

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE BOARD OF EDUCATION REPORT ON COMMONALITIES AND DIFFERENCES AMONG COLLEGES AND SCHOOLS WITHIN IDAHO'S PUBLIC HIGHER EDUCATION INSTITUTIONS	Information Item
2	FIRST READING, AMENDMENT TO IDAHO STATE BOARD OF EDUCATION GOVERNING POLICIES & PROCEDURES, SECTION II.G.6.B.2, ACQUISITION OF TENURE	Motion to Approve
3	FIRST READING OF PROPOSED AMENDMENT TO IDAHO STATE BOARD OF EDUCATION GOVERNING POLICIES AND PROCEDURES, SECTION III.G.5., APPROVAL PROCEDURES	Motion to Approve
4	FIRST READING OF PROPOSED POLICY AMENDMENT OF BOARD POLICY III.N., PRIVATE IN-STATE, OUT-OF-STATE, NON-ACCREDITED INSTITUTIONS, AND OTHER EDUCATIONAL SOURCE OFFERINGS	Motion to Approve
	FIRST READING OF PROPOSED POLICY - AMENDMENT OF BOARD POLICY III.M., ACCREDITATION	
5	ANNUAL REPORT OF POSTSECONDARY PROGRAMS AND MEMORANDUMS OF UNDERSTANDING	Information Item
6	APPROVAL OF THE TEMPORARY AND PROPOSED RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM	Motion to Approve
7	UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE COMMITTEE ON ADMISSIONS FOR THE WWAMI (WASHINGTON, WYOMING, ALASKA, MONTANA, AND IDAHO) PROGRAM.	Motion to Approve
8	APPROVAL OF RESEARCH CENTER GRANT PROGRAM FY 2008 RECIPIENT	Motion to Approve

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9 APPROVAL OF HIGHER EDUCATION RESEARCH COUNCIL (HERC) FY08 BUDGET Motion to Approve

10 ROUND II - IDAHO TECHNOLOGY GRANT PROGRAM FY08 GRANT FUNDING RECOMMENDATIONS Motion to Approve

11 APPROVAL OF PROPOSED RULES GOVERNING THOROUGHNESS – ACCOUNTABILITY, ASSIGNMENT OF RESPONSIBILITY FOR AYP DETERMINATION Motion to Approve

12 DECISION REGARDING 2007-2008 TITLE IIA IMPROVING TEACHER QUALITY STATE ACTIVITIES FUNDS Motion to Approve

**13 STANDARDS FOR THE DEAF AND HARD OF HEARING (DHH), STANDARDS FOR THE BLIND AND VISUALLY IMPAIRED (BVI)
APPROVAL OF TEMPORARY AND PROPOSED RULE, 08.02.03.004 – INCORPORATION BY REFERENCE** Motion to Approve

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SUBJECT

Idaho State Board of Education Report on Commonalities and Differences among Colleges and Schools within Idaho's Public Higher Education Institutions

REFERENCE

December 1, 2005	The Board directed the Presidents to review respective Colleges and programs and provide a series of reports to assist them in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.
Nov 30-Dec 1, 2006	The first report on Engineering Programs was reported to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Board of Education oversees higher education academic delivery and approves all new postsecondary programs from Idaho's public institutions. As per Board Policy III.Z.(1), the purpose of the policy is "to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources."

DISCUSSION

The Board requested that the Presidents examine the various colleges and programs at their respective institutions and provide a series of reports on how programs are different and similar and if there are commonalities, and why those programs or colleges are necessary within the state.

The first series of these reports on engineering was presented to the Board at their November 30-December 1, 2006 meeting which included a formal presentation by the Engineering Deans. Utilizing the same template, the Education Deans were asked to provide a similar report on Education programs and have coordinated a formal presentation for the Board. Attached is a report for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, College of Southern Idaho, and North Idaho College.

One of the challenges that the Education program directors and deans encountered was finding and formatting the necessary data for graduation and placement rates. Several of the Education program directors are very new to

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their duties and there has apparently not been a history of systematic collection of outcomes data. The formatting issue relates to the fact that students don't necessarily come to a university or college "knowing" that they will be or become education majors; thus, there is a separate "admission to the program" process that students must adhere to in order to gain entry into Education programs - i.e. earning a stipulated grade point average for pre-Education coursework, passing PRAXIS exams to demonstrate proficiency, and other screening. As a result, the outcomes "meter" doesn't start until they are formally admitted into specific Education programs. The Board agreed that admission to the Education program really is the start point for determining students' retention in their programs. Obviously, because there are qualifying steps involved, there is a higher retention rate of these students than for students not in a specific program with prescribed prerequisite qualifications.

IMPACT

Idaho's Public Higher Education Institutions
 Education Programs
 Enrollment

		2005	2006	2007
BSU	Enrollment	2,104	2,353	2,434
	% of Total	20.6%	22.2%	26.9%
ISU	Enrollment	4,022	4,037	3,046
	% of Total	39.3%	38.1%	33.7%
UI	Enrollment	2,719	2,864	2,217
	% of Total	26.6%	27.1%	24.5%
LCSC	Enrollment	510	488	510
	% of Total	5.0%	4.6%	5.6%
CSI	Enrollment	495	515	478
	% of Total	4.8%	4.9%	5.3%
NIC	Enrollment	379	325	352
	% of Total	3.7%	3.1%	3.9%
Total Education	Enrollment	10,229	10,582	9,037
	% Change		3.5%	-14.6%
Total Institutions	Enrollment	45,288	45,505	43,801
	% Change		0.5%	-3.7%

ATTACHMENTS

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Attachment 6 – College of Southern Idaho
Attachment 7 – North Idaho College

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STAFF COMMENTS AND RECOMMENDATIONS

As noted by several of the institutions there is a lot of program overlap, which is attributed to the geographic separation that exists within the state. The two institutions that are geographically closest, the University of Idaho (UI) and Lewis-Clark State College (LCSC), differentiate their approach.

The other factor noted is that all Idaho state teacher preparation programs are accredited by the same accrediting organization, National Council for Accreditation of Teacher Education (NCATE), thus there is a certain degree of similarity to programs, particularly with regard to the foundational curriculum context, although institutions can differentiate their teaching approach within NCATE guidelines. The idea then, is that there is a certain amount of redundancy built into the system, due both to geographic separation and adherence to the same accrediting standards.

While geography and NCATE standards account for necessary similarities, there are distinctive differences as well. Boise State University, for example, has distinctive programs in Bilingual Education, English as a Second Language and Special Education. Idaho State University has the "Intermountain Center for Educational Effectiveness" and graduate programs in Educational Leadership and School Counselor Preparation. Lewis-Clark State College focuses on classroom experience in preparing its graduates; thus, they have a year-long internship. LCSC also seeks to meet the needs of rural and Native American school districts, and offers its nationally commended PACE program, which reaches out to place-bound and job-bound students seeking preparation in Elementary Education. The University of Idaho offers unique programs in Technology Education, Business and Marketing Education, and Adult and Organizational Leadership. UI also has a strong research focus in its graduate programs in school administration, school counseling, school psychology, and the state's only rehabilitation counseling program. As noted earlier, UI with its research focus has a strong graduate program in school administration, school counseling, school psychology, and the only rehabilitation counseling program in the state.

The two community colleges, College of Southern Idaho (CSI) and North Idaho College (NIC), have been diligent in seeking the natural linkages in teacher preparation with the 4-year institutions in their respective parts of the state. Both community colleges also meet a need in their respective regions by providing certificate and Associate's degree programs in Education Assistant preparation.

As noted in the "Discussion" section, there is a need to systematically collect outcomes data. The respective Teacher Education deans and directors found some real challenges in accessing data and this issue needs to be addressed

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throughout each institution, since the necessary data gathering and analysis function may be housed outside of the teacher education programs.

BOARD ACTION

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

Attachment 1

Degree Comparisons

Program Offering	BSU	ISU	UI	LCSC	CSI	NIC
Adult and Organizational Learning			MS, Ph.D.			
American Studies, Secondary Education		BA, BS				
Anthropology, Social Studies, Secondary Education	BA	BA, BS (Social Studies)	BS		AA	
Art Education	BA, BFA, MA	BA, BS (6-12, K-12)	BS	Post Bac, Certification only	AA	
Athletic Administration		MPE				
Athletic Training	BS		BS		AA	
Bilingual Education	M Ed					
Biology, Secondary Education	BS	BA, BS	BS	BA, BS	AA	
Chemistry, Secondary Education	BS	BA, BS	BS	BA, BS	AA	
Communication, Secondary Education	BA	BA, BS	BS	BA, BS	AA	
Coaching		BA, BS				
Counseling, Addiction Studies, Gerontological Studies	MA, Grad Cer		M.Ed. Ed Spec.	CADC Certification only		
Curriculum & Instruction	Ed D		Ph.D. Ed.D. M.Ed. MS			
Dance			BS			
Early Childhood Special Education		MEd				
Early Childhood Studies	AA, BA, M Ed	BA, MEd	BS	AA	AA, AAS, PC, TC	AA, AS
Earth Science Education	BS	BS (Geology)	BS	Post-Bac, Certification only	AA	
Economics, Social Studies, Secondary Education	BA	BA, BS	BS	BA, BS	AA	
Education - Business		BA, BS (Business Educa	BS, M.Ed. MS (PTTE)	BA, BS	AA	
Education - Marketing			BS, M.Ed, MS (PTTE)			
Education - Curriculum and Instruction	MA		Ph.D. Ed.D. M.Ed. MS			
Education - Geography			BS		AA	
Education - Government and Civics			BS	BA, BS		
Education - Technology			BS MS (PTTE)			
Education - Reading	MA	MEd (Literacy)		K-12 Certification only		
Education Leadership	M Ed	EdD	M.Ed., Ed. Spec., Ed.D., Ph.D.			
Educational Administration		MEd, EdS, EdD				
Educational Technology	MET, MS Grad Cer					
Elementary Education	BA	BA, BS, MEd	BS	BA, BS	AA	
Elementary Education, Bilingual/ESL	BA	BA, BS (ESL K-12)		K-12 Certification only	AA	
English Teaching, English-English Education	BA, MA	BA, BS	BS	BA, BS	AA	
Exercise Science: Biomechanics, Exercise Physiology Fitness Evaluation and Programming	BS	BA, BS	BS	BA,BS/ Kinesiology Option	AA	
Exercise and Sport Studies: Behavioral, Biophysical, Socio-Historical	MS		BS	BA/BS/Kinesiology Option	AA	
Family and Consumer Sciences (non-teaching)		BA, BS				
Family and Consumer Sciences, Secondary Education		BA, BS				
Program Offering	BSU	ISU	UI	LCSC	CSI	NIC

Attachment 1

Degree Comparisons

Family Studies		MEd			
French, Secondary Education	BA	BA, BS	BS	BA, BS	AA
German, Secondary Education	BA	BA, BS	BS	Not offered	
Gifted Talented, K-12				K-12 Certification only	
Health Education	BS (Promotion)	BA, BS		BA, BS	
Higher Education Administration		EdD			
History, Secondary Education; History, Social Studies, Secondary Education	BA	BA, BS	BS	BA, BS	AA
Human Exceptionality: Behavior Disorders		BA, BS, MEd			
Natural Science, Secondary Education				Not offered	
Human Exceptionality: School Psychology		MEd, EdS			
Human Exceptionality: Severely Handicapped		BA, BS, MEd		Not offered	
Instructional Design		PhD			
Instructional Technology		MEd			
K-12 Physical Education	BS	BA, BS	BS, M.Ed. MS	BA, BS	AA
Mathematics, Secondary Education; Mathematics Education	BA, BS, MS	BA, BS	BS	BA, BS	AA
Music Education; Music Pedagogy	BM, MM	BME	BS	Post-bac, Certification only	AA
Outdoor Education		BA, BS			
Natural Science, Secondary Education				BA, BS	
Physical Education, Secondary Education		BA, BS			
Physics, Secondary Education	BS	BA, BS	BS	Post Bac, Certification only	
Physical Education			MS, Ph.D.		
Political Science, Social Science, Secondary Education	BA, BS	BA, BS	BS	BA/BS	AA
Professional-Technical Education			BS, M.S, Ph.D.		
Psychology, Social Studies, Secondary Education	BA	BA, BS	BS	BA, BS	AA
Recreation					
Secondary Education		BA, BS, MEd	BS		
Secondary/K-12 Teaching	Grad Cer	MEd (Music Educ)	BS	Grad Cert	
Sociology, Social Science/Social Studies, Secondary Education	BA	BA, BS (Soc Sci/Studies)	BS	BA, BS	AA
Spanish, Secondary Education	BA	BA, BS	BS	BA, BS	AA
Special Education	AA, BA, MA, M Ed	BA, BS, MEd	BSEd, MEd, MS, EdS, PhD	Certification only -NOI for BA/	AA, AAS, PC
Sport Management		BA, BS		NOI for BA/BS pending	AA
Theatre Arts, Secondary Education	BA	BA, BS	BS		AA

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Attachment 2

**Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions**

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: April 6, 2007

Institution: Boise State University

School/College/or program (s) within the disciplinary area to be reviewed:

College of Education

I. Brief History of College/School (limit to 250 words):

When Boise Junior College was founded in 1932, the curriculum centered on the preparation of elementary school teachers who were required to have only two years of post-high school education for a teaching certificate. In 1954 the Campus School on University Avenue became a lab school for the training of elementary school teachers in

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collaboration with the Boise School District. In 1969, the school was brought into the state system of higher education as Boise State College, the School of Education was formed, and Bachelors degrees were offered. The Master of Arts in Elementary Education was created in 1971. Boise State College was designated Boise State University in 1974, and the School of Education became the College of Education. The university's first doctoral degree, an Ed.D. in Curriculum and Instruction, was approved in 1992. Today, the College of Education is comprised of eight departments—Bilingual Education; Counselor Education; Curriculum, Instruction and Foundational Studies; Early Childhood Studies; Educational Technology; Kinesiology; Literacy; and Special Education. The college offers 12 undergraduate and 14 graduate degree programs and works collaboratively with the College of Arts and Sciences and the College of Social Sciences and Public Affairs to prepare secondary teachers in 16 subject areas. The college also hosts the Center for School Improvement and Policy Studies, the Center for Multicultural and Educational Opportunities, Co-hosts the Center for Orthopedic and Biomechanics Research with the College of Engineering, and co-sponsors the Idaho Center for Economic Education with the College of Business and Economics.

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

Degree Name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
College of Education			
Athletic Training	B.S.	Athletic Training	Athletic Training
Bilingual Education	M.Ed	Bilingual Education, Bilingual Director/Coordinator; ESL, ESL Director/Coordinator	Bilingual Education, Bilingual Director/Coordinator; ESL, ESL Director/Coordinator
Counseling, Addiction Studies Gerontological Studies	MA, graduate certificate	School Counselor Clinical Counselor	School Counselor Clinical Counselor
Curriculum and Instruction	Ed.D.	K-12 Teaching, Leadership	K-12 Teaching, Leadership
Early Childhood Studies	A.A., B.A., M.Ed.	Aid in Birth – Grade 3, Teaching Birth – Grade 3, Director/ Coordinator Early Childhood Education/Early Childhood Education-Special Education	Aid in Birth – Grade 3, Teaching Birth – Grade 3, Director/ Coordinator Early Childhood Education/Early Childhood Education-Special Education
Education - Curriculum and Instruction	M.A.	K-12 Teaching	K-12 Teaching

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Education - Reading	M.A.	Developmental Reading, Remedial Reading	Developmental Reading, Remedial Reading
Educational Leadership	M.Ed.	School Principal, Curriculum Director	School Principal, Curriculum Director
Educational Technology	MET, M.S., Graduate Certificate	Instructional Design Technology Integration Online Teaching School Technology Director	Instructional Design Technology Integration Online Teaching School Technology Director
Elementary Education	B.A.	Kindergarten to Grade 8	Kindergarten to Grade 8
Elementary Education, Bilingual/ESL	B.A.	Bilingual Education, ESL,	Bilingual Education, ESL
Exercise and Sport Studies: Behavioral, Biophysical, Socio-Historical	M.S.	Behavioral, Biophysical, Socio-Historical	Behavioral, Biophysical, Socio-Historical
Exercise Science: Biomechanics, Exercise Physiology Fitness Evaluation and Programming	B.S.	Biomechanics, Exercise Physiology, Fitness Evaluation & Programming	Biomechanics, Exercise Physiology, Fitness Evaluation & Programming
Health Promotion	B.S.	Health Promotion	Health Promotion
K-12 Physical Education	B.S.	Physical Education, Weight Training, Dance	Physical Education, Weight Training, Dance
Secondary/K-12 Teaching	Graduate Certification	K-12 Certification in Qualified Content Areas	K-12 Certification in Qualified Content Areas
Special Education	A.A., B.A., M.A., M.Ed.	Generalist K-12	Generalist K-12
College of Arts and Sciences			
Art Education 6-12, K-12	B.A., B.F.A., M.A.	Art	Art
Biology, Secondary Education	B.S.	Biological Science, Life Science, Ecology or Environmental Science	Biological Science, Life Science, Ecology or Environmental Science
Chemistry, Secondary Education	B.S.	Chemistry	Chemistry
Earth Science Education	B.S.	Earth Science, Geology, Environmental Science or Ecology, Space Science	Earth Science, Geology, Environmental Science or Ecology, Space Science
English Teaching, English-English Education	B.A., M.A.	Secondary Language Arts, English, Creative Writing, Grammar, Literature, Composition	Secondary Language Arts, English, Creative Writing, Grammar, Literature, Composition
French, Secondary Education	B.A.	French	French
German, Secondary Education	B.A.	German	German
Mathematics, Secondary Education; Mathematics Education	B.A., B.S., M.S.	General Math, Algebra, Consumer Math, Applied Math, Geometry, Trigonometry, Calculus	General Math, Algebra, Consumer Math, Applied Math, Geometry, Trigonometry, Calculus

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Music Education; Music Pedagogy	B.M., M.M.	Music 6-12, Music K-12, Vocal Music, Instrumental Music	Music 6-12, Music K-12, Vocal Music, Instrumental Music
Physics, Secondary Education	B.S.	Physics	Physics
Spanish, Secondary Education	B.A.	Spanish	Spanish
Theatre Arts, Secondary Education	B.A.	Drama	Drama
College of Business and Economics			
Economics, Social Studies, Secondary Education	B.A.	Consumer Economics, Economics, All Social Science Courses	Consumer Economics, Economics, All Social Science Courses
College of Social Science and Public Affairs			
Anthropology, Social Studies, Secondary Education	B.A.	All Social Science Courses	All Social Science Courses
Communication, Secondary Education	B.A.	Speech, Communication, Debate	Speech, Communication, Debate
History, Secondary Education; History, Social Studies, Secondary Education	B.A.	American History, World History, Idaho History/Government, All Social Science Courses	American History, World History, Idaho History/Government, All Social Science Courses
Political Science, Social Science, Secondary Education	B.A., B.S.	American Government, Political Science, American Studies, Idaho History/Government	American Government, Political Science, American Studies, Idaho History/Government
Psychology, Social Studies, Secondary Education	B.A.	Psychology, All Social Science Courses	Psychology, All Social Science Courses
Sociology, Social Science/Social Studies, Secondary Education	B.A.	Sociology, All Social Science Courses	Sociology, All Social Science Courses

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

Degree Name	Level	Enrollment			Number of Graduates		
		Current Year 06/07	Previous Year 05/06	Previous Year 04/05	Current Year 06/07	Previous Year 05/06	Previous Year 04/05
College of Education							
Athletic Training	B.S.	114	122	107		8	12
Bilingual Education	M.Ed.	26	0	0		0	0

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Degree Name	Level	Enrollment			Number of Graduates		
		Current Year 06/07	Previous Year 05/06	Previous Year 04/05	Current Year 06/07	Previous Year 05/06	Previous Year 04/05
Counseling	M.A.	51	48	40		12	16
Counseling - Addiction Studies	G.C.	12	7	1		New Prog	New Prog
Counseling - Gerontological Studies	G.C.	1	New Prog	New Prog		New Prog	New Prog
Curriculum and Instruction	Ed.D.	39	45	37		10	1
Early Childhood Studies	B.A.	112	84	56		6	7
Early Childhood Studies	M.Ed.	4	New Prog	New Prog		New Prog	New Prog
Early Childhood Studies	A.A.	10	5	1		1	1
Education - Curriculum and Instruction	M.A.	78	119	152		53	44
Education - Early Childhood Studies	M.A.	10	13	12		2	4
Education - Educational Technology	M.E.T.	New Prog	New Prog	New Prog		New Prog	New Prog
Education - Educational Technology	M.S.	113	104	121		45	45
Education - Reading	M.A.	65	74	40		15	10
Educational Leadership	M.Ed.	17	New Prog	New Prog		New Prog	New Prog
Elementary Education	B.A.	590	637	620		77	73
Elementary Education, Bilingual/ESL	B.A.	72	71	65		13	17
English as a Second Language	M.Ed.	33	New Prog	New Prog		New Prog	New Prog
Exercise and Sports Studies	M.S.	33	29	34		8	10
Exercise Science	B.S.	123	105	85		15	13
Health Promotion	B.S.	83	83	70		15	14
K-12 Physical Education	B.S.	71	77	89		15	16
Secondary/K-12 Teaching	G.C.	3	3	New Prog		3	New Prog
Special Education	AA	New Prog	New Prog	New Prog		New Prog	New Prog
Special Education	BA	55	21	New Prog		2	New Prog
Special Education	MA,MEd	22	23	18		7	5
Technology - Online Teaching	G.C.	4	4	0		1	0
Technology - School Technology Coordination	G.C.	3	0	0		8	2
Technology - Technology Integration Specialist	G.C.	3	2	1		1	0
College of Arts and Sciences							

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Degree Name	Level	Enrollment			Number of Graduates		
		Current Year 06/07	Previous Year 05/06	Previous Year 04/05	Current Year 06/07	Previous Year 05/06	Previous Year 04/05
Art Education	M.A.	0	3	3		0	0
Art Education 6-12, K-12	B.A., B.F.A.	88	97	107		2	7
Biology, Secondary Education	B.S.	29	27	22		4	2
Chemistry Secondary Education	B.S.	1	4	2		0	0
Earth Science Education	B.S.	16	18	16		2	4
English Teaching	B.A.	166	165	132		26	7
English-English Teaching	M.A.	4	3	0		4	2
French, Secondary Education	B.A.	0	7	3		0	0
German, Secondary Education	B.A.	0	3	1		0	0
Mathematics Education	M.S.	14	3	6		1	0
Mathematics, Secondary Education	B.A., B.S.	60	54	33		8	3
Music Education	B.M.	101	94	85		9	5
Music Education/Pedagogy	M.M.	3	6	2		0	0
Physics, Secondary Education	B.S.	1	4	2		0	0
Spanish, Secondary Education	B.A.	25	20	17		0	1
Theatre Arts, Secondary Education	B.A.	20	14	8		1	0
College of Business and Economics							
Economics, Social Studies, Secondary Education	B.A.	10	9	6		2	1
College of Social Science and Public Affairs							
Anthropology, Social Studies, Secondary Education	B.A.	3	3	5		0	0
Communication, Secondary Education	B.A.	11	13	13		2	1
History, Secondary Educ	B.A.	68	78	50		3	14

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Degree Name	Level	Enrollment			Number of Graduates		
		Current Year 06/07	Previous Year 05/06	Previous Year 04/05	Current Year 06/07	Previous Year 05/06	Previous Year 04/05
Political Science, Social Science, Secondary Educ	BA, BS	43	42	27		1	5
Psychology, Social Studies, Secondary Education	B.A.	13	New Prog	New Prog		New Prog	New Prog
Sociology, Social Science/ Studies, Secondary Educ	B.A.	11	10	15		N/A	N/A

Graduation Rate Table

The following table illustrates the Graduation Rates of IPEDS Cohort Students who were admitted to the Teacher Education Program prior to the 6th year of the cohort. Please note that per IPEDS protocol these data do not include transfer students or certification only students. The cohort only includes those students who entered Boise State University in the cohort years as first-time, first-year, full-time students during the fall semester. We have not included data for years prior to 1999 because that is the year Boise State University adopted the PeopleSoft System. Data prior to that year was either unavailable or incomplete.

6 Year Graduation Rates

Cohort	Status TED	GRAD		Here		Gone		Number	
		Hc	Percent	Hc	Percent	Hc	Percent	Hc	Percent
1999-2000	In Teacher Education	62	90%	5	7%	2	3%	69	100%
2000-2001	In Teacher Education	41	75%	11	20%	3	5%	55	100%
Total		103	83%	16	13%	5	4%	124	100%

Graduation Rate by Certification Table

The following table includes Graduate Rates by Certification areas of IPEDS Cohort Students who were admitted to the Teacher Education Program prior to the 6th year of the cohort.

6th Year Data for IPEDS Cohorts 1999/2000 through 2000/2001 Admitted to Teacher Education
(Graduation Headcount and Rate)

Main Certification Area	Graduated		Still Enrolled	Gone from BSU	Total	Graduated		Still Enrolled	Gone from BSU	Total
	In TE	In Another Field				In TE	In Another Field			
Anthropology		1			1	0%	100%	0%	0%	100%
Art Education BA		1	2		3	0%	33%	67%	0%	100%
Biology, Secondary Education	3				3	100%	0%	0%	0%	100%

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Communication	1				1	100%	0%	0%	0%	100%
Early Childhood Studies BA	1		2		3	33%	0%	67%	0%	100%
Economics, Social Sci, Sec Ed	2				2	100%	0%	0%	0%	100%
Earth Science Education	1				1	100%	0%	0%	0%	100%
Elementary Educ: Bilingual/ESL	7		1		8	88%	0%	12%	0%	100%
Elementary Education	39	1	2	2	44	87%	3%	5%	5%	100%
English Teaching	13	3	3		19	68%	16%	16%	0%	100%
History, Soc Sci, Sec Educ	5		1		6	83%	0%	17%	0%	100%
Mathematics, Secondary Ed BA	2				2	100%	0%	0%	0%	100%
Music Education	5			3	8	63%	0%	0%	37%	100%
Physical Education BS	15		3		18	83%	0%	17%	0%	100%
Poli Sci, Soc Sci, Sec Educ BA			1		1	0%	0%	100%	0%	100%
Pre-Medical Studies		1			1	0%	100%	0%	0%	100%
Spanish	2				2	100%	0%	0%	0%	100%
Theatre Arts, Secondary Educ			1		1	0%	0%	100%	0%	100%
Total	96	7	16	5	124	77%	6%	13%	4%	100%

Placement Table

Employment data for the past five years indicate that 81% to 87% of baccalaureate graduates of the College of Education are employed in Idaho, although we do not know if these individuals are working in education. For master's degree programs in teaching fields, 79% to 88% are working in Idaho. The percentage of master's degree recipients in Kinesiology and Educational Technology employed in Idaho are lower (45%-51%) because a large number are from out-of-state. The Educational Technology master's is offered online and enrolls students from many different states and foreign countries.

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

The College of Education at Boise State University prepares professionals using models of teaching and learning that ensure high levels of knowledge, skills, and dispositions supported through a wide range of research and scholarly activities. The following examples of notable accomplishments reflect the achievement of our goals:

➤ Center for School Improvement & Policy Studies

The Center for School Improvement & Policy Studies helps educational and public leaders to develop effective partnerships to increase PreK12 student achievement. Over the past decade, the Center has been engaged in projects that received over \$12 million funding, and that were

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in partnership with the U.S. Department of Education, the Idaho State Department of Education, the Idaho State Board of Education, and various school districts, industry, government agencies and foundations across Idaho.

➤ **Math Education:**

Boise State has received over \$1.4 million in external funding for projects involving more than 20 schools in Southwestern Idaho. A current grant, Developing Mathematical Thinking, funds our work with more than 65 teachers in four schools from three school districts. Each school has shown remarkable growth in ISAT scores as well as improvements in teachers' knowledge and instructional strategies.

➤ **Professional Development Schools:**

Boise State and the Meridian School District have established a professional development school at Lake Hazel Middle School. A team of teachers and a Boise State liaison designed the three-semester program in which candidates actively collaborate in planning, teaching, and assessment.

➤ **Ed.D. Program:**

The doctoral program actively supports school renewal by developing reflective educators who can provide leadership for continuous school improvement. Several of the program's 50 graduates now occupy key positions of leadership in local school districts and at the State Department of Education.

➤ **Athletic Training:**

Students in the Athletic Training program take a NATA-BOC National Certification Examination that contains three areas of proficiency: written, simulation, and practical. Over the past 10 years, Boise State students have scored 17% higher than the national pass rate average the first time they have taken the exam. Consequently, the program is considered to be one of the top programs in the Western United States.

V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

➤ According to the U.S. Department of Education

(<http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>) there is an identified shortage of teachers in almost all teaching areas in Idaho. This is especially true in the areas of math, science, and special education, three areas of particular concern at Boise State University. We currently have ten teachers employed by local school districts working on certification through an alternative route program.

➤ According to the Idaho Association of School Administrators and the Idaho Department of Education, there is a great demand for school administrators especially with retirements expected to occur in the near future. A survey of local school districts, the State Department of Education, and professional associations indicated a demand for a leadership preparation program that aligns with the current context and requirements for Pre-K-12

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education. In response to this need, the College of Education created a Master's degree program in Educational Leadership.

- Boise State University offers the only Bilingual Education/ESL degrees in Idaho. Graduate courses are offered in Canyon and Twin Falls counties, and 44 students are presently pursuing M.Ed. degrees in Bilingual Education and/or English as a Second Language.
- Special education positions are considered by Idaho school administrators to be the most difficult slots to fill. In response, Boise State University created a new degree program in Special Education and alternative certification procedures.
- The Department of Literacy has large enrollments in its Weekend Masters in Literacy program. This will continue to provide a much needed core of teachers who can meet the needs of literacy development for PreK-12 students. Enrollments in both the graduate and undergraduate pre-certification courses remain high.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

- Many of our students are non-traditional in that they are older, live off-campus, work in the local community, attend part-time, and/or already have a degree and are returning to college to meet the qualifications for a teaching certificate. To meet the demand for new teachers, especially in the areas of special education, math, and science, Boise State University has established programs that provide alternative routes to certification.
- Practicing teachers have the opportunity to continue their education through a variety of graduate programs and professional development opportunities offered by Boise State University. Areas of interest include Bilingual Education, English as a Second Language, Special Education, Educational Technology, School Counseling, and Educational Leadership. In the area of Bilingual Education Boise State University has developed a very strong partnership and close coordination with a local school district to begin a dual language program; the first one in Southwestern Idaho. Through the area of Educational Technology, we reach educators and school technology coordinators in rural areas and throughout the state via our online programs.
- Each student completing an initial education program contributes more than 950 hours of work in the local schools as an intern and student teacher. The impact they are making on PreK-12 student learning is significant. Boise State University produces approximately 225 teachers for Idaho schools each year.
- The Department of Literacy offers three different reading clinics that serve 38 BSU students and 48 K-12 students who have reading difficulties.
- Graduates of the Health Promotion program help individuals and communities achieve healthier lives through increased knowledge, changed behaviors, and environments that

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support positive health practices. The curriculum includes coursework in kinesiology, health sciences, psychology, and business.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

The University of Idaho, Idaho State University, BYU-Idaho, NNU, and LCSC offer programs in teacher education. Because initial teacher preparation programs and advanced programs must meet rigorous accreditation standards, similar foundational content exists in all of these programs. In addition, students across the state must meet the same certification requirements for school personnel established by the Idaho State Board of Education. The secondary education programs are similar because they are based on standard disciplinary areas such as English, mathematics, history, and biology. At the graduate level, Boise State, ISU, and UI all offer master's degrees in Counseling, Curriculum and Instruction, and Educational Leadership.

Perhaps the most compelling reason to have multiple education programs in Idaho is geographic. Schools are in every community in Idaho. Therefore, there is a need to provide teachers for every community. Regional universities 1) provide expanded access to teacher education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for education professionals so they can enhance their teaching skills, 3) stimulate partnerships with area schools and government agencies, and 4) help market the region to new businesses, which expect excellent schools.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)

Education classes and collaborations are woven throughout the fabric of university curricula, programs, and research at Boise State University. College of Education faculty and students are involved in collaborative endeavors with counterparts from every one of Boise State University's eight other colleges –Applied Technology, Arts and Sciences, Business and Economics, Engineering, Graduate Studies, Health Sciences, Honors, and Social Sciences and Public Affairs. Some Examples include:

- All students wishing to receive a secondary teaching certificate major/minor in the area(s) they intend to teach take courses from the College of Education and from the colleges that contain their subject areas. For example individuals wishing to teach high school English will major in English Teaching and be part of the College of Arts and Sciences. They will complete the required education courses for certification through the College of Education.
- The Engineering for Educators class involves education majors in the Introduction to Engineering class.
- The Center for Biomechanics and Orthopedics Research is co-directed by a mechanical/biomedical engineering faculty member and a kinesiology faculty member.
- The Gerontological Studies and Addiction Studies Certificate programs in the Counseling Department are cross listed with the College of Health Sciences through interdisciplinary programs.

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- All degree programs leading to teacher certification participate in school partnerships established by the College of Education with area school districts. These partnerships include: PreK-12 student learning, preparation of pre-service teachers, professional development for practicing teachers, and faculty scholarship opportunities.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

All programs that were reviewed by the State of Idaho and the National Council for the Accreditation of Teacher Education (NCATE) during the 2003 visit received approval. There were no conditions placed on any of the programs, but the following Areas for Improvement were listed:

Standard 2: Assessment System

- The transition assessment plan at both the initial and advanced levels do not provide for activities to eliminate sources of bias in performance assessments that will be developed.
- There are no written policies that describe the process for recording formal candidate complaints or what resolution procedures are used at both the initial and advanced levels.

Standard 3: Field Experiences

- Criteria for selecting clinical faculty (mentor teachers) are not regularly used and are not known to all of the involved parties.
- Not all candidates have field experiences with culturally diverse students.

Standard 4: Diversity

- The College of Education does not guarantee that all candidates will continue to have opportunities to interact with diverse faculty and candidates.
- Not all candidates have field experiences with culturally diverse students.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).

Boise State College of Education faculty members are involved with two current grants that contribute to the Governor's Science and Technology Initiative. The Developing Mathematical Thinking grant funds our work with more than 65 teachers in four schools from three school districts. Each school has shown remarkable growth in ISAT scores as well as improvements in teachers' knowledge and instructional strategies. The Robert Noyce grant from the National Science Foundation funds scholarships and provides mentoring for students majoring in science, technology, engineering and mathematics to become K-12 teachers in those areas.

Boise State College of Education produces the teachers that are necessary for educating our elementary and secondary students, laying the groundwork for employment or higher education. Excellent schools help attract businesses important to strengthening the economy of Idaho.

The College of Education is a key sponsor of the Idaho Council on Economic Education, which promotes economic and financial education and development for K-12 students and their teachers state-wide. The Council provides professional development training and materials for

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teachers who, in turn, implement specific programs in their classrooms designed to prepare students to compete in the current and future competitive global economy, a key goal of the Governor's Science and Technology Initiative. The College of Education also conducts research in economic education and is working with the Idaho Council to provide internet-based courses that will reach teachers and students in remote locations of Idaho.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).

➤ Ed.D.

The doctoral program was designed to provide outstanding educators an opportunity to develop professionally beyond the master's degree in the areas of research methodology, curriculum and instruction, and school improvement. Students complete an area of specialization in bilingual education, counseling psychology, educational leadership, kinesiology, literacy, or mathematics education.

➤ Counselor Ed:

Boise State University and Idaho State University are working together to offer collaborative and complementary doctoral programs in counseling in the Treasure Valley area. The Boise State University emphasis will be on advanced clinical practice and leadership to meet the local need. The program will offer clinical breadth and depth in leadership theory and practice as well as clinical supervision.

➤ Ed Leadership:

This program integrates modules that blend theory and practice as students develop leadership skills by addressing and resolving the emergent needs of a virtual school district. All modules (courses) were developed to meet the requirements of the Idaho Foundation Standards for School Administrators. The program utilizes the expertise of faculty from throughout the College and is one of the six cognates for the Ed.D. Program.

➤ Para to Teacher:

A faculty work group with representatives from BSU, UI, ISU, and LCSC came to consensus on a 30 credit core of special education coursework plus a 20 credit reading endorsement. Both components were designed to address standards for beginning teachers and certification requirements, at all institutions. At BSU, this best matches our BA in Special Education Option 2 Subject Area Endorsement

XII. Future plans and timelines with rationale as to why (limit to 250 words):

➤ Educational Technology

The Department of Educational Technology is developing a Ph.D. program. The program will emphasize research on the design, implementation, and evaluation of emergent technologies for teaching and learning. The program would be the first of its kind in the country with this specific, and much needed emphasis.

➤ Educational Leadership

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The College of Education will increase the capacity of our master's level Educational Leadership program, and begin development of a doctorate program that would lead to certification as a school superintendent.

➤ **Counseling**

It is the intent of the Department of Counseling to develop and implement a doctorate in Counseling that would meet CACREP standards in Counselor Education Leadership.

➤ **Kinesiology**

Within the next two years, the Department of Kinesiology will increase focus on its Health Promotion, Pedagogy, and Athletic Training programs.

➤ **Special Education and Early Childhood Studies**

The Department of Special Education and Early Childhood Studies will expand statewide collaborative projects and meet the needs of the state.

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XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years			
	FY2006	FY2007	FY2008
	Past	Current	Next
	Fiscal Year	Fiscal Year	Fiscal Year
Annual General Account/State Appropriation	5,989,500	6,191,100	TBD
Revenue from Endowment Funds	0	0	TBD
Student Fees	included in State Appropriation	included in State Appropriation	TBD
Federal Appropriation	0	0	0
Federal Grants & Contracts	2,907,000	3,175,700*	TBD
State Grants & Contracts	1,295,600	1,401,700*	TBD
Private Gifts, Grants & Contracts	59,000	47,700*	TBD
Sales & Serv of Educ Activities	0	0	0
Sales & Serv of Aux Enterprises	0	0	0
Other (please identify)	0	0	0
Indirect Costs	Included in totals above	Included in totals above	TBD
Total, All Fund Sources	10,251,100	10,816,100	TBD
Notes:		*through the 3 rd quarter	
This report displays revenue received during the fiscal year, not expenditures made.			
Round to nearest \$100.00.			

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Appendix A

Boise State University Program Completers FY02-FY06

Professional Education Data System
B3A-B3D 2002-2006

Category	FY02	FY03	FY04	FY05	FY06*	Total
<u>Initial Teacher Preparation</u>						
Art Teacher Education	5	3	9	7	2	26
Bilingual/Bicultural Education	8	18	25	13	13	77
Biology Teacher Education	5	0	0	1	4	10
Chemistry Teacher Education	0	0	0	0	0	0
Elementary Teacher Education	117	99	115	63	77	471
English Teacher Education	17	17	22	13	26	95
Health Teacher Education	0	0	0	0	0	0
History Teacher Education	10	10	0	17	3	40
Mathematics Teacher Education	3	6	4	3	8	24
Music Teacher Education	12	8	6	7	9	24
Physical Education Teaching and Coaching	35	34	31	20	15	135
Physics Teacher Education	1	0	0	0	0	1
Pre-Elementary/Early Childhood/Kindergarten Teacher Education	0	0	4	2	6	12
Science Teacher Education, General	0	4	4	5	2	15
Social Studies Teacher Education	3	0	15	1	3	22
Special Education, General	0	0	0	0	2	2
Teaching English as a Second Language/Foreign Language	7	4	0	0	0	11
All other Cip 13.000 education programs	0	1	14	0	2	17
Total	223	204	249	152	172	982
<u>Advanced Teacher Preparation</u>						
Art Teacher Education	0	0	1	3	0	4
Bilingual/Bicultural Education	0	0	0	0	19	19
Counseling Education/Student Counseling and Guidance Service	10	12	25	14	12	73
Curriculum and Instruction	46	70	44	51	53	264
Educational/Instructional Media Design	9	49	79	91	45	273
English Teacher Education	0	0	0	0	4	4
Mathematics Teacher Education	0	0	0	0	1	1
Music Teacher Education	2	0	2	1	0	5
Physical Education Teaching and Coaching	0	0	0	0	0	0
Pre-Elementary/Early Childhood/Kindergarten Teacher Education	7	6	4	3	2	22
Reading Teacher Education	11	6	11	24	15	67
Science Teacher Education, General	0	0	0	1	0	1

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Special Education, General	10	4	4	1	7	26
Teaching English as a Second Language/Foreign Language	0	0	0	0	0	0
Total	95	147	170	189	158	759

*Estimates from available data

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Attachment 3

**Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions**

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: April 19, 2007 Final Copy

Institution: Idaho State University

School/College/or program (s) within the disciplinary area to be reviewed:

College of Education

I. Brief History of College/School (limit to 250 words):

The educational history of the College of Education began in 1893 when Rev. Charles Lyles voluntarily taught 23 students in a school built by local residents in Albion, Idaho. The following year, the Idaho Legislature granted funding for the Albion State Normal

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School, and opened its doors on September 11, 1894. The Albion State Normal School centered wholly on preparing teachers. The school offered a traditional curriculum including: science, English, history, mathematics, Latin, and education. In 1947, Albion State Normal School's name was changed to Southern Idaho College of Education. By 1949, it had graduated more teachers than any other state institution, and boasted the lowest teacher-pupil ratio on any campus. In 1951, the Idaho Legislature closed Southern Idaho College of Education in Albion and transferred its teacher education program to the Southern Branch of the University of Idaho – now called Idaho State University. The Department of Education was originally a part of the Liberal Arts program. The College of Education was established in 1958 and was initially housed in Swanson Hall. The College of Education (building 1) and Lorene Hendricks Lab School (building 2) were moved into its current buildings on the Idaho State University campus in 1963. The lab school closed in 1969 to accommodate the growth of the College of Education. In September 2006, building 2 was named Albion Hall in recognition of the achievements and legacy of Albion State Normal School (1893-1951). The College of Education at Idaho State University strives to become the leading institution of teaching and learning in the Intermountain West through our commitment to the interrelated activities of teaching, scholarship, and service.

