommodated. Several of the initial applicants did not meet the free or reduced-price lunch requirement. Additionally, staff sought to have geographic distribution throughout the state of Idaho. Those schools selected were notified of their acceptance in December of 2006. The selected schools are: Project CDA (Coeur D'Alene); Lakeside Middle School (Plummer); Syringa Middle School (Caldwell); Aberdeen Middle School; Lake Pend Oreille Jr/Sr. Alternative High School (Sandpoint); Community Ed CT/Upriver School/St. Maries Middle School (applied as district with all three schools participating); Homedale Middle School; Wm. Thomas Middle School (American Falls); Rockland School; West Middle School (Nampa); Rafter River Jr/Sr. High School (Malta); Salmon Middle School; Culdesac School; Gooding Middle School; Priest River Jr. High School; Prairie Middle School (Cottonwood); Shoshone School; Buhl Middle School; South Fremont Jr. High School (St. Anthony's); Marsing Middle School; Emmett Jr. High School; Highland School (Craigmont); Genns Ferry School; Clark Fork Jr/Sr. High School; Kellogg Middle School; Harold B. Lee Middle School (Dayton). Schools range in size from 4 to 336 for the seventh grade cohort and total 2,164 students.

In January of 2007, the GEAR UP program underwent staffing changes.

Because of the change in staffing, the Federal GEAR-UP grant administrator, Ann McNeal, asked for periodic phone call conferences with staff. Ms. McNeal suggested that Idaho change to a different model for the state-wide GEAR-UP grant. This new model involves significant changes in organizational structure. In

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

the new model, there will be two regional coordinators housed in the State Board Office and on-site coordinators, regionally located, for the participating schools. Staff feels this model will honor local control and will provide more direct interaction with students and their families at the selected schools, and complies with Ms. McNeal's counsel.

DISCUSSION

Currently, the two regional coordinators have visited all participating schools. To date, we have received signed "Partnership Agreements" from five schools, and have verbal commitments from another ten schools, for a total of fifteen. Staff estimates that we will receive just over twenty formal Partnership Agreements.

The current delay for some schools is that we require the school boards for each school to discuss and formally adopt their part of the Partnership Agreement, which asks that they share necessary data (for purposes of federal grant reporting requirements); that each school commit to having an active "site team"; that both the middle school and relevant high school(s) agree to collaborate; and that necessary interventions, such as the use of Career Information System (CIS) and CIS's "Dependable Strengths Inventory" and "electronic portfolio" be used from middle school onwards.

By April 15th, staff will have submitted our initial Annual Performance Report for Partnership and State Projects, typically referred to as our "APR". We are revising our original grant proposal and are being asked to respond to just a portion of this APR. We have until the end of this initial GEAR UP year, July 31st, to wholly revise the grant proposal to conform to the new model our state program is patterned on, and anticipate being well ahead of that deadline.

IMPACT

GEAR UP - Idaho is a state-wide grant that is beginning its "grant life" just after the initial cycle of grants ('99 -'05) has been completed. This initial cycle of grants has demonstrated national success in using an "early intervention" model in which states have begun working with economically disadvantaged students in the seventh grade. Likewise, GEAR UP Idaho is using this same proven model and beginning with Idaho seventh graders in 25 middle and junior high schools throughout the state of Idaho. Each school has more than 50% of its seventh grade students on free or reduced-price lunches and that is the measure that is being used to determine high economic need. By working with these students - and their parents - we seek to replicate the same kind of successes that have been demonstrated by the first cycle of GEAR UP grants. Specifically, by using Career Information System tools - the CIS "electronic portfolio" and its "Dependable Strengths" self assessment, we seek to create both awareness and hope for these students - many of whom might never consider post-secondary education as a goal that is within their reach. Again, by insisting on a rigorous curriculum and curriculum planning for high school, even while these students are in middle school, we intend to create a high degree of academic readiness

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

for these students. By getting them on post-lead to a significantly higher percentage of our students not only going on to postsecondary education, but being better prepared to succeed as they do so.

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.

THIS PAGE LEFT INTENTIONALLY BLANK