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

Degree Name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
UNDERGRADUATE DEGREES		Certificate/Endorsement/ Teaching Areas	Certificate/Endorsement/ Teaching Areas
Early Childhood	B.A.		
K-8 Emphasis		Standard Elementary K-8	Standard Elementary K-8
ECE/ECSE Emphasis		Early Childhood/Early Childhood Special Education Blended (Birth-Grade 3)	Early Childhood/Early Childhood Special Education Blended (Birth-Grade 3)
Elementary Education	B.A., B.S.	Standard Elementary K-8	Standard Elementary K-8
<i>Emphasis Areas:</i>			
Biology (22 cr)		Standard Elementary K-8	Standard Elementary K-8
English (21 cr)		Standard Elementary K-8	Standard Elementary K-8
Geology (23 cr)		Standard Elementary K-8	Standard Elementary K-8
History (21 cr)		Standard Elementary K-8	Standard Elementary K-8
Mathematics (21 cr)		Standard Elementary K-8	Standard Elementary K-8
Family and Consumer Sciences	B.A., B.S.		
Human Exceptionality	B.A., B.S.	Standard Exceptional Child: Generalist K-12	Standard Exceptional Child: Generalist K-12
Behavior Disorders Emphasis		Standard Exceptional Child: Generalist K-12	Standard Exceptional Child: Generalist K-12
Severe Disabilities Emphasis		Standard Exceptional Child: Generalist K-12	Standard Exceptional Child: Generalist K-12
Music Education	B.M.E.	Standard Secondary 6-12: Music K-12; Vocal Music,	Standard Secondary 6-12: Music K-12; Vocal Music,

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		Instrumental Music	Instrumental Music
Physical Education	B.A., B.S.		
<i>Emphasis Areas:</i>			
Exercise Science			
Physical Education Teaching		Standard Secondary 6-12: Physical Education K-12 or 6-12	Standard Secondary 6-12: Physical Education K-12 or 6-12
Outdoor Education			
Sport Management			
<i>Minors:</i>			
Coaching			
Outdoor Education			
Sport Management			
Secondary Education	B.A., B.S.	Standard Secondary 6-12	Standard Secondary 6-12
<i>Single Subject Majors (ss), Majors, and Minors:</i>			
American Studies			
English Emphasis (ss)			
History Emphasis (ss)			
Art (ss)		Art K-12 or 6-12	Art K-12 or 6-12
Biological Sciences (ss, major, minor)		Biological Science, Life Science, Ecology, or Environmental Science	Biological Science, Life Science, Ecology, or Environmental Science
Business Education (ss, major, minor)		All business courses, including professional-technical business education	All business courses, including professional-technical business education
Chemistry (ss, major, minor)		Chemistry	Chemistry
Child and Family Studies (minor)			
Communication and Rhetorical Studies (ss, major, minor)		Speech; Communications; Debate	Speech; Communications; Debate
Consumer Economics (minor)		Consumer Economics	Consumer Economics
Economics (major, minor)		Consumer Economics; Economics	Consumer Economics; Economics
Education of Hearing Impaired (minor)		Standard Exceptional Child: Hearing Impaired K-12	Standard Exceptional Child: Hearing Impaired K-12
English (ss, major, minor)		Language Arts; English; Creative Writing; Grammar; Literature; Composition	Language Arts; English; Creative Writing; Grammar; Literature; Composition
English as a Second Language (minor)		Bilingual Education, Bilingual Director/Coordinator, ESL: ESL Director/Coordinator	Bilingual Education, Bilingual Director/Coordinator, ESL: ESL Director/Coordinator
Family and Consumer Sciences (ss, minor)		All Family and Consumer Science courses, including professional-technical	All Family and Consumer Science courses, including professional-technical
French (major, minor)		French	French
Geology (ss, major, minor)		Geology and Earth Science	Geology and Earth Science
German (major, minor)		German	German
Health Education (ss, major, minor)		Health	Health
History (major, minor)		American History; World History; State/History/ Government	American History; World History; State/History/ Government
Library Science (minor)		Education Media Generalist K-12 (Library)	Education Media Generalist K-12 (Library)
Mass Communication (minor)		Journalism	Journalism
Mathematics (ss, major, minor)		General Math; Algebra I; Consumer Math; Applied Math	General Math; Algebra I; Consumer Math; Applied Math

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Physical Education (ss, major)		Physical Education K-12 or 6-12; Weight Training; Health; Dance	Physical Education K-12 or 6-12; Weight Training;Health; Dance
Physics (major, minor)		Physics	Physics
Political Science (major, minor)		American Government/ Political Science	American Government /Political Science
Psychology (minor)		Psychology	Psychology
Russian (minor)		Russian	Russian
Social Science (ss, major, minor)		All Social Science courses	All Social Science courses
Sociology (major, minor)		Sociology	Sociology
Spanish (major, minor)		Spanish	Spanish
Special Education (major, minor)		Standard Exceptional Child: Generalist K-12	Standard Exceptional Child: Generalist K-12
Theatre (ss, major, minor)		Drama	Drama
GRADUATE DEGREES			
Doctor of Education	Ed.D.		
Educational Leadership			
Educational Administration Emphasis			
Higher Education Admin Emphasis			
Instructional Technology Emphasis			
Educational Specialist	Ed.S.		
Educational Administration		Administrator: Superintendent PK-12	Administrator: Superintendent PK-12
School Psychology		Pupil Personnel Services: School Psychologist	Pupil Personnel Services: School Psychologist
Special Education		Standard Exceptional Child: Generalist K-12	Standard Exceptional Child: Generalist K-12
Master of Education	M.Ed.		
Child and Family Studies			
-ECE Option			
-ECE SPED Option			
-Family Studies Option			
Educational Administration		Administrator: Principal PK-12	Administrator: Principal PK-12
Elementary Education			
Human Exceptionality			
-School Psychological Examiner Option			
-Special Education Option			
Instructional Technology			
K-12 Education			
Literacy		Reading K-12	Reading K-12
Secondary Education			
Master of Physical Education	M.P.E.		
Athletic Administration			

**III. Enrollment and Graduates – Last three years beginning with the current year
and the 2 previous years**

Degree Name	Enrollment
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	Current Year 06/07*	Previous Year 05/06	Previous Year 04/05
Early Childhood Education	140	161	151
Education, General (M.Ed. Emphases)	323	585	631
Educational Administration (Ed.S.)	58	84	20
Educational Leadership (Ed.D.)	149	281	300
Elementary Education	734	918	952
Family and Consumer Sciences	54	71	61
Human Exceptionality**	74	89	86
Instructional Design (Ph.D.)	6	---	---
Instructional Technology	34	63	64
Music Education	97	124	128
Physical Education	442	524	431
School Psychology	31	46	37
Secondary Education	764	934	996
Special Education**	6	12	23
Undecided Education	134	145	142

*Does not include Summer 2007.

**Special Education enrollment numbers are reflected in Human Exceptionality, Special Education, Elementary Education, and Secondary Education and, therefore, it is difficult to accurately reflect total enrollment.

Degree Name	Graduates by Major and College		
	AY 06-07	AY 05-06	AY 04-05
Early Childhood Education			
Early Childhood Education (B.A.)	0	9	0
Total Early Childhood Education	0	9	0
Elementary Education			
Elementary Education (B.A.)	8	41	30
Elementary Education (B.S.)	15	16	38
Elementary Education and ECE (B.A.)	0	1	0
Total Elementary Education	23	58	68
Non-Teaching			
Family and Consumer Sciences (B.A.)	2	0	0
Family and Consumer Sciences and H.E. (B.S.)	0	2	1
Family and Consumer Sciences (B.S.)	0	2	1
Human Exceptionality (B.A.)	0	2	1
Human Exceptionality (B.S.)	0	2	0
Music Education (B.M.E.)	2	5	3
Physical Education (B.A.)	2	0	3
Physical Education (B.S.)	8	18	21
Total Non-Teaching	14	31	30
Secondary Education			

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Secondary Education (B.A.)	9	38	33
Secondary Education (B.S.)	13	41	10
Total Secondary Education	22	79	43
Secondary Education (B.A.) breakdown:			
Art (SS)	0	0	1
Business Education (SS)	1	2	0
Business Education Major	0	1	
English (SS)	0	3	0
English Major	0	6	5
Family And Consumer Sciences (SS)	1	0	0
German Major	0	1	0
History (SS)	1	1	2
History Major	4	5	2
Mathematics Major	0	2	0
Physical Education (SS)	1	0	0
Political Science Major	1	1	2
Social Science Major	0	1	1
Social Science (SS)	0	3	0
Spanish Major	0	0	2
Theatre (SS)	0	0	0
Theatre Major	0	0	0
Total Secondary Education (B.A.)	9	26	15
Secondary Education (B.S.) breakdown:			
Art Major	0	0	1
Biological Sciences (SS)	0	1	0
Biological Sciences Major	1	1	1
Business Education (SS)	0	1	2
Business Education Major	0	2	1
Communication and Rhetorical Studies	0	0	1
Chemistry (SS)	0	1	
Chemistry Major	1	5	0
English (SS)	0	1	4
English Major	0	0	4
Family And Consumer Sciences	0	2	0
General Science (SS)	0	0	0
Geology	0	0	0
German Major	0	0	0
Health Education (SS)	0	0	1
Health Education Major	1	0	1
History (SS)	0	1	2
History Major	1	3	4
Mathematics (SS)	0	0	0
Mathematics Major	1	0	3
Physical Education (SS)	0	1	1

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Physical Education Major	0	2	1
Physics Major	1	0	0
Political Science Major	1	1	1
Social Science Major	3	3	3
Social Sciences (SS)	1	0	1
Sociology Major	1	0	0
Spanish Major	1	0	1
Speech Communication Major	0	0	1
Theatre (SS)	0	0	1
Total Secondary Education (B.S.)	13	27	35
Master of Education:			
Child and Family Studies	1	1	0
-Early Childhood Option	0	1	0
-Early Childhood Education Option	0	1	0
-Family Studies Option	1	1	0
Curriculum and Instruction	0	0	0
Curriculum Leadership	0	0	1
Educational Administration	2	12	4
Elementary Education	2	0	0
Human Exceptionality	1	7	6
Instructional Technology	5	4	1
Literacy	10	2	1
Secondary Education	8	0	0
Total (M.Ed.)	30	29	13
Master of Physical Education:			
Athletic Administration	1	27	19
Total (M.P.E.)	1	27	19
Educational Specialist:			
Educational Administration	0	1	1
School Psychology	0	1	0
Special Education	0	0	0
Total (Ed.S.)	0	2	1
Doctor of Education:			
Educational Leadership	2	17	5
Total (Ed.D.)	2	17	5

ISU cannot provide accurate or complete data concerning the specified IPEDS cohorts at this time. As noted in our last regional accreditation review in the fall of 2004 (NWCCU Recommendation 2), our Office of Institutional Research was in disarray during the specified time frame of 1995-2003 and could not provide the functionality necessary to ensure accurate and complete reporting of IPEDS data for all programs on campus, including, unfortunately, the College of

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Education. This shortcoming has since been addressed, has NWCCU has acknowledged, and the data needs will be further met with the development of our pending ERP, but our institution's ability to provide this data for the specified time frame is severely limited.

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

The College of Education at Idaho State University strives to become the leading institution of teaching and learning in the Intermountain West through our commitment to the interrelated activities of teaching, scholarship, and service. The following is a description of our notable accomplishments in these three areas:

Teaching

1. *The Intermountain Center for Education Effectiveness* provides courses for university credit through the Center for Professional Development for teacher/educator recertification. The center averages an enrollment of 2,000 participants per year.
2. *Programs*- Our faculty is continuously developing and updating program offerings to meet the unique needs of our state and region. For example; The Department of Educational Leadership has recently developed a Community College Leadership emphasis option within the Doctorate of Higher Education Administration degree.

Research

3. *Funded Grants*- The faculty of the College of Education has currently secured funding totaling over \$2,000,000. This funding will help support areas of education such as Early Childhood, Special Education, Mathematics, and Sheltered Instruction Observation Protocol (SIOP) for English Language Learners.
4. *Renaissance Partnership to Improve Teacher Quality*. Members of the partnership since 1999 with continuing joint activities with several of the eleven national universities which has led the College of Education to be nationally recognized as a leader in teacher performance assessment, particularly with respect to advancements to Teacher Work Sample assessments.

Service

5. *Partnerships*- Our faculty has developed relationships with educators from Idaho and around the world. For example, The Intermountain Center for Teaching Effectiveness partners with 56 school districts, The Department of Sports Science and Physical Education has developed a relationship with Tokai University in Tokyo, Japan, and the college partners with five local schools to provide quality field experience placements for our candidates.

V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

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1. *Intermountain Center for Education Effectiveness*
Professional development courses are in high demand because Idaho teachers are required to complete six credits every five years to recertify for their teaching certificate. The demand for SIOP training is increasing as demographics from the latest census show that schools can expect more English learners in schools where previously there were none.
2. *Teacher Education* prepares candidates for the role of PK-12 classroom and specialty area teachers, such as special education and bilingual education. The demand for classroom teachers throughout the United States grows every year. One of our greatest challenges is to work effectively with school districts to ensure they have highly qualified effective teachers in every classroom by offering learner-centered, knowledge-based, and assessment informed teacher education programs.
3. The Department of *Educational Leadership* has been proactive in the marketing and delivery of degree and certification programs. As a result, Masters and Educational Specialists cohorts have been initiated in the Idaho Falls/Rexburg and Burley/Rupert/Twin Falls areas. A potential Masters degree in Educational Administration cohort is being explored in the Blaine County region. This outreach to school districts will assist with the anticipated shortage in school administrators.
4. The demand for *Advanced Degrees* has been demonstrated in the increase and/or steady enrollment in the following degree programs:
 - Ph.D. in Instructional Design – 28 students from southeastern Idaho. There are currently 6 students in the program and 22 students will begin the program fall 2007.
 - M.Ed., Elementary Education and Secondary Education – to meet the requirements of No Child Left Behind related to preparing Highly Qualified Effective Teachers.
 - M.Ed., Instructional Technology – continues to have full enrollment for each cohort. The next cohort will begin Fall 2007.
5. *Sports Science and Physical Education* provides four distinct Physical Education emphasis areas: Exercise Science, Outdoor Education, Physical Education Teaching, and Sport Management. Programs continue to have high enrollment in all emphasis areas.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

1. The Intermountain Center for Education Effectiveness (ICEE) provides quality professional development to increase the number and type of “highly qualified” teachers in classrooms. Further, through classroom evaluation, data analysis, facility

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planning, and specific grants, the “value added” impact is significant.

Superintendents tell us the ICEE is the primary contact with the College of Education and ISU for assistance with degree programs and needed services to become “high performing” school districts.

2. Our programs attract students to southeastern Idaho, and this contributes to the economy and intellectual vitality of the area. We contribute to the quality of the regional schools and this helps to attract new businesses to the region and supports the success of the local businesses and the residents of the regional communities. We are the only access to educator preparation program for many non-traditional students who have families in southeastern Idaho or who are working in southeastern Idaho while attending ISU part-time.
3. Graduates of degrees and certification programs in Educational Leadership frequently accept leadership positions with Idaho school districts. These leadership positions have significant impact on the communities they serve, since evolving PK-12 education is an important part of a productive, post-industrial society. The faculty and graduates support professional development activities in the regional school districts, further enhancing the knowledge, skills, and dispositions of those involved in PK-12 education in the state of Idaho.
4. The Master of Education in Elementary Education and Secondary Education degrees have provided Idaho PK-12 teachers with advanced knowledge of methods, research, and subject matter. These degrees promote state and federal initiatives to prepare highly qualified teachers with advanced content knowledge.
5. The preparation of school psychologists is an important contribution to southern Idaho with the other program located at University of Idaho. The need for school psychologists will continue for the foreseeable future.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

Each of the major universities – Idaho State University, Boise State University, University of Idaho, and Lewis-Clark State College - in Idaho serves their own geographic region of our vast state and must work together to produce enough highly qualified effective teachers to support the needs of Idaho and the United States. Idaho State University offers programs leading to teacher certification and certification for other school personnel that have commonalities with degrees and programs at the other Idaho colleges and universities because ISU shares its mission in educator preparation with the other state supported colleges and universities. Commonalities exist among the other programs due to state and national accreditation standards and because program graduates must meet the same certification requirements established by the Idaho State Board of Education.

Educator preparation is a common mission across colleges and universities due to advantages of locating our services in proximity to the communities and school districts

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we serve. Proximity to communities and school districts is important 1) to provide access to teacher education for adult learners who are place bound, 2) to provide opportunities for continuing education and advancement for professionals from the regional school districts, 3) to advance the learning of PK-12 students through local partnerships, and 4) to collaborate with school districts in meeting educational needs.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)

The preparation of teachers and other school personnel is a university-wide effort with multiple colleges participating in the delivery of courses. While core teacher preparation courses are taught by faculty in the College of Education, the content-specific courses for specialty areas (i.e., English, Health, Mathematics, Biology, Art, etc.) for elementary, secondary, and special education are offered through departments in the College of Arts and Sciences or the College of Health Professions (refer to charts in Section II).

The Sport Management and Exercise option requires significant coursework in other ISU units – athletics, business, biology, math, physics, etc. The Outdoor Education minor utilizes expertise in collaboration with the ISU Outdoor Program. ISU/BSU cooperative program involves collaboration with BSU Kinesiology Department. ISU Athletic department collaborates in order to offer coaching courses and to team-teach between department and athletics.

Advanced programs in our college, such as the masters' degrees with emphasis in elementary or secondary education also require content area coursework from the graduate programs in the College of Arts and Sciences. The Ph.D. in Instructional Design incorporates courses from Mathematics, Psychology, Anthropology, and Informatics into the program of study.

Doctoral degrees in Educational Administration and Higher Education Administration frequently make use of cognate study options from the College of Business, College of Arts and Sciences, and the Kasiska College of Health Professions to meet program requirements and student interests. These doctoral programs have served the needs of students from a variety of other programs on campus including nursing, dental hygiene, technology, business, and library as well as the Doctoral of Arts in English, math, political science, and biological science.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

Date of last accreditation visit: **Fall 2001**

Summary of Findings from NCATE Board of Examiners:

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The NCATE Board of Examiners team who assessed the Idaho State University College of Education in 2001 found *all six NCATE Standards to be 'Met'*. The team found no weaknesses in Standard One; Candidate Skills, Knowledge, and Dispositions or Standard Two; Assessment System and Unit Evaluation. Meeting NCATE Standard One confirms the State Accreditation Team's approval of our programs.

Commendations:

The Board of Examiners not only found *all standards to be 'Met'*, they noted accomplishments in many areas. For example; Regarding Standard One the team wrote, *"The ability to work with students and the school community as well as diverse learners is a major emphasis of required course and field experiences."* Of Standard Two, the team wrote, *" This standard has been met at a level that exceeds expectations."* In their assessment of Standard Three the team wrote, *" The unit collaborates with its partners to ensure that the candidates develop and can demonstrate the knowledge, skills and dispositions to help all students learn."* Lastly, for Standard Six the team recognized that, *" the unit has experienced growing success in obtaining external dollars."*

Recommendations:

Though *all standards were 'Met'*, weaknesses were found in Standard Three, Field Experiences; Standard Four, Diversity; Standard Five, Faculty Qualifications; and Standard Six, Unit Governance and Resources. All weaknesses were addressed by the college in the Rejoinder Document sent to NCATE in the spring of 2002 which satisfied NCATES concerns and closed out the cycle. Changes have been made in our programs and within the unit to meet the recommendations made in the cited weaknesses. For example; *All programs, initial and advanced, require field experiences in diverse settings; Recruitment and retention of faculty of diverse backgrounds has been successful; Course instructors, cooperating teachers, and supervisors continue to receive professional development in the areas of diversity and exceptionalities; the unit has 'right-sized' the number of candidates within programs to provide effective instruction and adequate academic advice.*

Date of next accreditation visit: **Fall 2008**

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).

The College of Education has implemented changes in undergraduate programs that address the Governor's Science and Technology Initiative. In the elementary education degree, candidates must complete 20-22 credits in a content emphasis area such as math, science, English, etc. This ensures candidates will have additional content knowledge in a specific area and will assist with meeting the NCLB expectations of highly qualified effective teachers.

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The College of Education and the College of Engineering are in their second year of a \$205,000 grant that uses engineering problems to increase middle school students' interest and ability in mathematics. Over 40 teachers in 11 southeast Idaho school districts in grade 6-10 have been trained in the skills that engineers use to solve realistic problems.

The purpose of the Center for Economic Education at ISU is to improve the quality and expand the reach of consumer and economic education at all levels of public and private education, and the general public.

The EconomicsAmerica program at ISU assists regional schools to improve their consumer and economic curricula. The goals are achieved through:

- assessing teacher improvement needs
- school district education enhancement needs, and
- encouraging use of standards-based curriculum.

Goals are concurrent to those of national and state affiliations – the National Council on Economic Education and the Idaho Council on Economic Education are "to prepare students to become fully participating citizens and productive members of society by providing them with an understanding of the American economic system and an ability to make sound economic decisions." The educational programming offered through these three projects offers constituencies throughout southeast Idaho concrete opportunities to define and solve economic development needs across the region.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).

New and revised degrees and programs were built in collaboration with stakeholders from summits and retreats that were conducted in the 1990s from existing programs. These programs continue to be updated in collaboration with our stakeholders in a variety of ways. The summits included representatives from the other colleges in the university, the regional public school districts, and business community. All programs were built to meet State Board of Education requirements, and state and national accreditation requirements. All programs are updated to conform to the best available evidence. All programs are assessment driven and are improved in response to annually evaluated candidate performances on unit outcomes assessment measures, including state-mandated assessments such as the Praxis-II scores, technology portfolio, and Idaho Comprehensive Literacy Assessment (ICLA) standards.

A proposed Higher Education Doctorate with an emphasis in Community College Leadership will incorporate course work from the Department of Counseling and adult learning classes from the College of Technology. The possible return of the Doctorate in Human Resource Training & Development to the Department of Educational Leadership will build on the existing doctoral core.

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A new Ph.D. in special education will be built on our existing graduate programs in special education and make use of existing courses that are offered for the other doctoral programs in the college. A new undergraduate degree in special education (a stand-alone program) has been developed from the elementary and secondary education degrees with a component in special education (which will no longer exist).

XII. Future plans and timelines with rationale as to why (limit to 250 words):

The Community College emphasis in the Higher Education Doctoral program is designed to meet an anticipated need for community college leaders in Idaho and the Intermountain region. This program is preparing to address the adult education demands outlined in the State Board of Education's 8-year plan. It is anticipated that this program will begin fall 2008.

The new undergraduate program in Special Education with additional course work will meet the guidelines stated in NCLB for special education teachers to be considered highly qualified in the area of providing consultative services to core content teachers. Even though the Colleges of Education in Idaho are graduating enough teachers certified in special education, these individuals are not accepting special education positions and therefore, many teaching in special education are not certified. This program is listed in the 8-year plan and anticipated to begin fall 2007.

The proposed Ph.D. program in Special Education is also part of the 8-year plan and will start fall 2007. There is also a well-documented shortage of special education faculty in institutions of higher education since the late 1980s. This shortage has implications not only for institutions of higher education, but also for children with disabilities.

The Department of Sport Science and Physical Education in a joint effort with the Department of Physical Occupational Therapy in the Kasiska College of Health Professions and Department of Athletics are discussing the possibilities of a MS or MAT in Athletic Training. This is in the 8-year plan for the 2008/09 academic year.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years					
		FY2006		FY2007	FY2008
		Past		Current	Next
		Fiscal Year		Fiscal Year	Fiscal Year
Annual General Account/State Appropriation		4,684,000		4,918,200	5,164,100
Revenue from Endowment Funds					
Student Fees		348,600		366,000	384,300
Federal Appropriation		0			

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Federal Grants & Contracts		82,500		86,600		91,000
State Grants & Contracts		830,900		872,400		916,100
Private Gifts, Grants & Contracts		255,900		268,700		282,100
Sales & Serv of Educ Activities		8,200		8,600		9,000
Sales & Serv of Aux Enterprises		500		500		600
Other -Sales & Serv Other, Transfers, Refunds		128,100		134,500		141,200
Indirect Costs						
Total, All Fund Sources		6,338,700		6,655,500		6,988,400
Notes:						
This report displays revenue received during the fiscal year, not expenditures made. Round to nearest \$100.00						

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Attachment 4

**Idaho State Board of Education Report on
Commonalities and Differences among Education
Colleges/Schools/Departments
within
Idaho's Public Higher Education Institutions**

Date: April 15, 2007

Institution: **University of Idaho**

School/College/or program (s) within the disciplinary area to be reviewed:

COLLEGE OF EDUCATION

I. Brief History of College/School (limit to 250 words):

Education programs at the University of Idaho began in the early 1900s in the College of Letters and Sciences and attained departmental status in 1915. Education became an independent unit (School of Education) of the University of Idaho in 1920. In 1953 the name was changed to College of Education. The college was a founding member of the National Council for the Accreditation of Teacher Education in 1955 and received its first accreditation visit in 1964. The college originally offered bachelors degrees in elementary and secondary education and masters degrees in educational administration and counseling. Doctor of Education and Doctor of Philosophy degrees were added in the 1950s. In 1963, the college was designated by the state as the primary provider of vocational teacher education and a division of Vocational Teacher Education was organized. In the early 1970s the college was reorganized into three divisions which were reorganized in 2005 as four departments: Adult, Career, and Technology Education (ACTE); Curriculum and Instruction (C&I); Counseling and School Psychology, Special Education, and Educational Leadership (CASPEL); and Health, Physical Education, Recreation, and Dance (HPERD). In addition, the college includes the Center for Disabilities and Human Development (Idaho's University Center for Excellence in Developmental Disabilities) and is home to TRIO programs including three Upward Bound programs and two Education Talent Search programs. Faculty members and programs are located in Moscow, Coeur d' Alene, Boise and Idaho Falls.

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

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
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ACTE

Professional-Technical Technology Education	B.S. Ed.	Business Marketing Technology PTE STEM	Business and Marketing Technology Education PTE
Professional-Technical Technology Education	M. Ed. M. S.	Business Marketing Technology PTE STEM	Business and Marketing Technology Education PTTE Industrial Technology
Professional-Technical Technology Education	Ed. S.	Business Marketing Technology PTE STEM	PTE
Technology	B.S. Tech.	Industrial Technology Technology Management	Industrial Technology
Adult and Organizational Learning and Leadership	M. S	Adult Education Human Resource Development Leadership	Adult Education Human Resource Development
Adult and Organizational Learning	Ed. S.	Adult Education Human Resource Development	Adult Education Human Resource Development

CASPEL

Special Education	B.S. Ed.	Special education – generalist	Special education – generalist
Special Education	M.S. M.Ed.		
Special Education	Ed. S.	Special education supervision	Special education supervision
Counseling and Human Services	M. S. M.Ed.	School Counseling Rehabilitation Counseling	School Counseling Rehabilitation Counseling
Counseling and Human Services	Ed. S.	School Counseling	School Counseling
Educational Leadership/Admin	M.S. M.Ed.	Educational Leadership – Building Education Leadership - supervisor	Educational Leadership – Building Education Leadership - supervisor

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Educational Leadership/Admin	Ed. S.	Educational Leadership – District	Educational Leadership – District
School Psychology	Ed. S.	School Psychology	School Psychology

C&I

Elementary Education	B.S. Ed.	K-8	K-8
Early Childhood Development and Education	B.S. Early Childhd. Dev. Ed.	B-3	B-3
Secondary Education	B. S. Ed.		Art Biological Sciences Chemistry Earth Science English French Geography Geology German History Industrial Technology Education Journalism Mathematics Physical Sciences Physical Sciences – Life Sciences Physics Political Sciences Psychology Social Sciences Spanish Speech Theatre Arts Theatre Arts – Speech
Curriculum and Instruction	M.S. M. Ed.		Elementary Secondary
Curriculum and Instruction	Ed.S.		Elementary Secondary

HPERD

Athletic Training	B.S.P.E		
Recreation	B.S. Rec		
Recreation	M.S.		
School and Community Health	B.S. Ed		
Physical Education Teacher Education	B.S. Ed.	K-12	K-12

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Physical Education	M.Ed. M.S.		
Sport Sciences	B.S.P.E.		
Dance	B.S. Dan		

**College of
Education**

Education	Ph.D		Adult and Organizational Learning Curriculum and Instruction Special Education Educational Leadership Higher Education Professional-Technical Technology Education Physical Education Counseling and Human Services
Education	Ed.D.		Adult and Organizational Learning Curriculum and Instruction Special Education Educational Leadership Higher Education Professional-Technical Technology Education Physical Education Counseling and Human Services

**College of
Letters, Arts and
Social Sciences**

Music Education	B.Mus.		Vocal Instrumental Vocal-Instrumental
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**College of
Agriculture and
Life Sciences**

Agricultural Education	B.S. Ag. Ed.		
Family and Consumer Science Education	B.S.F.C.S.		

**College of Art and
Architecture**

Art Education	B.S. Art Ed		
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**III. Enrollment and Graduates – Last three years beginning with the current year
and the 2 previous years**

Degree	Enrollment (10 th day)			Number of Graduates		
	F06	F05	F04	FY07 Dec Only	FY06	FY05

ACTE

B.S. Ed. Professional-Technical Technology Education	42	58	69	5	12	11
M. Ed., M. S. Professional-Technical Technology Education	30	44	51	15	16	15
Ed. S. Professional- Technical Technology Education	4	5	1	1	4	1
B.S. Technology	46	37	47	5	10	10
M. S. Adult and Organizational Learning	59	38	57	16	20	33
Ed. S. Adult and Organizational Learning	9	8	6	4	4	2

CASPEL

B.S. Ed. Special Education	41	48	64	5	11	12
M.S., M.Ed. Special Education	24	30	50	10	17	9
Ed. S. Special Education	0	2	2	0	0	0
M. S., M.Ed Counseling and Human Services	57	70	114	12	52	47
Ed. S. Counseling and Human Services	0	0	0	0	0	1
M.S., M.Ed. Educational Leadership/Admin	106	133	143	26	54	77
Ed. S. Educational Leadership/Admin	44	54	53	11	37	18
Ed. S. School Psychology	63	63	86	2	16	23

C&I

B.S. Ed. Elementary Education	357	391	414	27	77	79
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B.S. Early Childhood Development and Education	69	63	58	0	7	9
B. S. Ed. Secondary Education	301	328	351	16	43	59
Cert Only – Elementary	5	9	8	NA	NA	NA
Cert Only – Secondary	35	40	40	NA	NA	NA
M.S. M. Ed. Curriculum and Instruction	66	119	141	47	60	64
Ed.S. Curriculum and Instruction	0	4	3	1	2	1

HPERD

B.S.P.E Athletic Training	90	92	74	1	7	5
B.S. Recreation	51	45	50	5	10	16
M.S. Recreation	21	17	21	1	5	5
B.S. Ed School and Community Health	39	26	17	8	12	5
B.S. Ed. Physical Education Teacher Education	69	80	95	5	20	20
M.Ed., M.S. Physical Education	22	35	37	10	6	17
B.S.P.E. Sport Sciences	151	148	141	10	31	30
B.S. Dance	39	38	37	1	7	3

College of Education

Ph.D Education	198	230	262	23	55	50
Ed.D. Education	10	15	16	1	2	5

**College of Letters,
Arts and Social
Sciences**

B.Mus. Music Education	99	104	116	2	11	12
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**College of
Agriculture and Life
Sciences**

B.S. Agricultural Education - Teaching	33	34	46	0	9	11
B.S.F.C.S. Family and Consumer Science Education	18	17	20	0	1	3

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**College of Art and
Architecture**

B.S. Art Education	19	29	29	0	8	4
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Graduation Rates of IPEDS Cohort Students who were admitted to the Teacher Education Program prior to the 6th year of the cohort.

		6 Yr. Graduation Rates							
Status		GRAD		HERE		GONE		Number	
Cohort	TED	Hc	Percent	Hc	Percent	Hc	Percent	Hc	Percent
1996-97	In Teacher Ed	96	86.5%	5	4.5%	10	9.0%	111	100.0%
1997-98	In Teacher Ed	108	89.3%	9	7.4%	4	3.3%	121	100.0%
1998-99	In Teacher Ed	101	88.6%	7	6.1%	6	5.3%	114	100.0%
1999-00	In Teacher Ed	100	88.5%	7	6.2%	6	5.3%	113	100.0%
2000-01	In Teacher Ed	85	87.6%	5	5.2%	7	7.2%	97	100.0%
<i>Total</i>		<i>490</i>	<i>88.1%</i>	<i>33</i>	<i>5.9%</i>	<i>33</i>	<i>5.9%</i>	<i>556</i>	<i>100.0%</i>

** Please note that per IPEDS protocol these data do not include transfer students or certification-only students. The cohort only includes those students who entered the University of Idaho in the cohort years as first-time, first-year, full-time students.*

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Graduation Rates by Certification area of IPEDS Cohort Students who were admitted to the Teacher Education Program prior to the 6th year of the cohort.

**6th Year Data for IPEDS Cohorts 96-97 through 00-01 Admitted to Teacher Education
(Graduation Headcount and Rate)**

Main Certification Area	Graduated		Still Enrolled	Gone from UI	Total	Graduated		Still Enrolled	Gone from UI	Total
	In TE	In Another Field				In TE	In Another Field			
Early Childhood Dev	2	0	2	0	4	50%	0%	50%	0%	100%
Elementary Education	187	7	11	17	222	84%	3%	5%	8%	100%
Family/Consumer Sci. Ed	17				17	100%	0%	0%	0%	100%
Music Education	33	2	3		38	87%	5%	8%	0%	100%
Secondary Education										
Agricultural Education	9	9			18	50%	50%	0%	0%	100%
Art Education	9		1	2	12	75%	0%	8%	17%	100%
Biology	6	2	1		9	67%	22%	11%	0%	100%
Business Education	8	1			9	89%	11%	0%	0%	100%
Chemistry	1				1	100%	0%	0%	0%	100%
Dance	1				1	100%	0%	0%	0%	100%
Earth Science	3			1	4	75%	0%	0%	25%	100%
English	31	6	2	5	44	70%	14%	5%	11%	100%
Geography	1		1		2	50%	0%	50%	0%	100%
German	1				1	100%	0%	0%	0%	100%
Health Education	11				11	100%	0%	0%	0%	100%
History	25	4	1	2	32	78%	13%	3%	6%	100%
Mathematics	16	3	3	1	23	70%	13%	13%	4%	100%
Physical Education	26	2	4	2	34	76%	6%	12%	6%	100%
Physical/Life Science	1				1	100%	0%	0%	0%	100%
Physics	3				3	100%	0%	0%	0%	100%
Political Science	5				5	100%	0%	0%	0%	100%
Psychology	1	2	1		4	25%	50%	25%	0%	100%
Social Science	18				18	100%	0%	0%	0%	100%
Spanish	12	1	1		14	86%	7%	7%	0%	100%
Speech	2	1			3	67%	33%	0%	0%	100%
Theatre Arts	2	1	1	2	6	33%	17%	17%	33%	100%
Special Education	10	1			11	91%	9%	0%	0%	100%
Technology Education	7		1	1	9	78%	0%	11%	11%	100%
Total	448	42	33	33	556	88.1	81%	8%	6%	6%

** Please note that these data per IPEDS protocol do not include transfer students or certification-only students. The cohort only includes those students who entered the University of Idaho in the cohort years as first-time, first-year, full-time students.*

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Placement

Degree	Placement Rates	Where Placed (in-state vs. Out of State)

The University of Idaho, College of Education does not monitor placement rates or locations of graduates. We have received a report from the Idaho Department of Education that indicates that for FY04 and FY05 out of 588 graduates, 241 (41%) were employed in Idaho schools in 2006. We have no information on the employment of graduates who have left Idaho.

Additionally, in Spring 2007 we contacted 643 Idaho schools and asked principals how many UI graduates they had hired in the past two years. The response from 144 schools indicated that 245 UI graduates had been hired in these schools during the past two years.

We believe that the best data for in-state placements is the data from the Idaho Department of Education however we have concerns that as higher education reduces the use of social security numbers as identifiers, the department may no longer be able to perform this task.

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IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

- About half of the students admitted to the teacher education program graduated in the top ¼ of their high school graduation class.
- The PTTE program is one of five programs in the nation that continues to receive significant state support when the Perkins Act of 1991 no longer made state support for teacher education mandatory (this is due to strong partnership with Idaho State Division of Professional-Technical Education).
- The M.Ed. and Ed.S. in Educational Leadership that lead to school administrator certification are available through an on-line/hybrid model to individuals throughout Idaho. In addition, a cohort model for the masters degree is being offered at Sandpoint High School to more than twenty district personnel.
- College enrollments for Fall 2006 include 291 students in Boise, 214 in Coeur d' Alene, 99 in Idaho Falls, and 1,607 in Moscow.
- Graduates of the Athletic Training program take an NATA-BOC National Certification Examination that contains three areas of proficiency: written, practical, and simulation. Since the inception of the Athletic Training program at the University of Idaho, 87% of UI AT graduates have passed all portions of the BOC. This percentage is well above the national average (30-60%) for passing rates.

V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

- The teacher education program attracts a large number of students who are not admitted to the program. Likewise, the Athletic Training program attracts 30-40 new students each year even though it can only admit 8-12 to the program.
- The HPERD programs have increased by 33% since 2001. Occupational and Employment Projections for the State of Idaho indicate that jobs in physical education, health fitness, wellness and medicine sports will increase by 36% over the next decade.
- According to The Annual Statistical Report of the Idaho Department of Education more than 1500 certified school personnel will leave Idaho schools in 2006-2007.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

- ACTE provides the only Technology Education Program in the state; the only Business and Marketing education program, and the only Adult and Organizational Learning and Leadership degrees. The PTTE programs serve all of the the secondary and post-secondary programs in Idaho except in the southeastern part of the state.
- HPERD provides the only recreation masters degree in the state and the only recreation bachelors among the state institutions producing many of the municipal recreation directors in the state; offers the only dance degree in the state preparing many of the dancers and choreographers for Idaho; and works with the Department of Health and Welfare on the Idaho Physical Activity and Nutrition (IPAN) program.
- The college enrollment includes more than 50 international students and nearly 400 out-of-state students who contribute to the diverse experiences of Idaho students.
- Graduate students in school administration, school counseling, and school psychology complete internships that serve young people and adults in school and non school settings. Faculty provide consulting to schools, agencies, and tribes. We provide the only rehabilitation counseling program in the state.

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- The Center for Disabilities and Human Development serves thousands of Idahoans throughout the state.
- The college doctorate prepares educational and business leadership throughout the state of Idaho. The enrollment numbers and number of graduates and their positions in various institutions of higher education and business and industry demonstrate the need for their expertise and the success of the program.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

Common degrees include:

Teacher education degrees – needed to meet the demand of the state’s schools for highly qualified teachers;

Limited commonality with ISU in professional technical education (different regional emphasis);

Although several institutions offer the masters degree in counseling the UI degree is coupled with the Ed.S. in school psychology;

In educational leadership, BSU and ISU also offer master degrees; ISU offers master, specialist, and doctorate. UI is unique in that we offer master, specialist, PhD, and EdD that includes higher education administration emphasis opportunities. Additionally, UI program is standards driven, using State Board of Education’s “Six Foundational Principles for School Administrators”; includes a strong leadership ethics and law component (2 courses in law and one in personnel which emphasizes personnel law); multicultural leadership; and student achievement data analysis (7 credit hours).

In HPERD, Boise State University, Idaho State University, BYU-Idaho, NNU, and LCSC offer undergraduate and graduate (BSU only) programs in exercise science, health, and physical education. However, these multiple programs are necessary to meet the increasing employment demand in the wellness and health care industry. BSU offers a bachelors level Athletic Training program. These programs are 2 of only 12 programs located in ID, MT, WA, OR, WY, and NV. BYU-Idaho is the only other 4-year institution that offers an undergraduate degree in recreation.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)

- The college serves as the Professional Education Unit and through the Teacher Education Coordination Council (TECC) provides governance to teacher preparation programs in the following colleges: Agriculture and Life Sciences (CALC); Art and Architecture; Letters, Arts and Social Sciences (CLASS); and Science. Collaboration with Art and Architecture includes a joint faculty appointment in art education. Faculty from the different colleges participate in TECC with school personnel.
- Faculty in Agricultural Education and Family and Consumer Sciences Education (CALC) are voting faculty in the ACTE department.

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- The Business and Marketing PTTE option has been developed with the College of Business and Economics.
- Faculty from the college serve on doctoral committees throughout the university.
- An ACTE faculty member has adjunct status in engineering and Industrial Technology students enroll in engineering courses. A C&I faculty member has adjunct status in Geology.
- An Outdoor Recreation minor is offered as a collaborative effort between HPERD and Department of Conservation Social Sciences.
- HPERD faculty are members of the interdisciplinary Neurosciences faculty, which offers an interdisciplinary master's and doctoral degree.
- Faculty collaborate with colleagues on a variety of grant funded research projects including the G-12 Project with faculty in Physics.
- Coursework in HPERD is used by students from throughout the campus.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

The professional education unit is fully accredited at both the initial teacher preparation level and the advanced level by the National Council for Accreditation of Teacher education and program approval is provided by the Idaho Department of Education. The next full accreditation visit will be in 2010.

- Commendations included the following:
 - Candidates are able to demonstrate expected levels of mastery of program goals in their portfolios, in their clinical and internship experience evaluations, and in their coursework GPA and certification exams reveal content knowledge.
 - Candidate performance data are routinely collected and used to assess candidate performance and monitor their progress.
 - Collaboration has taken place between the unit and its school partners to design, implement and evaluate field experiences and clinical practices for candidates.
 - Faculty generally seem to teach relatively well, exhibit scholarly behavior, and serve.
- Areas for Improvement cited in the 2004 review included:
 - The unit has not implemented an assessment system that generates candidate performance data that can be analyzed and systematically used to improve program and unit performance.
 - The unit lacks sufficient resources to meet the advising needs of candidates.
 - Candidates have limited opportunities to interact with ethnically and racially diverse P-12 students.
 - The unit does not provide systematic professional development for part-time and P-12 faculty.
 - The units budget constraints and restrictions negatively impact on unit operations.

The state approval process in 2004 resulted in the approval of the following programs: Elementary education, health, journalism, language arts, physical education, speech and debate, Spanish, agriculture science and technology, business technology, family and consumer sciences, marketing, technology education, biology, chemistry, earth/space sciences, physical science, physics, social studies, U.S. history, special education generalist, drama, music, visual

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arts, school principal, school superintendent, special education director, school psychologist, school counselor. Conditional approval was granted to the following programs because there were too few graduates for the reviewers to determine program effectiveness: psychology, French, German, Latin, geography, government/civics, and speech/drama. Conditional approval was granted to math but as a result of a November 2006 visit that status was changed to full approval.

- The Athletic Training Program is accredited by Commission on the Accreditation of Athletic Training Education. The program was accredited in 2004 and next accreditation will be in 2009.
 - Concerns raised during that visit included the need to establish a full time Program Director; need to establish a formal agreement with team physicians, the need for appropriate laboratory session; and the need to sequence skill practice and instruction.
- The recreation programs are accredited by the National Recreation and Park Association. The program was accredited in 2005 and the next accreditation will be in 2009. No concerns/recommendations were expressed with respect to the 2005 accreditation.
- The rehabilitation counseling program is accredited by the Council on Rehabilitation Education. The program was accredited in 2003 and the next accreditation will be in 2007 (visit occurred in March).
 - Commendations included the quality of the faculty
 - Recommendations included the need to increase the number of faculty.
- The school counseling programs (M.S., M.Ed., Ed.S., Ed.D, Ph.D) are accredited by the Council for the Accreditation of Counseling and Related Education Programs. The program was accredited in 2003 and the next accreditation will be in 2007.
 - Commendations include faculty experience and expertise
 - Recommendations include revision of syllabi and hiring an additional faculty member.
- The school psychology program is approved by the National Association for School Psychologists. Approval was granted in 2003 and will be renewed in 2008.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).

- All school personnel programs contribute to the success of Idaho's educational programs and the ability of the state to attract businesses.
- The Industrial Technology program at Idaho Falls provides workforce development as part of the contract between the UI and Idaho National Laboratory (INL).
- Teacher preparation programs continue to produce math and science teachers for schools through the secondary education major and through certification-only programs for post degree students and students majoring in the disciplines. In addition, agriculture education and family and consumer science education majors are receiving coursework and being certified as science teachers.
- The professional-technical technology education programs (supported by the Idaho State Division of Professional-Technical Education) provide the state with workforce

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instructors at the secondary and post-secondary levels. Adult and Organizational Learning graduates serve as leaders in both non-profit and for-profit sectors of the Idaho economy.

- CDHD provides workforce assistance for disabled persons throughout Idaho.
- Preparation of recreation professionals for Idaho's tourism and recreation industry is important for sustaining and growing this industry that is an important part of the state economy. Direct tourism-generated employment comprises 7% of all jobs in Idaho and accounts for 5% of Idaho Gross State Product.
- HPERD faculty participation in the Idaho Physical Activity and Nutrition program run by the Idaho Department of Health & Welfare is important for reducing the health care costs associated with and the incidence of chronic diseases related to obesity, poor nutrition, and physical inactivity.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).

Teacher preparation (including physical education), school counseling and school administrator programs have been a basis for the college for nearly one hundred years. The HPERD department evolved from the original physical education program with the addition of non-school physical activity and health curricula. The PTTE programs evolved from vocational education and the Adult and Organizational Learning and Leadership evolved from the Adult Education program. School psychology evolved from the school guidance and counseling program and from the psychology department that was originally housed in the college. Graduate programs evolved to meet the needs of the professional community consistent with the programs offered in the college.

XII. Future plans and timelines with rationale as to why (limit to 250 words):

- The college will continue to play a major role in northern Idaho by delivering both elementary and secondary education programs to that growing population. In addition, graduate programs in curriculum and instruction, educational leadership, school counseling and school psychology degrees will continue to grow in that area per requests by area school superintendents and teachers. (FY08)
- The online coursework for the M.Ed. in Educational Leadership will continue to be offered statewide with greater marketing efforts to reach rural populations. (FY07)
- Technology and Industrial Technology will continue to partner with Engineering to develop a STEM emphasis to help meet the needs of high schools for increased math/science offerings related to graduation requirements. (FY07)
- HPERD will implement a new undergraduate core that unifies its programs and implement the new Exercise Science and Health major that resulted from combining the Sport Science and School and Community Health majors. (FY08)
- Programs such as Recreation, Dance, Adult and Organizational Learning will expand into northern Idaho to meet growing demand for higher education programs in that area. (FY10)
- As additional graduate faculty are added in northern Idaho, the doctorates in education will become available to meet growing demands in that region. (FY09)
- Significantly increase research and grant productivity of faculty and graduate students consistent with the role of the institution. (FY08)

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Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years				
		Past	Current	Next
		Fiscal Year 06	Fiscal Year 07 to March 12, 2007	Fiscal Year 08 (estimated)
Annual General Account/State Appropriation		5,006,200	4,820,700	5,500,000
Revenue from Endowment Funds		97,400	122,200	150,000
Student Fees		799,400	814,200	850,000
Federal Appropriation				
Federal Grants & Contracts		4,413,800	2,348,100	4,000,000
State Grants & Contracts		4,684,100	3,033,800	4,000,000
Private Gifts, Grants & Contracts		305,500	42,900	100,000
Sales & Serv of Educ Activities		266,200	185,700	200,000
Sales & Serv of Aux Enterprises		152,400	84,000	100,000
Other (please identify) Summer		180,300	85,500	100,000
Indirect Costs		181,300	189,500	200,000
Total, All Fund Sources		\$ 16,086,600	\$ 11,727,200	15,200,000
Notes:				
This report displays revenue received during the fiscal year, not expenditures made.				

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Appendix A:

University of Idaho Program Completers FY02- FY06

Category	Professional Education Data System B3A - B3D Completers				
	FY02	FY03	FY04	FY05	FY06
Initial Teacher Preparation -- Secondary					
Art Teacher Education	1	6	1	1	2
Biology Teacher Education	0	0	1	4	1
Chemistry Teacher Education	1	1	0	1	1
English Teacher Education	1	1	7	10	6
Health Teacher Education	2	2	2	6	12
History Teacher Education	10	10	4	12	7
Mathematics Teacher Education	3	3	6	7	7
Physical Education Teaching and Coaching	13	26	20	36	28
Physics Teacher Education	3	4	0	0	0
Science Teacher Education	0	0	0	4	0
Secondary Teacher Education (Spanish, French, Earth Science, Geography, Psychology, Physical Science, Political Science)	16	10	13	0	11
Social Studies Teacher Education	12	12	9	8	13
Trade and Industrial Teacher Education (Vocational)	11	18	18	14	22
All other CIP 13.000 ed programs - Business/Marketing Ed, Technology Ed, Professional-Technical Ed, Industrial Tech Ed, Speech, Theatre Arts, Journalism	30	37	11	19	6
Total Secondary	103	130	92	122	116
Elementary Teacher Education	121	112	76	79	79
Special Education, General	20	20	31	21	30
Total Initial Teacher Preparation	244	262	199	222	225
Advanced Teacher Preparation					
Curriculum and Instruction	25	25	44	54	56
Educational/Instructional Media Design	3	3	0	0	0
Education, General	0	0	3	1	4
Total Advanced Teacher Preparation	28	28	47	55	60
Other School Personnel					
Educational Psychology (School Psychology)	17	17	8	22	16
Counselor Education Counseling and Guidance Service	22	22	24	56	51
Education Administration and Supervision, General	70	70	79	95	93
Total Other School Personnel	109	109	111	173	160
Total University of Idaho Certification Completers	381	399	357	450	445

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Attachment 5

**Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions**

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: April 13, 2007

Institution: Lewis-Clark State College

School/College/or program (s) within the disciplinary area to be reviewed:

Division of Education Elementary Education Secondary Education English Health/Kinesiology Math

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Natural Sciences Social Sciences Special Education – Certification only

I. Brief History of College/School (limit to 250 words):

Lewis-Clark State College was established by the Idaho State Legislature in 1893. It was originally designated Lewiston State Normal School, reflecting its early mission as a teacher preparation institution. In the ensuing years its name was changed to Northern Idaho College of Education (1947), then Lewis- Clark Normal School (1955), and finally to Lewis-Clark State College (1971). The State Legislature and Board of Education authorized the latest name change in recognition of the College’s expanded role as a comprehensive 4-year undergraduate institution offering programs in the liberal arts and sciences, professional studies, and technology.

Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body. LCSC uses a variety of delivery methods to meet the needs of diverse constituencies through an increasing number of distance learning courses. The college’s theme statement is “Connecting Learning to Life.”

LCSC continues to draw regional recognition for its excellence in preparing teachers. The college offers innovative programs in elementary and secondary education that are integrated and competency-based. It promotes high quality in teaching through a unique combination of course coherence, collaborative instruction, community partnerships, and performance assessment. The programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to effectively help all students learn.

LCSC has been rated consistently among the top public comprehensive 4- year colleges in the West by U.S. News and World Report. Its teacher preparation programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

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

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Elementary Education	BA, BS	Elementary Education	
Secondary Education	BA, BS	Business Communications English	English Health/Kinesiology History

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		<p>French Spanish German Health Mathematics Physical Education Professional-Technical Education Psychology Biology Chemistry Physics Earth and Space Science Natural Sciences Geography Economics Government and Civics History Social Sciences Music Art</p>	<p>Math Natural Sciences Psychology Social Sciences</p>
<p>Secondary Education</p>	<p>Minors/ Endorsements</p>	<p>Agriculture Science American Gov/Political Science Bilingual Education Business Communications Driver Education English French Spanish German Gifted/Talented Health Humanities Journalism Mathematics Physical Education Division Professional-Technical Education Psychology Reading Biology Chemistry Geology Physics</p>	<p>American Gov/Political Science Art Biology English as a New Language Gifted/Talented Health History French Journalism Math Physical Education Reading Sociology</p>

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		Earth and Space Science Natural Sciences Geography Economics Government and Civics History Social Sciences Music	
Special Education		Generalist Early Childhood/Special Education Deaf and Hard of Hearing Visually Impaired Severely Handicapped	Generalist

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment			Number of Graduates		
	Current 06-07	Previous Year	Previous Year	*Current 06-07	Previous Year	Previous Year
Degree						
Elementary Education	253	268	283	33	49	40
Secondary Education						
English	32	25	40	6	5	5
Health/Kinesiology	44	46	45	6	6	3
Math	23	12	9	1	1	1
Natural Sciences	21	11	13	2	3	5
Social Sciences	47	37	50	2	3	9
Total Secondary	167	131	157	17	18	23
Special Education (minor)	40	46	36	4	10	4
Reading (minor)	50	43	34	4	20	10
Total	510	488	510	58	97	77

* Current 06-07 graduate numbers include projected SP07 graduates.

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Graduation Rates of Cohort Students Admitted to the Teacher Education Program

Cohort	Status	TOTAL	GRAD		ACTIVE		LEFT PROGRAM	
		Headcount	HC	Percent	HC	Percent	HC	Percent
1997-98	Admitted to TE	34	34	100%	0	0	0	0
1998-99	Admitted to TE	27	26	96%	0	0	1	4%
1999-2000	Admitted to TE	52	47	90%	0	0	5	10%
2000-01	Admitted to TE	49	44	90%	0	0	5	10%
2001-02	Admitted to TE	38	34	90%	0	0	4	10%
TOTALS		200	185	93%	0	0	15	7%

Data reported does not include transfer students or certification-only students.
The cohort only includes students who entered Lewis-Clark State College as first-time, first-year, full-time students and were admitted to the teacher preparation programs.

Graduation Rates by Certification Area for Cohort Students 1998-2002

Main Certification Area	NUMBERS			PERCENTAGES		
	Graduated	Left Program	Total	Graduated	Left Program	Total
Elementary Education	145	12	157	92%	8%	100%
Secondary Education						
English	11	0	11	100%	0%	100%
Health/Kinesiology	10	0	10	100%	0%	100%
Mathematics	3	1	4	75%	25%	100%
Natural Science	4	1	5	80%	20%	100%
Social Science	12	1	13	92%	8%	100%
Subtotal Secondary Ed	40	3	43	93%	7%	100%
Special Education	38	N/A	38			
Reading Endorsement	53	N/A	53			
TOTAL	185	15	200	93%	8%	100%

Data reported does not include transfer students or certification-only students. The cohort only includes students who entered Lewis-Clark State College as first-time, first-year, full-time students and were admitted to the teacher preparation programs.

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LCSC Graduate Placement Rates for Teacher Education

Placement	Idaho		Other States		Total
	Count	Percentage	Count	Percentage	
1996-2006	246	75%	83	25%	329

Data based on graduates who responded to follow-up survey after graduation.

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

- The Division has been extremely successful in securing grants to support innovative and creative initiatives that meet the needs of school districts in Idaho. Over the past five years, the Division has received grants totaling \$4,000,000 to support projects such as providing access to certification for individuals willing to work in high need school districts, developing programs for the recruitment and retention of American Indian students into the teaching profession, providing professional development for practicing teachers to improve instruction in literacy and United States history, and designing and implementing quality teacher certification programs using distance learning technologies.
- The Division of Education has completely redesigned its teacher preparation programs, moving to a performance-based model with a year-long internship supervised by full-time faculty. Teacher candidates receive continuous, guided practice in K-12 classrooms and are supervised by practicing professionals and must demonstrate competency in instructional areas deemed essential for success such as classroom management, assessment of learning, lesson design, and ability to work with parents.
- In order to better meet the needs of rural districts by increasing access to teacher certifications and endorsements while maintaining rigor and quality, the Division of Education at LCSC developed on-line versions of their teacher preparation programs. Using a variety of distance learning technologies, the Division offers all courses leading to Secondary Certification and all courses leading to endorsements in Gifted/Talented Education and English as a New Language in formats that allow candidates to complete the coursework from anywhere. The Elementary Education PACE program requires the candidates to come to campus for two consecutive summers with remaining coursework being provided on-line during the year.
- The teacher preparation programs at LCSC are designed to provide all candidates with cutting-edge knowledge and skills for integrating quality media and technologies to enhance instruction and in creating culturally responsive classrooms that provide all students with opportunities to succeed. The elementary preparation program is specifically designed to provide teacher candidates with exceptional training in literacy development, math methods, and assessment of student learning.

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V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

Since its days as a Normal School, Lewis-Clark State College's primary mission has been to provide Idaho with excellent teacher preparation programs. We continue to meet the on-going demand for competent, effective teachers. Between 2004-2006, we graduated seventy (70) candidates each year; of those, sixty (60) percent are teaching in Idaho. Most recently, however, the Division's focus has been to expand opportunities for qualified individuals to become teachers through the development of alternative pathways to certification. The Division's Pathways to Alternative Certification and Endorsement (PACE) programs have grown from 18 students in the first year to 105 students this year. That represents a 467% increase over 4 years. Clearly, this is the Division's area of greatest demand.

We are also streamlining our program requirements for secondary candidates in order to reduce the number of credits required, from 42 to 33 credits, in an effort to make certification more affordable and accessible within four years.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

LCSC's Division of Education adds value to the community and the state in three critical ways: 1) Emphasis on meeting needs of rural districts, 2) Emphasis on meeting needs of American Indians and tribal schools, and 3) Emphasis on increasing access to endorsements and certifications through use of distance learning technologies (DLT).

- 1) The Division's emphasis on meeting the needs of rural districts involves:
 - Enhancing and expanding PACE Programs and other DLT programs
 - Partnering with rural school districts and sister institutions to provide professional development for teachers through grants such as iTeach, a US Department of Education grant for improving instruction in American History, and a State Board of Education grant for Sheltered Instruction Observation Protocol (SIOP) training, a program geared to improve instruction for ELL students.
 - Maintaining broadfield majors in Natural Sciences and Social Sciences

- 2) The Division's emphasis on meeting needs of American Indians and tribal schools involves:
 - Expanding services of the on-campus American Indian Center for Educational Excellence
 - Increasing recruitment and retention of American Indian students at LC through mentoring, tutoring and support services
 - Helping American Indian students develop leadership skills through retreats and workshops
 - Providing scholarships for American Indian students
 - Providing Professional Development for faculty, staff and students

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- Sponsoring annual Idaho Indian Education Summit to build connections among educators throughout the state
- Holding annual Summer Institute for Effective Teaching of American Indian Students for teachers and administrators
- Securing funding to support innovative initiatives through national and state grants such as the Indian Education Professional Development Grant, the American Indian Student Leadership for Education Grant, Improving Literacy Grant, and the Grow Your Own Grant.

3) The Division's emphasis on increasing access to certification through high quality alternative pathways involves:

- Establishing fair and consistent ways to acknowledge previous experience
- Creating fast track to certification for career changers with relevant knowledge and background experience in
- Participating in Troops to Teachers program

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

All four institutions offer teacher preparation programs leading to initial certification in Elementary Education as well as Secondary English and Math. Because all teacher preparation programs must meet very specific state and national accreditation standards and because all students are required to pass the same state tests to qualify for certification, the content and program requirements are similar. However, each institution's program is grounded in a conceptual framework, which is a key component of the accreditation process; the conceptual framework provides the theoretical foundation for the institution's teacher preparation programs and is the critical component that gives the program its cohesiveness and its uniqueness. Although the University of Idaho and Lewis-Clark State College are close geographically, they provide very different experiences for students. One is a research institution with all the advantages of a large university; the other is a teaching institution with all the advantages of a small college. Each institution serves the needs of different student populations.

However, LC is the only institution that continues to offer broadfield majors in Natural Science and Social Science and is the only institution that offers the combined Health/Physical Education degree. These degrees prepare teachers to be highly qualified in multiple teaching areas which benefits rural districts that have no need for a full-time single subject teacher. Rather, they need teachers that are qualified to teach multiple subjects such as Biology, Chemistry and Physics or History, Government and Economics.

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)

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In order to be certified, teacher candidates must demonstrate content competency by passing content area Praxis tests. The Education Division collaborates closely with all academic programs on campus to assure that the academic preparation for teacher candidates is aligned with state and national standards so that candidates have the content knowledge needed to be successful in earning a qualifying score on the required tests. Candidates seeking secondary certification complete content area coursework for the major/minor in their selected teaching fields.

Candidates seeking elementary certification complete the general education core which prepares them for the test in English literature and composition, developmental psychology, fine arts, math, science and social sciences. The Division of Natural Sciences offers four classes designed specifically for elementary candidates: a 6-credit math sequence, Foundations of Elementary Math I and II, and a 6-credit science sequence, Integrated Science I and II. The Division of Social Sciences also offers a course specifically designed for teacher candidates, Culture and Education.

Since teacher preparation is a professional program with strict regulations and requirements designed for a specific purpose and population, few courses in the program are used for other degrees. We did partner with faculty in the Division of Office and Business Technology to develop a minor in Special Education for students in their Early Childhood program. While the minor does not lead to certification in Special Education, it does allow their students to enroll in several of the Division's literacy and special education courses.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

In April 2006, LCSC's teacher preparation programs were reviewed by a state team from the Idaho State Department of Education in partnership with a national team of experts from the National Council for the Accreditation of Teacher Education (NCATE). Reports from both teams were excellent, stating that all programs were found to have fully met all state and national standards. The next accreditation visit will be in Spring 2013.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).

The Division of Education at LC is helping the economic development of the state of Idaho by providing competent, highly qualified teachers, through both traditional and alternative methods of delivery, to citizens throughout Idaho that are interested in teacher certification. We are actively involved in finding fair and reliable avenues for individuals who are interested in changing careers and becoming teachers to be able to demonstrate their knowledge and skills in ways that acknowledge their work and life experiences.

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Our graduates are extremely well-prepared to successfully meet the demands of today's classrooms for several reasons: 1) they possess a solid content area background in the subjects they are going to teach, 2) through practica and internships, they have extensive opportunities to apply the knowledge and skills they have gained K-12 classroom experiences, , during their preparation programs, 3) they have an excellent pedagogical foundation, 4) they have demonstrated that they are able to use the newest technologies to enhance teaching and learning and have passed the Idaho Technology Performance Assessment, and, if they are seeking elementary certification, they have passed the Idaho Comprehensive Literacy Exam.

We are currently in the process of responding to the Governor's Science and Technology "The Future is Now" Initiative which focuses on the need to improve math and science instruction and requires students graduating in 2013 to complete four years of math and three years of science. In an effort to strengthen math preparation for elementary pre-service teachers, we have added 3 credits of math methods to the elementary preparation program; this is in addition to the six required credits of math content. The LC math faculty hope to have the courses leading to a math endorsement available on-line in the near future. In addition, we have applied for a grant that, if funded, will provide excellent professional development opportunities for 6-12 teachers in the area of science education.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).

XII. Future plans and timelines with rationale as to why (limit to 250 words):

The need for teachers certified in Special Education has increased significantly, both in Idaho and throughout the nation, since passage of the No Child Left Behind legislation. In order to meet the demand, the Special Education faculty at the four public institutions in Idaho have worked together to design an on-line degree that pools the expertise and resources of all institutions, thus providing a quality major in Special Education at minimum cost. This effort is in partnership with the Idaho State Board of Education. The program is designed for Special Education para-educators who possess an AA/AS and who wish to become certified special education teachers. Candidates will receive a Bachelor of Arts in Special Education and a recommendation for the Exceptional Child Certificate, K-12 Generalist Endorsement upon successful completion.

XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years				
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	

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Annual General Account/State Appropriation	1,096,100	1,142,000	1,199,100
Revenue from Endowment Funds	155,500	98,400	103,300
Student Fees	831,500	844,000	880,400
Federal Appropriation	0	0	0
Federal Grants & Contracts	676,000	620,600	600,000
State Grants & Contracts	70,500	79,400	85,000
Private Gifts, Grants & Contracts	0	0	0
Sales & Serv of Educ Activities	63,000	70,800	71,000
Sales & Serv of Aux Enterprises	0	0	0
Other (please identify)			
Donations/Contributions	3,000	15,000	7,800
Miscellaneous	2,100	4,000	2,700
Indirect costs	18,600	15,800	30,000
Total, All Fund Sources	2,916,300	2,890,000	2,979,300
Notes:			
This report displays revenue received during the fiscal year, not expenditures made.			
Round to nearest \$100.00.			

Appendix:

Lewis-Clark State College Program Completers FY02-06

Initial Teacher Preparation	FY02	FY03	FY04	FY05	FY06
Secondary Education	1	1			
English Education	6	3	2	5	5
Mathematics Education	0	1	2	1	1
Physical Education/Health	5	9	4	3	6
Science Education	5	3	5	5	3
Social Studies Education	2	4	6	9	3
Total Secondary Education	19	21	19	23	18
Elementary Education	57	26	35	40	49
Special Education, General	* 30	1	1	4	10

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Reading Endorsement	13	10	12	10	20
Total Initial Teacher Preparation	119	58	67	77	97

*FY02 Special Education total includes teacher education students in Ricks College program.

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Attachment 6

**Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions**

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: March 31, 2007

Institution: College of Southern Idaho

School/College/or program (s) within the disciplinary area to be reviewed:

Education Department

I. Brief History of College/School (limit to 250 words):

Over the past ten years, the Education Department at the College of Southern Idaho has undergone significant changes. Most notably, in the fall of 2000, the Social Science Department revised its department name to the Social Science and Education Department. During this period, the J.A. and Kathryn Albertson Grant under the *Re-Creating Idaho Colleges and Schools of Education Initiative* facilitated the expansion and improvement of education programs within the Department. The addition of the Education Assistant Program, as a result

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of the Albertson grant, was developed to provide training and career opportunities for paraeducators and students. In December of 2000, the Child Development Program moved from the Health Sciences and Human Services Department to the Social Science and Education Department; at the time of this move, the Child Development Program was renamed the Early Childhood Education Program.

In the spring of 2005, the Social Science and Education Department was separated due to growth. Thus, the Education Department was formed, and at the time of its formation, the Physical Education Department was included under its umbrella. The Education Department currently consists of four programs: Early Childhood Education (ECE), Education Assistant (EDUA), Physical Education (PHYE), and Teacher Education (TE), which includes Bilingual Elementary Education, Elementary Education, Secondary Education, and Special Education. Each program has a clear mission statement and goals that support the mission and goals of both the Education Department and the College.

The programs within the Education Department offer certificates and/or associate degrees designed to prepare students for employment in a school or child-care setting, to provide students with a comprehensive and systematic career lattice approach in education, or to provide students with the first two years of a baccalaureate degree in education. The EDUA and ECE Programs offer a mixture of both traditional academic degrees and professional-technical degrees. EDUA, ECE, and TE Programs offer a lab or field experience component in which students observe, interact with, and/or teach pre-kindergarten children through grade twelve students. The PHYE Program offers internships with local professionals in athletic training, exercise science, recreation, sport management, and related fields. These internships provide PHYE majors with valuable hands-on experience.

The Department has effective partnerships with local pre-kindergarten centers, local public kindergarten through grade twelve schools, and local businesses. The Department has articulation agreements with secondary education institutions in the College's service area and with public four-year in-state colleges and universities.

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

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Education Assistant			
Ed Assistant-Bilingual	AAS		Accessible through online delivery
Ed Assistant-Early Child	AAS		Accessible through online delivery
Ed Assistant-Generalist	AAS		Accessible through online delivery
Ed Assistant-Generalist	TC		Accessible through online delivery
Ed Assistant-Math	AAS		Accessible through online delivery
Ed Assistant-Math/Sci/Tech	AAS		Accessible through online delivery
Ed Assistant-Reading	AAS		Accessible through online delivery

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ED Assistant-Special Needs	AAS		Accessible through online delivery
Ed Assistant-Technology	AAS		Accessible through online delivery
Early Childhood Education			
Education-Early Childhood	AA		Accessible through online delivery
Education-Early Childhood	AAS		
Education-Early Childhood	TC		
Physical Education			
Education-Physical	AA		
Education-Physical K-12	AA		
Education-Health Promotion	AA		
Teacher Education			
Education-Bilingual Elementary	AA		
Education-Elementary	AA		Accessible through distance education delivery
Education-Secondary	AA		
Education-Special	AA		Accessible through online delivery

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment (majors)			Number of Graduates		
	Current FY 2006- 07	Previous Year FY 2005- 06	Previous Year FY 2004- 05	Current FY 2006- 07 <i>(estimate)</i>	Previous Year FY 2005- 06	Previous Year FY 2004- 05
Program						
Education Assistant	77	117	113	10	20	18
Early Childhood Education	55	81	88	2	9	8
Physical Education	21	18	24	5	5	5
Teacher Education	325	299	270	69	59	61

Degree	Overall Graduation Rates <i>(based upon 2004-2005 majors)</i>
Education Assistant	9%
Early Childhood Education	2%
Physical Education	21%
Teacher Education	25%

Degree	Graduation rate by Certification				
	FY02	FY03	FY04	FY05	FY06 <i>(estimate)</i>
Early Childhood Ed-AA				New degree	-
Early Childhood Ed -AAS	8%	7%	7%	11%	3%
Early Childhood Ed-TC	4%	4%	2%	4%	1%
Education Assistant-AAS	0% (new	1%	3%	6%	10%

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	degree)				
Education Assistant-TC	0%	2%	0%	1%	6%
Physical Education-AA			22%	20%	21%
Teacher Education-AA			24%	22%	25%

Degree	Placement Rates FY 2005-2006	in-state placement	out of state placement
Early Childhood Ed-AA	NA		
Early Childhood Ed-AAS	0% (students articulated to AA degree)	NA	NA
Early Childhood Ed-TC	0% (students articulated to AA degree)	NA	NA
Education Assistant-AAS	67%	100%	
Education Assistant-TC	100%	100%	
Physical Education-AA	NA		
Teacher Education-AA	NA		

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

- The ECE Program was selected as the Idaho Professional Technical Program of the Year in 2002. The Program offers NAEYC accredited childhood education laboratory facilities: toddler lab (18 months-3 years old) and pre-school lab (3-5 years old).
- In the spring of 2003, the EDUA Program collaborated with select Idaho public four-year institutions to develop the Paraeducator Training Center (PTC). The PTC is a career pathways program housed on the College of Southern Idaho campus. It serves as a centralized location for paraeducator training opportunities throughout Idaho, the Pacific Northwest, and beyond. All curriculums are aligned with the Idaho Paraprofessional Standards. Tracey Meyerhoeffer, EDUA Program Director, serves as the PTC Director.
- The PHYE Program's Over 60 and Get Fit Program serves over 1,700 senior citizens annually.
- A Community of Learners Center Technology Lab was created on the campus of CSI with the help of a grant from the J.A. and Kathryn Albertson Foundation under the *Re-Creating Idaho Colleges & Schools of Education* initiative. The Community of Learners Center Technology Lab is equipped with the most recent multimedia hardware and software. As a result, teachers and education majors can take advantage of the latest

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multimedia-development tools to enhance classroom presentations, to broaden access to resources, and to maximize the efficiency of course delivery. These tools enable instructors to improve the classroom and overall learning experiences of students.

- Several degrees within the Education Department can be accessed completely through distance education. These include certificates and associate degrees in Education Assistant and associate degrees in Early Childhood Education, Elementary Education, and Special Education.

V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

- According to reports produced by CCbenefits, Inc. and data from Economic Modeling Specialists, Inc., there are currently over 6,200 education-related jobs in CSI's regional service area. A high number of these jobs are in three areas: elementary school teachers, secondary schools teachers, and teacher assistants. The occupational growth rate for the education field is projected to increase by 728 jobs (12%) by the year 2010. This is slightly less than the projected State growth rate (16%) and slightly higher than the projected National growth rate (11%). Twin Falls County is projected to have the highest occupation distribution (2,780) whereas Minidoka County is projected to have the highest occupation concentration (1.69). (See Appendix 1, Employment Projection; Appendix 2, Occupational Change; Appendix 3, Occupation Distribution; and Appendix 4, Occupation Concentration.)
- Early Childhood Education Program: The ECE Program provides a wide variety of employment and educational opportunities for students in South Central Idaho and beyond. Employment opportunities include child care, pre-school teaching, kindergarten and primary school teacher's aide, Head Start family educator, special needs aide, and k-3 classroom teacher. The ECE Program prepares individuals for assessment for the Child Development Associate (CDA) Credential granted by the Council for Early Childhood Professional Recognition, Washington, D.C. In addition, courses in the ECE Program meet the two-year college standards for the Blended Early Childhood Education certification. Students completing an associate degree in ECE are prepared to transfer into Blended Certification Programs offered at Idaho's public four-year programs.
- Education Assistant Program: In response to the Reauthorization of the Individuals with Disabilities Act and the Reauthorization of the Elementary/Secondary Education Act, the EDUA Program was developed in the fall of 2001. The Program's goals are to provide training to current paraeducators, provide courses to those interested in the paraeducator profession, and to provide a comprehensive and systematic career lattice and degree-seeking approach to those wishing to become educators. In the fall of 2006, over 700 students enrolled in EDUA courses.
- Physical Education Program: The PHYE Program offers three Associate of Arts degrees: Physical Education, K-12 Physical Education, and Health Promotion. These degrees introduce students to numerous professional careers related to physical education, recreation, and wellness. The goals of each degree are to help students earn an Associate of Arts degree and to successfully transfer to a four-year program.

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Students take courses from the CSI general education core as well as specific program requirements in Physical Education, K-12 Physical Education, or Health Promotion. Students pursuing an Associate of Arts degree at CSI are required to complete PHYE 155 Health and Wellness or two Physical Education activity credits.

- Teacher Education Program: The TE Program offers Associate of Arts degree in Bilingual Elementary Education, Elementary Education, Secondary Education, and Special Education. Many students attend the program to complete general education core requirements, to complete teacher education program requirements, and to gain an introduction into the teaching field. In the fall of 2006, the Program served 325 TE majors.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

- The Education Department offers certificates and associate degrees designed to prepare students for employment in a school or child-care setting, to provide students with a comprehensive and systematic career lattice approach in education, or to provide students with the first two years of a baccalaureate degree in education. Unique to the College of Southern Idaho, students are engaged in a classroom setting where the student to faculty ratio is 21.5:1. Consequently, faculty are able to develop a professional relationship with their students where student inquiry is welcomed and participation is encouraged.
- The Education Department recognizes non-traditional student populations within CSI's service area and beyond. Over 40% of the students who enrolled in courses in the fall of 2006 were over the age of 25. Nearly 30% of these students worked over 35 hours per week. To accommodate the needs of these students, the Department offers services and program core courses through distance education, at outreach centers, and at non-traditional times. The EDUA, ECE, and TE Programs offer associate degrees through online delivery.
- The Education Department recognizes the importance of providing students with quality hands-on experiences early in their educational careers. Thus, the Department has effective partnerships with local pre-kindergarten centers, public kindergarten through grade twelve schools, and public and private businesses. These partnerships allow students to participate in an extensive lab or field experience with master educators or in an internship with highly qualified community professionals. Under their guidance, students gain professional insights and practical teaching/professional experience through observation, planning, and practice.

VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

- Boise State University: Early Childhood Studies-AA
Special Education-AA
- Lewis-Clark State College: Early Childhood Development-AAS, TC, ATC

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Paraprofessional Education-AA

- North Idaho College Child Development-AA, AS, TC
 Child Development Associate (CDA) Credential
 Physical Education-AS

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)

- The degrees within the Education Department require students to complete 36 credits in general education for an associate degree, 16 credits in general education for an associate of applied science degree, or 9 credits in general education for a technical certificate. Typically, in addition to program core courses within the Education Department, students are required to complete program core courses in disciplines outside the Education Department.
- Students pursuing an Associate of Arts degree at CSI are required to complete PHYE 155 Health and Wellness or two Physical Education activity credits. Furthermore, some students pursuing certificates and degrees outside the Education Department are required or recommended to complete PHYE 150 First Aid & CPR. A wide-variety of Physical Education activity courses meets the needs of degree and non-degree seeking students, college employees, and community members in the college's eight-county service area.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

The Education Department has not undergone an accreditation. The National Association for the Education of Young Children (NAEYC) accredited the ECE toddler and pre-school labs in 1998 and granted continuing accreditation in 2002. The labs are scheduled for accreditation in the spring of 2007.

Northwest Commission on Colleges and Universities completed a 10-year institutional evaluation of CSI in April of 2005. As a result of the Evaluation Committee's findings, CSI received six commendations and five recommendations. Recommendation #3 states the following:

The committee recommends that the College of Southern Idaho develop and implement a unified, college-wide, systematic educational assessment program. While much progress has been made, the College has not yet created nor institutionalized a unified and systematic college-wide understanding, application, and documentation of a coherent educational assessment system that stresses outcome assessment measures.

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In preparation for a focused institutional visit in April of 2007, the Education Department (as well as all departments on campus) has completed a thorough review of its educational assessment system as directed by the Executive Vice President/Chief Academic Officer at the College of Southern Idaho. The Education Department's educational assessment system includes the following:

Department Level:

- The Department utilizes a component flow chart as continual improvement strategies, leading to departmental and programmatic effectiveness. The components in the flow chart include retention, recruitment, articulation and collaboration, course and program outcomes and assessment, and budget proposal and resource allocation. (See Appendix 5, Component Flow Chart.)
- The Department utilizes a Five-Point Plan as a useful means to measure the effectiveness of the activities within each area of the component flow chart. The five-point plan includes goal or outcome, type of activity, means of assessment, results of assessment, and action or changes. (See Appendix 5, Component Flow Chart.)
- The Department submits an annual Unit Development Plan (UDP). The UDP supports the Strategic Plan of the College and the mission and goals of the College, Education Department and the programs within the Education Department. This comprehensive report identifies the department's goals and short- and long-term budget requests, which are supported by outcomes data.

Program Level:

- Each program within the department has developed a comprehensive outcomes assessment binder.
- Each program follows the department's component flow chart.
- Each program follows the department's Five-Point Plan for assessing each area of the component flow chart.
- Each program has developed multiple program student learning outcomes and assessment measures. As identified below, typical assessment methods include both summative and formative evaluations. For each assessment, data is collected, interpreted, and reported annually to the Academic Dean and Executive Vice President/Chief Academic Officer. Reports are shared with full-time, part-time, and adjunct department faculty at fall in-service.
 - Exit Portfolio
 - Graduate Survey
 - Completion data
 - Transfer Data
 - Post-Graduate Survey
 - Program Review (every five years)
- Faculty and staff submit an Individual Development Plan (IDP) in January. The IDP includes personal goals, professional goals, and budget requests. The Department Chairperson or Program Manager combines IDPs into a Program UDP. Program UDPs are then coalesced into the Department UDP and submitted to the administration in February.

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Course Level:

- Each program has developed multiple course student learning outcomes and assessment measures that are unique to each course. Using the Department's Five-Point Plan, each instructor is required to assess and report on at least one student learning outcome for each course taught, using a Course Outcomes and Assessment Reporting Form. (See Appendix 6, Course Outcomes and Assessment Reporting Form.) These reports are shared with full-time, part-time, and adjunct faculty each semester at the department's in-service workshops. Reports are submitted each semester to the Academic Dean.
- Instructors are also required to review and summarize student online course evaluations each semester. Instructors use a standardized Brief Summary of Student Evaluations Form. (See Appendix 7, Brief Summary of Student Evaluations Form.) Reports are submitted to Program Coordinators and the Department Chairperson.

X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).

As the population of CSI's service area grows, so does the need for education-related services. As a result, these services have an effect on the economic development in the region. The Education Department has an indirect impact on the economy in the sense that the Department prepares students to fill replacement and new positions in the region and across the state.

XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).

- Early Childhood Education: The Early Childhood Education Associate of Arts degree (offered beginning in the fall of 2005) gave students within the program an opportunity to continue a career lattice approach to Early Childhood Education. The Program has developed an effective partnership with Idaho State University (ISU) where ISU offers a Blended Early Childhood Education certification program on the CSI campus. Starting in the fall of 2005, upper division courses in Early Childhood Education have been brought to the CSI campus.
- Education Assistant Program: The Special Education Associate of Arts online degree (offered beginning in fall of 2006) was created in response to requests from paraeducators and to address the need for special education professionals in CSI's eight-county service area and beyond. It was also developed in part to respond to Idaho's Special Education Para2Teacher Alternative Route.

XII. Future plans and timelines with rationale as to why (limit to 250 words):

- The Education Department participates in the College's Eight-Year Plan. Each fall, faculty members review the plan, report on outcomes, and submit an updated plan to the Academic Dean and the Executive Vice President/Chief Academic Officer at the College of Southern Idaho. (See Appendix 8, 8-year Plan)

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XIII. Fiscal Year Revenues – Current year is defined as the year the report is presented to the Board

Revenue Received, Various Fiscal Years				under
				review
	Past	Current		Next
	Fiscal Year	Fiscal Year		Fiscal Year
Education Assistant Program				
Annual General Account/State Appropriation	1,000.00	2,700.00		
Revenue from Endowment Funds	NA	NA		
Student Fees	NA	NA		
Federal Appropriation	NA	NA		
Federal Grants & Contracts	198,400.00	NA		
State Grants & Contracts	133,700.00	133,200.00		
Private Gifts, Grants & Contracts	NA	NA		
Sales & Serv of Educ Activities	NA	NA		
Sales & Serv of Aux Enterprises	NA	NA		
Other (please identify)	NA	NA		
Indirect Costs	NA	NA		
Total, All Fund Sources	333,100.00	135,900.00		
Early Childhood Education Program				
Annual General Account/State Appropriation	152,700.00	166,700.00		
Revenue from Endowment Funds	NA	NA		
Student Fees	NA	NA		
Federal Appropriation	NA	NA		
Federal Grants & Contracts	7,800.00	40,300.00		
State Grants & Contracts	NA	NA		
Private Gifts, Grants & Contracts	NA	9,300.00		
Sales & Serv of Educ Activities	NA	NA		
Sales & Serv of Aux Enterprises	NA	NA		
Other: participant fees for childhood education labs	24,300.00	24,300.00		
Other: fund raising	1,500.00	2,900.00		
Indirect Costs	NA	NA		
Total, All Fund Sources	186,300.00	243,500.00		
Physical Education Program				

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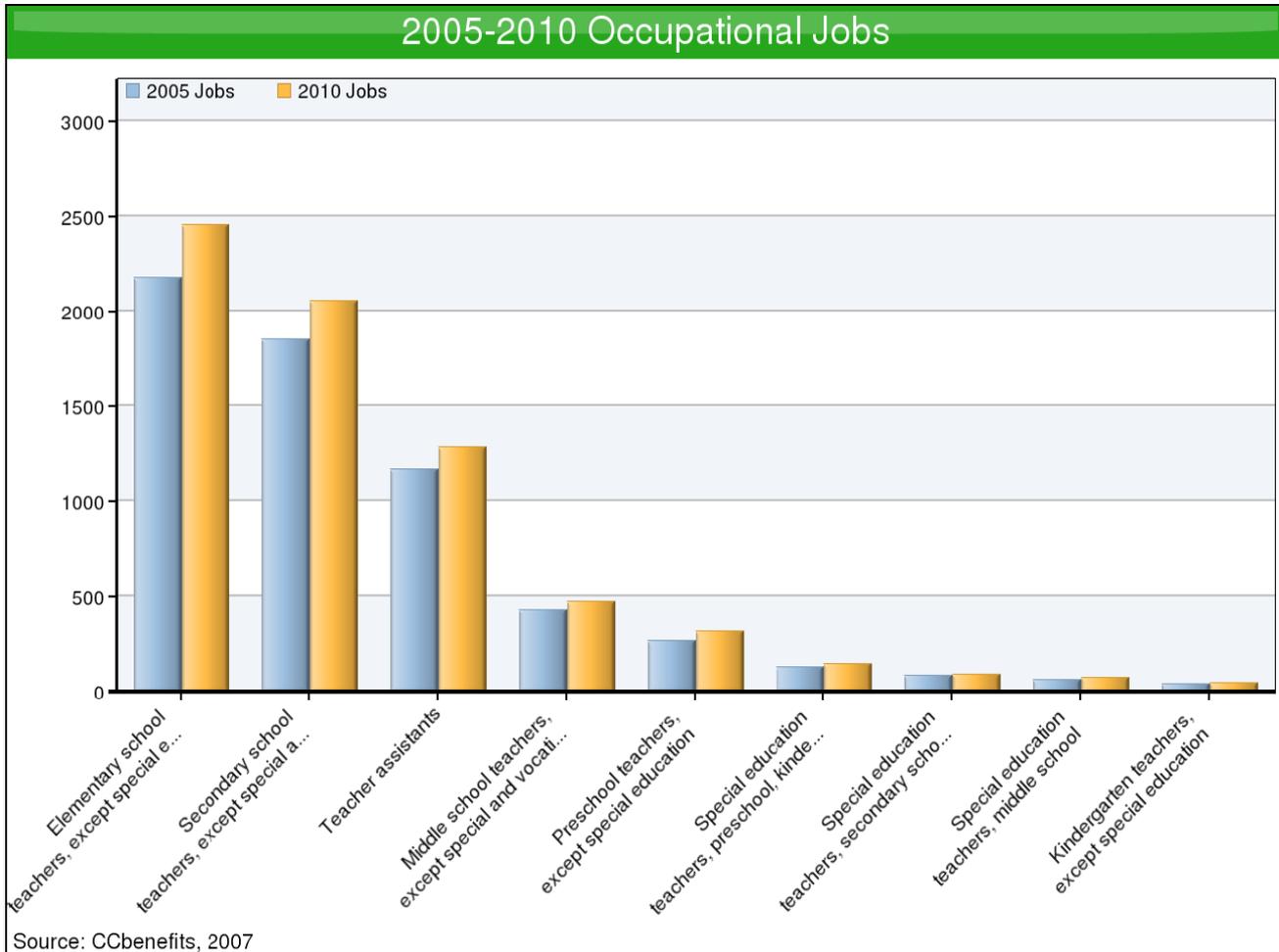
Annual General Account/State Appropriation	429,400.00	443,600.00		
Revenue from Endowment Funds	NA	NA		
Student Fees	38,800.00	28,200.00		
Federal Appropriation	NA	NA		
Federal Grants & Contracts	NA			
State Grants & Contracts	NA	NA		
Private Gifts, Grants & Contracts	12,500.00	43,800.00		
Sales & Serv of Educ Activities	NA	NA		
Sales & Serv of Aux Enterprises	NA	NA		
Other: fund raising	NA	3,200.00		
Indirect Costs	NA	NA		
Total, All Fund Sources	480,700.00	518,800.00		
Teacher Education Program				
Annual General Account/State Appropriation	465,700.00	276,100.00		
Revenue from Endowment Funds	NA	NA		
Student Fees	3,700.00	2,795.00		
Federal Appropriation	NA	NA		
Federal Grants & Contracts		23,500.00		
State Grants & Contracts	4,200.00	NA		
Private Gifts, Grants & Contracts	NA	NA		
Sales & Serv of Educ Activities	NA	NA		
Sales & Serv of Aux Enterprises	NA	NA		
Other:	NA	NA		
Indirect Costs	NA	NA		
Total, All Fund Sources	473,600.00	302,395.00		

Appendices

- Appendix 1:** Employment Projection
- Appendix 2:** Occupational Change
- Appendix 3:** Occupation Distribution
- Appendix 4:** Occupation Concentration
- Appendix 5:** Component Flow Chart
- Appendix 6:** Course Outcomes and Assessment Report Form
- Appendix 7:** Brief Summary of Student Evaluation Form
- Appendix 8:** 8-year Plan

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**Appendix 1
Employment Projection**

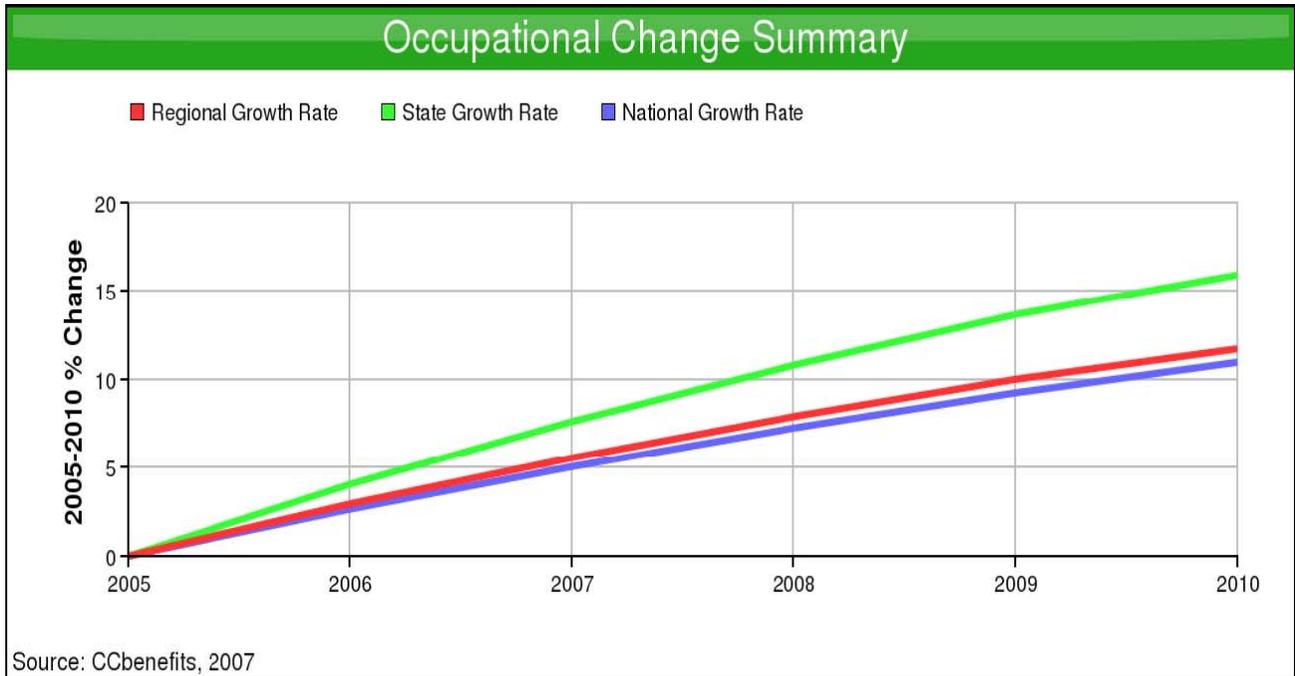


Description	2005 Jobs	2010 Jobs	EPW
Elementary school teachers, except special education	2,180	2,454	\$23.42
Secondary school teachers, except special and vocational education	1,850	2,056	\$23.32
Teacher assistants	1,169	1,283	\$12.22
Middle school teachers, except special and vocational education	426	470	\$20.72
Preschool teachers, except special education	268	316	\$9.57
Special education teachers, preschool, kindergarten, and elementary	128	147	\$20.55
Special education teachers, secondary	81	91	\$21.43
Special education teachers, middle school	62	70	\$21.35
Kindergarten teachers, except special education	41	46	\$12.42
Total	6,204	6,932	\$20.32

Source: Economic Modeling Specialists, Inc. 2/07

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**Appendix 2
Occupational Change**

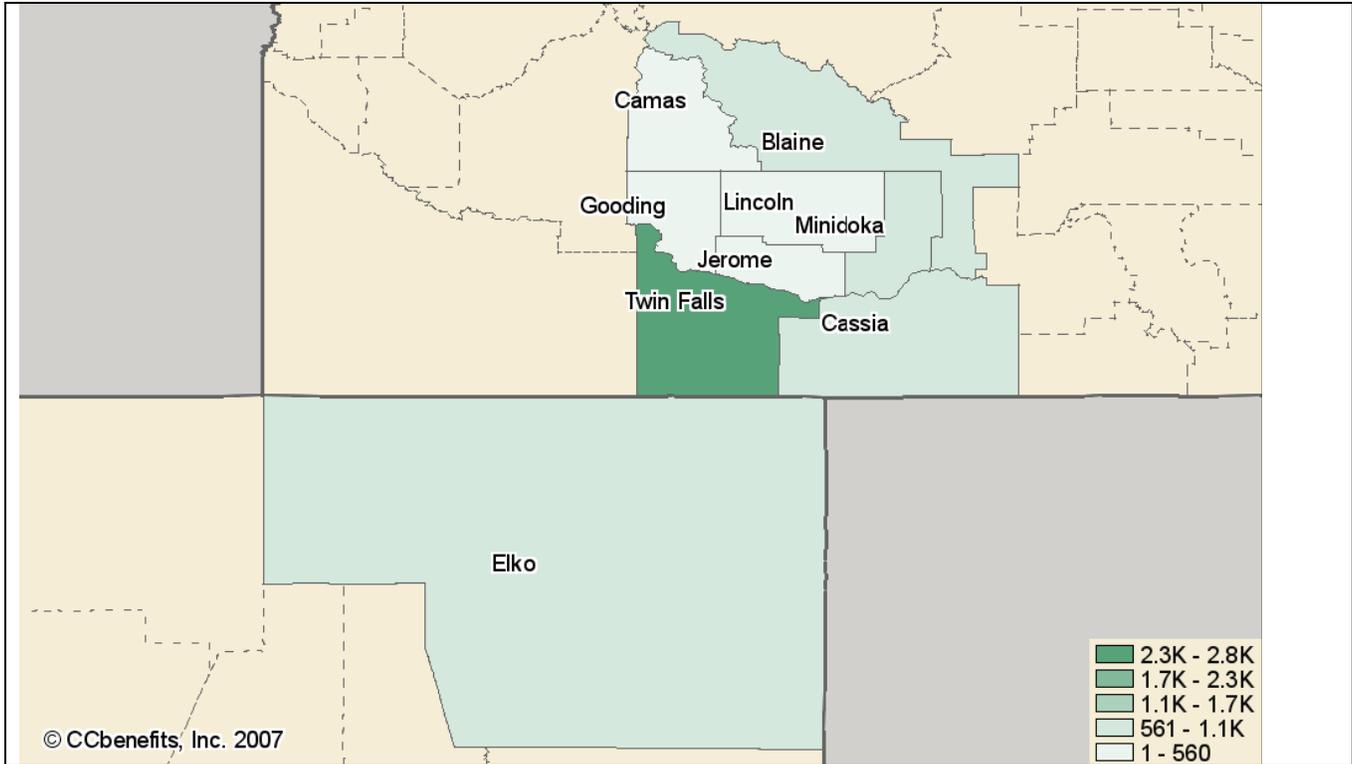


Region	2005 Jobs	2010 Jobs	Change	% Change	Hourly Earnings
CSI Service Area	6,204	6,932	728	12%	\$20.32
State	69,615	80,697	11,082	16%	\$17.15
National	5,889,955	6,536,043	646,088	11%	\$18.78

Source: Economic Modeling Specialists, Inc. 2/07

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Appendix 3
Occupation Distribution

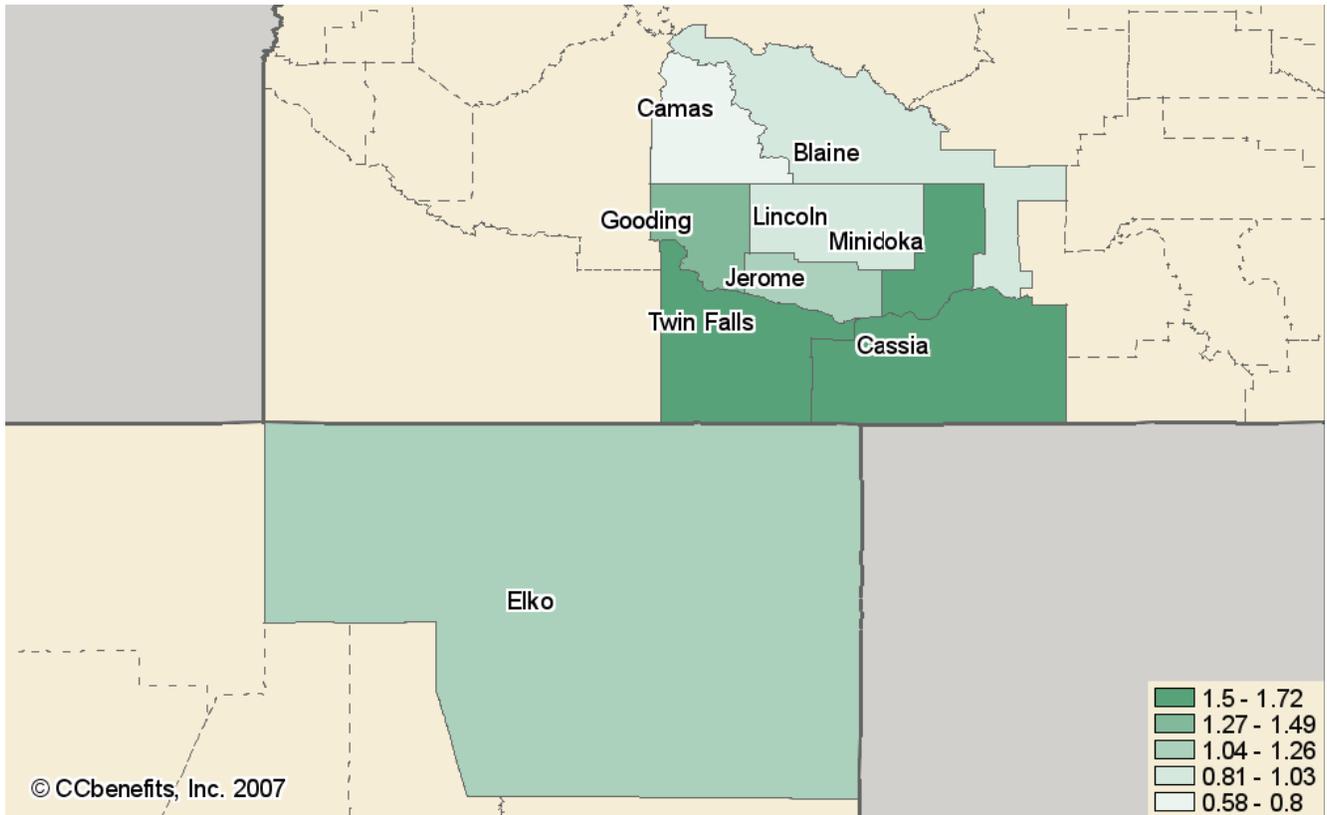


County	2010 Jobs
Twin Falls	2,780
Elko	903
Blaine	809
Cassia	697
Minidoka	673
Gooding	494
Jerome	487
Lincoln	72
Camas	16

Source: Economic Modeling Specialists, Inc. 2/07

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Appendix 4
Occupation Concentration



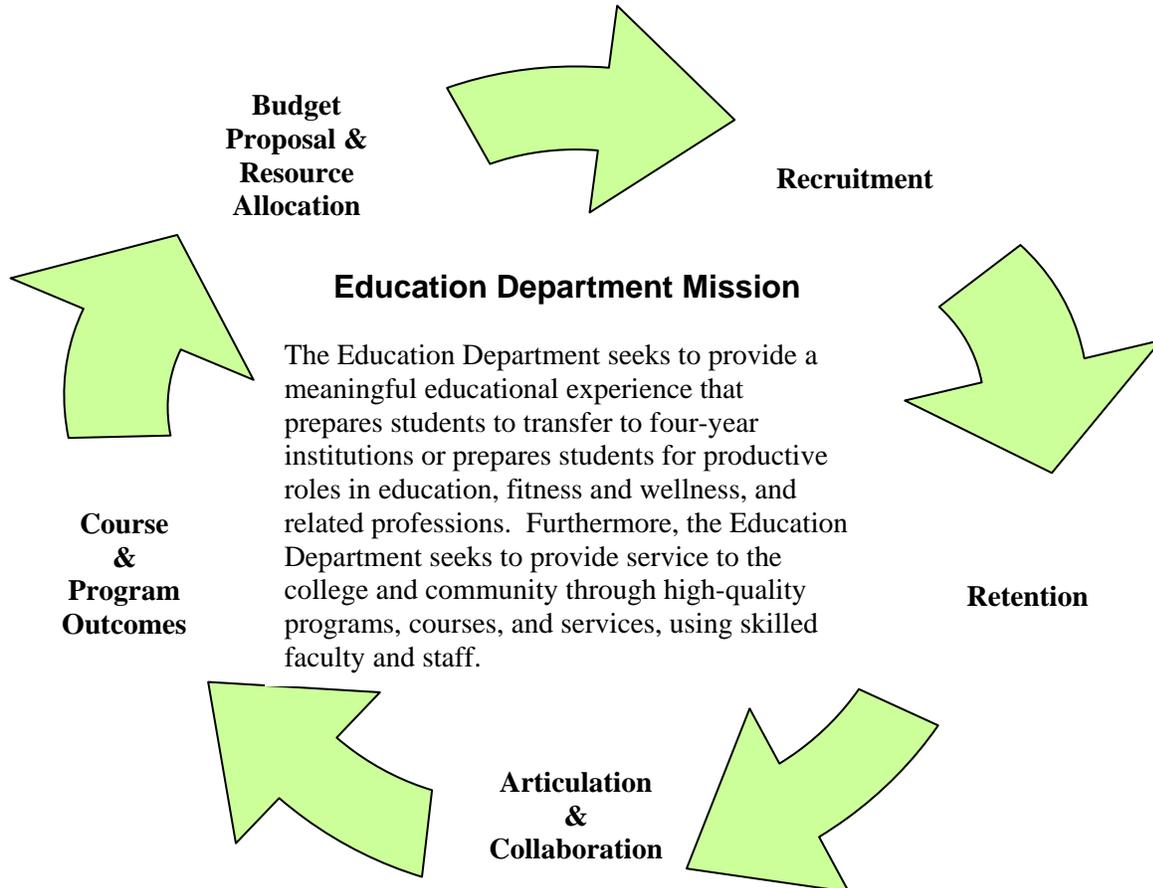
County	2010 Location Quotient
Minidoka	1.69
Twin Falls	1.65
Cassia	1.53
Gooding	1.43
Jerome	1.13
Elko	1.06
Blaine	0.97
Lincoln	0.82
Camas	0.58

Source: Economic Modeling Specialists, Inc. 2/07

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Appendix 5
Component Flow Chart

The Education Department faculty and staff have identified five components (see below) as continual improvement strategies, leading to departmental effectiveness. These components serve as a guide for the department (and programs within the department) throughout the academic year.



Each component supports the mission and goals of the Department and employs a Five-Point Plan (see below) as a useful means to measure the effectiveness of the activities within each component. Course and program outcomes are reported each semester. Faculty and staff members review the data during fall and spring in-service and, when applicable, determine what, if any, improvements can be made in meeting program goals and/or student learning outcomes. Recruitment, retention, articulation, collaboration, budget proposal, and resource allocation goals are reported and reviewed annually.

Five-Point Plan

Goal or Outcomes	Type of Activity	Means of Assessment	Results of Assessment	Action or Changes
------------------	------------------	---------------------	-----------------------	-------------------

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Appendix 6

Education Department
Course Outcomes and Assessment Reporting Form

Instructor:

Semester:

Course:

Sections:

Total Students Enrolled:

Total Number of students completing outcomes:

Course Student Learning Outcomes:

Student Learning Outcome(s) to be measured:

Outcomes Assessment method:

Observations/Conclusions: (please attach data report)

(Discuss your thoughts on the student learning outcome, activity, assessment tool, and results.)

Actions/Changes to be made for the next semester:

(What things (student learning outcome, activity, assessment, etc.) will you change, if any?)

Budget request based on outcomes and assessment results (include in your IDP as well):

(Please tie the request to learning outcomes and indicate how you arrived at the request based upon data collection and interpretation)

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Appendix 7

Education Department
Brief Summary of Student Evaluations Form

Instructor:

Semester:

Course:

Sections:

Total Students Enrolled (list day 10 count by section):

Retention (list by section):

Total Number of Evaluations:

Student Evaluation Summary:

See <http://evaluation.csi.edu/instructor> to view your student evaluations

- Which student learning outcome did you gather data on last semester?

- What changes did you make this semester to the course (instruction, delivery, etc.) based on the outcome assessment data that you gathered last semester?

- Discuss the effectiveness of the changes that you made.

- What significant things did you learn from this semester's online student evaluations (student perceived strengths/weaknesses, etc.)?

- How might these student comments help you improve the quality of your instruction, your classroom presentation, or your professional preparation? (Consider developing this into a professional development goal for your IDP.)

- Actions/Changes to be made:

- Other Comments:

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Appendix 8
Education Department: 8-year plan
(Reviewed and updated in the fall of 2006)

Academic Year	Department	Program	Plan	Outcome
2005-2006 Ongoing Fall 2006	Education	Early Childhood Education	<ol style="list-style-type: none"> 1. Offer an A.A in Early Childhood Education 2. Develop and offer online courses, practicums, and seminars. This will enable greater access to the program. 3. Target patrons such as private day cares, in-home day cares, etc. to identify needs in those areas. 	<ol style="list-style-type: none"> 1. Completed in fall of 2005 2. Completed in fall 2005; all courses offerings are now available through web delivery. 3. ongoing
2006-2007 2006-2007	Education	Education Assistant	<ol style="list-style-type: none"> 1. Develop an <u>online</u> A.A. in Special Education 2. Collaborate with colleges and universities in developing a distance learning B.A in Special Education. 	<ol style="list-style-type: none"> 1. Completed in fall of 2006 2. This process began in the spring of 2005. The Para2Teacher Special Education Alternative Route is scheduled to offer courses in the fall of 2007. The Education Department at CSI has developed and is currently offering prerequisites for this pathway.
2006 Fall 2006 Spring 2006 2007-2008	Education	Teacher Education	<ol style="list-style-type: none"> 1. Work closely with service area districts (particularly Twin Falls) to develop a teacher academy in high schools. 2. Offer dual credit courses in Teacher Education 3. Redefine the EDUC 202 Field Experience class by identifying and fulfilling district needs in areas such as reading and math. 4. Work with Deans of Education to develop a common pre-education curriculum, common outcomes and assessments, and entrance requirements to teacher education programs. 	<ol style="list-style-type: none"> 1. The CSI Teacher Education is currently working with several education programs in the high schools through dual opportunities. 2. The Teacher Education Program offered 3 dual credit courses in fall of 2006 for a total enrollment of 25 students 3. This was addressed in spring of 2006. An advisory committee (principals, master teachers, counselors) is being developed to provide guidance and communicate district needs 4. Deans and Directors of Education will begin to address this in March of 2006
2006-2007 2005-2006 2005-2006 2007-2008	Education	Physical Education	<ol style="list-style-type: none"> 1. Offer an A.A. in K-12 Physical Education. 2. Review PHYE A.A 3. Work closely with departments within the college and businesses in the area to develop internships for PHYE major. 4. Offer an A.A. in Dance 	<ol style="list-style-type: none"> 1. Completed in fall of 2006. 2. Completed in spring of 2007. The PHYE A.A. offers students a choice of four components within the degree: athletic training, exercise science, sport management, and recreation. 3. Currently being addressed in spring of 2007 4. Currently under review in spring of 2007. A component area may be offered under the PHYE A.A. in fall of 2007.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 7

**Idaho State Board of Education Report
on
Commonalities and Differences among Colleges and Schools
within
Idaho's Public Higher Education Institutions**

BACKGROUND

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

SCOPE OF WORK

The following reports will be provided at the regularly scheduled Board meetings.

School/College	Board Meeting
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

PROCESS

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

Date: **May 25, 2007**

Institution: **North Idaho College**

School/College/or program (s) within the disciplinary area to be reviewed:

Social and Behavioral Sciences Division: Education

I. Brief History of College/School (limit to 250 words):

NIC provides a spectrum of coursework to guide individuals in making education a career choice and provides opportunities to examine personal values and beliefs about teaching. NIC ensures students interested in a career in education identify the university they are planning to transfer to so the NIC core curriculum and educational requirements have a smooth transition. Our sister institutions work closely with NIC personnel and students.

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

NIC offers areas of concentration, not degrees, in these areas.

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Child Development	UG	NA	NA
Physical Education	UG	NA	NA
Teacher Education	UG	NA	NA

III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment Unduplicated Headcount (majors)			Number of Graduates		
	FY 2006-07	FY 2005-06	FY 2004-05	FY 2006-07 (estimate)	FY 2005-06	FY 2004-05
Degree						
Child Development	49	51	70	9	8	9
Physical Education	29	29	18	1	1	0
Teacher Education	274	245	291	41	42	46

Degree	Overall Graduation Rates (based upon FY 2004-05 majors)
Child Development	1.51%
Physical Education	0
Teacher Education	9.23%

Degree	Graduation Rate by Major				
	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06	FY 2006-07 (estimate)
Child Development - AA	null	null	.4%	.4%	.4%
Child Development - AS	.2%	1.9%	1.4%	1.0%	1.2%
Physical Education - AA	.6%	.2%	Null	null	null
Physical Education - AS	.8%	.4%	Null	.2%	.2%
Education, General - AA	1.5%	.9%	3.0%	1.3%	1.0%

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Education, General - AS	2.3%	3.5%	4.6%	3.0%	3.2%
Elementary Education - AA	1.3%	null	.4%	.9%	1.1%
Elementary Education - AS	3.4%	3.9%	1.2%	2.3%	2.0%

Degree	Placement Rates	Where Placed (in-state vs. Out of State)
	NA	

IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).

- The Child Development Courses afford career options in elementary education and other child-related fields. All of the Child Development coursework needed for Certification and Transfer are offered to nine remote communities by videoconferencing in addition to main campus offerings. NIC faculty work in collaboration with local childcare providers to provide practicums at local sites. However, most practicum students intern at NIC's Children's Center.
- The Coeur d'Alene Tribe and NIC collaborate to support the Coeur d'Alene Tribe's Early Childhood Learning Center. The Center is committed to ensuring educational, family, health, disability and safety services that meet the needs of participating children and their families. The Tribe expects all staff to have educational training necessary for a quality Center. NIC responds each term to the needs and requests to support the goals of the Coeur d'Alene Tribe. This relationship is further demonstrated by the use of the Tribal Technology Center videoconferencing capabilities for access to coursework.

V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).

The Office of Idaho State Labor and Commerce record the 2002 population of Kootenai County as 113,954 jumping to 127, 668 in 2005 and 130,000 in 2007. This represents a 13% increase within the last five years. A conservative estimate would indicate that Kootenai county population will grow by approximately 4,000 per year bringing a projected county population of 162,000 by 2015. However, the long-range projections are only that, and actual population growth will be significantly affected by social, economic, educational, and political developments over the next 25 years.

NIC seeks to position itself to address not only the increased numbers of our population base, but also seeks to provide the education necessary to attract

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new business and support current business in our service area; to work with our educational partners to leverage finances and build capacity; and to support transfer and articulation functions with 4-year institutions in order to expand and assure degree pathways to train the future teachers of North Idaho.

VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).

Child Development

The Child Development program provides two options for students wishing to pursue a career working with young children from birth to age eight. Students can complete courses for an associate's degree, which prepares for transfer to a four-year college or university and entry-level career opportunities. Students who do not intend to transfer may opt to pursue courses that prepare them to apply for a Child Development Associate Credential, a non-degree national credential.

Transfer Program

The Child Development associate degree program is designed to meet requirements for students transferring to four-year institutions in Child Development or Early Childhood Education. Students who earn an associate's degree in Child Development are qualified to seek entry-level career opportunities in early care and education, preschool, Head Start, and teaching in some private education programs serving children and families from birth to age 8, both typically and atypically developing. Further study leading to a baccalaureate degree, especially those programs offering the Blended Early Childhood/Early Childhood Special Education component, affords career options in elementary education (K-3), special education, and other child-related fields. An associate's degree meets the general core requirements at all Idaho public universities. Course selection should be tailored to match requirements as defined by transfer institutions. To ensure appropriate courses are taken, those students intending to pursue the Blended Early Childhood/Early Childhood Special Education at Idaho transfer institutions should meet with an NIC Child Development advisor upon acceptance into the college.

The NIC Children's Center provides children and parents with disabilities an equal opportunity to participate in the Center's program and services. Practicum students are enrolled in the Child Development Program and are studying to become early care professionals. Students work directly in the classroom to gain experience and hands-on practice. They are supervised by classroom teachers and are under guidance of NIC Child Development Instructors.



This partnership allows students to participate in an extensive lab or field experience with master educators or in an internship with highly qualified community professionals. Under their guidance, students gain professional insights and practical teaching and professional experience through observation, planning, and practice.

Education

Transfer Program

Students who plan to teach in elementary school, middle school, or high school should contact the university they are planning to transfer to as soon as they know they want to complete a teacher certification program. Delaying could result in spending extra time and money on classes that are not needed for the transfer institution's core curriculum, college of education requirements, and/or state certification requirements. While deciding which transfer university to attend, students may enroll in courses which have a high probability for transfer such as English 101 and 102, Communication 101, Psychology 101, History 111 and 112, and Political Science 101. Students who are uncertain about whether to become a teacher or not, may enroll in Education 201 as a sophomore. This course is designed to assist students in making an educated decision about teaching as a career choice.

Physical Education

Transfer Program

This program is for students interested in pursuing a baccalaureate degree in physical education for teaching grades 1-12 with options in exercise science/fitness, coaching, or a minor in health education. The suggested coursework normally fulfills the first half of baccalaureate degree requirements for physical education at the University of Idaho-Coeur d'Alene campus. The program offers several additional options to include: Coaching, Outdoor Recreation, and Health Education

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VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).

All coursework can be tailored to meet the specific requirements of Idaho State Universities

VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words).

The degrees within the Departments require students to complete 36 credits in general education for an associate degree, or 16 credits in general education for an Associate of Applied Science degree.

IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.

The NIC Children's Center which provides children and parents with disabilities an equal opportunity to participate in the Center's program and services; and which serves practicum students who are enrolled in the Child Development Program is fully accredited by the National Association for the Education of Young Children. (May 2003).

**Excerpted from the Northwest Commission on Colleges and Universities
June, 2003 Report**

Planning and Assessment

The committee recommends that the college clarify the interrelationship of the multi-tiered planning processes, and clarify the alignment of its assessment strategies to those planning processes in order to systematically determine in what ways, and to what degree, it is accomplishing its mission and goals. It is further recommended that the institution strengthen its process for using assessment results for continuous improvement.

Educational Assessment

The college has made significant progress in evaluating the effectiveness of its educational programs. Program reviews are regularly conducted for all educational programs. The data collected are consistent, valuable, and standardized. Student performance outcomes have been identified and included in programs and courses. However, the college is encouraged to pursue assessment tools to effectively and consistently assess student-learning outcomes and general education abilities to improve the teaching-learning process across programs and divisions.

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- X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

As the population of NIC's service area grows, so does the need for education-related services. As a result, these services have an effect on the economic development in the region. The preparation of individuals to enter into a variety of educational service areas has an indirect impact on the economy in the sense that these programs prepare students to fill replacement and new positions in the region and across the state.

- XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

At the core of all of NIC's emphasis areas is the general education core curriculum which supports not only teacher preparation programs, but also other programs that are developed in response to local and regional needs.

- XII. Future plans and timelines with rationale as to why (limit to 250 words):**

All programs undergo periodic and systematic review as part of the continuous improvement process. Programs are scheduled for review on a regular cycle.

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XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board

CHILD DEVELOPMENT AA/AS				
Revenue Received, Various Fiscal Years				
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	
Annual General Account/State Appropriation	30,000	36,000	39,300	
Revenue from Endowment Funds				
Student Fees				
Federal Appropriation				
Federal Grants & Contracts				
State Grants & Contracts				
Private Gifts, Grants & Contracts				
Sales & Serv of Educ Activities				
Sales & Serv of Aux Enterprises				
Other (please identify) – Property Taxes	11,100	19,500	22,300	
Indirect Costs				
Total, All Fund Sources	41,100	55,500	61,600	
Notes:				
This report displays revenue received during the fiscal year, not expenditures made.				
Round to nearest \$100.00.				

EDUCATION AA/AS				
Revenue Received, Various Fiscal Years				
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	
Annual General Account/State Appropriation	13,000	15,000	12,800	
Revenue from Endowment Funds				
Student Fees				
Federal Appropriation				

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Federal Grants & Contracts				
State Grants & Contracts				
Private Gifts, Grants & Contracts				
Sales & Serv of Educ Activities				
Sales & Serv of Aux Enterprises				
Other (please identify) – Property Taxes	4,800	8,100	7,300	
Indirect Costs				
Total, All Fund Sources	17,800	23,100	20,100	
Notes:				
This report displays revenue received during the fiscal year, not expenditures made.				
Round to nearest \$100.00.				

PHYSICAL EDUCATION AS				
Revenue Received, Various Fiscal Years				
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	
Annual General Account/State Appropriation	47,800	59,900	58,700	
Revenue from Endowment Funds				
Student Fees	7,000	8,600	10,300	
Federal Appropriation				
Federal Grants & Contracts				
State Grants & Contracts				
Private Gifts, Grants & Contracts				
Sales & Serv of Educ Activities				
Sales & Serv of Aux Enterprises				
Other (please identify) – Property Taxes	17,600	32,400	33,200	
Indirect Costs				
Total, All Fund Sources	72,400	100,900	102,200	
Notes:				
This report displays revenue received during				

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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the fiscal year, not expenditures made.					
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SUBJECT

First Reading, Amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure

REFERENCE

October 12, 2006 The first reading of the proposed amendment to Board Policy Section II.G.6.b.2, Acquisition of Tenure was presented to the Board. The Board did not approve the amendment and requested that the draft be rewritten to clarify 'child rearing.'

APPLICABLE STATUTE, RULE, OR POLICY

Bylaws, Section L. Adoption, Amendment, and Repeal of Bylaws

BACKGROUND

The Council on Academic Affairs and Programs (CAAP) committee reviewed Board policy and institution policies regarding tenure of faculty and would like to propose an amendment to the Board's current policy which would allow institutions to extend the tenure clock for a faculty member due to extenuating circumstances.

DISCUSSION

In regard to the acquisition of tenure, current Board policy requires that a faculty member be evaluated no later than the sixth (6th) full academic year of employment. It is not entirely clear whether current Board policy permits an institution to adopt a compassionate extension of tenure policy. If it is the Board's intent to permit this, then the policy could state this intent more clearly, and that is the purpose of the proposed amendment.

The amendment to Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2., from the last iteration (October 2006) include the following changes: 1) deletion of the lengthy sentence detailing the specific circumstances under which an extension of tenure may be requested, and 2) addition of a statement indicating that in certain exceptional cases a faculty member may petition for extension of the timeline for tenure. A new section under II.G.6.d.4.b., Exceptional Cases, was added. 4.a. discusses policy related to early review for tenure, and the new 4.b discusses policy related to delay of review for tenure. The added section 4.b states that a faculty member must formally request an extension of the tenure review period and indicate the reason for the request. It further states that institutions that permit an extension of the tenure review period must include in their policies the procedures for faculty to request an extension and the basis for determining the modified timeline for the tenure review.

Currently, Boise State University has a policy that allows such extension of the tenure time line. Boise State's policy was created under an interpretation of the SBOE policy that allows such practice by the institutions.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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IMPACT

There is no financial impact associated with this request.

ATTACHMENTS

Attachment 1 – Draft policy - Idaho State Board of Education Governing Policies & Procedures, Section II.G.6.b.2, Acquisition of Tenure	Page 5
Attachment 2 – Institutional Policies	
Boise State University	Page 7
Idaho State University	Page 15
Lewis-Clark State College	Page 21
University of Idaho	Page 35

STAFF COMMENTS AND RECOMMENDATIONS

This issue first came forward at CAAP's July 2006 meeting, at which time Provost Baker of the University of Idaho noted that, in reviewing UI policies regarding tenure, the issue of needing to stop the "tenure clock" had been raised for faculty who might have life events occur that required their immediate attention. He suggested that UI would like to propose language to implement a "compassionate extension of the tenure clock" policy for such life events as childbirth, adoption, and certain medical issues - any one of which might interfere with a faculty members meeting the tenure requirement within the designated six years, as mandated by Board policy. Provost Baker's understanding of Board policy was that it did not grant any exceptions to the six-year "time clock."

In responding, other chief academic officers noted that they did have institutional policies in place that addressed this same issue.

This issue was revisited at the November 2006 CAAP meeting, where Executive Director Dwight Johnson shared that this proposed change in tenure acquisition policy had been brought forward at the October 2006 Board meeting, and that the Board's concern was not with the concept of "stopping the tenure clock" but, rather, with the details, particularly regarding issues of child rearing where the language was perceived as too broad. Provost Baker clarified that his wish in amending current policy was only to address exceptional circumstances. Executive Director Johnson recommended that UI return to its original draft and fine-tune the language around child rearing

In March 2007, CAAP revisited this issue where it was decided that showing some examples of just how the institutional policy regarding "stopping the tenure clock" as done at BSU might prove helpful; thus, Provost Andrews offered to share instances that had occurred at BSU where exceptional circumstances impacted faculty members' progress towards tenure.

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Indeed, the language in the current proposal reads: "...In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.G.6d.4(b)"

The examples that Provost Andrews cites from BSU relate to the past three academic years, in which she cites, "...we have granted 5 extensions total - 3 for childbirth and 2 for medical reasons....The medical ones require documentation from a physician and careful consideration as to where the condition warrants the extension."

As staff records reflect, this issue has been thoroughly reviewed and discussed by the chief academic officers. Staff believes that the examples cited of "exceptional circumstances" reflect the judicious and conscientious application of the modification in Board policy that is being sought.

BOARD ACTION

A motion to approve the first reading of amendments to Idaho State Board of Education Governing Policies & Procedures, Section II.G.b.2, Acquisition of Tenure as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

SUBSECTION: G. Policies Regarding Faculty (Institutional Faculty Only) October 2005

6. Tenure

a. Tenure Defined - Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.

b. Acquisition of Tenure

(1) Professional-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

- (a) be afforded the right to pursue promotion; and
- (b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and
- (c) be afforded on opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements, established by the employing institution, may acquire tenure. Each institution shall develop policies for the acquisition of tenure that are consistent with this general philosophy and policy statement of the Board. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member ~~will usually~~ is eligible to be evaluated for the acquisition of tenure after ~~at least~~ having completed four (4) full years of ~~service and in no case~~ academic employment at the institution, although tenure may be awarded prior to completion of this initial eligibility period in certain exceptional cases as

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provided in Board Policy II.G.6.d.4.a). In addition, an academic faculty member must be evaluated for the acquisition of tenure not and in no case later than during the faculty member's sixth (6th) full academic year of employment at the institution. In certain exceptional cases a faculty member may petition for extension of the timeline for tenure due to extenuating circumstances as provided in Board Policy II.g.6.d.4.b).

- c. Notification - An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

- d. Standards of Eligibility for Tenure
 1. Annual Appointments - Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.
 2. Service in Professional Rank - All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.
 3. Service in Instructor Rank - A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.
 4. Exceptional Cases - ~~Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.~~
 - a) Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.
 - b) Extension of the tenure review period may be granted in certain exceptional cases. In such cases the faculty member must formally request such an extension and indicate the reason for the request. An institution that permits an extension of the tenure review period must include in its policies the procedure a faculty member must follow to request such an extension, and the basis for determining the modified timeline for review.

Attachment 2

Boise State University Policy Manual

Boise State University
Effective Date: July 1, 1989

BSU 5340-B
Revised On: July 1, 1995
March 21, 2000
July, 2003
May, 2005

FACULTY TENURE PROCEDURES

I. Definition

Tenure is a condition of presumed continuous employment (following expiration of a four-year probationary period) during which time the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution; except in the case of retirement for age (not applicable after 1991) or in the cases of financial exigency or program reduction pursuant to State Board of Education Rules and Regulations. (For the definition of "adequate cause," see [State Board policy Section II, Subsection L.](#))

II. Policy Statement

Tenure is a condition that insures an intellectual atmosphere that is free and open. This encourages superior faculty to remain at the University, thus strengthening the excellence of the institution. Granting tenure implies a commitment by the institution to defend the academic member's intellectual endeavors. Likewise, the faculty member who is awarded tenure makes an equally strong commitment to serve the students, the profession, and the institution in a manner befitting an academician.

Following the expiration of a four-year probationary period, **typically four (4) to five (5) years in duration**, tenure may be granted to members of the Official Faculty who demonstrate satisfactory performance in each of the following three areas:

- Teaching
- Scholarly, Creative, or Research Activities
- University and Public Service

III. Criteria

Sections A, B, and C list examples of the kinds of activities and evidence that may be used by a faculty member to support his or her claim of satisfactory performance in teaching, scholarly activity, and service. Since these are described in broad terms, each promotion and tenure committee and each department or unit must decide what kinds of activities and evidence are most appropriate within its particular set of disciplines.

Each college promotion and tenure committee must have a written policy that specifies the criteria and procedures to be used within its college. This policy

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must satisfy the guidelines established by University policies, but may be more specific. The process of writing or revising this policy shall be carried out by a task force constituted for that purpose. Membership of this college task force shall consist of one tenured, official faculty from each department or unit within that college as elected by the members of the departments or units. These criteria and procedures shall be approved by the appropriate dean and be available to all official faculty within that college.

A department or unit must adopt its own criteria and procedures. It may adopt the policy of the college or develop its own policy consistent with the college policy. Such departmental or unit policy must be in writing, approved by a vote of the official faculty members of that department or unit and accepted by the appropriate dean.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

In accordance with these criteria; teaching, scholarly activity, and service shall be demonstrated by evidence as indicated in the next three sections.

A. Teaching: Teaching effectiveness shall be evidenced by:

1. Department chairperson's (or division manager's) recommendations and annual evaluations.
2. Recommendations of the departmental or unit personnel committee (if in use). See the Peer Review Policy ([BSU 5325-b](#)) for reference to personnel committees.
3. Official "collective" faculty evaluations by students.

Other examples of appropriate evidence of teaching effectiveness include, but are not limited to:

1. Teaching awards and other outstanding accomplishments in instruction.
2. Peer evaluations of teaching.
3. Alumni evaluations.
4. Quality of senior's and Master's theses, or independent study supervision.
5. Quality of student advising.
6. Innovations in teaching designed to improve effectiveness; e.g., in teaching approach, learning activities, and technology.
7. Supervision of student field experiences.
8. Participation in teaching-related activities of one's discipline.
9. Effectiveness of students in succeeding courses.
10. Student performance on standard course examinations.
11. Preparation of course materials.

For Library Faculty members, this category is replaced by evidence of

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Librarianship. The criteria for evaluation of librarianship shall be those developed and approved by a vote of the Library Faculty.

B. Scholarly, Creative, or Research Activities: Accomplishments in this area shall be evidenced by opinions of colleagues who have particular knowledge of the faculty member's field and of the scholarly, creative, or research efforts.

For faculty members in academic colleges, examples of appropriate evidence include, but are not limited to:

1. Dissemination of knowledge through:
 - a. Refereed publications.
 - b. Expository writing such as textbooks, research synopses, or other syntheses of knowledge.
2. Professional recognition by scholars in that field.
3. Creative work (performances, poetry, drama, painting, competitions) recognized by others in that field.
4. Applied and theoretical research.
5. Grants and contracts.
6. Professional reputation (both inside and outside the University).

For faculty members in the Applied Technology programs, there must be evidence of:

1. Professional upgrading within their discipline beyond the minimal requirements, and
2. Professional upgrading in teaching skills beyond the minimal requirements.

For Library Faculty members, there must be evidence of Professional Contributions. The criteria for evaluation of professional contributions shall be those developed and approved by a vote of the Library Faculty.

Vocational Technical Education and Library faculty might also use evidence of activities similar to those listed previously for academic faculty.

C. Service: Service consists of professional activities (other than teaching and scholarly activities) that may be of the following types: (1) professional service, (2) institutional service, and (3) public or community service. Service to the University and public shall be evidenced by the opinion of the colleagues and others relative to performance in that area. Examples of appropriate activities include, but are not limited to:

1. Professional committee and organization involvement.
2. Editor or referee services for academic journals.
3. Participating in University, college, school, or departmental committees.
4. Efforts on behalf of University-related projects.
5. Consulting.

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6. Using professional abilities for the community's benefit.
7. Community activities that benefit the University.
8. Administrative or other assigned responsibilities within the University.

IV. Responsibility

Faculty members who are eligible and wish to be considered for tenure shall assemble the data listed below (see V., B.). Chairpersons may also initiate tenure consideration for faculty members. Chairpersons must apprise faculty who meet minimum time requirements for tenure considerations

V. Procedure

A. Eligibility: Faculty members become eligible to apply for tenure during the fifth year of service on the Official Faculty (for definition of Official faculty, see the [BSU Faculty Constitution](#), Article II). All members of the Official Faculty must apply for tenure no later than during the sixth year of eligible employment at Boise State University. (See also Section VII.) **Exceptions to this timeline are described in section VIII.**

Under extraordinary circumstances and in compliance with State Board of Education policy, the following criteria and rules are established by which prior service may be evaluated for purposes of acquiring tenure:

1. Full-time appointment in a ranked position as a faculty member at an accredited institution of higher education may be accepted at full value (year for year).
2. A faculty member whose prior service is considered to be of a nature sufficient to waive the normal five-year requirement may be considered for tenure no earlier than during his or her third full year of employment at Boise State University, except in extraordinary circumstances. At the time of initial employment as a member of the Official Faculty, the department chairperson (in accordance with departmental policy) shall make a written recommendation to the appropriate dean determining whether service at another institution shall apply toward the years of service required for tenure. Upon approval by that dean, this agreement shall be included in the personnel file of that faculty member for future reference.

B. Tenure Portfolio: The eligible faculty member shall prepare a tenure portfolio that shall contain the following items:

1. A current Vita which shall contain the following:
 - a. Professional preparation.
 - b. Professional experience.
 - c. Teaching assignments for at least the last three academic years including classes taught, credit hours taught and student load.
2. Evidence of Teaching Effectiveness which shall contain official student evaluations for all courses evaluated during the last three academic years.

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(In the case of early consideration, student evaluations for two years are required.) For other examples, see Section III. A.

3. Evidence of Scholarly, Creative, or Research Activities.
4. Evidence of University and Public Service.
5. Annual Evaluations by the chairperson and department personnel committee (if in use) for at least the last three academic years. (In the case of early consideration, evaluations for two years are required.)

C. Process: In granting or denying tenure to a faculty member, the following procedures shall be used

1. The department or unit shall make the initial recommendation on tenure for eligible members of that department. If used by the department or unit, the personnel committee shall review each candidate's qualifications for tenure and the department members' recommendations for the granting of tenure. This review shall be conducted on the basis of the departmental criteria and procedures. The personnel committee then will make a departmental recommendation to the department chairperson.

The chairperson shall forward the tenure portfolio and the chairperson's recommendation (and the departmental recommendation) to the appropriate college promotion and tenure committee.

2. The college promotion and tenure committee shall review the qualifications of the candidates for tenure and shall make its recommendation about the granting of tenure to each candidate. This review shall be based on the college tenure policy. The committee shall notify the faculty member in writing of its recommendation within three working days of the decision. If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the committee. If requested, the committee must grant a meeting with the faculty member within five working days of the request.
3. The dean shall make his or her recommendation to the Provost and Vice President for Academic Affairs to grant or deny tenure. The dean shall also notify the faculty member in writing of his or her recommendation within three working days of the decision.

If the recommendation is to deny tenure, the faculty member may, within five working days of the notification, request a meeting with the dean. If requested, the dean shall grant a meeting within five working days of the request.

4. The President (in consultation with the Provost and Vice President for Academic Affairs) shall make his or her decision to grant or deny tenure. The President shall notify the faculty member of his or her decision by March 1. If the decision is to deny tenure, the faculty member may request a meeting with the President, within five (5) working days of the notification. If requested, The President shall grant such a meeting within

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five (5) working days of the request.

If a mandatory tenure decision is not required, a candidate has the option of withdrawing his or her name from consideration at any point in the above process.

5. The President shall forward his or her tenure decisions for to the State Board of Education in the semi-annual report.

VI. Deadlines

A. By October 15, the department chairperson shall forward the tenure portfolio and required recommendations to the appropriate college promotion and tenure committee.

B. By December 1, the candidate shall be notified of the recommendation of the college promotion and tenure committee.

C. By December 15, the college promotion and tenure committee shall forward the tenure folders and all recommendations concerning the awarding of tenure to the appropriate dean.

D. By January 15, the dean shall notify each candidate of his or her recommendation.

E. By January 31, the dean shall forward all tenure recommendations sent to him or her, plus his or her own recommendation, to the Provost and Vice President for Academic Affairs.

F. The President shall forward his or her own recommendations to the faculty member by March 1 and will report the above recommendations for tenure to the State Board of Education in the semi-annual report.

VII. Failure to Achieve Tenure

A. A decision to recommend tenure or to deny tenure must be made during the sixth year of service, unless the tenure probationary period has been extended (see Section VIII below). If this decision is to deny tenure, the faculty member's next contract shall be a one-year, terminal contract unless the department chairperson and dean of the college recommend that the individual be placed on an appointment as an adjunctive faculty member.

If the person applies for tenure before his or her sixth year and does not receive tenure, then he or she shall remain in the status of nontenured faculty. Such a nontenured faculty member may reapply for tenure unless the University decides that a terminal contract is appropriate.

VIII. Extensions of the Tenure Probationary Period

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A. An extension of the tenure probationary period may be granted under certain circumstances which may impede a faculty member's progress toward achieving tenure, including responsibilities with respect to childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or circumstances beyond the control of the faculty member.

B. The procedures for requesting an extension are:

1. The faculty member provides a written request to the Provost.
2. Requests for extension of the probationary period with respect to childbirth or adoption must be made within one year of the birth or adoption. Other requests should be made in a timely manner, proximate to the events or circumstances which occasion the request. All requests should include appropriate documentation.
3. A request for extension of the probationary period with respect to childbirth and adoption responsibilities carries with it the presumption of approval for a one-year extension. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. For request other than childbirth and adoption, elder/dependent care obligations, and disability or chronic illness, the provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.
4. Multiple extension requests may be granted. All requests for probationary period extensions shall be made prior to commencing with a tenure or contract renewal review.
5. If a probationary period extension is approved, a reduction in scholarly productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. Any faculty member in probationary status more than the standard four (4) or five (5) years because of extensions shall be evaluated as if the faculty member had been on probationary status for the standard four (4) or five (5) years.

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2. Tenure

Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause, the burden of proof resting with the institution, except in the case of retirement for age, under conditions of financial exigency as declared by the State Board of Education, in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the Board has authorized elimination or substantial reduction in an academic or professional-technical program.

Tenure status is available only to eligible full-time institutional faculty members whose initial appointments have been approved by the Board. Conferral of tenure status has been limited by the Board to seventy five percent (75%) of the institutional faculty. All new faculty appointments are subject to the approval of the Board. Nontenured members of the faculty should not expect continued employment beyond the period of his or her current appointment. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current appointment is wholly ineffective without prior approval of the Board.

3. Evaluation For Tenure

It is expected that the President, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and nontenured members of the department, if available; equitable student representation; and one or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the President.

The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the President, who is responsible for making the final decision.

a. Acquisition of Tenure

(1) Professional-Technical faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and

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(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements set forth in Section 4., may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full years of service and in no case later than during the faculty member's seventh (7th) full academic year of employment at the institution.

b. Notification

An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30th after the academic year during which the decision is made.

c. Nonappointment to Tenure

In case of nonappointment to tenure in accordance with the standards of eligibility set forth in Section 4., the faculty member must be given, in accordance with the provision for nonrenewal, a written notice that tenure was denied.

4. Standards of Eligibility for Tenure Status

a. Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Ordinarily, appointments are made for periods of one (1) year each before a tenure decision becomes mandatory. A faculty member will usually be evaluated for the acquisition of tenure after at least five (5) full academic years of employment and in no case later than during the faculty member's seventh (7th) full academic year of employment at the University.

b. All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. The University must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

c. A maximum of two (2) years satisfactory service in the rank of instructor at the University will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the University even though they teach in fields that have established professorial ranks.

d. Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. Prior to attaining tenure status in such cases, the burden of proof rests with the individual.

5. Award of Tenure

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The awarding of tenure to an eligible faculty member is made only by a positive action of the President. The President must give notice in writing to the faculty member of the approval or denial of tenure status. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given or received by the times prescribed in any sections of these policies. No faculty member may construe lack of notice of denial of tenure as the awarding of tenure. If the President has not given notice to the faculty member as provided for in these policies, it is the duty of the faculty member to make inquiry to ascertain the decision of the President.

6. Interpretations Relating to Tenure

a. Terminal Contract of Employment - If a faculty member is not awarded tenure, the President must notify the faculty member of the decision not to award tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the President, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.

b. When authorized by the President, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.

c. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.

(1) A nontenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment.

A tenured faculty member who has left the University and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the President or his or her designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.

(2) Before a nontenured faculty member holding academic rank is moved from one position in the University to another, the member must be informed in writing by the Academic Vice President, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

(3) No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.

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(4) When a tenured faculty member is serving as department chairperson, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

7. Periodic Performance Review

It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: (a) teaching effectiveness, (b) research or creative activities, (c) professional related services, (d) other assigned responsibilities, and (e) overall contributions to the department.

a. Procedures for Periodic Review - The University must establish procedures for the performance review of tenured faculty members at the University. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

b. Review Standards - The University may establish its own internal review standards subject to approval by the Board. Absent such University standards, the University must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by (a) a majority of members of the department or unit, (b) the department chairperson or unit head, (c) the appropriate dean, (d) the Vice President for Academic Affairs, or (e) the President, the Vice President for Academic Affairs must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure.

If during the periodic review, the performance of a tenured faculty member is not questioned in writing as described in the preceding paragraph, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

c. Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth (5th) full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth (5th), sixth (6th) or seventh (7th) full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the periodic review, take the place of the periodic performance review described here.

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d. Termination of Employment

If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the President may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.

8. Dismissal for Adequate Cause

Tenured faculty members may be dismissed for adequate cause as provided for in Part 4., Section IV.E.2 of the ISU Faculty/Staff Handbook and Subsection L of the Idaho State Board of Education Governing Policies and Procedures.

9. Tenure for Academic Administrators

a. "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the University and the deans and department chairs and their associates/assistants of the academic units of the University, and shall not include persons occupying other administrative positions.

b. An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.

c. An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the President.

d. Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.

e. An individual hired for a nonacademic administrator position from outside the University will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and President, if the individual will teach and otherwise contribute to that department.

f. Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

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SUBJECT: TENURE, NON-TENURE

I. Tenure: Definition and Philosophy

A. Definition

Tenure, a condition of continuous employment following the expiration of a probationary period, is based on the principle of academic freedom, specifically: 1) freedom to teach, conduct research, and participate in extramural activities, and 2) a sufficient degree of economic stability to establish a mutually beneficial commitment between a faculty member and the institution.

“... After tenure has been awarded, the faculty member’s service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program...” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

B. Philosophy

The rationale for tenure at Lewis-Clark State College is that higher education is conducted for the common good. The common good and educating citizens depend upon the free search for truth and its free exposition. It is not to discourage controversy. Controversy is at the heart of academic inquiry. The concept of academic freedom for all faculty should be guaranteed by First Amendment rights. Tenure underscores the guarantee of academic freedom within the community of faculty and scholars.

Tenure embodies a long-term relationship of trust, commitment, and reciprocal obligation between the institution and the individual faculty member. Tenure is granted only to faculty members who demonstrate they have made and will continue to make significant contributions in their disciplines through effective teaching, scholarship, and institution and public service. It is a model of commitment to self, institution and profession. In addition, tenure at LCSC is a celebration of fulfilled and meaningful work and service.

II. Eligibility for Tenure Status

“...Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments...” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic a]

SUBJECT: TENURE, NON-TENURE

All first-year appointments are made for a period not to exceed one (1) year. Ordinarily appointments are made for periods of one (1) year each before a tenure decision is made.

A. Faculty

“Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least four (4) full years of service and in no case later than during the faculty member’s sixth (6th) full academic year of employment in at the institution.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic b, Item (2)] When circumstances permit, a faculty member may be considered for promotion and tenure in the same year.

All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. A maximum of two (2) years satisfactory service in the rank of instructor at Lewis-Clark State College will be allowed toward fulfillment of the time requirement in the professorial ranks. In cases involving prior service, tenure may be granted following less than the usual period of service. Where performance can be adequately documented, faculty members with prior experience at other accredited institutions may be granted credit for up to a maximum of two (2) years and may be considered for tenure during the second (2nd) full year of service at the college. Eligibility for early tenure consideration, however, must be stipulated in writing by the Provost at the time of hire or no later than the end of the first (1st) academic semester after hire.

B. Academic Administrators

1. ““Academic administrators,” for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (1)]
2. “An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit.” [SBOE Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (2)]
3. “An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution’s

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president.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (3)]

- 4 “Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (4)]
5. “An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (5)]
- 6 “Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic i, Item (6)]

III. Notice of and Standards for Non-Reappointment or Termination of Appointment of Non-Tenured Faculty Members hired on tenure track positions.

A. Probationary Period

A probationary period typically precedes the granting of tenure. Nevertheless, all non-tenured faculty members are still under First Amendment and institutional guarantees of academic freedom.

B. Non-Reappointment or Termination

Notice of non-reappointment or termination, or of intention not to recommend reappointment, must be given in writing in letter form and in accordance with the following standards:

1. “First Year Of Service - Not later than March 1 of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during an academic year, and is not to be renewed, at least three (3) months in advance of its termination.” [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (1)]

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2. "Second Year Of Service - Not later than December 15 of the second full academic year of service if the appointment is not to be renewed at the end of the academic year; or, if the appointment terminates during an academic year and is not to be renewed, at least six (6) months in advance of its termination." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (2)]
3. "Three (3) Or More Years Of Service - Not later than July 15 preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year and is not to be renewed, at least twelve (12) months in advance of its termination. [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 5, Subtopic a, Item (3)]
4. Issues related to tenure and financial exigency are covered in "Policy of Financial Exigency."

IV. Criteria for Granting Tenure and Materials for Evaluation

A. Criteria for Granting Tenure

The applicant will develop a portfolio demonstrating past performance and ability to perform as a valued professional colleague by addressing all of the following areas:

1. Teaching and advising: Faculty member has demonstrated a pattern of effective undergraduate teaching and advising, as reflected in Student Reaction to Instruction, by peer and Division Chair evaluations, and other relevant materials.
2. Scholarly/creative activity and professional development: Faculty member has engaged in creative and self-renewing scholarly activity which demonstrates the ability to create, apply and integrate new knowledge, as verified by specific activities and relevant peer evaluations.
3. Service: Faculty member has engaged in service to the institution and profession which helps shape and build their ability to perform their social and intellectual functions and has shown commitment to public welfare by service to the community through sharing professional knowledge, skill, and advice, as verified by specific activities and relevant evaluations.
4. Collegiality: Faculty member has maintained constructive and civil interactions with other members of the college community.

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B. The Applicant's Tenure Portfolio

1. At minimum the following materials are required; however, the candidate will determine what materials will be used in preparing the Portfolio:
 - a. Personal Statement—A personal statement describing the faculty member's role within the division or other unit and including appropriate statements on the following functions: instruction, scholarship, institutional service, public service, and collegiality. The statement should describe accomplishments, plans for growth, special problems encountered, innovations or activities attempted, and other relevant materials. Appropriate documents and evidence should be available at the committee's request.
 - b. Current Curriculum Vita:
 - Earned degrees, institutions, and dates of receipt
 - Primary areas of degree emphasis
 - Educational/work experience (including dates, places, conferences, seminars, workshops, etc.)
 - Scholarship and creative activity (including consultations, publications, special awards, research, etc.)
 - Teaching loads including any administrative assignments (covering appropriate years)
 - Committee assignments and contributions (covering the appropriate years)
 - Current professional memberships and contributions
 - Major contributions to the Division and College
 - Future contributions
 - c. Job descriptions with annual self and chair evaluation (last four (4) years),
 - d. Peer Review evaluations (last four (4) years),
 - e. Student evaluations (formal and informal over the last four (4) years). The results of the evaluations must be carefully weighed according to student response rate.
 - f. One (1) current syllabus.
2. Reviewers may request additional materials. If additional material is requested by the Individual Tenure Committee, Standing Tenure and Promotion Review Committee (STPRC), Division Chair, Dean, Provost, or President, the request and justification for the requested materials must be in writing to the applicant. If the applicant chooses to honor this request, he/she must sign a waiver available in the Human Resource's office allowing access to the requested materials. The requested information will be added to the Portfolio as it is forwarded to the next

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level of review. The applicant may respond in writing to clarify the situation if he or she believes his or her record has been misinterpreted. Any such letter will be forwarded with the rest of the Portfolio.

3. The Portfolio will be made available for review in the Division Office for the Division Faculty, Division Chair, Dean, and Individual Tenure Committee. The Portfolio will be made available for review in the Library for the STPRC. The Portfolio will be made available for review in the Provost's office for the Provost and President.
4. Each reviewer or group of reviewers will write a tenure recommendation. The recommendation will address the criteria described in Section IV, A. The recommendation will be added to the Tenure File and forwarded to the next level of review.
5. At the completion of the applicant's review process, the Portfolio will be returned to the applicant. A copy of the tenure action will be sent to the faculty member and to the faculty member's personnel file in the Office of Human Resources.
6. The applicant's Tenure Portfolio may also be used for promotion decisions if the applicant chooses to use one portfolio and if tenure and promotion should occur simultaneously.

C. Tenure file

The Tenure File shall be comprised of the applicant's Tenure Portfolio; the Division Chair's summative evaluation/recommendation; recommendation from the applicant's Dean; recommendations from the Individual Tenure Committee and STPRC; recommendations from the Provost; and the President's recommendation. The applicant shall receive copies of all items placed in the tenure file. At the completion of the tenure process the Tenure File, without the Tenure Portfolio, will be forwarded to the applicant's Human Resource file. The Tenure Portfolio will be returned to the applicant.

V. Reviewers

Applicants eligible for tenure shall prepare a tenure portfolio for review by the applicant's Division Chair, Dean, Individual Tenure Committee, STPRC, Provost, and the President. Each reviewer will make a written recommendation regarding the applicant's request for tenure. If the recommendation is negative, then reasons for the negative recommendation (in writing) are transmitted to the candidate and Division Chair. The faculty member may submit a written statement regarding the negative recommendation, which will be placed in the Tenure File and forwarded to the next level of review. All materials reviewed by the committee and reviewers and all proceedings of the committee shall remain confidential.

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The President will make the final determination about tenure and report his or her decision to the State Board of Education.

A. Standing Tenure and Promotion Review Committee (STPRC)

The tenure evaluation process will be administered by the STPRC of the Faculty Association, with clerical support from the Provost's office. See 1.104 Article IV, Section 5 for responsibilities, committee makeup, and terms of service.

B. Individual Tenure Committee

1. The Individual Tenure Committee will consist of five (5) members, at least two (2) of whom are tenured. The Individual Tenure Committee will be composed as follows:
 - a. Two (2) or more tenured faculty members, and one (1) or more non-tenured faculty members from the applicant's division, if available,
 - b. One (1) or more faculty from outside the division,
 - c. One (1) or more students, but not more than 50 percent of the committee membership (Student members must have declared a major and taken upper-division course work in the applicant's division).
2. Faculty in the applicant's division will elect one (1) member from the division's faculty and one (1) student to serve on the committee; the applicant will select the remaining members.
3. Faculty in the applicant's division will elect the chair from the members of the Individual Tenure Committee.
4. The Individual Tenure Committee may be the same as the Individual Promotion Committee as long as criteria for the composition of both committees are met.

VI. Procedures for Tenure Evaluation (A timeline follows in section VIII.)

A Applicant

1. Following notification by the Provost of eligibility to apply for tenure, the applicant submits a "Request for Tenure/Promotion Evaluation" to the Provost's Office. Application for Tenure authorizes the Individual Tenure Committee to secure current formal student evaluations and Peer Review evaluations.
2. The applicant submits the Tenure Portfolio for review to the Division Office.

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B. Division Chair

1. The applicant's Division Chair will write a summative tenure evaluation/recommendation of the faculty member based on Annual Evaluations and other materials in the applicant's Tenure Portfolio. The Chair's evaluation/recommendation should address the criteria listed in Section IV, A.
2. The summative evaluation/recommendation should be attached to copies of all prior Annual Performance Evaluations, including those by both the division's evaluating body and the Division Chair or Director.
3. Prior to submission, the Chair and faculty member must discuss the summative evaluation/recommendation.
4. The faculty member may submit a written response to be attached to the Chair's summative evaluation/recommendation.
5. In the event the Division Chair has not had at least one (1) year to observe the applicant, she or he may choose to submit the name without recommendation, but may submit an evaluation of the candidate.
6. The Division Chair submits the summative evaluation/recommendation to the Individual Tenure Committee.
7. After the applicant receives a recommendation from the Individual Tenure Committee, the Division Chair will ensure the Portfolio is placed in the Library, where it will be housed for the STPRC and SPRC reviewers.

C. Dean

1. The Dean will ensure a tenure portfolio for each faculty member is completed and made available for reviewers (Division Chair, Dean, Division Faculty and Individual Tenure Committee) in the faculty member's Division Office. The Dean notifies the above reviewers that the file is ready for review in the Division Office.
2. The Dean shall review the Portfolio and prepare a recommendation. The recommendation will be added to the Tenure File and forwarded to the Individual Tenure Committee.
3. After the applicant receives a recommendation from the STPRC, the Dean will ensure the Portfolio is placed in the Provost's office, where it will be housed for the Provost's and President's reviews.

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D. Divisional Faculty (Optional)

1. Division faculty may choose to review the Portfolio and forward a written recommendation to the Individual Tenure Committee and applicant.
2. The faculty member may submit a written response to be attached to the faculty member's recommendation.

E. The Individual Tenure Committee

1. Each member of the committee will have a full vote. Voting will be by secret ballot with no tally recorded.
2. The Individual Tenure Committee will review the Tenure File and arrive at a recommendation.
3. The Chair of the Individual Tenure Committee will prepare a written recommendation.
4. The committee's recommendation shall be signed by each member of the committee or by the chair only.
5. The recommendation will be added to the Tenure File and forwarded to the applicant and STPRC.
6. Information from the applicant received after the Individual Tenure Committee has arrived at a recommendation may not be considered unless the applicant reapplies in a subsequent year.
7. The form indicating the Individual Tenure Committee recommendation shall be sent to the applicant, the applicant's Division Chair, and Dean.

F. The Standing Tenure and Promotion Review Committee (STPRC)

1. The STPRC will review the tenure file and arrive at a recommendation by simple majority vote. Votes shall be cast by secret ballot, and no tally of the votes shall be reported. Each member of the committee will have an equal vote in all matters. The chair of the STPRC will prepare a written recommendation.
2. The committee's recommendation shall be signed by each member of the committee or by the chair only.
3. If the STPRC recommends against granting tenure, it shall inform the applicant before submitting its recommendation to the Provost. The applicant shall then be

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given an opportunity to meet with the STPRC and to present additional material in support of the granting of tenure. Immediately after the meeting with the applicant the STPRC will review all materials and again arrive at a recommendation.

4. A copy of the Tenure File including the committee's recommendation shall be forwarded to the Provost. A copy of the STPRC's recommendation will be sent to the applicant and the Division Chair.

G. Provost

1. The Provost will review the Tenure File and prepare a recommendation to the President.
2. If the Provost intends to disagree with the recommendation of the STPRC, the Provost will in writing inform the STPRC and candidate of that decision. Before forwarding a recommendation to the President or sharing it with the applicant, the Provost will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or other reasons for the recommendation.
3. When the Provost recommends against granting tenure, the candidate shall be afforded the opportunity to present a written response to the Provost, who will consider all pertinent material prior to submitting a recommendation to the President.
4. The Tenure File and the Provost's recommendation shall be forwarded to the President. The Provost's final recommendation shall be sent to the applicant, the Division Chair, and the STPRC.

H. President

1. The President shall review the Tenure File and determine whether to recommend approval of the application for tenure.
2. If the President intends to disagree with the recommendation of the STPRC, the President will in writing inform the committee and applicant of that decision. Before forwarding a recommendation to the State Board or sharing it with the applicant, the President will meet with the STPRC to discuss how the applicant has met or failed to meet the criteria for tenure, or others reasons for the recommendation.
3. If the President decides to not recommend tenure he/she shall in writing notify the applicant, the Division Chair, Dean, Individual Tenure Committee, STPRC, and Provost.

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4. If the President recommends tenure he/she shall submit a recommendation for granting tenure to the State Board of Education and the applicant. "...no person will be deemed to have been awarded tenure because notice is not given." [SBOE, Governing Policies and Procedures, October 2002, Section II, Subsection G, Topic 6, Subtopic f]

VII. Procedures for Appeal

- A. The candidate may appeal to the Hearing Board (see Policy 2.115, Faculty Grievance Policy).
- B. The President's decision on the Hearing Board's recommendation is final.

VIII. Timeline

- A. The timeline for review of applications for tenure will be: (deadlines that occur on weekends or holidays are automatically extended to the next working day)

By	Action
First Monday in September	Provost <ul style="list-style-type: none"> notifies faculty of their eligibility to apply for tenure
Third Monday in September	Eligible faculty <ul style="list-style-type: none"> submit "Request for Tenure/Promotion Evaluation" to the Provost
Fourth Monday in September	Provost <ul style="list-style-type: none"> provides Faculty Senate Chair, STPRC Chair, Division Chairs, and Deans a list of those faculty who have indicated they will be applying for tenure
Second Monday in October	Applicants' division <ul style="list-style-type: none"> submits names of Individual Tenure Committee members (including chair) to Faculty Senate Chair and STPRC Chair
Fourth Monday in October	STPRC chair <ul style="list-style-type: none"> issues list of approved Individual Tenure Committees (identifying chairs) to applicant, Division Chairs, STPRC, Deans, and Provost
First Monday in December	Applicants <ul style="list-style-type: none"> submit portfolio to Division Office where it will be housed for reviewers (Division Chair, Dean, Division Faculty, and Individual Tenure Committee)
First Wednesday In December	Dean <ul style="list-style-type: none"> notifies appropriate reviewers that the Tenure Portfolio is available in the Division Office

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Third Monday in December	<p>Division Chair</p> <ul style="list-style-type: none"> • submits to Individual Tenure Committee summative evaluation/recommendation developed in consultation with applicant • provides applicant with copy of summative evaluation/recommendation
Third Monday in December	<p>Dean</p> <ul style="list-style-type: none"> • Submits recommendation to Individual Tenure Committee and provides applicant with a copy of the recommendation
Third Monday in December	<p>Division Faculty members</p> <ul style="list-style-type: none"> • submit written recommendation to the Individual Tenure Committee and applicant
Fourth Monday in January	<p>Individual Tenure Committee</p> <ul style="list-style-type: none"> • submits recommendation to the STPRC and provides applicant with a copy of the recommendation • solicits and adds to the Portfolio the current year Peer Review Evaluation and Student Reaction to Instruction (for Fall Semester only) (Release for this action is given at the time of application) • completes form indicating the Individual Tenure Committee's recommendation and forwards it to the applicant's division chair, and Dean <p>Division Chair</p> <ul style="list-style-type: none"> • moves portfolio to the Library for STPRC
Fourth Wednesday In January	<p>Dean</p> <ul style="list-style-type: none"> • Ensures portfolios are in the Library
Fourth Monday in February	<p>STPRC</p> <ul style="list-style-type: none"> • submits recommendation to Provost • provides applicant with a copy of the STPRC written recommendation • completes form indicating the STPRC recommendation and forwards it to the applicant's Individual Tenure Committee, applicant's division chair, and the applicant's Dean <p>Dean</p> <ul style="list-style-type: none"> • moves portfolio to the Provost's office for Provost and President reviews
Second Monday in March	<p>Provost</p> <ul style="list-style-type: none"> • submits recommendation and Tenure File to President

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Fourth Monday in March	<p>President</p> <ul style="list-style-type: none">• sends memo to applicants indicating recommendation with a copy to the Faculty Senate Chair, Individual Tenure Committee, and applicant's Division Chair, Dean, the STPRC, and the Provost• forwards Tenure File (without Tenure Portfolio) to the applicant's Human Resource File• returns Tenure Portfolio to the applicant• notifies the State Board of Education of tenure recommendation• announces Tenure awarded as appropriate
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UI Faculty-Staff Handbook

CHAPTER THREE: 3520
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
July 2006

3520

FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure-review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05]

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A. DEFINITION OF TENURE. Tenure is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after

a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. Tenure is granted only when there is a reasonable assurance based on performance, that the faculty member will continue to meet the standards for tenure. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see [3910](#)], except under conditions of financial exigency as declared by the board [see [3970](#)], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. [ed. 7-98]

B. PURPOSE OF TENURE. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and periodically thereafter [see [3320 C](#)]. [ed. 7-98]

C. FURTHER DEFINITIONS.

C-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

C-2. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

C-3. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty [see [1520 II-1](#)] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

D. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective teaching and service and their scholarship in the areas of teaching and learning, artistic creativity, discovery and application, as appropriate and specified in their position descriptions. The college and departmental criteria [see H and I] must also be met. [rev. 7-98].

E. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, distinguished professor, research professor, library, and extension faculty with the rank of assistant professor, associate professor, and professor. Administrative and service positions, as such, are not tenurable. Lecturer and instructor are not tenurable ranks. (See FSH [3560 D.](#)) The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH [1565 C.](#)) Appointments made to the titles may be made as "tenure track" or "non-tenure track" positions. [rev. 7-98, 7-01]

F. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections F, G, H, and I. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section; appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

F-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see H-4] in accordance with the schedule in G-1. That committee's recommendation, together with the recommendations of the faculty member's departmental administrator and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded by the board, which has delegated the responsibility to the president. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See H-5.] [rev. 7-02]

F-2. The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

F-3. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental

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administrator is never granted tenure in his or her administrative capacity. An employee with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. ([RGP IIG6i](#))[rev. 7-02]

F-4. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See F-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. [rev. 7-02]

G. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

G-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See [3900](#).] Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. ([RGP IIG6](#)). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. ([RGP IIG6](#)). Credit for prior service may be given in accordance with the provisions in G-4. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fourth full year of service. In this context, unless otherwise specified, the term "year" means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president ([RGP IIG6j](#)). [See [3900](#).] [rev. 7-98, 7-02, 7-05]

G-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in G-1. When

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authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. ([RGP IIG6k](#)). [rev. 7-02]

G-3. Satisfactory service in any professorial rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial ranks. For the purposes of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

G-4. In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. [ed. 7-98]

G-5. In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:

- a. Not more than three years have passed since the person left UI.
- b. Applicability of the prior service toward tenure must be stated in writing before reappointment.
- c. At least one additional year is to be served before tenure is recommended.

G-6. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. ([RGP IIG6i](#)) [rev. 7-02].

G-7. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

G-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is

serving as a departmental administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member would take up duties in his or her academic discipline.

H. EVALUATION FOR TENURE.

H-1. Departmental Criteria. The faculty of each department or equivalent unit establishes specific criteria in teaching, research, and service pertaining to tenure (and promotion in rank) of their members. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. Departmental criteria are subject to review by the college committee on tenure and promotion for consistency with the college criteria. Such criteria may be changed at any time by a majority vote of the departmental faculty, but they must be reviewed for possible changes at intervals not to exceed five years. Any such revision may not be retroactive but, for evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 7-06]*

H-2. Annual Review. All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see [3320](#)]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in [3050](#) and in relation to the departmental criteria for tenure and promotion. In the case of members of the resident instructional faculty (those who teach courses in the regular program on the Moscow campus), the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

H-3. Third Year Review. A more thorough review by a non-tenured faculty member's colleagues is held during the third full year of service at UI. A committee shall be appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each department and made a part of

the departmental bylaws. The non-tenured faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. [rev. 7-98, 7-05]

H-4. Formal Tenure Review.

a. The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions and annual evaluations for the relevant period, the third-year review (all maintained in the departmental office), the professional portfolio (from the nontenured faculty member), summary scores of student evaluations from all classes taught (Institutional Planning and Budget), and the curriculum vitae (maintained by the secretary of the faculty) and reviews the latter as to its completeness and accuracy with the person concerned. [rev. 7-98, 7-02]

b. Except in the case of senior instructors, the department administrator will request an evaluation of the performance of every candidate for tenure from three to five appropriate reviewers, who should include tenured faculty at peer institutions. The names of at least two of these reviewers will have been suggested by the nontenured faculty member. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. When all deliberations within the university have been completed, the responses to these requests will be shown to the faculty member consistent with the instructions provided to the reviewer at the time the evaluation was sought. [add. 7-98, rev. 7-02]

c. Copies of position descriptions, annual evaluations, the third-year review, the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and outside letters are forwarded to each person participating in the review at the departmental and higher levels. Additional material supplied by the faculty member should be available for review in the departmental office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department and the departmental tenure-recommending committee. This committee includes the following, each with full vote: one or more tenured faculty members, one or

more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see H-1], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. The faculty member's spouse is also not permitted to serve in any capacity in the review process. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also [3380 D.](#)] [rev. 7-98, 7-02]

H-5. Forwarding Materials. The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded. The findings of the department faculty and department administrator are relayed to the candidate indicating strengths as well as weaknesses as perceived at the department level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the departmental criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the college. [rev. 7-98]

H-6. Departmental Administrator Under Review for Tenure. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

I. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

I-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. [ed. 7-98]

I-2. College Criteria. Each college committee on tenure and promotion recommends, for adoption by the college faculty, criteria in teaching, research, and service for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the value and weight ascribed to interdisciplinary activity. College criteria must be compatible with the university-wide criteria as specified in [1565](#) and [3560](#), and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. [ed. 7-98, 7-01, rev. 7-06]]

I-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure (and promotion) of individual faculty members.

I-4. Dean's Recommendation. In each college, the dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own recommendations. The findings of the college committee(s) and the dean are relayed to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate may respond in writing to clarify the situation if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such letter is forwarded with the rest of the candidate's materials to the provost. [rev. 7-98]

J. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

J-1. The individual recommendations, together with the summary recommendations of the departmental executive, the recommendations of the college committee and those of the dean are forwarded for review by the provost. Any individual signed recommendations are placed in the faculty member's personnel file. [rev. 7-02]

J-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. ([RGP IIG6c](#)). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as

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provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02]

J-3. The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. ([RGP IIC4b](#)). [add. 7-02]

Download: [REPORT OF EVALUATION AND RECOMMENDATION FOR AWARDING OF TENURE](#)

View: [wordforms/3520webform.pdf](#)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
Bylaws

L. Adoption, Amendment, and Repeal of Bylaws

Bylaws may be adopted, amended, or repealed at any regular or special meeting of the Board by a majority vote of the Board, provided notice has been presented at the preceding meeting of the Board.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

INSTITUTION / AGENCY AGENDA
IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

First Reading of Proposed Amendment to Idaho State Board of Education Governing Policies and Procedures, Section III.G.5., Approval Procedures

APPLICABLE STATUTE, RULE, OR POLICY

- Section, 33-2205, *State Board to Appoint Administrator – Designation of Assistants -- Duties*, Idaho Code.
- IDAPA 55.01.01, Rules Governing Administration, Sections 000, 100, and 101.

BACKGROUND

This SBOE policy change is requested primarily as an internal working reference for the State Division of Professional-Technical Education. It recognizes the separate roles of the Chief Academic Officer and the State Administrator of Professional Technical Education in coordinating programs and meeting their statutory obligations.

DISCUSSION

State Board of Education policy is unclear on the role of the administrator of the State Division of Professional-Technical Education in professional-technical program approval and discontinuance. This change will provide more consistent language with existing statute and rule and clarify policy for professional-technical program approval. The Notice of Intent (NOI) process would not change from an institutional point of view. The routing of the NOI's after they are received by the SBOE office would not change from current practice.

IMPACT

There would be no financial impact.

ATTACHMENTS

Attachment 1 – Proposed Amendment to State Board of Education Policy, Section III Postsecondary Affairs, G. Instructional Program Approval and Discontinuance, 5. Approval Procedures Page 3

Attachment 2 – Proposed Postsecondary Program Approval Flowchart Page 5

STAFF COMMENTS AND RECOMMENDATIONS

This change has been initiated by PTE. PTE believes this change would facilitate more timely communication within their Division. Staff notes that the public institutions' chief academic officers all belong to CAAP, and that is the decision venue for all proposed curriculum changes - including PTE. Board staff has concerns about the language found in subsections G.5.a. (3) and G.5.b.(1). Both

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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of these subsections seem to indicate that PTE can bring both academic and professional-technical education requests to the Board without CAAP approval. With that said, insofar as the change serves only to facilitate communication, then staff is supportive but, should this change involve the delimiting of CAAP's curriculum authority - whether intended or not - then it would be difficult CAAP to give up this longstanding oversight role. So long as the flow of information included in the attached "Program Approval Flowchart" is adhered to, then this should not be an issue.

BOARD ACTION

A motion to approve the request by the Idaho Division of Professional-Technical Education to amend State Board of Education policy III.G.5, Instructional Program Approval and Discontinuance, as detailed on Attachment 1 of this request.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

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

April 2005

G. Instructional Program Approval and Discontinuance

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 the manner prescribed by the ~~Chief Academic Officer of the Board.~~
- (2) Academic requests will be forwarded to the Chief Academic Officer. 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) Professional-technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendations. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.
- ~~(3)~~ (4) 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)~~ (5) 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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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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.

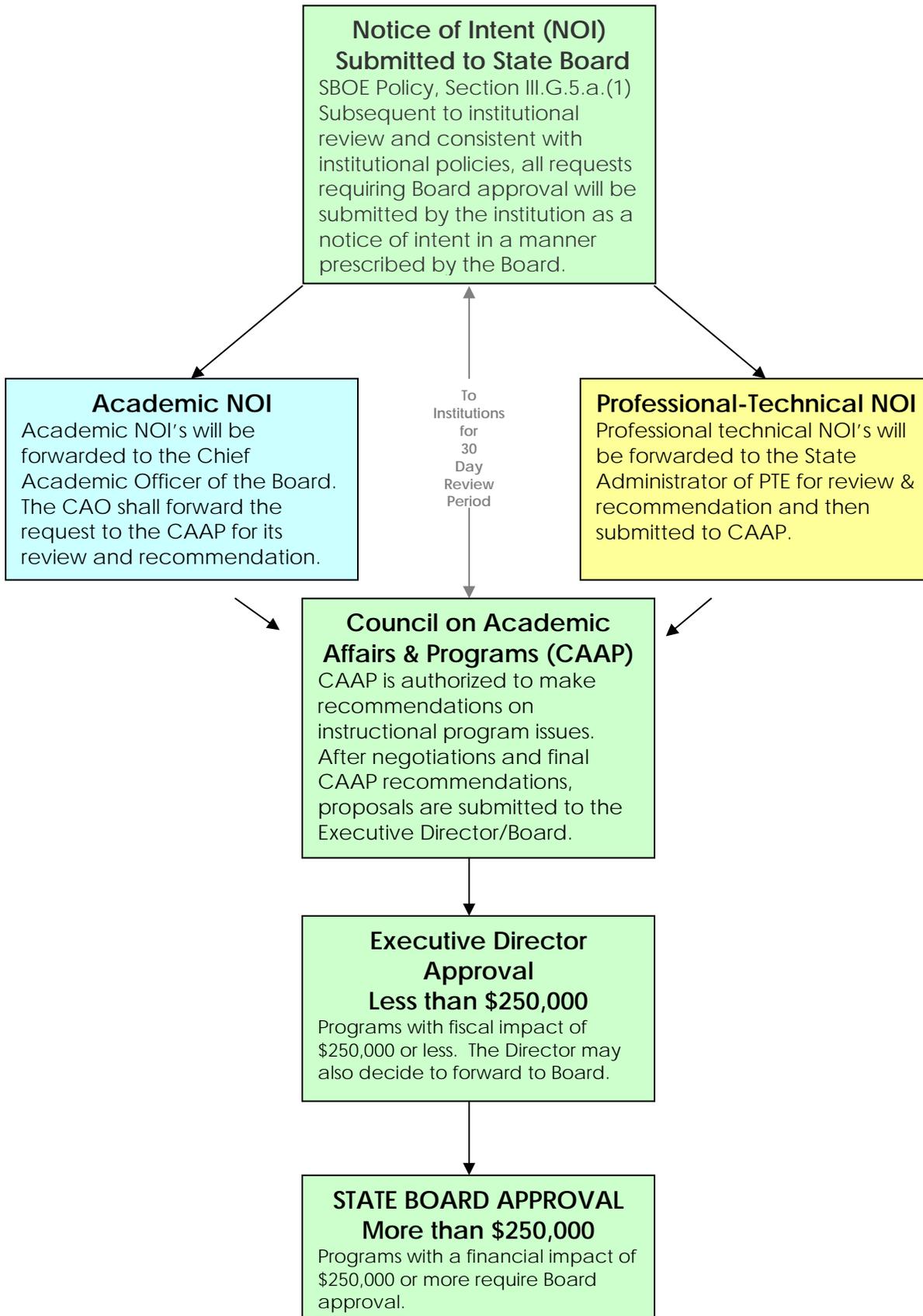
b. ~~Office of the State Board of Education~~ Executive Director Approval Procedures

- (1) All academic requests ~~requiring~~ delegated for 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. All professional-technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.
- (2) ~~If the CAAP recommends approval of the request(s), the notice of intent~~ Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) ~~days 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 and professional-technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 2 – Proposed Postsecondary Program Approval Flowchart



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID

33-2205. STATE BOARD TO APPOINT ADMINISTRATOR -- DESIGNATION OF ASSISTANTS -- DUTIES. The state board of education shall appoint a person to serve as an administrator to the state board for professional-technical education, who shall be known as the administrator of professional-technical education. He shall designate, by and with the advice and consent of the state board for professional-technical education, such assistants as may be necessary to properly carry out the provisions of the federal acts and this chapter for the state of Idaho.

The administrator of professional-technical education shall also carry into effect such rules as the state board for professional-technical education may adopt, and shall coordinate all efforts in professional-technical education approved by the board with the executive secretary, and shall prepare such reports concerning the condition of professional-technical education in the state as the state board for professional-technical education may require.

*IDAHO ADMINISTRATIVE CODE
The Division of Professional-Technical Education*

*IDAPA 55.01.01
Rules Governing Administration*

000. LEGAL AUTHORITY.

The State Board of Education is designated as the State Board for Professional-Technical Education and is responsible to execute the laws of the state of Idaho relative to professional-technical education, administer state and federal funds, and **through the administrator of the State Division of Professional-Technical Education, coordinate all efforts in professional-technical education (Sections 33-2202 through 33-2212, Idaho Code).** (4-5-00)

100. STATEMENT OF PURPOSE.

The mission of Professional-Technical Education is to provide Idaho's youth and adults with the technical skills, knowledge and attitudes necessary for successful performance in a globally competitive work place. The Division of Professional-Technical Education **serves as an administrative arm of the State Board for Professional-Technical Education.** The State Board appoints a person to serve as the state administrator. Staff are provided to assist the state administrator in conducting the functions of the Division. (4-5-00)

101. POLICIES, PROCEDURES AND GUIDELINES.

The State Board for Professional-Technical Education **designates the State Division of Professional-Technical Education to develop, establish and disseminate policies, procedures, and guidelines for the purpose of administering professional-technical education in the state.** (4-5-00)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

First Reading of Proposed Policy Amendment of Board Policy III.N., Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings

First Reading of Proposed Policy Amendment of Board Policy III.M., Accreditation.

BACKGROUND

Effective July 1, 2006, House Bill 712 was signed into law, which amended the existing law for the registration of postsecondary educational institutions and proprietary schools. The Board approved registration rules in August 2006; however, amendments to those rules were approved in April 2007, which included expanding the accreditation organizations recognized by the Board to accreditation organizations recognized by both the U.S. Department of Education (USDE) and Council for Higher Education Accreditation (CHEA). The rules also called for a simplified registration process for institutions that are required to register and which are accredited by Board-recognized (USDE and CHEA - recognized) accreditation organizations.

DISCUSSION

With the approval of the new temporary and proposed rules governing registration now in place, staff reviewed the Board's current policy *III.N., Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings* to determine whether it should be amended to correlate with the new rules or whether the policy was still needed and serving a purpose.

IMPACT

There would be no financial impact.

ATTACHMENTS

- | | |
|--|--------|
| Attachment 1 – Proposed Policy Amendment of State Board of Education Policy, Section <i>III.N. Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings</i> and | Page 3 |
| Attachment 2 – Proposed Policy Amendment of State Board Of Education Policy, Section <i>III.M. Accreditation</i> | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

Due to the adoption of a new registration process for postsecondary educational institutions (33-2402), most of Board Policy III.N is no longer relevant. As of April 20, 2007, all postsecondary institutions - unless exempted - are required to register annually with and hold a valid certificate of registration issued by the Board.

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Additionally, Board Policy III.M., which addresses "Recognized Accrediting Agencies" needs to be amended to include the following language:

“. . . institutional accreditation organizations which are also recognized by both the United States Department of Education and the Council for Higher Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations).”

By making this amendment, Board Policy III.M. aligns with Board Policy III.N. so that each mirrors the change in administrative rule that was passed by the Board.

BOARD ACTION

A motion to approve the First Reading of Proposed Policy Amendment of Board Policy III.N., Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the First Reading of Proposed Policy Amendment to Board Policy III.M., Accreditation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

N. Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings

April 2002

N. Private In-State, Out-of-State, Non-Accredited Institutions, and other Educational Source Offerings

~~1. Statutory Authority~~

~~Section 33-107(6), Idaho Code, establishes as a general power and duty of the Board the maintenance of a register of courses and programs offered anywhere in the state of Idaho by postsecondary institutions that are: a.) located outside the state and are offering courses or programs for academic credit or otherwise; or b.) located within the state of Idaho but not accredited by a regional or national accrediting agency recognized by the Board and are offering courses for academic credit. The acceptance of academic or non-academic credit at public postsecondary institutions in Idaho is the prerogative of the Board. In addition, Chapter 24, Title 33, Idaho Code, establishes requirements for registration, agent's permit, purchase statement, surety bond and student tuition recovery account.~~

~~2. Register of Accredited In-State and Out-of-State Institutions~~

~~a. Maintenance of Register~~

~~A register of courses and programs is maintained at the Office of the State Board of Education. The Office will establish written procedures, available upon request, for compliance with the requirements of Section 33-107(6), Idaho Code. Accredited institutions are exempt from Chapter 24, Title 33, Idaho Code.~~

~~b. In-State Accredited Institutions~~

~~—(1) Regional Accreditation Bodies (III.M.—Accreditation)~~

~~—An in-state institution (i.e., is physically located in Idaho) accredited by one of the six (6) regional accreditation agencies (see Section III, Subsection M) is exempt from registering with the Office of the State Board of Education. Furthermore, credits awarded by one of the six regional accreditation agencies will be accepted by the State Board of Education and transferable into Idaho's public postsecondary system.~~

~~(2) Non-Regional Accreditation Agencies~~

~~The State Board of Education also recognizes those national accreditation agencies approved by the U.S. Department of Education.~~

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~~Private in-state institution(s) that are accredited by one (1) of these national accreditation bodies are exempt from registering with the Office of the State Board of Education. However, the acceptance of programs and/or credits is not assured. Those institutions that wish to have their programs and/or credits accepted that the Board, and hence, the public colleges and universities, must forward an application to the Office of the State Board of Education.~~

~~The Board's Instruction, Research and Student Affairs Committee or its designee will evaluate the application submitted by private, in-state, non-regionally accredited institutions. The evaluation will follow the identical standards by which the State Board of Education evaluates its own public postsecondary institutions. Should the program(s) or course(s) be evaluated as comparable to a program(s) or course(s) offered by an Idaho public institution, it will be accepted by the State Board of Education and hence transferable into the public postsecondary system. Those program(s) and course(s) that are not comparable will not be accepted by the State Board of Education and will not transfer to those institutions under their governance.~~

~~The State Board of Education, through its IRSAC, shall set program and course evaluation fees, and any impact fees.~~

~~e. Out of State Accredited Institutions~~

~~A registration form/application must be submitted by any Board recognized accredited out-of-state institution to the State Board of Education. Critical evaluation of each of the components of such offerings as compared with courses, programs, credit awarded, and faculty of postsecondary institutions under governance of the Board will be accomplished by the Board's Instruction, Research and Student Affairs Committee or its designee. Should the course be evaluated as comparable to a course offered by an Idaho institution, it will be designated as "comparable" on the registration form; should the course not be comparable, it will be designated as "not comparable" on the form. Any interested person who makes inquiry concerning such course will be told whether the course is comparable or not comparable to offerings available from Idaho institutions.~~

~~Academic credit for courses evaluated as not comparable shall not be accepted by Idaho postsecondary institutions under the direction and control of the Board. Courses or programs evaluated as comparable will be accepted for academic credit by Idaho's public postsecondary institutions and thus shall be fully transferable among the institutions.~~

~~The State Board of Education, through its Instruction, Research and Student Affairs Committee, shall set course and program processing fees, an impact fee, and a registration fee.~~

~~3. Register of Non-accredited Institutions and Other Educational Source Offerings~~

~~a. Statutory Authority~~

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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~~In addition to the powers conferred by Chapter 24, Title 33, Idaho Code, Section 33-107(6) requires the Board to maintain a register of institutions and their courses to be offered anywhere in the state of Idaho by postsecondary institutions which are located outside or within the state of Idaho but not accredited by a regional or national accrediting agency recognized by the Board. Idaho statute does not permit the offering of programs (i.e., degrees) in Idaho by non-accredited institutions. The acceptance of academic and non-academic credit, at public postsecondary institutions in Idaho, is the prerogative of the State Board of Education.~~

~~b. Registration without Acceptance of Credit~~

~~All trade, correspondence, technical vocational or other schools with a physical presence in Idaho and not accredited by an accrediting agency recognized by the Board must register with the Board. In addition to the requirements of Chapter 24, Title 33, Idaho Code, the registration will include:~~

- ~~(1) The applying institution shall provide the following: (a) a current financial statement with an opinion audit prepared by a certified public accountant; (b) a description of instructional methods used by the institution including mission statements, methods for assigning, monitoring and evaluating work, design of curriculum, and awarding credit; and (c) submission of credentials for faculty, including the submission of official copies of academic transcripts, verification of educational degrees attained and description of courses taught by that individual.~~
- ~~(2) Restrictions against an institution's awarding credit, earned or honorary, primarily on the basis of: (a) payment of tuition or a fee, (b) credit earned at another school, (c) credit for life experience or other equivalency, (d) testing out of required course work, (e) research and writing, or (f) any combination of the foregoing.~~
- ~~(3) Performance/Surety Bond: The performance/surety bond, based upon Idaho student enrollment will be as follows:
 - \$25,000 — less than 50 students;
 - \$50,000 — 50 to 99 students; or
 - \$100,000 — 100 or more students~~

~~Chapter 24, Title 33, Idaho Code provides for an exemption for those applicants who can demonstrate through such means as a CPA audit that the institution's annual tuition received is less than \$10,000 per year. In that case, the performance/surety bond will be \$10,000 per year.~~

~~c. Registration with Acceptance of Credit~~

~~A non-accredited in-state or out-of-state institution or educational source with a physical presence in Idaho desiring to have its academic or non-academic courses accepted by the Board and the Idaho public postsecondary institutions, must submit each course or workshop request to be offered in Idaho to the Board's Academic Affairs and Program Committee for critical evaluation and review. The AAPC shall establish an evaluation~~

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~~and review process in compliance with Section 33-107(6), Idaho Code, Chapter 24, Title 33, Idaho Code and the AAPC *Guidelines for Program Review and Approval*. The registration will include:~~

- ~~—— (1) On-site visit requirements (in-state campus, and/or out-of-state home (main) campus or sending site) not less than once every five (5) years. The on-site visitation shall be conducted by a representative of the State Board of Education (SBOE) and may occur more frequently at the Board's discretion. The registered institution is required to pay the costs of the inspection and visitation by Idaho authorities.~~
- ~~—— (2) Should the course or workshop be evaluated as acceptable or comparable to a course or workshop offered by an Idaho institution, it will be accepted for academic or non-academic credit by the SBOE and thus be accepted by the public postsecondary institutions in Idaho.~~
- ~~—— (3) Academic or non-academic credit evaluated as non-acceptable or not comparable shall not be accepted by Idaho's public postsecondary institutions.~~
- ~~—— (4) Course or workshop fees for the evaluation, processing, registration, and impact will be set by the Board through its Academic Affairs and Program Committee and established in Administrative Rules.~~

~~4. Referral to the Attorney General~~

~~Section 33-107(6), Idaho Code, requires establishment of criteria consistent with generally accepted professional standards relating to use of false or misleading advertising, solicitations, or false promises of employment. The Academic Affairs and Program Committee evaluates each registration of an out-of-state institution or an in-state non-accredited institution for compliance with such generally accepted standards and submits to the Board a recommendation that the office of the attorney general be notified of any violation. The Board itself must forward any such requests for action on violations to the office of the attorney general.~~

~~5. 1. Interpretations~~

- ~~—— a. Non-credit or continuing education courses are subject to compliance with Section 33-107(6), Idaho Code, if offered in Idaho by an accredited out-of-state institution or an in-state or out-of-state non-accredited institution.~~
- ~~—— b. Accredited out-of-state institutions and non-accredited institutions, either in-state or out-of-state, or their agents or representatives, are exempt from compliance with Section 33-107(6), Idaho Code, if the courses or programs are offered at a U.S. military installation solely for military personnel.~~
- ~~e. For purposes of this policy, a non-accredited postsecondary institution or educational source shall be deemed to have a physical presence in Idaho if it owns, rents, leases, or uses any office or other physical location in Idaho from which it, or its representatives sells, offers for sale, or distributes any course or courses for academic credit or otherwise.~~

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- Ⓔ. a. Academic credits from in-state accredited institutions will be accepted within Idaho's higher education system with the exception of religious, a vocational or recreational, private vocational courses sponsored by an employer for the training or preparation of its own employees, and aviation schools/instructors under the supervision of the federal aviation administration. Further, intensive review courses designed to prepare students for certified public accountancy tests, law school aptitude tests, bar examinations, graduate record exams, or medical admission tests will be exempt in accordance with Section 33-2402, Idaho Code.

- Ⓔ. b. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and accept credits on behalf of transferring students who have earned those credits from any out-of-state accredited institution or from any non-accredited institution or other educational source. However, if the Board has previously approved credits for courses and programs, those credits are transferable among all Idaho public institutions. Notwithstanding the foregoing, an institution may deny credit transfer to comply with specialized accreditation requirements, or in unique degree requirements.

- Ⓔ. c. Credits accepted by one institution under the Board's governance are transferable by the student to any other postsecondary institution under the Board's governance.

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Attachment 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
M. Accreditation

April 2002

M. Accreditation

1. Recognized Accrediting Agencies

The State Board of Education ~~only~~ recognizes accreditation by the six (6) regional accrediting associations and those ~~national accrediting associations which are recognized by the U.S. Department of Education. The six (6) regional accrediting associations are:~~ institutional accreditation organizations which are recognized by both the United States Department of Education and the Council for Higher Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations).

Middle States Association of Colleges and Schools
New England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Southern Association of Colleges and Schools
Western Association of Schools and Colleges

2. Recognition as Accredited Institution

Any institution that wishes to be recognized as an accredited institution must submit to the executive director at least ten (10) days prior to a regularly scheduled Board meeting documentation showing its accreditation status with an accrediting organization recognized by the Board. The executive director is responsible for verifying the institution's submission and making a recommendation to the Board.

3. Institutional Reports

A copy of the self-study completed by an institution under governance of the Board will be submitted to the Office of the State Board of Education upon request. A copy of the final report and recommendations from the accrediting agency must be submitted by the institution to the Office of the State Board of Education for review prior to institutional submission to the Board. The Board's executive director or his or her designee will be the Board's representative during all accreditation studies.

The chief executive officer of the institution will inform the Office of the State Board annually, through the executive director, of any impending accreditation reviews.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Annual Report of Postsecondary Programs and Memorandums of Understanding

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination in accordance with their regional and statewide missions. There are two provisions in the policy to provide information to the Board regarding program coordination activities: 1) an annual update of existing programs and 2) a biennial review of the Eight-Year plan, which is updated every 2 years. *Board Policy Section III.Z., 7. Reporting*, states that "Once annually, OSBE, with appropriate input from each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOUs."

DISCUSSION

Due to the vacancy of the Chief Academic Officer position late last year, this report was not provided to the Board in December 2006. Each institution was, therefore, asked to submit their current program offerings through this academic year, a summary of academic programs brought forward for the 2006-07 academic year and tentative academic plans for the 2007-08 academic year, as well as a list of existing MOUs that have come to be in place since the last report. Institutional reports have been reviewed by OSBE staff and aggregated into the attached report.

IMPACT

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

ATTACHMENTS

Attachment 1 – Annual Report Summaries

Page 3

Attachment 2 – Annual Report of Programs Inventory

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STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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BOARD ACTION

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Boise State University

Boise State University continues to diversify and strengthen its offerings of academic programs, particularly in public policy & planning, science, engineering, and education.

A Notice of Intent for the following program is presently under consideration by CAAP/SBOE:

- Master of Community and Regional Planning

It is our plan at present that during FY2008 we will submit Notices of Intent for the following programs.

- PhD in Biomolecular Sciences
- PhD in Human Performance Technology
- PhD in Public Policy and Public Affairs
- PhD in Educational Technology
- MS in Construction Management
- MS in Chemistry
- MS in Biochemistry
- MS/ME in Biomedical Engineering
- MA in Political Science
- BS in Biomedical Sciences

We also plan to broaden substantially our offerings in Professional and Technical programs in anticipation of the creation of a new community college in the Treasure Valley, the College of Western Idaho. The following are disciplines for which we plan to submit Notices of Intent during FY08:

- Network Security Technician
- Telecommunication Technician
- Internetworking Specialist
- Web Development
- Registered Nurse
- Medical Administrative Assistant
- Medical Assistant
- Medical Coding
- Certified Landscape Technician

During FY2007, we developed the following Memoranda of Agreement with other Colleges and Universities in Idaho regarding academic programs:

- Boise State University entered into an agreement with Lewis and Clark State College to support the offering of an Advanced Standing Master of Social Work by Boise State University in Lewiston and in Coeur d'Alene.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- Boise State University entered into an agreement with the University of Idaho and Idaho State University to support the offering of a PhD in Water Resources by the University of Idaho at its Boise campus, and for the institutions to share coursework and utilize faculty from each institution to staff graduate student committees. This agreement preserves the right of Boise State University to offer its own PhD in Water Resources in the Treasure Valley in the future.
- Boise State University entered into an agreement with Idaho State University to support the offering of a PhD in Counseling by Idaho State University at its Boise campus, and for the institutions to share coursework and utilize faculty from each institution to staff graduate student committees. This agreement preserves the right of Boise State University to offer its own PhD in Counseling in the Treasure Valley in the future.
- Boise State University entered into an agreement with Idaho State University to support the offering of a Master of Nursing and a Master of Science in Nursing by Boise State University, and for the institutions to share coursework and utilize faculty from each institution to staff graduate student committees.
- Boise State University entered into an agreement with the College of Southern Idaho, Idaho State University, and the University of Idaho to create a collaborative system for the planning and delivery of higher education in South Central Idaho, as spelled out by the South Central Idaho Local Operations Committee.

Several additional Memoranda of Agreement are presently in development:

- Boise State University plans to enter into an agreement with the College of Southern Idaho to support the offering of Veterinary Technology coursework by the College of Southern Idaho in the Treasure Valley. This agreement preserves the right of Boise State University to offer its own program in Veterinary Technology in the Treasure Valley in the future.

Boise State University is in the early stages of developing an agreement with the University of Idaho to cooperate in the offering of Boise State's Master of Community and Regional Planning and University of Idaho's Master of Bioregional Planning.

College of Southern Idaho

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

Based on community needs and a thorough needs assessment process, CSI has formulated an 8 year plan. The college will offer a new program in Animal Science, a new program in Industrial Machining, and a program in Residential Construction. A dance program is in the formative process. Additionally, the apprenticeship classes will be expanded in the coming year.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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CSI has expanded the AS in Registered Nursing by initiating a fast-track transition program for Licensed Practical Nurses and Paramedics. The expanded option of the Veterinary Technology program, the Vet Assistant, has been proposed. An Operating Room circulation for Registered Nurses program will be introduced in 2007.

CSI Currently has an MOU with UI for the Quality Assurance lab, located on the CSI campus; an MOU with ISU for the delivery of the Respiratory Therapy program in the Magic Valley; an MOU with BSU to offer the Leadership and Supervision courses at CSI; an MOU with the Peace Officer Standards and Training (POST); and an MOU with ISU, UI and BSU for the Local Oversight Committee relationships on the CSI campus. CSI also has written articulation agreements with the various institutions of Higher Education.

Eastern Idaho Technical College

Eastern Idaho Technical College has received approval from the State Board of Nursing to enroll students in the new AAS-RN program and will admit the first class in the Fall Semester of 2007. The Self-Study for the Northwest Commission on Colleges and Universities was completed and submitted to the Commission and the site visit took place in April of 2007. The Commission will provide the final recommendation on accreditation at their July meeting. EITC has signed a 1.3 million dollar 3-year contract with Battelle, the main contractor at the Idaho National Lab to provide a wide variety of safety and workforce training at the site. It is anticipated that the college will be training approximately 3600 workers per year through this new initiative. The college has also worked cooperatively with CWI and other contractors at the site to develop a short-term training program to provide entry-level Radiological Control Technicians to meet an immediate demand for these workers. Due to industry demand for qualified technicians EITC has also reactivated a Certificate program - Radiological Control Technician and will admit a class of 20 students in the Fall Semester of 2007.

The Health Professions building on the EITC campus is nearing completion and the college expects to take possession of the building in July of 2007. The Nursing, Dental Assisting, Medical Assistant and Surgical Technology programs will move to that new building Fall Semester of 2007. EITC and ISU have worked cooperatively to share the space in the new building and continue to operate under the terms of the MOU defining that partnership. EITC in cooperation with The Development Company (East Central Idaho Planning and Development) will occupy a suite of rooms in the new building in Rexburg and will begin offering courses at that location in the Fall of 2007.

Idaho State University

Academic Plans for 2006-2007 Academic Year

1. NOIs for new, expanded, or modified degree programs approved by SBOE:
 - ISU 2006-10, On-line pre-professional program in Speech Language Pathology and Audiology (approved Nov. 2006)
 - ISU 2006-15, Ph.D. in Instructional Design (approved Aug. 2006)
 - ISU 2006-20, M.A. in Mathematics for Secondary Teachers (approved Aug. 2006)
 - ISU 2006-21, Reinstate MS degree in Chemistry (approved Aug. 2006)

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- ISU 2006-22, Master of Physician Assistant Studies program, expand to Boise (approved Aug. 2006)
 - ISU 2006-32, Native American Business Administration emphasis area in BBA (approved Aug. 2006)
 - ISU 2006-38, Expansion to Boise of Ph.D. in Counselor Education and Counseling (approved April 2007)
 - ISU 2006-42, Minor in Folklore (approved May 2007)
 - ISU 2006-43, Change Department of Pharmaceutical Sciences to Department of Biomedical and Pharmaceutical Sciences (approved May 2007)
 - ISU 2006-46, Technical Certificate, CNC Programmer (approved May 2007)
 - ISU 2006-47, Emphasis in Pre-Audiology in B.S. in Communication Sciences and Disorders degree program (approved May 2007)
 - ISU 2006-48, Emphasis in Pre-Speech Language Pathology in B.S. in Communication Sciences and Disorders degree program (approved May 2007)
 - ISU 2006-30, AAS in Computer Aided Design Drafting Technology; and Advanced Technical Certificate in Computer Science Design Drafting Technology (approved July 2006)
 - ISU 2006-31, Advanced Technical Certificate in Computerized Machining Technology/CNC operator (approved July 2006)
 - ISU 2006-02, Technical Certificate in Basic Business Application (approved July 2006)
 - ISU 2006-03, Technical Certificate in Administrative Information Technology (approved July 2006)
 - ISU 2006-36, Add a Special Education Teaching Certificate in the BA/BS in special Education degree program (approved May 2007)
2. NOIs submitted to OSBE (in review by CAAP, not yet approved):
- ISU 2007-06, AAS in Massage Therapy
 - ISU 2007-08, AAS in Fire Service Administration
 - ISU 2007-09, Non-thesis option in MS in Pharmaceutical Sciences
 - ISU 2007-10, AAS in Energy Systems Instrumentation and Control Engineering Technology
 - ISU 2007-11, name change from Instrumentation and Automation to Instrumentation and Automation Engineering Technology
 - ISU 2007-12, B.B.A. in Healthcare Information Systems Management
 - ISU 2006-35, Ph.D. in Special Education
 - ISU 2006-45, Technical Certificate and AAS in Medical Informatics
 - ISU 2006-49, Emphasis in visual Communications in the BA in Mass Communications
3. NOIs to be submitted to OSBE
- AS in Pharmacy Technician
 - Minor concentration in Leadership Studies
 - AA degree in Japanese
 - Emphasis area in French/German/Spanish for Business and the Professions

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- B.S. in Actuarial Science
- Doctor of Occupational Therapy (OTD)
- Ph.D. in Experimental Psychology

Memoranda of Understanding (MOUs)

4. Current MOUs (signed after Jan 1, 2006)
 - Concurrent Enrollment Partnerships — ISU/League of Schools
 - South Central Idaho Local Operations Committee — ISU/CSI/BSU/UI
 - Delivery of Educational Services in the Wood River Valley — ISU/CSI
 - Center for Advanced Energy Studies — ISU/Batelle Energy Alliance/UI/BSU
 - Transitions to Teaching Grant Program (Para2) — ISU/SBOE
 - Doctoral Program in Counseling — ISU/BSU
 - Computer Science Programs at the Idaho Falls Center for Higher Education — ISU/UI

5. Pending MOUs (to be signed)
 - Concurrent Enrollment Partnerships — ISU/Region VI School District
 - Social Work Programs in the Magic Valley — ISU/BSU

Lewis-Clark State College

The following describes LCSC's academic plans for 2007-2008:

LCSC and UI have begun preliminary discussions concerning a possible cooperative offering of the Masters of Applied Teaching degree in Lewiston.

In addition we have planed to start the following programs in 2007-2008, although some may be delayed to 2008-2009.

AS	Business Administration	Lewiston
AS	Entrepreneurship	Lewiston
AAS	Dental Hygiene (w/Lane Community College)	Lewiston
BA/BS	Management - Radiographic Emphasis	Lewiston
BA/BS	Medical Diagnostic Imaging	Lewiston
BA/BS	Biology w/secondary certification	Lewiston
BA/BS	Chemistry w/secondary certification	Lewiston
BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
BA	Publishing Arts	Lewiston
BA/BS	Special Education - DLT degree	Lewiston
BA/BS	Sports & Rec Management	Lewiston
BA/BS	Environmental Science	Lewiston

MOUs

- Articulation Agreement between Osaka College of Foreign Language and Lewis-Clark State College.

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- Agreement among NIC, LCSC, UI, ISU for the Delivery of Educational Services in Northern Idaho
- Memorandum of Understanding – Advanced Standing Master of Social Work Self-Support Program with BSU.
- Agreement among LCSC and ISU to establish an Articulated Program of Study (Bachelor of Science, Engineering)
- Memorandum of Understanding among LCSC and NIC – Allied Health Programs Curriculum
- Memorandum of Understanding among LCSC and NIC – Early Childhood Development program
- Memorandum of Understanding among LCSC and NIC – Pre-Education courses
- Memorandum of Understanding among LCSC and NIC – Social Work course

North Idaho College

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

In response to community feedback and pending budget approval from the State PTE Division, NIC plans to expand capacity in several of its existing AAS programs to include: Welding, Diesel, and Automotive. NIC is also exploring partnership opportunities that will enable the college to expand Law Enforcement Training opportunities as well as expand Fire Service Training for the northern counties. Due to additional resource allocations from the state, NIC will also increase the number of admissions to the Nursing program.

Based on additional community feedback and a thorough needs assessment, NIC is developing the following programs to submit for approval:

- Basic Automotive Certificate
- Basic Manufacturing Certificate
- Basic Diesel Certificate
- Resort/Recreation Management Certificate
- Massage Therapy (AAS)
- Medical Assistant (AAS)

NIC is in the process of reviewing a number of its transfer programs in order to provide clearer degree pathways for the students we serve.

NIC has several MOU's with local providers who support clinical experiences for the Nursing Program and for the Radiography Technology program. NIC also has agreements with LCSC, UI, and ISU in conjunction with the North Idaho Center for Higher Education (NICHE) which: 1) clarify complementary programs and eliminate conflicting roles and responsibilities; 2) coordinate and align program offerings; and 3) provide a mechanism for sharing outreach facilities and support services where feasible.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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University of Idaho

Annual Report of Programs for 2006-2007

In the 2006 update of the *8-Year Plan for Delivery of Academic Programs*, the following programs were proposed for implementation in 2006-2007:

- MS., PhD – Bioinformatics & Computational Biology – Idaho Falls – Submission and implementation has been delayed.
- B.S. – Secondary Education – Coeur d’Alene – NOI was approved in March of 2007 for implementation in Fall 2007.
- M.S. – Agricultural Sciences – Coeur d’Alene – Submission and implementation has been delayed

In addition to some changes to and discontinuances of existing programs, the following programs received board approval in 2006-2007 for implementation in Fall 2007:

- M.S./J.D., Ph.D./J.D. - Water Resources - Moscow
- M.S., Ph.D. - Water Resources (3 options) - Moscow
- WWAMI 2 additional seats - 1st year Medical Education – Moscow
- Executive MBA – Business – Sandpoint
- B.S. – Fire Ecology & Management – Moscow
- Minor in Bioethics – Moscow
- Certificate of Entrepreneurship - Moscow
- Certificate in Organizational Dynamics – Moscow

The University of Idaho has the following Memoranda with partner institutions in Idaho in effect since last year’s annual report:

- Agreement with Idaho State University for delivery of Computer Science programs in Idaho Falls signed in September 2006
- Agreement for the South Central Idaho Local Operations Committee with College of Southern Idaho, Boise State University and Idaho State University for the planning and delivery of higher education in South Central Idaho signed in February 2007
- Agreement with Boise State University related to water resource education signed in March 2007
- Agreement with Idaho State University and Boise State University related to delivery of Counseling graduate programs in the Treasure Valley signed March 2007

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

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Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Computer Science	BS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Science	MS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Service Technology	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Conflict Management	Graduate Certificate	College of Social Sciences and	Public Policy and Administration
BSU	3	BSU Campus	Boise	Construction Management	BSCM	Engineering	Construction Mgmt
BSU	3	BSU Campus	Boise	Counseling	MA	Education	Counseling
BSU	3	BSU Campus	Boise	Creative Writing	MFA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Criminal Justice	MA	Soc Sci & Public Affairs	Department of Criminal Justice
BSU	3	BSU Campus	Boise	Criminal Justice	AS	Soc Sci & Public Affairs	Department of Criminal Justice
BSU	3	BSU Campus	Boise	Culinary Arts	AAS, PTC, ATC,TC	College of Applied Tech	Culinary Arts
BSU	3	BSU Campus	Boise	Curriculum & Instruction	EdD, MA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Dental Assisting	AAS, TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Dispute Resolution	Cert	Soc Sci & Public Affairs	Dispute Resolution
BSU	3	BSU Campus	Boise	Drafting Tech	AAS, ATC, TC	College of Applied Tech	Drafting Tech
BSU	3	BSU Campus	Boise	Early Childhood	MA	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Early Childhood Studies	BA,AA, M.Ed.	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Earth Science Education	BS, MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Economics	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Economics, Social Studies, Sec Ed	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Education Leadership	M.Ed.	Education	Curriculum, Instruction and Foundational Studies
BSU	3	BSU Campus	Boise	Education Technology	MS	Education	Elementary Education
BSU	3	BSU Campus	Boise	Educational Technology	MS, Master's	Education	Educational Technology
BSU	3	BSU Campus	Boise	Electrical & Computer Engineering	Ph.D.	Engineering	Electrical & Computer Engineering
BSU	3	BSU Campus	Boise	Electrical Engineering	BSEE, ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Electrical Lineworker	TC	College of Applied Tech	Electrical Line Work
BSU	3	BSU Campus	Boise	Electronics Technology	AAS, ATC	College of Applied Tech	Electronics Tech
BSU	3	BSU Campus	Boise	Elementary Education	BA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Elementary Education	Cert	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	English	MA, BA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Teaching	BA, MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Technical Communication	MA, Cert	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Rhetoric and Composition	MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Environmental Control Technician	AAS, ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Environmental and Occupational Health	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Environmental Studies	BA	Arts & Sciences	Adminstration
BSU	3	BSU Campus	Boise	ESL	M.Ed.	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Exercise Science	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Exercise/Sports Studies	MS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Farm Business Management	PTC	College of Applied Tech	Farm Bus Mgmt
BSU	3	BSU Campus	Boise	Finance	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Fire Service Tech	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	French	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	French, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Geoarchaeology	BA	Arts & Sciences, Soc Sci & Pu	Geosciences, Anthropology
BSU	3	BSU Campus	Boise	Geosciences	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geosciences Joint/ISU	MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	BS	Arts & Sciences	Geosciences

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Geophysics	MS, PhD	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geosciences	Ph.D.	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	German	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	German, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Gerontological Studies	Graduate Certificate	Health Sciences	Health Sci, Counselor Ed, Kinesiology, SocWork
BSU	3	BSU Campus	Boise	Graphic Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Health Informatics and Information Management	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Information Technology	AS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Promotion	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Health Science	MHS, Grad Cert	Education	Health Policy
BSU	3	BSU Campus	Boise	Health Science Studies	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Heavy Duty Mechanics Diesel	AAS, ATC, TC	College of Applied Tech	Heavy Duty Mech-Diesel
BSU	3	BSU Campus	Boise	Heavy Equipment Technology	AAS, ATC, TC	College of Applied Tech	Center for Transportation Technology
BSU	3	BSU Campus	Boise	History	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History	MA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History of Art & Visual Culture	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	History, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History, Social Studies, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	Horticulture Service Technology	AAS, ATC, TC	College of Applied Tech	Horticulture
BSU	3	BSU Campus	Boise	Human Performance Technology	Certificate	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Hydrologic Sciences	M.S.	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Industrial Electronics Technology	AAS,ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Information Technology Mgmt, Appl Dev & Network Mgmt	BBA, BA, BS	Business & Economics	Information Technology & Supply Chain Mgmt
BSU	3	BSU Campus	Boise	Illustration	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Inclusive Practices	Tech Cert	Education	Special Education & Early Childhood Studies
BSU	3	BSU Campus	Boise	Industrial Maintenance Technology	TC	College of Applied Tech	Industrial Main Tech
BSU	3	BSU Campus	Boise	Instructional & Performance Technology	MS	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	International Business	BA, BBA, BS	Business & Economics	International Business
BSU	3	BSU Campus	Boise	K-12 Physical Education	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Legal Assistant	Cert	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Legal Office Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Machine Tool Technology	AAS, ATC, TC	College of Applied Tech	Machine Tool Tech
BSU	3	BSU Campus	Boise	Management	BS, BA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Manufacturing Technology	AAS, ATC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Marketing	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing Management Technology	AAS, ATC, TC	College of Applied Tech	Marketing/Mgmt
BSU	3	BSU Campus	Boise	Mass Communication/Journalism	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Materials Science & Engineering	BSMSE, ME, MS	Engineering	Administration
BSU	3	BSU Campus	Boise	Mathematics	BA	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics	BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS, MS	Arts & Sciences	Mathematics

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Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Mechanical Engineering	BSME, ME, MS	Engineering	Biomedical Mechanical Engineering
BSU	3	BSU Campus	Boise	Mechanical Welding Technology	AAS, ATC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Multi-Ethnic Studies	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Music	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music Education	BM, MM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Business	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Composition	BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Pedagogy	M Music	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Performance	M Music, BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Network Technician	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Nursing	AS, BS, MS, Master's	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	PC/LAN Specialist	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Philosophy	BA	Arts & Sciences	Philosophy
BSU	3	BSU Campus	Boise	Physics	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Physics, Secondary Education	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Political Science	BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science	BA	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science, Social Science, Sec.Ed.	BA, BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Practical Nursing	ATC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Pre-Dental	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Medical	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Veterinary	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Psychology	BA	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Psychology	BS	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Public Administration	MPA	Soc Sci & Public Affairs	Public Administration
BSU	3	BSU Campus	Boise	Public Relations	Certificate	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Radiologic Science	AS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Radiologic Science	BS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Raptor Biology	MS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Reading	MA	Education	Literacy
BSU	3	BSU Campus	Boise	Recreational & Small Engine Repair	AAS, ATC, TC	College of Applied Tech	Recreation & Small Eng
BSU	3	BSU Campus	Boise	Respiratory Care	AS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Respiratory Care	BS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Semiconductor Technology	AAS, ATC, TC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Social Science	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	AA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Work	BA	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Social Work	MSW	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Sociology	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Spanish	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Spanish, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Special Education	AA, BA, MA, M.Ed., Post-Bac Cert	Education	Special Education
BSU	3	BSU Campus	Boise	Supply Chain Management	BBA, BA, BS	Business & Economics	Information Technology & Supply Chain Mgmt
BSU	3	BSU Campus	Boise	Surgical Technology	TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Theatre Arts	BA	Arts & Sciences	Theatre Arts

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Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Theatre Arts, Sec. Ed.	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Visual Arts	BA, BFA, MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Welding & Metals Fabrication	TC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Wildland Fire Management	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Elementary Education Bilingual/ESL	BA	Education	Elementary Education
BSU	3	BSU Campus	Twin Falls	Elementary Education Bilingual/ESL Option avail	BA	Education	Elementary Education
BSU	3	BSU Campus	Boise	Accountancy	BBA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BBA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	General Business Management	BS	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BS	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BBA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BA	Business & Economics	Management

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Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Engineering, Agriculture	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Chemical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Civil	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Computer	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Electrical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Mechanical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	English	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Environmental Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Equine Business Management	AS		Agriculture
CSI	4	CSI Campus	Twin Falls	Equine Studies	AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Fire Service Technology	AAS		Workforce Training
CSI	4	CSI Campus	Twin Falls	Fish & Wildlife Resources	AS		Biology
CSI	4	CSI Campus	Twin Falls	Forestry	AS		Biology
CSI	4	CSI Campus	Twin Falls	Geography	AA		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Geology	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Health Promotion	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	History	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Horse Management	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Horticulture	AAS, AA, AS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Hospitality Management	AAS		Business
CSI	4	CSI Campus	Twin Falls	Human Services	AAS, TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	K-12 Physical Education	AA		Education
CSI	4	CSI Campus	Twin Falls	Laboratory Assistant/Technician	PC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Language, Foreign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Language, Sign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Law (Pre)	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Law Enforcement	AAS, TC, CC		Social Science
CSI	4	CSI Campus	Twin Falls	Liberal Arts	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Library Science	AA		Library Science
CSI	4	CSI Campus	Twin Falls	Livestock Technician	TC		Agriculture
CSI	4	CSI Campus	Twin Falls	Manufacturing Technology	TC, AAS		
CSI	4	CSI Campus	Twin Falls	Mathematics	AS		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Medicine, Pre	AS		Biology
CSI	4	CSI Campus	Twin Falls	Medical Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Music	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Natural Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Network Support Tech	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Nursing, Practical	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Nursing, Registered	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Occupational Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Office Technology	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Optometry	AS		Biology
CSI	4	CSI Campus	Twin Falls	Paramedics	AAS, CC, TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Pharmacy	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Photography	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Physical Education	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Physical Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Physician Assistant	AS		Biology
CSI	4	CSI Campus	Twin Falls	Physics	AS		Science-Phys Science

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Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Political Science	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Psychology	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Radiologic Technology	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Range Science	AS		Biology
CSI	4	CSI Campus	Twin Falls	Real Estate	AA		Professional Studies
CSI	4	CSI Campus	Twin Falls	Recreation Management, Pre	AS		
CSI	4	CSI Campus	Twin Falls	Residential Construction	AAS, TC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Respiratory Therapy	AS		Biology
CSI	4	CSI Campus	Twin Falls	Sociology	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Social Work	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Special Education	AA		Education
CSI	4	CSI Campus	Twin Falls	Speech/Audiology	AS		Biology
CSI	4	CSI Campus	Twin Falls	Surgical Technology	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Theatre	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Undeclared - Academic	AA		
CSI	4	CSI Campus	Twin Falls	Undeclared - Technical	TC		
CSI	4	CSI Campus	Twin Falls	Veterinary Medicine (Pre)	AS		Biology
CSI	4	CSI Campus	Twin Falls	Veterinary Technology	AAS		Biology
CSI	4	CSI Campus	Twin Falls	Water Resource Mgmt	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Web/Database Appl Development	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Welding Technology	AAS, TC, CC		Trade & Industry

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

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

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Program Inventory List - Idaho State University

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

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ISU	6	University Place	Idaho Falls	Mathematics	AS	Arts & Sciences	Mathematics
ISU	6	University Place	Idaho Falls	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	6	University Place	Idaho Falls	Nuclear Science and Engineering	MS, PhD, PB Cert	Engineering	Nuclear Engineering
ISU	6	University Place	Idaho Falls	Nursing	BS	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Physics	AS	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Physics: Health Physics Emphasis	MS Emph.	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Political Science	AS	Arts & Sciences	Political Science
ISU	6	University Place	Idaho Falls	Respiratory Therapy	AS	Health Occupations	College of Technology
ISU	6	University Place	Idaho Falls	Secondary Education	BA, BS	Education	Teacher Education
ISU	6	University Place	Idaho Falls	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practitioner Option	MS Option	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Accounting	BBA	Business	Accounting
ISU	5	ISU Campus	Pocatello	Administrative Information Technology	TC	Technology	
ISU	5	ISU Campus	Pocatello	Aircraft Maintenance Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	American Studies	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Anthropology	BA, MA, MS	Arts & Sciences	Anthropology
ISU	5	ISU Campus	Pocatello	Apprenticeship	AAS	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Art	BA, BFA, MFA, AA	Arts & Sciences	Art & Pre-Architecture
ISU	5	ISU Campus	Pocatello	Audiology	MS, AuD	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Auto Collision Repair and Refinishing	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Automotive Technology	AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Bachelor of Applied Technology	BAT	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	5	ISU Campus	Pocatello	Basic Business Applications	TC	Technology	
ISU	5	ISU Campus	Pocatello	Biochemistry	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Biology	AS, BA, BS, MS, MNS, PhD, DA	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Botany	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Building Construction Technology	ATC, PTC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Business	AS	Business	
ISU	5	ISU Campus	Pocatello	Business Administration	PB Cert., MBA	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Accounting Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (CIS Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Finance Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (HCA Emphasis)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Management Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Native American Bus. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Operations Mgmt. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	MBA/PharmD	MBA/PharmD	Business and Pharmacy	MBA-Pharmacy
ISU	5	ISU Campus	Pocatello	Business Admin. (Marketing Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Bus. Admin. (Health Care Admin. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Information	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Chemistry	BA, BS, MS, MNS, AS	Arts & Sciences	Chemistry
ISU	5	ISU Campus	Pocatello	Child Development	TC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Civil Engineering	BS, MS	Engineering	Civil Engineering
ISU	5	ISU Campus	Pocatello	Civil Engineering Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Clinical Laboratory Science (*1)	BS, MS	Arts & Sciences	Biological Sciences

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ISU	5	ISU Campus	Pocatello	Clinical Psychology	Ph D	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Computer Aided Design Drafting Technology	AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer Information Systems	BBA, PB Cert, MS	Business	Computer Info Sys
ISU	5	ISU Campus	Pocatello	Computer Science	BS	Engineering	Computer Science
ISU	5	ISU Campus	Pocatello	Computer Scince Design Drafting Technology	ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer Software Engineering Tech.	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer/Business Equipment Tech. (*2)	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Cosmetology	TC, PTC	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Counseling	Ed S	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Counselor Education and Counseling	PhD	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Criminal Justice	AA	Arts & Sciences	Sociology/Social Work/Criminal Justice
ISU	5	ISU Campus	Pocatello	Culinary Arts Technology	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Deaf Education	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Dental Hygiene	BS, MS	Health Professions	Dental Hygiene
ISU	5	ISU Campus	Pocatello	Dental Laboratory Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Design Drafting Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Diesel/Diesel Electric Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Dietetics	BS, PB Cert	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Early Childhood Education	BA	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Earth and Environmental Systems	BS/BA	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Ecology	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Economics	BA, BS	Arts & Sciences	Economics
ISU	5	ISU Campus	Pocatello	Education, General	M Ed, PB Cert	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Education, General (Child & Family Studies)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (K-12 Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Literacy)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Administration	Ed S	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Interpreting	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Educational Leadership	Ed D	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Training & Dev.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Higher Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Electrical Engineering	BS	Engineering	Electrical Engineering
ISU	5	ISU Campus	Pocatello	Electrical Technician	TC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Systems Technology	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Wireless/Telecom. Tech.	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Elementary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Emergency Medical Technician - Basic	Postsecondary Tech Cert	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	English	BA, MA, DA, AA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Family and Consumer Sciences	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Family Centered Practice	PB Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Family Practice Residency	PM Cert.	Health Professions	Family Medicine

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ISU	5	ISU Campus	Pocatello	Farm Business Management	PTC, TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Finance	BBA	Business	Finance
ISU	5	ISU Campus	Pocatello	Fire Service Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	French	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	General Business	BBA	Business	Business
ISU	5	ISU Campus	Pocatello	General Interdisciplinary	MS, MA, M Ed, MNS	Graduate School	
ISU	5	ISU Campus	Pocatello	General Studies	BA, AA	Arts & Sciences	
ISU	5	ISU Campus	Pocatello	Geographic Information Systems (GIS)	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geological Sciences	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geology	BA, BS, MS, MNS, AS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geomatics Technology	BS	Technology	Technology
ISU	5	ISU Campus	Pocatello	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	German	BA, AA-	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Graphic Arts/Printing Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Health Care Administration	BS	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Health Education	BA, BS, MHE	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Health Information Technology	PTC, AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Health Science	BS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Historical Resources Management	MA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	History	AA, BA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	Human Exceptionality	BA, BS, Med, Teaching Certification	Education	Special Education
ISU	5	ISU Campus	Pocatello	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	5	ISU Campus	Pocatello	Idaho Advanced General Dentistry Prog.	PDoc Cert.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Idaho Dental Education Program	Coop. Trans.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Instructional Design	Ph.D.	Education	Instructional Methods and Technology
ISU	5	ISU Campus	Pocatello	Instructional Technology	M Ed	Education	Graduate Programs
ISU	5	ISU Campus	Pocatello	Instrumentation and System Automation Asst.	TC, PTC	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation & Automation Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation Tech.: Industrial Controls	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	International Studies	BA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Japanese	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Laser/Electro-Optics Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Latin	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Law Enforcement	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Machining Technology	TC, AAS, ATC, PTC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Management	BBA	Business	Management
ISU	5	ISU Campus	Pocatello	Marketing	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	Marketing and Management Occupations	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Mass Communication	BA	Arts & Sciences	Mass Communication
ISU	5	ISU Campus	Pocatello	Massage Therapy	TC	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mathematics	AS, BS, MS, DA	Arts & Sciences	Mathematics
ISU	5	ISU Campus	Pocatello	Mathematics for Secondary Teachers	MA	Graduate Studies	Mathematics
ISU	5	ISU Campus	Pocatello	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Mechanical Engineering	BS, MS	Engineering	Mechanical Engineering
ISU	5	ISU Campus	Pocatello	Medical Assisting	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mental Health Counseling	M Couns	Health Professions	Counseling

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ISU	5	ISU Campus	Pocatello	Microbiology	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Music Education	BME	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, General	BA, BS	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, Performance	BM	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Nuclear Science and Engineering/(Co-op)	MS, PhD	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nuclear Engineering	BS	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nursing	BS, AS	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Nursing	MS, PM Cert, Associate's degree	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Occupational Therapy	MOT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Office Technology: Paralegal Studies	AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Paramedic	ATC, AS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PPRA)	PhD, MS	Pharmacy	Biomedical and Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PSCI)	PhD, MS	Pharmacy	Biomedical Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmacy	PharmD	Pharmacy	Pharmacy Prac & Admin.
ISU	5	ISU Campus	Pocatello	Philosophy	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Physical Education	BA, BS	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Therapist Assistant	AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Physical Therapy	DPT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Physician(s) Assistant	MPAS	Health Professions	Physician Asst Studies
ISU	5	ISU Campus	Pocatello	Physics	BA, BS, MS, MNS, AS	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Physics, Applied	Ph.D.	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Political Science	AS, BA, BS, MA, DA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Practical Nursing	ATC	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Psychology	BA, BS, MS	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Public Administration	MPA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	(Master of) Public Health	MPH	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Radiological Science	AS, BS	Health Professions	Radiographic Science
ISU	5	ISU Campus	Pocatello	Respiratory Therapy	AS	Health Occupations	College of Technology
ISU	5	ISU Campus	Pocatello	Russian	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	School Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	School Psychology	Ed S	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Secondary Education	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Shoshoni	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Sign Language Studies	AS	Arts & Sciences	CSED
ISU	5	ISU Campus	Pocatello	Social Work	BA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Sociology	BA, MA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Spanish	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Special Education	Ed S	Education	Special Education
ISU	5	ISU Campus	Pocatello	Communication and Rhetorical Studies	BA, BS, MA, AA	Arts & Sciences	Communication & Rhetorical Studies
ISU	5	ISU Campus	Pocatello	Speech Pathology and Audiology	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Speech-Language Pathology	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Theatre	BFA, BA, BS, MA	Arts & Sciences	Theatre and Dance
ISU	5	ISU Campus	Pocatello	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	5	ISU Campus	Pocatello	Website Design and Management	AAS, TC	Business and Services	College of Technology
ISU	5	ISU Campus	Pocatello	Welding	TC, AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Zoology	BS	Arts & Sciences	Biological Sciences

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ISU	5	?	Soda Springs	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Bachelor of University Studies	BUS		IEP
ISU	4	CSI Campus	Twin Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	4	CSI Campus	Twin Falls	General Studies	BA	Arts & Sciences	
ISU	4	CSI Campus	Twin Falls	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	4	CSI Campus	Twin Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	4	CSI Campus	Twin Falls	Nursing	BS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing	MS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Administration Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	4	CSI Campus	Twin Falls	Respiratory Therapy	AS	Health Occupations	College of Technology
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS	Education	Teacher Education

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Administrative Assistant	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	1	LCSC Campus	Coeur d'Alene	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	APPRENTICESHIP		Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Electrical	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Plumbing	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	AUTO MECHANICS TECHNOLOGY	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Automated Mfg Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Behavioral Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Biology	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Bookkeeping	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Business Administration	BA/BS, AS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Business Administration	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	BUSINESS MANAGEMENT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Retailing	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Supervision	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Chemistry	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Collision Repair	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	1	LCSC Campus	Coeur d'Alene	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Computer Science	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Consumer Product Servicing	AAS, ATC, TC	Technical & Industrial Division	Electronics - Consumer Product Servicing
LCSC	2	LCSC Campus	Lewiston	Diesel Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Web	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC		LCSC Campus	Lewiston	Earth Information Systems	BS/BA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Elementary Education	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Engineering	AS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Engineering Tech	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (civil)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (mechanical)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (traditional)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (Geographic Info Sys)	AAS	Professional Technical	Engineering Technology
LCSC	2	LCSC Campus	Lewiston	English	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Creative Writing	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Secondary Education	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Entrepreneurship	AS	Academic Programs	Business Division
LCSC	2	LCSC Campus	Lewiston	Fire Service Technology	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	GRAPHIC ARTS/PRINTING TECHNOLOGY	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Digital Imaging	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Offset Press	TC	Professional Technical	Business Technology & Service

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Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	HEATING, AIR CONDITIONING & APPLIANCE TECH	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	HOSPITALITY MANAGEMENT	BAS, AAS, ATC, BS/BA	Professional Technical/Academic Programs	Business Technology & Service/Business
LCSC	2	LCSC Campus	Lewiston	Food/Bev Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Rooms Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Information Systems Analysis	AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Industrial Electronics	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	1	LCSC Campus	Coeur d'Alene	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Human Services	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Kinesiology	BS/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Kinesiology (K-12)	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	LEGAL ASSISTANT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Legal Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston/Web	Liberal Arts	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Humanities	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Natural Sciences	AA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Social Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Management w/ Radiography emphasis	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Web	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Mathematics	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Mathematics: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Medical Assistant	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	MEDICAL OFFICE	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Biller/Coder	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Receptionist	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Transcription	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Diagnostic Imaging	BA/Bs	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Composite	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Paralegal	BAS, AAS, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Paraprofessional Education	AA	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Practical Nursing	AAS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Psychology	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Radiographic Science	AS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences: Secondary Education	BA/BS	Academic Programs	Social Sciences

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Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Social Work	BSW	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Social Work	BSW	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	WEB DEVELOPMENT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Web Authoring	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Welding Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial

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

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

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Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Agricultural Education	MS	Agricultural & Life Sci	Agricultural & Extension Educ
UI	3	UI-Boise Center	Boise	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed D	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadership
UI	3	UI-Boise Center	Boise	Education	PhD	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadership
UI	3	UI-Boise Center	Boise	Educational Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Technology	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Engineering Management	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Environmental Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI-Boise Center	Boise	Geographic Information Systems (GIS)	Certificate		
				*the GIS certificate was inadvertently left off the original program inventory - per UI			
UI	3	UI-Boise Center	Boise	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Law	JD (Program elements)	Law	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	School Psychology	ED S Sch Psych	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	M Ed	Education	

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UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	Ed Spec Ed Ldrshp	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	MS	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	Ed S Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	Ed S Ad Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	MS	Education	
UI	1	NICHE	Coeur d'Alene	Computer Engineering	BS CompE	Engineering	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	MS	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	MS	Education	
UI	1	NICHE	Coeur d'Alene	Education	Ed Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Elementary Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Environmental Science	MS	Graduate	Interdisciplinary Studies
UI	1	NICHE	Coeur d'Alene	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Geographic Information Systems (GIS)	Certificate	Science	
UI	1	NICHE	Coeur d'Alene	Psychology	BS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Psychology	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Education	Ed D	Education	
UI	6	University Place	Idaho Falls	Education	Ed Sp Ed	Education	
UI	6	University Place	Idaho Falls	Education	PhD	Education	
UI	6	University Place	Idaho Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Horticulture and Crop Science	BS Pl Sc	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Hydrology	MS	Science	
UI	6	University Place	Idaho Falls	Chemical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemistry	MS	Science	
UI	6	University Place	Idaho Falls	Chemistry	PhD	Science	
UI	6	University Place	Idaho Falls	Civil Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	BS CompE	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	MS	Engineering	

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UI	6	University Place	Idaho Falls	Computer Science	BS CS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science-Physical Science	BS Env S	Engineering	
UI	6	University Place	Idaho Falls	General Studies	BGS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Geological Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Geology	PhD	Science	
UI	6	University Place	Idaho Falls	Industrial Technology	BS Tech	Education	
UI	6	University Place	Idaho Falls	Industrial Technology Education	MS	Education	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies-Waste Mgt	MS	Graduate	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Systems Engineering	M Engr	Engineering	
UI	2	UI Campus	Moscow	Mining/Metallurgical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Mathematics
UI	2	UI Campus	Moscow	Accountancy	M Acct	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Accounting	BS Bus	Business & Economics	Accounting
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Advanced Materials Design	Certificate		
UI	2	UI Campus	Moscow	Advanced Materials Technology	Certificate		
UI	2	UI Campus	Moscow	Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Advertising	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Air Force Officer Education	at WSU		
UI	2	UI Campus	Moscow	Agroecology, Horticulture and Environmental Quality	BS	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agribusiness	BS Ag Econ	Agricultural & Life Sci	Animal & Veterinary Sciences

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UI	2	UI Campus	Moscow	Agricultural Economics	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Agricultural Economics	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Agricultural Education	BS Ag Ed	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Agricultural Engineering	BS Ag Engr	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Agricultural Systems Management	BS ASM	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Animal Physiology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal & Vet Science-Business	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Dairy Science	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Production	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal & Vet Science-Sci/Pre Vet	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Anthropology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Geotechnics	Certificate		
UI	2	UI Campus	Moscow	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Army Officer Education	No Degree		
UI	2	UI Campus	Moscow	Art	BA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Art	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art Education	BS Art Ed	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Athletic Training	BS PE	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Biochemistry	BS	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	MS	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	PhD	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Ag Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-BioSys Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Env Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Food & Bioprocess Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Soil & Water Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological Sciences	M Nat Sc	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biological Systems Engineering	BS B Sy E	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biology	BA	Science	Biology
UI	2	UI Campus	Moscow	Biology	BS	Science	Biology
UI	2	UI Campus	Moscow	Biology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Business Administration (Executive)	EMBA	Business & Economics	
UI	2	UI Campus	Moscow	Business Econ-Financial Econ	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Business Econ-General	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Cert Only-Advanced	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Elementary	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Secondary	No Degree		

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UI	2	UI Campus	Moscow	CFCS: Child Dev Family Rel	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family Life	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCS: Family/Consumer Sci Ed	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Character Education	Certificate		
UI	2	UI Campus	Moscow	Chemical Engineering	BS ChE	Engineering	Chemical Engineering
UI	2	UI Campus	Moscow	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry-General Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Pre-Medical Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Professional Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Civil Engineering	BS CE	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	Certificate		
UI	2	UI Campus	Moscow	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Clothing, Textiles and Design	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Communication Studies	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Studies	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Systems	Certificate		
UI	2	UI Campus	Moscow	Computer Engineering	BS CompE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	BS CS, BA	Engineering	Computer Science
UI	2	UI Campus	Moscow	Computer Science	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Conservation Social Sciences	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	Ed S Couns-Hum Serv	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Creative Writing	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Crime and Justice Studies	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Crime and Justice Studies	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Curriculum and Instruction	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Dance	BS Dan	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Diversity and Stratification	Certificate		
UI	2	UI Campus	Moscow	Early Childhood Development and Education	BS Eryl Chldhd Dev Ed	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Earth Science	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Ecology and Conservation Biology	BS	Natural Resources	Natural Resources
UI	2	UI Campus	Moscow	Economics	BA	Letters, Arts & Soc Sci	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	BS	Letters, Arts & Soc Sci	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	MS	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Economics-Applied	MS	Agricultural & Life Sci	Agriculture Economics & Rural Sociology
UI	2	UI Campus	Moscow	Education	Ed D	Education	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadership

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UI	2	UI Campus	Moscow	Education	PhD	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadership
UI	2	UI Campus	Moscow	Educational Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	BS EE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Elementary Education	BS Ed	Education	Div of Tchng, Learning & Leadership
UI	2	UI Campus	Moscow	Engineering Management	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	English	BA	Letters, Arts & Soc Sci	English
UI	2	UI Campus	Moscow	English	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entrepreneurship	Certificate	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Environmental Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science	MS	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	PhD	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science-Biological Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Physical Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Social Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Water Science	Certificate		
UI	2	UI Campus	Moscow	Exercise Science and Health	BSPE	Education	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Finance	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Fire Ecology and Management	BS	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Fishery Resources	MS	Natural Resources	Fish & Wildlife
UI	2	UI Campus	Moscow	Food Science	BS FS, PhD	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food Science & Toxicology	PhD	Agricultural & Life Sci	Food Science & Toxicology
UI	2	UI Campus	Moscow	Food/Nutr-Dietetics Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Nutrition Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Foreign Languages	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Computer Science Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Business Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-French Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-German Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Latin Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Spanish Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Classical Studies Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Forest Products	MS	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Business Mgmt	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Forest Operations	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Wood Con Design	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Forest Resources-Business Minor Opt	BS For Res	Natural Resources	Forestry

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UI	2	UI Campus	Moscow	Forest Resources-Forest Ecosystem Mgmt Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources-Science Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	French	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	General Studies	BGS	Letters, Arts & Soc Sci	General Studies
UI	2	UI Campus	Moscow	Geog-Applied Econ Geog Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geog-General Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geog-Mineral Prop/Land Mgt Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geog-Physical Environment Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography-Geog Info Sys Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Phys Sci & Enviro Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Global & Reg Studies Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geol-Environmental Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-General Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Geological Education Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Hydrogeology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geological Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Geology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geol-Structural Geology & Tectonics Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Resource Exploration Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	German	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Geographic Information Systems (GIS)	Certificate		
UI	2	UI Campus	Moscow	Heating, Ventilation, and Air Conditioning Systems	Certificate		
UI	2	UI Campus	Moscow	History	BA	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	BS	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Hydrology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Information Systems	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS IS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MS		
UI	2	UI Campus	Moscow	Interior Design	BFA	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	International Studies	BA	Letters, Arts & Soc Sci	Martin Schoolf International Affairs
UI	2	UI Campus	Moscow	Journalism	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Broadcast News	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-News-Editorial	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-No option	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture

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UI	2	UI Campus	Moscow	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Latin-American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Management and Human Resources	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Marketing	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Marketing-Pro Golf Mgmt	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Materials Science and Engineering	BS MSE	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics - Actuarial Science & Finance Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Computation Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - General Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Scientific Modeling Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Operations Research Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Statistics Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mechanical Engineering	BS ME	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Medical Technology	BS	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Metallurgical Engineering	BS Met E	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology	BS Microbiol	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Molecular Biology and Biotechnology	BS	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Music	M Music	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music Education: Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal-Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theatre	BFA	Letters, Arts & Soc Sci	Music: Theatre & Film
UI	2	UI Campus	Moscow	Music: Business	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Composition	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Instrumental Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Vocal Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Musical Theatre	BFA	Letters, Arts & Soc Sci	Theatre & Film; Music
UI	2	UI Campus	Moscow	NRECB-Conservation Biology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology
UI	2	UI Campus	Moscow	NRECB-Natural Resesources Ecology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology

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

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Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Sec-German	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-History	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Journalism	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Latin	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Mathematics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physical Sciences	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physical Sci-Life Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Political Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Psychology	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Social Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Spanish	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Secondary Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sociology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Sociology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Soil and Land Resources	BS Soil Se	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Soil and Land Resources	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil and Land Resources	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Spanish	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Spanish	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	Ed S Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	Major only option	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Statistics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Structural Engineering	Certificate		
UI	2	UI Campus	Moscow	Studio Art	BFA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Teaching English as a Second Language	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Training & Development	BS Tech	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Training & Development	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Technology Training & Development	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Theatre Arts	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BFA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BS	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Theatre Arts-Performance	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts-Production	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	U of Idaho Leadership Certificate	Certificate		
UI	2	UI Campus	Moscow	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Virtual Technology and Design	BS	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Visual Communication	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Visual Communication	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Water Resources	MS/PhD	Graduate Studies	Water Resources Graduate
UI	2	UI Campus	Moscow	Water Resources and Law	MS/JD	Graduate Studies	Water Resources Graduate

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Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Water Resources and Law	PhD/JD	Graduate Studies	Water Resources Graduate
UI	2	UI Campus	Moscow	Water Resources Engineering	Certificate		
UI	2	UI Campus	Moscow	Wildlife Resources	BS Wildlife Res	Natural Resources	Wildlife Resources
UI	2	UI Campus	Moscow	Wildlife Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Medical Education	MD (WWAMI)	WWAMI	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Contamination Assessment	Certificate		
UI	2	UI Campus	Moscow	Extension Nutrition Program	Certificate		
UI	2	UI Campus	Moscow	Law and Accountancy	JD/M Acct	Law	Law
UI	2	UI Campus	Moscow	Law	JD	Law	Law
UI	2	UI Campus	Moscow	Law and Business Administration	JD/MBA (with WSU)	Law	Law
UI	2	UI Campus	Moscow	Law and Environmental Science	JD/MS	Law	Law
UI	2	UI Campus	Moscow	Restoration Ecology	Certificate		
UI	4	CSI Campus	Twin Falls	Agricultural Science and Technology	BS Ag Sc Tech		
UI	4	CSI Campus	Twin Falls	Family and Consumer Sciences	MS		
UI	4	CSI Campus	Twin Falls	Veterinary Science	MS		

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Idaho State Board of Education

I. GOVERNING POLICIES AND PROCEDURES

A. SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Delivery of Postsecondary Education

April 2005

Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the “Board”) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.

1. Definitions

a. Statewide Mission

A statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution’s responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.

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b. Regional Mission

A regional mission describes an institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

2. Responsibilities Related to Statewide Missions

It is the responsibility of each institution assigned a statewide mission by the Board to assess and ensure the delivery of all statewide mission programs and courses necessary to meet the educational and workforce needs associated with the statewide mission throughout the state.

3. Responsibilities Related to Regional Missions

It is the responsibility of each designated institution within a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) (a "designated institution") to assess and ensure the delivery of all educational programs, courses and services necessary to meet the educational and workforce needs within its primary service region. Delivery of educational programs and services will include the provision of programs and courses that are regional in nature by the designated institution and partnering institutions and the provision of programs and courses that are identified as statewide missions by institutions assigned a statewide mission responsibility.

4. Academic Planning Process

a. General Provisions

- (1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the "Plan"). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.
- (2) Plans will be submitted to the Office of the Idaho State Board of Education ("OSBE") for review and approval by the Idaho State Board of Education (the "Board") in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the "CAO"). Plans will be submitted first to the Council for Academic Affairs and Programs ("CAAP") at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among

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CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:

- (a) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.
- (b) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.
- (3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

b. Statewide Mission Planning Process

(1) Statewide Mission Plan

Each institution assigned a statewide mission will create and maintain a Plan that describes the programs and services to be offered to respond to the workforce and educational needs of the state relating to the institution's statewide mission. Each plan will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution's statewide mission.
- (b) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.
- (c) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.

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(d) A summary of the terms of memorandums of understanding (MOU's), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Statewide Mission Program or Course in a Service Region

If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution's Plan. It is intended that statewide mission programs or courses be included in the designated institution's Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.

(3) MOU with Designated Institution

If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution's Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.

c. Regional Planning Process

(1) Designated Institution Plan

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The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a "partnering institution") to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
 - (b) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
 - (c) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
 - (d) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.
 - (e) A summary of the terms of MOU's, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.
- (2) Program and Course Offerings by Partnering Institutions

If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution's Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in

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the designated institution's Plan. In order to include the program or course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

- (a) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.
- (b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program or course.
- (c) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.

(3) Designated Institution's Opportunity to First Offer a Program or Course if,

- (a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses); or
- (b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering

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institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

d. Program Transitions

In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible, designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.

In the event (i) a statewide mission owning institution intends to develop the capacity to offer a statewide mission program or course within a service region currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively, will identify its intent to develop the program or course in the next update of its eight (8) year Plan.

- (1) In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning institution, or the designated institution, must demonstrate its ability to offer the program or course.
- (2) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing institution a minimum three (3) year transition period (thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing institution wishes to withdraw its program or course region prior to the end of the three (3) year transition period, the withdrawing institution will seek to enter into a transition MOU with the statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or

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designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

e. Discontinuance of Offerings

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year's written notice of withdrawal. The designated institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the statewide mission owning institution be required to provide such offering(s).

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. The partnering institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

f. Existing Programs

Programs and courses being offered by a partnering institution (whether statewide mission owning, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated institution and the partnering institution, subject to the transition and notice periods and requirements set forth above.

g. Applicability of Section III. G. – Instructional Program Approval and Discontinuance

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The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. – Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. – Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.

5. Memorandums of Understanding

a. A memorandum of understanding (“MOU”) is an agreement between two or more institutions offering programs or courses within the same service region that details how such programs and courses will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution’s eight (8) year, academic plan. When a service region is served by more than one institution, an MOU will be developed between such institutions as provided herein and submitted to OSBE for review and approval by the Board.

b. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:

(1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:

(a) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution’s eight (8) year plan.

(b) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the “main” campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized and programs offered by one or more partnering institutions within a service region will be designated as “University Place at (name of municipality).”

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- (c) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.

- (d) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.

6. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs and courses among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth in this Section III, Subsection Z.

7. Resolutions

All disputes relating to items addressed in this policy will be forwarded to the CAO for review. The CAO will prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

8. Reporting

Once annually, OSBE, with appropriate input from the each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOU's.

9. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a corporate entity outside of their designated regional assignment, the contracting institution will notify the designated institutions in the service region and institutions holding a statewide mission, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a designated institution, the Board encourages the contracting institution to include and draw upon the resources of the designated institution insomuch as is possible.

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SUBJECT

Approval of the Temporary and Proposed rules governing the Opportunity Scholarship Program, IDAPA 08.01.13

REFERENCE

November 30 - December 1, 2006 This topic was approved at the November 30, 2006 Board meeting. The Board requested additional information.

January 8, 2007 The Board approved the legislation for the Opportunity Scholarship Program and authorized staff to forward the legislation to the Division of Financial Management.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The Student Aid Taskforce, formed during the summer of 2006 looked at the issue of need-based aid, and studied aid programs from several states. They developed recommendations for Idaho that are aligned with the Board's current efforts at increasing graduation requirements. The taskforce recommended a blend of an early commitment model with a shared responsibility model. The Governor supported the concept of a need-based aid program to provide the financial resources to Idaho students who are economically disadvantaged to close the gap between the estimated costs of attending an eligible Idaho institution and the expected student and family contribution toward the educational costs. The Governor and his staff carried the legislation House Bill 217 was adopted in the 2007 session.

DISCUSSION

The intent is to provide financial resources to prepared Idaho students from economically disadvantaged families to have the opportunity to enroll in and complete a postsecondary education and become productive tax-paying Idahoans. This is a need based financial aid program yet academic eligibility criteria are also included in the selection process.

The legislation required that the state board promulgate rules by August 1, 2007, to determine the academic and financial eligibility consistent with the legislation for the purpose of awarding the Idaho Opportunity Scholarship. In order to begin awarding scholarship funds to deserving students for the 2007-2008 academic year, Board approval for temporary rules is needed.

The opportunity scholarship is renewable for a maximum of eight semesters or four academic years or until baccalaureate degree completion (whichever is less). In order to be eligible for renewal, students must maintain eligibility

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including meeting minimum satisfactory academic progress, remaining enrolled in a minimum of 12 credits/ semester, and completing their Free Application for Federal Student Aid (FAFSA) by the priority date each year.

Since it is unlikely that funding levels will be sufficient to provide financial stipends to all eligible individuals, the rules provide for a selection process that includes financial need and academic criteria as well as application submission date, to prioritize the awarding of Opportunity scholarships. The demonstrated greatest financial need based upon the federal analysis of applicants will be given the highest weight of 70% and academic factors will be weighted at 30%. Students who complete the FAFSA by the priority date of March 1 and submit the other necessary information to the Board or institution will receive priority for initial consideration.

Additional priority for the selection of students will be:

- 1). Renewal of awards for continuing eligible student
- 2). Early applicants from high school
- 3). Other new postsecondary student applicants meeting the financial need and academic requirements, and who apply by the priority date of March 1 will be considered.
- 4). Applicants from all areas who meet the criteria, but who did not apply by the March 1 priority date.

Students who are at least juniors in high school will be eligible to apply. These early applicants will have financial eligibility determined by use of the FAFSA 4caster - a new tool that assists high school students and their parents with an early aid determination. The 4caster data along with the most recent tax returns will be used to determine financial eligibility. Students must meet the academic and financial requirements at the time of early application and upon high school graduation.

Eligible students will be expected to share in the cost of their education and will be required to contribute an amount determined by the State Board of Education. This amount will be based upon factors determined by the Board and a student contribution equivalent to working up to 20 hours/week during the time schools are in session and full-time during summer breaks will form the basis of the determination of the student responsibility. The initial recommendation of the student's responsibility is \$5000.

Students meeting the financial eligibility requirements will likely qualify for the Federal Pell Grant awards. Students will be expected to annually file and use federal grant funding toward the cost of attendance. Students will be expected to file by the March 1 priority date each year, and accept all federal grant aid that is

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offered to them. Federal dollars are critical to assisting students meet the cost of attendance and lowering the gap for students.

For the initial award year of 2007-2008, students will need to be selected from an alternate route. For this first year, eligible participating institutions will submit, to OSBE information on students meeting the residency, financial, and academic eligibility criteria. Institutions will also supply OSBE with details on the students regarding types of aid the student received.

These students will be prioritized using the financial and academic criteria and board staff will begin awarding funds using state "Opportunity dollars" as last dollars. Students and institutions will be advised of the awards and funds will be distributed to the institutions on behalf of the selected students for first semester awards by September 30. Second semester awards will be sent to institutions by January 15. Participating institutions must verify continuing eligibility prior to the distribution of scholarship funds to the student.

State dollars from this program are intended to be "last dollars". The amount of the state scholarship award will not exceed the average cost of tuition at Idaho's four-year public postsecondary educational institutions or the actual tuition at the eligible Idaho postsecondary educational institution the student attends, whichever is less. Statute requires that the Board set the maximum amount of the award and it is recommended that for the initial year that the maximum Opportunity scholarship amount per student be set at \$3000/year.

The legislation establishes the Opportunity Scholarship account through the state treasury which will allow program funds made through appropriations or donations from private citizens or businesses to earn interest and remain available for future Opportunity Scholarship awards.

OSBE will work with the legislature to determine the appropriate amount of funds to be used for administrative costs related to program management, database implementation, maintenance, and to advertise the program on a statewide basis.

IMPACT

This program is funded for the 2007-2008 year with an appropriation of \$1,925,000 for opportunity scholarships. \$75,000 additional appropriation was set for program implementation and administration.

ATTACHMENTS

Attachment 1 – Temporary and Proposed rules governing the Opportunity Scholarship Program	Page 5
Attachment 2 – HB 217 Opportunity Scholarship	Page 15
Attachment 3 – HB 329 Appropriations	Page 21

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Temporary and Proposed rules for the Opportunity Scholarship Program, IDAPA 08.01.13.

BOARD ACTION

A motion to approve the Temporary and Proposed rules governing the Opportunity Scholarship Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

IDAPA 08.01.13
RULES GOVERNING THE IDAHO
OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5605, and 33-5606(2)(c), Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (6-14-07)T

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program. (6-14-07)T

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (6-14-07)T

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (6-14-07)T

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (6-14-07)T

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (6-14-07)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. (6-14-07)T

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (6-14-07)T

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (6-14-07)T

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (6-14-07)T

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (6-14-07)T

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06. Electronic Address. The electronic address of the Board is
www.boardofed.idaho.gov. (6-14-07)T

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3,
Idaho Code. (6-14-07)T

007. – 009. (RESERVED).

010. DEFINITIONS.

01. Educational Costs. Is defined in Section 33-5604(1), Idaho Code and means the
dollar amount determined annually by the state board of education as necessary for student
tuition, fees, room and board, books and such other expenses reasonably related to attendance at
an eligible Idaho postsecondary educational institution. (6-14-07)T

02. Eligible Idaho Postsecondary Educational Institution. Is defined in Section 33-
5604(2), Idaho Code, and means: (6-14-07)T

a. A public postsecondary organization governed or supervised by the state board,
the board of regents of the university of Idaho, a board of trustees of a community college
established pursuant to the provisions of chapter 21, title 33, Idaho Code, or the state board for
professional technical education; or (6-14-07)T

b. Any educational organization located in Idaho which is: (6-14-07)T

i. Operated privately; (6-14-07)T

ii. Classified as not-for-profit under the Idaho Code; (6-14-07)T

iii. Under the control of an independent board and not directly controlled or
administered by a public or political subdivision; and (6-14-07)T

iv. Accredited by an organization recognized by the state board, as provided in
Section 33-2402, Idaho Code. (6-14-07)T

03. Eligible Student. Is defined in Section 33-5604(3), Idaho Code, and means a
student who: (6-14-07)T

a. Is an Idaho resident; (6-14-07)T

b. Has or will graduate from an accredited high school or equivalent in Idaho as
determined by the state board; (6-14-07)T

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c. Has enrolled or applied as a full-time student to an eligible Idaho postsecondary educational institution; and (6-14-07)T

d. Is pursuing an undergraduate degree, certificate, or diploma. (6-14-07)T

04. Financial Eligibility. Is defined in Section 33-5604(4), Idaho Code, and means the extent of a person's inability to meet the educational costs associated with attending an eligible Idaho postsecondary educational institution through a model of shared responsibility, taking into account the required and expected contributions of such person's parents, family and personal resources. (6-14-07)T

05. Grade Point Average or GPA. Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (6-14-07)T

06. Opportunity Scholarship Program. Is defined Section 33-5604(5), Idaho Code and means the scholarship program described in Title 33, Chapter 56, Idaho Code, and these rules. (6-14-07)T

010. – 099. (RESERVED).

100. OBJECTIVES OF THE OPPORTUNITY SCHOLARSHIP PROGRAM.

The legislature has recognized and declared an intent to create a scholarship fund to provide financial resources to Idaho students who are economically disadvantaged to close the gap between the estimated cost of attending an eligible Idaho institution of higher education and the expected student and family contribution toward such educational costs, and to encourage the educational development of such students in eligible Idaho postsecondary educational institutions. These rules set forth academic and financial eligibility requirements and other criteria for purposes of awarding opportunity scholarships. (6-14-07)T

101. ELIGIBILITY.

01. Idaho Resident. An eligible student must be an Idaho resident, as defined in Section 33-3717, Idaho Code, and IDAPA 08.01.04.005.01. (6-14-07)T

02. Undergraduate Student. An eligible student must be pursuing an undergraduate degree, certificate, or diploma. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (6-14-07)T

03. Academic Eligibility. (6-14-07)T

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their GPA. An eligible student's GPA, which will be weighted to equalize secondary and postsecondary academic performance, will constitute thirty percent (30%) of the weighting for the selection of recipients of opportunity scholarships. (6-14-07)T

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b. To be eligible to apply for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (6-14-07)T

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be academically eligible to apply for an opportunity scholarship. (6-14-07)T

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment examination administered by the College Board (ACT), and received a minimum composite score of twenty (20) or better, or the equivalent SAT I assessment examination (SAT I) with an equivalent weighted score, to be academically eligible to apply for an opportunity scholarship. (6-14-07)T

iii. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum grade point average of two point zero (2.0) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. (6-14-07)T

04. Financial Eligibility. (6-14-07)T

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The primary tool that will be used by Opportunity Scholarship Program officials to determine financial need will be the federal Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education to determine eligibility for financial aid and a family's expected contribution to a student's postsecondary education. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA report. (6-14-07)T

b. The financial need factor, as determined by FAFSA, will constitute seventy percent (70%) of the weighting for the selection of recipients of opportunity scholarships. (6-14-07)T

05. Additional Eligibility Requirements. (6-14-07)T

a. A student who has not yet graduated from high school, or its equivalent, in the state of Idaho must be at least in his junior year to be eligible to apply for an opportunity scholarship. (6-14-07)T

b. To be eligible to receive an opportunity scholarship, an eligible student must: (6-14-07)T

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- i. Have taken the ACT assessment examination, or the equivalent SAT I assessment examination, or the Writing Skills, Reading Skills, and Algebra areas of the ACT Compass examination; (6-14-07)T
 - ii. Be enrolled full-time in an eligible Idaho postsecondary educational institution; and (6-14-07)T
 - iii. Be pursuing an undergraduate degree, certificate, or diploma. (6-14-07)T
- c. A student must accept all federal grant aid that is made available to such student to be eligible to receive an Idaho opportunity scholarship. (6-14-07)T
- d. To be eligible to receive an opportunity scholarship, the student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the Opportunity Scholarship Program. (6-14-07)T

06. Student Responsibility. The Board will, by resolution each year, establish the annual amount of the expected student contribution toward his education through employment or other contributions (student responsibility). It is expected that a student will contribute an amount equal to a student working a minimum of twenty (20) hours per week during the time that a postsecondary educational institution is in session, and a minimum of forty (40) hours per week during the summer recess. This expectation will be one of the factors the Board will use to set the amount of student responsibility. The Board may consider other factors as well, such as summer living expenses, and transition time between the academic year and the summer, as examples. (6-14-07)T

102. – 200. (RESERVED).

201. APPLICATION PROCESS (Effective July 1 through December 31, 2007).

01. Initial Applications. (6-14-07)T

a. An eligible student who has enrolled in an eligible Idaho postsecondary educational institution for the 2007 – 2008 academic year, and who completed and submitted the FAFSA on or prior to March 1, 2007, shall be eligible for consideration for an opportunity scholarship award for the 2007 – 2008 academic year. Eligible Idaho postsecondary educational institutions shall transmit to the Board enrolled students who meet the eligibility requirements of these rules. (6-14-07)T

b. After this selection process is performed, eligible students will be contacted by Opportunity Scholarship Program officials and must agree to the terms of the program, including these rules, by signing and electronically submitting an application to the Board. (6-14-07)T

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02. Announcement of Award. Announcement of the award of initial scholarships for the 2007 – 2008 academic year will be made no later than September 30, 2007, with awards to be effective at the beginning of that academic year. (6-14-07)T

03. Communication with State Officials. Applicants for initial scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (6-14-07)T

202. APPLICATION PROCESS (Effective January 1, 2008).

01. Initial Applications. (6-14-07)T

a. An eligible student who has not yet graduated from an accredited high school or its equivalent in the state of Idaho must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. An applicant who is in his junior year must complete and submit the FAFSA 4caster on or prior to March 1 of their junior year. All applicants must complete and submit the FAFSA on or prior to March 1 of his last year of secondary school (including applicants who were secondary school juniors that previously submitted the FAFSA 4caster). (6-14-07)T

b. An eligible student currently enrolled in an eligible Idaho postsecondary educational institution must complete and submit the Opportunity Scholarship Program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked by March 1. A current postsecondary educational institution student must complete and submit the FAFSA on or prior to March 1. (6-14-07)T

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than the first business day after June 15 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. (6-14-07)T

03. Communication with State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Opportunity Scholarship Program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. (6-14-07)T

203. – 200. (RESERVED).

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

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01. Selection Process. The selection of applicants for the receipt of an opportunity scholarship will be based on the availability of funding for the Opportunity Scholarship Program. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (6-14-07)T

a. Applicants will be ranked to determine the eligible students with the greatest demonstrated financial need, based on the financial eligibility requirements of these rules, and the eligible students with the highest quantified academic ranking, based on the academic eligibility requirements of these rules. The ranking of applicants will be based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (6-14-07)T

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules. (6-14-07)T

03. Monetary Value of the Opportunity Scholarship. (6-14-07)T

a. The Board will, by resolution each year, establish the maximum annual amount that a student may receive under the Opportunity Scholarship Program. In addition, the Board will, by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the Opportunity Scholarship Program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution. (6-14-07)T

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (6-14-07)T

i. The amount of the assigned student responsibility, established by the Board annually; (6-14-07)T

ii. The amount of federal grant aid, as identified by the federal Student Aid Report (SAR); (6-14-07)T

iii. The amount of other financial aid awarded the student, from private or other sources. (6-14-07)T

c. The amount of an opportunity scholarship award to an individual student shall not exceed the maximum amount established by the Board annually, and shall not exceed the cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition or matriculation fees at Idaho's public four-year postsecondary educational institutions. (6-14-07)T

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301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (6-14-07)T

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to one (1) educational year or equivalent for attendance at an eligible Idaho postsecondary educational institution. (6-14-07)T

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (6-14-07)T

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (6-14-07)T

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of an opportunity scholarship must be submitted to the Board electronically by the date established on the application, but not later than January 31. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than January 31. In addition, a scholarship recipient must update and submit the FAFSA on or prior to March 1. (6-14-07)T

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have completed a minimum of twelve (12) credit hours or its equivalent each semester that the student received an opportunity scholarship award. (6-14-07)T

03. Satisfactory Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (6-14-07)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

04. Maximum Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (6-14-07)T

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll. (6-14-07)T

303. – 399. (RESERVED).

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day of each academic term. Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (6-14-07)T

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (6-14-07)T

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (6-14-07)T

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (6-14-07)T

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (6-14-07)T

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (6-14-07)T

401. ADMINISTRATION.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

The Board is responsible for: (6-14-07)T

- a. Releasing any public information regarding the Opportunity Scholarship Program; (6-14-07)T
- b. Determination of scholarship recipients; (6-14-07)T
- c. Determination of procedures for payment of scholarships to recipients; (6-14-07)T
- d. Maintaining fiscal controls and accounting procedures; (6-14-07)T
- e. Preparing annual reports as required, and (6-14-07)T
- f. Authorizing release of all forms, affidavits, and certification necessary for the operation of the program. (6-14-07)T

402. – 500. (RESERVED).

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the opportunity scholarship applicant or recipient believes the decision should be changed. The appeal must be submitted to the President of the Board. The Board must acknowledge receipt of the appeal within seven (7) days. The President of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (6-14-07)T

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the President of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (6-14-07)T

02. Subcommittee Recommendations. Following the subcommittee's decision, the President of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the President of the Board, be permitted to make a presentation to the Board. (6-14-07)T

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the. (6-14-07)T

502. – 999. (RESERVED).

HOUSE BILL NO. 217View [Bill Status](#)View [Bill Text](#)View [Statement of Purpose / Fiscal Impact](#)

Text to be added within a bill has been marked with Bold and Underline. Text to be removed has been marked with Strikethrough and Italic. How these codes are actually displayed will vary based on the browser software you are using.

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~~*This sentence is marked with strikethrough and italic, indicating text to be removed.*~~

Bill Status

H0217.....by EDUCATION
IDAHO OPPORTUNITY SCHOLARSHIP ACT - Adds to existing law to provide for the Idaho Opportunity Scholarship Act; to state legislative intent; to provide for academic and financial eligibility; to provide for an application process; to provide for an awards process; to provide for application criteria; to provide for the amount and duration of awards; to provide for procedure in the event of ineligibility; and to create and provide for an opportunity scholarship program account.

02/20 House intro - 1st rdg - to printing

02/21 Rpt prt - to Educ

02/26 Rpt out - rec d/p - to 2nd rdg

02/27 2nd rdg - to 3rd rdg

03/01 Ret'd to Educ

03/15 Rpt out - rec d/p - to 3rd rdg

03/16 3rd rdg - PASSED - 64-4-2

AYES -- Anderson, Andrus, Bayer, Bedke, Bell, Bilbao, Black, Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew, Clark, Collins, Crane, Durst, Edmunson, Eskridge, Hagedorn, Hart, Henbest, Henderson, Jaquet, Killen, King, Kren, Labrador, LeFavour, Loertscher, Luker, Marriott, Mathews, Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Sayler, Schaefer, Shepherd(2), Shirley, Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Trail, Vander Woude, Wills, Wood(27), Wood(35), Mr. Speaker

NAYS -- Barrett, Harwood, Shepherd(8), Thayn

Absent and excused -- Lake, McGeachin

Floor Sponsors - Nonini & Trail

Title apvd - to Senate

03/19 Senate intro - 1st rdg - to Educ

03/20 Rpt out - rec d/p - to 2nd rdg

03/21 2nd rdg - to 3rd rdg

03/22 3rd rdg - PASSED - 28-7-0

AYES -- Andreason, Bastian, Bilyeu, Broadsword, Burkett, Cameron, Coiner, Corder, Darrington, Davis, Gannon, Geddes, Goedde, Hammond, Heinrich, Hill, Jorgenson, Kelly, Langhorst, Little, Lodge, Malepeai, McGee, McKenzie, Richardson, Schroeder, Stennett, Werk

NAYS -- Bair, Fulcher, Keough, McKague, Pearce, Siddoway, Stegner

Absent and excused -- None

Floor Sponsors - Bastian & Burkett

Title apvd - to House

03/22 To enrol - Rpt enrol - Sp signed

03/23 Pres signed

03/26 To Governor

http://search.state.id.us/search97cgi/s97_cgi.exe?action=View&VdkVgwKey=http%3A%2F%2Fwww3%... 5/24/2007

03/29 Governor signed
Session Law Chapter 259
Effective: 07/01/07

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 217

BY EDUCATION COMMITTEE

AN ACT

RELATING TO SCHOLARSHIPS; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A
NEW CHAPTER 56, TITLE 33, IDAHO CODE, TO PROVIDE A SHORT TITLE, TO STATE
LEGISLATIVE INTENT, TO PROVIDE FOR THE PURPOSES OF THE CHAPTER, TO DEFINE
TERMS, TO PROVIDE FOR ACADEMIC AND FINANCIAL ELIGIBILITY, TO PROVIDE FOR
AN APPLICATION PROCESS, TO PROVIDE FOR APPLICATION CRITERIA, TO PROVIDE
FOR AN AWARDS PROCESS, TO PROVIDE FOR THE AMOUNT AND DURATION OF AWARDS,
TO PROVIDE FOR PROCEDURE IN THE EVENT OF INELIGIBILITY AND TO CREATE AND
PROVIDE FOR AN OPPORTUNITY SCHOLARSHIP PROGRAM ACCOUNT.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended
by the addition thereto of a NEW CHAPTER, to be known and designated as Chap-
ter 56, Title 33, Idaho Code, and to read as follows:

CHAPTER 56

IDAHO OPPORTUNITY SCHOLARSHIP PROGRAM

33-5601. SHORT TITLE. This act shall be known and cited as the "Idaho
Opportunity Scholarship Act."

33-5602. LEGISLATIVE INTENT. It is the intent of the legislature to cre-
ate a scholarship fund to provide financial resources to Idaho students who
are economically disadvantaged to close the gap between the estimated cost of
attending an eligible Idaho institution of higher education and the expected
student and family contribution toward such educational costs, and to encour-
age the educational development of such students in eligible Idaho post-
secondary educational institutions.

33-5603. PURPOSES. The purposes of this chapter are to:

- (1) Increase the opportunity for economically disadvantaged Idaho stu-
dents to attend postsecondary educational institutions within Idaho;
- (2) Reduce the financial burden on eligible students and their families
who want to attend eligible postsecondary educational institutions within
Idaho;
- (3) Recognize the individual benefit of education to students and provide
resources to finance their postsecondary education;
- (4) Recognize that all Idaho citizens benefit from an educated citizenry,
and provide funding to assist with educational costs of participants; and
- (5) Increase individual economic vitality and improve the overall quality
of life for many of Idaho's citizens.

33-5604. DEFINITIONS. As used in this chapter:

- (1) "Educational costs" means the dollar amount determined annually by

39 the state board of education as necessary for student tuition, fees, room and

2

1 board, books and such other expenses reasonably related to attendance at an
2 eligible Idaho postsecondary educational institution.

3 (2) "Eligible Idaho postsecondary educational institution" means:

4 (a) A public postsecondary organization governed or supervised by the
5 state board, the board of regents of the university of Idaho, a board of
6 trustees of a community college established pursuant to the provisions of
7 chapter 21, title 33, Idaho Code, or the state board for professional-
8 technical education; or

9 (b) Any educational organization located in Idaho which is:

10 (i) Operated privately;

11 (ii) Classified as not-for-profit under the Idaho Code;

12 (iii) Under the control of an independent board and not directly con-
13 trolled or administered by a public or political subdivision; and

14 (iv) Accredited by an organization recognized by the state board, as
15 provided in section 33-2402, Idaho Code.

16 (3) "Eligible student" means a student who:

17 (a) Is an Idaho resident;

18 (b) Has or will graduate from an accredited high school or equivalent in
19 Idaho as determined by the state board;

20 (c) Has enrolled or applied as a full-time student to an eligible Idaho
21 postsecondary educational institution; and

22 (d) Is pursuing an undergraduate degree, certificate or diploma.

23 (4) "Financial eligibility" means the extent of a person's inability to
24 meet the educational costs associated with attending an eligible Idaho post-
25 secondary educational institution through a model of shared responsibility,
26 taking into account the required and expected contributions of such person's
27 parents, family and personal resources.

28 (5) "Opportunity scholarship program" means the scholarship program
29 described in this chapter and in the rules established by the state board.

30 (6) "State board" means the state board of education.

31 33-5605. ACADEMIC AND FINANCIAL ELIGIBILITY. The state board shall pro-
32 mulgate rules by August 1, 2007, to determine academic and financial eligibil-
33 ity consistent with this section for the purpose of awarding the Idaho oppor-
34 tunity scholarship.

35 33-5606. APPLICATION PROCESS. (1) The state board shall promulgate rules
36 by August 1, 2007, to establish a process and application form for eligible
37 students to apply for an opportunity scholarship.

38 (2) When applying for an opportunity scholarship an eligible student
39 must:

40 (a) Apply or have applied for federal and state student financial assis-
41 tance available to an eligible student who will attend, or is enrolled in
42 an eligible Idaho postsecondary educational institution;

43 (b) Submit to the state board all of the information and documentation
44 required to demonstrate his or her financial eligibility under this chap-
45 ter, and any other information and documentation the state board may
46 require to determine the applicant's eligibility for an opportunity schol-
47 arship under this chapter; and

48 (c) Meet any other minimum criteria established by the state board in
49 rule.

50 33-5607. SELECTION PROCESS -- AMOUNT OF AWARDS -- CONDITIONS. (1) The
51 state board shall promulgate rules by August 1, 2007, consistent with this
52 section, to determine:

3

1 (a) How eligible students will be selected to receive the Idaho opportu-
2 nity scholarship; and

3 (b) When the scholarship award will occur.

4 (2) Funds that are available for the opportunity scholarship program
5 shall be used to provide scholarships based on a sharing of responsibility
6 between the scholarship recipient and his or her family, the federal govern-
7 ment and the participating eligible Idaho postsecondary educational institu-
8 tion that the recipient attends for covering the educational costs for atten-
9 dance.

10 (3) The opportunity scholarship award shall not exceed the actual educa-
11 tional costs at the eligible Idaho postsecondary educational institution that
12 the student attends. The amount of scholarship for attendance on a full-time
13 basis shall not exceed the recognized educational costs, after deducting the
14 following:

15 (a) The assigned student/family responsibility, in an amount to be deter-
16 mined by the state board; and

17 (b) The amount of any other public or private scholarships or grants
18 which the applicant receives.

19 (4) Any scholarship awarded under this chapter shall not exceed the
20 equivalent of eight (8) semesters or the equivalent of four (4) academic
21 years. An eligible Idaho postsecondary educational institution participating
22 in this program shall be required to submit statements of continuing student
23 eligibility to the state board, which shall include verification that the stu-
24 dent is still enrolled, attending full time, maintaining satisfactory academic
25 progress and has not exceeded the award eligibility terms.

26 (5) Grant payments shall correspond to academic terms, semesters, quar-
27 ters or equivalent time periods at an eligible Idaho postsecondary educational
28 institution. In no instance may the entire amount of a grant be paid to or on
29 behalf of such student in advance.

30 (6) If an eligible student, scholarship applicant or scholarship recipi-
31 ent becomes ineligible to participate in the opportunity scholarship program
32 under this chapter or the rules established by the state board, then the eli-
33 gible student may reapply at any time for further consideration under this
34 chapter.

35 (7) If an eligible student becomes ineligible for a scholarship under
36 this chapter, or if a student discontinues attendance before the end of any
37 semester, quarter, term or equivalent, covered by the grant after receiving
38 payment under this chapter, the eligible Idaho postsecondary educational
39 institution shall remit, up to the amount of any payments made under this
40 grant, any prorated tuition, fees or room and board balances to the state
41 board. The student shall be required to remit, up to the amount of any other
42 reasonable grant balances, such grant balances to the state board. In the
43 event of extreme hardship as determined by the state board, a student may
44 request waiver of remittance.

45 33-5608. OPPORTUNITY SCHOLARSHIP PROGRAM ACCOUNT. (1) There is hereby
46 created an account in the state treasury to be designated the "opportunity
47 scholarship program account."

48 (2) The account shall consist of moneys appropriated to the account by
49 the legislature, moneys contributed to the account from other sources, and
50 the earnings on such moneys. The executive director of the state board may
51 receive on behalf of the state board any moneys or real or personal property
52 donated, bequeathed, devised or conditionally granted to the state board for
53 purposes of providing funding for such account. Moneys received directly or
54 derived from the sale of such property shall be deposited by the state trea-

4

1 surer in the account.

2 (3) Earnings from moneys in the account or specified gifts shall be dis-
3 tributed annually to the state board to implement the opportunity scholarship
4 program as provided for under this chapter.

5 (4) All moneys placed in the account and earnings thereon are hereby per-
6 petually appropriated to the state board for the purpose described in subsec-
7 tion (3) of this section. All expenditures from the account shall be paid out
8 in warrants drawn by the state controller upon presentation of the proper

9 vouchers. Up to five percent (5%) of the annual earnings distribution to the
10 state board, but not to exceed seventy-five thousand dollars (\$75,000), may be
11 used by the state board annually for administrative costs related to the
12 implementation of the provisions of this chapter.

13 (5) Allowable administrative costs include, but are not limited to, oper-
14 ating expenses for the implementation and maintenance of a database, operating
15 expenses to administer the program, personnel costs necessary to administer
16 the program and costs related to promoting awareness of the program.

17 (6) Pending use, surplus moneys in the account shall be invested by the
18 state treasurer in the same manner as provided under section 67-1210, Idaho
19 Code. Interest earned on the investments shall be returned to the account.

Statement of Purpose / Fiscal Impact

REPRINT REPRINT REPRINT REPRINT

STATEMENT OF PURPOSE

RS 17067

The purpose of this legislation is to create a scholarship fund to be administered by the Idaho State Board of Education for post secondary education. This scholarship fund will be used to provide "last dollar" financial resources to eligible Idaho students who are economically disadvantaged.

The goal of this bill is to provide an opportunity for academically qualified and economically challenged Idaho students to obtain a post secondary education by reducing the financial burdens associated with that education.

FISCAL NOTE

There is no impact to the General Fund.

Contact

Name: David Hensley/Karen McGee, Office of the Governor
Phone: 334 2100

Representatives Nonini, Shirley, Trail, Bradford, Block, Snodgrass, Patrick, Chadderdon, Mathews, Jaquet, Boe, Pence, Chavez, Durst, Shively, Bock, Chew, Henbest, Killen, King, LeFavour, Pasley-Stuart, Ringo, Ruchti, Rusche, Sayler, Shepherd(2)

Senators Andreason, Bastian, Schroeder, Stennett, Coiner, Malepaeai, Gannon, McGee

STATEMENT OF PURPOSE/FISCAL NOTE

H 217

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HOUSE BILL NO. 329View [Bill Status](#)View [Bill Text](#)View [Statement of Purpose / Fiscal Impact](#)

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This sentence is marked with bold and underline to show added text.

~~*This sentence is marked with strikethrough and italic, indicating text to be removed.*~~

Bill Status

H0329.....by APPROPRIATIONS
 APPROPRIATIONS - Appropriates an additional \$10,000,000 to the State Board of Education for scholarships and grants for fiscal year 2008; appropriates an additional \$1,925,000 to the State Board of Education for Special Programs for scholarships and grants for fiscal year 2008; provides legislative intent regarding the Idaho Opportunity Scholarship; appropriates \$75,000 to the Office of the State Board of Education; and provides legislative intent regarding start-up and implementation of the Idaho Opportunity Scholarship.

03/22 House intro - 1st rdg - to printing

03/23 Rpt prt - to 2nd rdg

03/26 2nd rdg - to 3rd rdg

Rls susp - PASSED - 59-9-2

AYES -- Andrus, Bedke, Bell, Bilbao, Black, Block, Bock, Boe, Bolz, Brackett, Bradford, Chadderdon, Chavez, Chew, Clark, Collins, Crane, Durst, Edmunson, Eskridge, Henbest, Henderson, Jaquet, Killen, King, Kren, Labrador, LeFavour, Luker, Marriott, Mathews, Mortimer, Moyle, Nielsen, Nonini, Pasley-Stuart, Patrick, Pence, Raybould, Ring, Ringo, Roberts, Ruchti, Rusche, Saylor, Schaefer, Shepherd(2), Shirley, Shively, Smith(30), Smith(24), Snodgrass, Stevenson, Thayn, Trail, Wills, Wood(27), Wood(35), Mr. Speaker

NAYS -- Barrett, Bayer, Hart, Harwood, Lake, Loertscher, McGeachin, Shepherd(8), Vander Woude

Absent and excused -- Anderson, Hagedorn

Floor Sponsor - Bolz

Title apvd - to Senate

03/26 Senate intro - 1st rdg - to Fin

03/27 Rpt out - rec d/p - to 2nd rdg

Rls susp - PASSED - 26-7-2

AYES -- Andreason, Bastian, Bilyeu, Broadsword, Burkett(Cronin), Cameron, Coiner, Corder, Darrington, Davis, Gannon, Geddes, Goede, Hammond, Heinrich, Hill, Kelly, Langhorst, Little, Lodge, Malepeai, McGee, Richardson, Schroeder, Stennett, Werk(Douglas)

NAYS -- Bair, Fulcher, Jorgenson, Keough, McKague, Siddoway, Stegner

Absent and excused -- McKenzie, Pearce

Floor Sponsor - Hammond

Title apvd - to House

03/27 To enrol - Rpt enrol - Sp signed

03/28 Pres signed - To Governor

04/02 Governor signed

Session Law Chapter 348

Effective: 07/01/07

Bill Text

]]]] LEGISLATURE OF THE STATE OF IDAHO]]]]
Fifty-ninth Legislature First Regular Session - 2007

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 329

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING ADDITIONAL ONE-TIME MONEYS TO THE STATE BOARD OF EDUCATION FOR SPECIAL PROGRAMS FOR FISCAL YEAR 2008; APPROPRIATING ADDITIONAL ONGOING MONEYS TO THE STATE BOARD OF EDUCATION FOR SPECIAL PROGRAMS FOR FISCAL YEAR 2008; PROVIDING FOR THE USE OF FUNDS; APPROPRIATING ADDITIONAL MONEYS FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2008; AND EXPRESSING LEGISLATIVE INTENT REGARDING USE OF FUNDS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education for Special Programs for Scholarships and Grants, \$10,000,000, one-time, for trustee and benefit payments from the General Fund for the period July 1, 2007, through June 30, 2008. These moneys shall be deposited into the Opportunity Scholarship Program Account as established in House Bill No. 217, as enacted by the First Regular Session of the Fifty-ninth Idaho Legislature, for the purpose of creating the corpus of said account. Earnings therefrom shall be distributed annually as prescribed by law and subject to the conditions set forth in Section 3 of this act.

SECTION 2. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education for Special Programs for Scholarships and Grants, \$1,925,000, ongoing, for trustee and benefit payments from the General Fund for the period July 1, 2007, through June 30, 2008. These moneys shall be used for the Idaho Opportunity Scholarship subject to the conditions set forth in Section 3 of this act.

SECTION 3. When awarding the Idaho Opportunity Scholarship, the State Board of Education shall give first priority to all eligible students attending eligible public postsecondary institutions. Any remaining scholarship funds may be made available to other eligible students attending eligible private, not-for-profit, postsecondary institutions.

SECTION 4. In addition to any other appropriation provided by law, there is hereby appropriated to the Office of the State Board of Education the following amount to be expended according to the designated expense classes from the listed fund for the period July 1, 2007, through June 30, 2008:

Table with 2 columns: Expense Class and Amount. Rows include Personnel Costs (\$20,000), Operating Expenditures (\$55,000), TOTAL (\$75,000), FROM: General Fund (\$75,000).

SECTION 5. It is legislative intent that the moneys appropriated in Sec-

1 tion 4 of this act may be used by the Office of the State Board of Education
2 for administrative costs related to the start-up and implementation of the
3 Idaho Opportunity Scholarship.

Statement of Purpose / Fiscal Impact

Statement of Purpose RS17201C1

This is a fiscal year 2008 trailer appropriation bill to H217 to provide funding for the Idaho Opportunity Scholarship.

Fiscal Note

The fiscal impact to the General Fund is as follows:

Scholarship Corpus: \$10,000,000 (one-time)

Scholarships: \$1,925,000 (ongoing)

Administrative Costs: \$75,000 (ongoing)

Total: \$12,000,000

Contact: Matt Freeman 334-4740
Legislative Services Office, Budget & Policy Analysis
Statement of Purpose/Fiscal Note

Bill No. H329

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

University of Washington School of Medicine Committee on Admissions for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Program.

REFERENCE

August 10-11, 2006 The Idaho WWAMI Admissions Committee had all of its members leave in 2006. Dr. McLandress completed his term, Dr. Scheel and Dr. Dardis decided to step down from the committee for family reasons. Three new members for the WWAMI Admissions committee were approved. Dr. Roger Boe for a single one-year term, Dr. David Anderson for a two-year term renewable for a second three-year term, Dr. Peter Kozisek for a three-year term renewable for a second three-year term.

BACKGROUND

Three Idaho physicians serve on the University of Washington School of Medicine Committee on Admissions for the WWAMI program. Idaho physicians serving on the most recent admissions committee are Dr. Roger Boe of Pocatello, Dr. David Anderson of Idaho Falls and Dr. Peter Kozisek of Boise.

DISCUSSION

The Idaho WWAMI Admissions Committee consists of three physicians from the state of Idaho who interview Idaho students interested in attending the University of Washington School of medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the Committee.

During the 2007 Admissions process, there were 150 Idaho applicants to the WWAMI program, 99 of whom were interviewed. The Idaho WWAMI Admissions Committee requested to increase the number of members on the Admissions Committee to four members because of the large number of interviews completed this year. The University of Washington School of Medicine approved having a fourth member on the Idaho WWAMI Admissions Committee.

Announcements were made for the two open positions through the Idaho Medical Association's mailings and web page, the Idaho Academy of Family Physician's mailings and web page, the Idaho Hospital Association's newsletter and within medical staff newsletters among Idaho's hospitals. There were seven physicians initially interested in these two positions. The Nominating Committee for the Idaho WWAMI Admissions Committee consisted of the first-year Idaho WWAMI Director, Idaho Clinical Coordinator, Idaho State Board of Education's Chief Academic Officer for Higher Education, and a member of the Idaho Medical Association Committee on Medical Education Affairs. The Nominating Committee

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

reviewed the applications and conducted interviews. The Nominating Committee identified the following Idaho physicians to serve on the Idaho WWAMI Admissions Committee for the University of Washington School of Medicine for the entering medical student class of 2008 (E-08):

- David Anderson, M.D. Term July 2006 – June 2008
- Peter Kozisek, M.D. Term July 2006-June 2009
- Jennifer Garwick, M.D. Term July 2007 – June 2009
- Mary Barinaga, M.D. Term July 2007 – June 2010

A brief description of the process for Filling Vacancies to the University Of Washington School Of Medicine Committee on Admissions for the WWAMI Program has also been provided.

Dr. David R. Anderson resides in Idaho Falls and is currently the Medical Director for the Eye Clinic of Idaho Falls. He earned his B.S. degree in Zoology at Washington State University, and his M.D. at the Oregon Health Sciences University. He did his internship and residency at Ochsner Foundation Hospital in New Orleans, Louisiana. His specialty is in Ophthalmology. He is currently on the medical staff of the Eastern Idaho Regional Medical Center in Idaho Falls. He has served as an officer/member of the Idaho Society of Ophthalmology, the Idaho Falls Medical Society, the Idaho Medical Association, and the Idaho State Board of Medicine, and was a Councilor for Idaho for the American Academy of Ophthalmology. Dr. Anderson has served on several professional committees and is an active member of the Idaho Falls community.

Dr. Peter Kozisek resides in Boise and is currently the Associate Director of the Family Medicine Residency of Idaho. He earned his B.A. degree in Chemistry from the University of Northern Colorado and his M.D. from Creighton University School of Medicine. His residency was completed at the University of Wyoming Family Practice Residency at Cheyenne, Wyoming. He has practiced medicine in Montana, Wyoming, and Idaho and he served as an Assistant Professor at the University of Wyoming Family Practice Residency Program.

Dr. Mary Barinaga resides in Worley, Idaho and practices family medicine at the Benewah Medical Center in Plummer, Idaho. She earned her B.S. in Zoology from Albertson College of Idaho in Caldwell, Idaho. She was an Idaho WWAMI medical student and earned her M.D. degree from the University of Washington School of Medicine in 1995. Dr. Barinaga precepts residents on their rural community rotation from the Family Medicine Residency of Idaho as well as medical students on their Rural/Underserved Opportunities Program from the University of Washington School of Medicine.

Dr. Jennifer Garwick resides in Bonners Ferry, Idaho. She practices family medicine at the Boundary Regional Community Health Center in Bonners Ferry.

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Dr. Garwick received her B.S. in Sports Medicine from Willamette University. She was an Alaska WWAMI medical student and earned her M.D. degree from the University of Washington School of Medicine in 2001. She is the current Medical Director of the Boundary Regional Community Health Center. Dr. Garwick precepts residents on their rural community rotation from the Family Medicine Residency of Idaho as well as medical students on their Rural/Underserved Opportunities Program from the University of Washington School of Medicine.

IMPACT

A total of 80 Idaho students receive medical education through the WWAMI program each year.

ATTACHMENTS

Attachment 1 – UWSM Idaho Admissions Committee Nomination Letter Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Drs. Boe, Anderson and Kozisek were the only remaining applicants at the time of the nominating committee meeting and therefore, were the only applicants considered. Physicians serving on the Committee must commit to two full weeks to conduct interviews and participate in the selection of medical school students. This significant time and financial commitment is a factor which was identified as a reason for applicants removing themselves from consideration in serving on the Committee. Staff recommends the approval of the revised rotating schedule of three-year terms for the University Of Washington School Of Medicine Committee on Admissions to include Dr. Roger Boe, Dr. David Anderson, and Dr. Peter Kozisek.

BOARD ACTION

A motion to approve increasing the committee to a four-member committee and appointments of Dr. David Anderson, Dr. Peter Kozisek, Dr. Jennifer Garwick, and Dr. Mary Barinaga as Idaho members of the Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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UW Medicine
SCHOOL OF MEDICINE

WWAMI (IDAHO) OFFICE FOR CLINICAL MEDICAL
EDUCATION

June 4, 2007

Dwight Johnson
Idaho State Board of Education
650 W. State St., P.O. Box 83720
Boise, ID 83720-0037
Via E-mail: dwight.johnson@osbe.idaho.gov

Dear Mr. Johnson,

The Idaho Admissions Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho Clinical Coordinator, Idaho State Board of Education's Chief Academic Officer of Higher Education, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2007.

NAME	TERM	2 nd TERM
David Anderson, M.D.	July 2006 – June 2008	July 2008 - June 2011
Peter Kozisek, M.D.	July 2006 – June 2009	July 2009 - June 2012
Jennifer Garwick, M.D.	July 2007 – June 2009	July 2009 – June 2012
Mary Barinaga, M.D.	July 2007 – June 2010	July 2010 – June 2013

Please see attached C.V.'s. Thank you.

Yours sincerely,



Suzanne Allen, M.D., M.P.H.
Assistant Dean, Regional Affairs and Rural Health
WWAMI Clinical Coordinator – Idaho
Clinical Associate Professor, Department of Family Medicine

Attachments

Suzanne Allen, MD, MPH, Assistant Dean for Regional Affairs and Rural Health & WWAMI Clinical Coordinator-Idaho
Dana L. Ellis, Administrator/Program Operations
UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
WWAMI (Idaho) Office for Clinical Medical Education
777 North Raymond Street Boise, Idaho 83704 (208)327-0641 Fax (208)327-0684
suzaalle@u.washington.edu danae@u.washington.edu

Curriculum Vitae
MARY E. BARINAGA, M.D.
21651 South Lakeview Drive
Worley, Idaho 83876
(208)667-1204
rigby.barinaga@verizon.net



EDUCATION/RESIDENCY

Family Practice Residency of Idaho, Inc., Boise, ID, July 1995-June 1998
University of Washington School of Medicine, M.D., 1995
Albertson College of Idaho, B.S. in Zoology, summa cum laude, 1991

LICENSURE/CERTIFICATION

Idaho State Board of Medicine, M-7054
Washington State Board of Medicine, 025209-MD00036315
U.S. Drug Enforcement Administration, BB5071927
Idaho State Board of Pharmacy, Controlled Substance Registration, CS6895
Advanced Cardiac Life Support, 2006
American Board of Family Practice Recertification, 2005

HOSPITAL AFFILIATION HISTORY

Deaconess Medical Center, Spokane, WA, Sept. 2001-Current
Sacred Heart Medical Center, Spokane, WA, Sept 2001-Current
Benewah Community Hospital, St. Maries, ID, June 2001-2003
St. Alphonsus Regional Medical Center, Boise, ID, July 1995-1998
St. Luke's Regional Medical Center, Boise, ID, July 1995-June 1998
Veteran's Administration Medical Center, Boise, ID, July 1995-1998

EMPLOYMENT

September 1998-Current: Family Physician at Benewah Medical Center,
Plummer, ID

July 1995-June 1998: Internship/Residency at Family Practice Residency of
Idaho, Boise, ID

TEACHING/MEDICAL VOLUNTEER EXPERIENCE

Preceptor: Rural/Underserved Opportunities Program (R/UOP), 2003-Current

Preceptor: Medical students and Family Medicine Residents, 1998-Current

Volunteer Physician, St. Maries Volunteer Clinic, St. Maries, ID, 2001-2003

Volunteer Physician, Ironman Triathlon, Coeur d' Alene, ID, 2005

RESEARCH

1999-2002: Collaborated on a quality-improvement study with NIH and University of Washington on Pediatric Asthma Care Among Northwest Tribal Clinics.

1994: Authored "Effect of Early Clinical Experiences on Specialty Choice, presented to WWAMI Conference of University of Washington School of Medicine

1990-1991: University of Idaho Veterinary Medicine Research Center, Caldwell, ID. Collaborated on development of rabbit antiserum against bighorn sheep Pathogen

PROFESSIONAL MEMBERSHIPS

American Academy of Family Physicians
Idaho Academy of Family Physicians—Board Member 2006-Current
Spokane County Medical Society

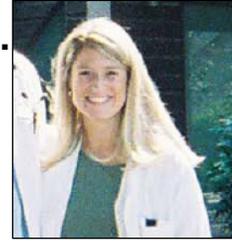
REFERENCES

Dr. Geoff Emry, Medical Director, Benewah Medical Center, Plummer, ID
(208)686-1931

Ginger Carpenter, CEO, Benewah Medical Center, Plummer, ID,
(208)686-1931

Catherine J. Reynolds, MD, Family Physician, 12273 W. McMillan Rd, Boise, ID
83713, (208)367-6330

JENNIFER (FELLERS) GARWICK, M.D.



Contact Information:

HC 85 Box 8428
Bonners Ferry, Idaho 83805
jgarwick@brchc.org
(208) 267-5815 Home
(208) 267-1718 Office
(208) 267-9197 Fax
(208) 255-6082 Cell

Education:

- Family Practice Residency of Idaho, 2001-2004
- University of Washington School of Medicine (Alaska WWAMI), M.D., 1997-2001
- Willamette University, B.S., Sports Medicine, 1990-1994

Licensure & Certifications:

- American Board of Family Practice
- Neonatal Resuscitation Program
- Advanced Cardiac Life Support
- United States Drug Enforcement Administration
- Idaho State Board of Pharmacy
- Advanced Life Support in Obstetrics
- S.T.A.B.L.E.

Honors & Awards:

- National Health Service Corps Scholar, 1997-2001
- Municipality of Anchorage Parks & Recreation Outstanding Leader of the Year, 1994
- Willamette University Honors Scholar, 1992-1994

Professional Experience:

- Medical Director, Boundary Regional Community Health Center, 10/2006-present
- Staff Physician, Boundary Regional Community Health Center, 08/2004-present
- Attending Physician, Boundary Community Hospital, 08/2004-present
- Family practice resident, Family Practice Residency of Idaho, 2001-2004
- Medical mission trip team member, Limon, Honduras, 2001
- Alaska rural health experience participant, Metlakatla, Alaska, 1998
- Physical therapy aide, Anchorage Fracture & Orthopedic Clinic, 1995-1997
- Live-in home care provider, Anchorage, Alaska, 1994-1995
- Recreation specialist, Municipality of Anchorage Parks & Recreation, 1993-1995

Research Experience:

“A Comprehensive Investigation of Mammography Accuracy and Outcomes at Alaska Native Medical Center From 1994 through 1997,” University of Washington School of Medicine Independent Study in Medical Science, 2001, “Honors”

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Professional Society Memberships:

- Idaho Academy of Family Physicians, 2001-present
- Idaho Medical Association, 2001-present
- American Academy of Family Physicians, 1997-present
- American Medical Association, 1997-2004
- Washington Academy of Family Physicians, 1998-2001

Personal Interests & Activities:

- Federal Aviation Administration licensed private pilot, 1993
- Outdoor recreation
- Travel

References:

- Available on request

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**Idaho WWAMI Admissions Committee
Membership Rotation Schedule**

Interview E-2007			Interview E-2008			Interview E-2009			Interview E-2010			Interview E-2011		
<i>Name</i>	<i>Term</i>	<i>Year</i>												
Boe, Ch	Final	Final												
Anderson	1 st	2 nd	Anderson, Ch	1 st	3 rd	Anderson, Ch	2 nd	1 st	Anderson, Ch	2 nd	2 nd	Anderson, Ch	Final	Final
Kozisek	1 st	1 st	Kozisek	1 st	2 nd	Kozisek	1 st	3 rd	Kozisek	2 nd	1 st	Kozisek	2 nd	2 nd
			New: Barinaga	1 st	1st	Barinaga	1 st	2 nd	Barinaga	1 st	3 rd	Barinaga	2 nd	1st
			New: Garwick	1 st	2nd	Garwick	1st	3 rd	Garwick	2 nd	1 st	Garwick	2 nd	2 nd

Interview E-2012			Interview E-2013		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Kozisek, Ch	Final	Final			
Barinaga	2 nd	2 nd	Barinaga, Ch	Final	Final
Garwick	Final	Final			
New: "A"	1 st	1 st	Member A	1 st	2 nd
New: "B"	1 st	2 nd	Member B	1 st	3 rd
			New: "C"	1 st	1 st

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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**Process for Filling Vacancies to the University of Washington School of Medicine
 Committee on Admissions for the WWAMI Program**

The process to fill a known vacancy on the Idaho Admissions Committee generally begins about one year before the vacancy is to occur.

Date	
May – July (Academic year prior to appointment)	Advertise vacancies with professional organizations: <ul style="list-style-type: none"> • Idaho Academy of Family Physicians’ Annual Board meetings • Idaho Medical Association Committee on Medical Education Affairs Meetings • Idaho Medical Association House of Delegates Annual Meeting • Local hospital physician newsletters Advertisements could be placed in the Idaho Academy of Family Physicians newsletter or Idaho Medical Association newsletter if necessary.
June (Academic year prior to appointment)	Applications for consideration are due.
March through May (academic year prior to appointment)	In early spring, interested candidates are interviewed by individuals of the Idaho WWAMI Admissions Committee consisting of: <ul style="list-style-type: none"> • The three Idaho physician interviewing members, • First-year Idaho WWAMI Director, • Idaho Clinical Coordinator
May	Interviews are complete. Idaho WWAMI Advisory Committee holds a meeting to determine a ranking order of applicants. <ul style="list-style-type: none"> • First-year Idaho WWAMI Director, • Idaho Clinical Coordinator, • Idaho State Board of Education’s Chief Academic Officer • Idaho WWAMI Admissions Chairperson • Idaho Medical Association Committee on Medical Education Affairs member
June	A ranked list is compiled and sent to the SBOE for the August Board meeting.
July	Orientation of the new member.
December	University of Washington School of Medicine Committee on Admissions for WWAMI Program meets.
January - March	Interviews of students are conducted.
March	Students are notified of selection.

Academic Year: July 1 through June 30

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SUBJECT

Approval of Research Center Grant Program FY 2008 Recipient

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section V.N. Grants and Contracts.

BACKGROUND

In accordance with Board policy, the Higher Education Research Council (HERC) runs a Research Center Grant Program (RCGP) competition every three years. The eligible institutions include Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), and Lewis-Clark State College (LCSC). The Research Center Grants are intended to establish a focused research center at one of the four institutions, which will provide research teams with the facilities and researchers necessary to conduct investigative efforts at a nationally competitive level. Further, these centers are intended to have a significant economic benefit to the state and region. A center is funded for a three-year period at the end of which time the center must be self-supporting. To date, the Board has funded six such centers and this RCGP finalist would be a seventh center if approved by the Board.

DISCUSSION

The Research Center Program review process consists of both a paper and an on-site review by external peer reviewers. The Board office received three proposals that underwent the first phase paper review by recruited technical experts approved by HERC. Typically the first phase paper review is to help filter the top three centers for an onsite evaluation. With only three proposals being received, HERC elected to advance all three proposals for the on-site reviews.

The three proposals next underwent an on-site evaluation. Board staff recruited and HERC approved a panel of external peer reviewers, which consisted of four research administrators and three technical experts who participated in the first phase paper review. The on-site evaluations were held on April 10th for Idaho State University, April 11th for the University of Idaho, and April 12th for Boise State University.

The on-site review results in a formal evaluation panel report signed by the review team, which has been included for the Board's review. The panel report was forwarded to HERC and they held a special teleconference call on May 1, 2007 to formulate their recommendation to the Board.

HERC recommended funding the Center for Musculoskeletal Research; Molecular, Cellular and Biomechanical Studies at Boise State University. Although the panel recommended funding the BSU center, they had some concerns with the proposed budget. HERC shared those concerns and instructed BSU's Vice President for Research to provide a revised budget to include clarifying the roles of principal investigators and delineating the percentages of time the Principal Investigators will commit to the project and other

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national/external funding. Board staff has been working with BSU to ensure that concerns are addressed. At their June 5, 2007 conference call meeting, a copy of BSU's budget summary and revised budget was presented to HERC. The Panel Chair has reviewed the materials and felt that it appropriately addressed the concerns expressed by the On-Site Review Panel and endorses the revised budget and management plan as presented. HERC concurred with this assessment.

IMPACT

If funded, the center will be required to submit an annual report to the Office of the State Board of Education summarizing Center accomplishments and plans for the coming year. The report will also provide accountability information as described in Section V. Grant Programs—General Guidelines of HERC's policies and by-laws.

ATTACHMENTS

Attachment 1 – External On-site Evaluation Panel Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff supports the recommendation to fund BSU's proposed Center for HERC recommended funding of the Center for Musculoskeletal Research; Molecular, Cellular and Biomechanical Studies as indicated by HERC and the on-site evaluation panel.

BOARD ACTION

A motion to approve funding of the Center for Musculoskeletal Research; Molecular, Cellular and Biomechanical Studies at Boise State University as recommended by HERC and the on-site review panel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

State of Idaho
Board of Education

FY 2008 Research Center Grant Program



On-Site Evaluation Panel Report
Recommendation to the Higher Education Research Council

April 30, 2007

On-Site Evaluation Panel
Recommendation to the Higher Education Research Council
State of Idaho – Board of Education

Stephen R. Mosier, Chair
Jerome L. Duggan
Laura Jensi
George R. Newkome
Leon Schumacher
Mark Tumeo
Lee A. Weber

April 24, 2007

Summary Evaluation
Idaho Center for Advanced Imaging
Idaho State University
Dr. Frank Harmon
Site Visit: April 10, 2007

A. Intrinsic Merit of the Research – The overall quality of the proposed research and the likelihood that the research will lead to significant contribution to the field, the institution and the state.

Imaging is a critical area of research and ISU has significant expertise in the nuclear Physics aspects of the area. The Institution has developed an excellent cadre of researchers and the Idaho Accelerator Center is an important as well as unparalleled asset for the state and Nation. Additionally, the selection of this focus area by the PI leverages a critical strategic advantage of Idaho State – its relationship with and proximity to the Idaho National Laboratory. However, there did not seem to be a giant leap that would occur if the program were funded.

In the proposal, it was outlined that the ICAI would also develop imaging for medical and biomedical projects. It was not clear that the chemical or biological co-investigators have the expertise to contribute significantly to the project. Furthermore, it was obvious that the project would need help from someone with advanced algorithm analysis. Additionally, there was no evidence that the optical expertise was either on the campus or available from INL. As was mentioned above, the IAC has had a long standing relationship with INL, which has helped to provide a steady flow of revenue for the IAC for many years.

This project seems to be a minor extension of the IAC rather than a new center. There was also some question as to the mechanism of tech transfer of the material that is to be developed through the project.

B. Research Performance Competence – The capability of the investigator(s), the technical soundness of the proposed approach, and the adequacy of the institutional resources available or proposed, including existing or planned facilities.

There is no question about the research competence of the investigators in the Physics part of this proposal. The researchers in the chemistry and material science arena show less background of expertise in the targeted topic. The proposal is very sound in the aspect of cargo container inspection. The IAC has developed many state-of-the-art techniques in cargo scanning. Almost all of these techniques require the equipment associated with the IAC. It appeared that the medical scanning portion of the proposed research will suffer because of algorithm problems and the lack of expertise in developing appropriate medical scanners.

The institutional resources are quite good for large scanning systems but it was not clear exactly how this expertise would couple with smaller medical scanning devices. As was mentioned

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above, it appears that the IAC will continue doing what they have been doing for several years with some slight involvement in the medical scanning industry.

The IAC has worked closely with many funding agencies to develop large scanners. This relationship, mostly with INL, has unique strengths that have resulted in the IAC becoming a premier research installation for cargo scanners. The committee felt that the IAC will continue the very good revenue stream that they have developed with their expertise.

The projects that were outlined outside that of the large scanners seemed to be impractical, at best. It was not clear how any of the projects could easily be miniaturized to a table-top form. IAC has been very successful in what they do best, which is scanning large cargo containers. But, again, there did not seem to be a giant leap that would result from funding.

C. Effect of the Center – The Center’s impact on enhancing education of researchers and students, and the benefits of the state.

In terms of educating students, post-docs, and young professors this proposal was very strong. A large fraction of the budget would go to support students. And it was obvious that they would be well trained in the IAC. One of the large thrusts of the ISU Physics Department is the training of health physicists and they have done a superb job in this effort. Virtually all of their graduates have obtained good paying jobs and many have remained in the Idaho area.

ISU has developed one of the largest nuclear science programs in the United States. It is clear that these efforts will continue in a robust manner as it has for the last three or four years. Students who are trained in scanning techniques and the necessary health physics that go along with these projects are very important to Idaho and the nation.

D. Rationale for the Center – Assessment of whether the center mode and structure are essential, appropriate, and will enhance the conduct of the proposed research activities.

Part of the proposal was medical imaging and it was not clear that the capabilities for these research efforts are in-house. As was mentioned above, the IAC does an excellent job in the scanning of large cargo containers. The additional projects that were outlined, as was mentioned above, seemed impractical, or at least very difficult to establish in a marketable form. Therefore, the ICAI and proposed activities are simply an extension of the IAC rather than the required stand-alone center in which the IAC is an integral part. Therefore the proposal did not make a compelling argument for the new Center.

E. Potential for Researchers Becoming Nationally Competitive – Assessment of the Center’s impact for improving the capability of the researchers and the focused research approach to external funding.

The IAC is already nationally competitive for funding. Since the Center was formed they have maintained a steady revenue stream, taking advantage of their state-of-the-art scanning techniques for large cargo containers. In the last three or four years, they have secured over five million dollars in outside funds. This was a very good return on the money that the state invested in the IAC.

The proposal has the strong support of the University and the President and nondestructive testing and homeland security will always offer good funding opportunities. All of the faculty that are associated with this proposal seem very much aware of each other's work and were willing to contribute to the Center, but, as mentioned above, there was very little obvious bio-capability or optics capabilities; it was not clear how developing medical scanners could happen until additional faculty were brought onboard with these critical capabilities.

***F. Institutional Support and Management Plan** – The level and nature of the institutional (home and other sector) commitments to the center and the likely effectiveness of the management plan. Additional issues include: reasonableness and appropriateness of the budget and plans for interactions of the staff of the center with the resource of the sponsoring institution, and the mechanisms to be used to assess the outcome based performance.*

As was mentioned above, the President gave strong support to this imaging facility. His office has already added legal counsel to help in patent preparation. The teaching load, nine contact hours a week each semester, is reasonable. There does not, however, seem to be tech transfer capability in place.

In summary, the institutional support is outstanding, and the proposed Center is excellently aligned with the strategic directions of the institution. The University has promised to provide the Center a central office and space for students, and administrative staff – all excellent indicators of commitment and potential success. However, the F&A structure for the University is in flux and hence there was considerable uncertainty concerning F&A distribution should the Center be funded. Management structure has the Center Director reporting to the VP of Research and an Advisory Board was proposed (Chair Physics, Chemistry, Dean of Engineering, and external partners).

The proposed director of the Center (for the first year) is an outstanding scientist, who has many years administrative experience in directing the IAC. There was no question that he would do an excellent job in directing this new Center until a permanent director could be found.

G. Evaluation of Research Center and Institutional Facilities.

As was mentioned above, the Idaho Accelerator Center is an excellent site for scanning activities. These activities are logical in terms of the experimental backgrounds of most of the scientists. Branching into bio and medical scanning, however, would require additional expertise that simply did not appear to be feasible at present.

H. Evaluation of Budget (and recommended adjustments).

As was mentioned above, money in the budget was mostly set aside for students, young investigators, and operating expenses. It was quite appropriate for the proposed Center.

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Summary Evaluation
Idaho Center for Sustainable Energy
University of Idaho
Dr. Donald Blackketter
Site Visit: April 11, 2007

A. Intrinsic Merit of the Research – The overall quality of the proposed research and the likelihood that the research will lead to significant contribution to the field, the institution and the state.

The rate at which the United States is consuming world-wide energy resources and the impact of other countries that are now aggressively competing for the energy that we use has more than doubled the energy costs for the average consumer. As noted by one of the reviewers “There are few research issues with more importance to both the state and nation than Energy sustainability.” In 1995, the United States was consuming 50 billion gallons of diesel fuel for transportation. Today, just 12 years later, we are consuming 60 billion gallons to transport our goods and commodities. And, as noted by the faculty at the University of Idaho, approximately 20 percent of this total is unfortunately used while we wait at traffic lights!

Idaho currently produces hydroelectric power, with little other energy produced or mined in the state. Most all of the agricultural commodities produced in the state of Idaho are exported to other states and countries. Further, the population of the state is growing annually by ten percent. These issues have caused the Idaho Legislature to draft a plan to assess the energy needs and potential energy producing industries that should be operated in the state of Idaho.

The goal of this proposal is to make the University of Idaho a state and national focal point for sustainable energy research and to provide independent/objective assessment of Idaho’s energy needs. The first objective of the Center was to essentially conduct the assessment that the Idaho legislature is about to perform. Due to the importance of this single objective to the overall direction and focus of the Center, it was unfortunate that the proposal lacked a comprehensive review of literature that focused on the State’s sustainable energy. This lack of information made it difficult at best to judge the merit of the work that was proposed for the Center since no new work was slated until after the review was completed (as noted on page six of the proposal “...the Center has no predetermined projects”).

An extensive review of literature and the survey research that would be needed for the first objective would have required anywhere from three to nine months. As much as one-third of the funded time for the Center would have been spent by the time the Center Director and PI had determined what should be investigated. If we factor in the time needed for a researcher to respond to an RFP (roughly two months), the time needed for “selected reviewers” to review and judge the value of the proposals (one month), the Center would be hard pressed to produce any new research until 18-24 months after the funds were allocated to the Center.

In summary, the idea of and for the Center for Sustainable Energy is on target, and desperately needed by not only the state of Idaho, but also by the nation at-large. Similar centers of this

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nature do currently exist in other states as reported by the PI, many of which are largely successful. The plan, upon which this Center was founded, is largely unclear and the committee felt that no real new research would be in the hands of the citizens of the State of Idaho during the Center's existence.

***B. Research Performance Competence** – The capability of the investigator(s), the technical soundness of the proposed approach, and the adequacy of the institutional resources available or proposed, including existing or planned facilities.*

The past research at the University of Idaho demonstrates a strong research capability. The Agricultural and Biological Engineering Department has led the nation efforts concerning the use of biodiesel for nearly 25 years. The NIATT Center at the University of Idaho has championed many efforts including biofuels, biolubricants, hybrid vehicles, clean combustion, and traffic education. This expertise is best demonstrated by success in student design of hybrid vehicles (2000) and clean snowmobile design winner (2007).

It is without a doubt that the facilities, both planned and existing, would be adequate to conduct the research that was outlined by the PI. The faculty exhibited a strong willingness to work together on projects and have already cooperated across disciplines. The projects that the faculty have fostered for/with the students are very good indicators of how both the citizens and students of the state have benefited from past research conducted at the University of Idaho.

The review team strongly commends the past and current integrated education/research efforts and felt that without a question, this team effort will continue to be a strength of the faculty at the University of Idaho!

Two major flaws concerning the technical soundness of the proposed approach were presented: 1) the proposal lacked an adequate review of literature as originally noted by the technical reviewers and the review team agreed; and 2) the management and operation of the Center, although it could have led to cost savings to both the University of Idaho and the citizens of the state of Idaho, were positioned under the direction of NIATT. The Center was clearly defined in the RFP to be a stand-alone entity, not a sub-entity of an existing center (NIATT).

The lack of a review of literature led the review team to believe that no new research projects were proposed; thus, it was impossible to review the scientific merit. In contrast, the proposal indicated that the new Center would solicit proposals and a peer review panel (unnamed members) would rank proposals. And, that the Center would not solicit proposals that did not fit in the strategic focus. All of this work was premised on a sound review of the literature and an "energy assessment" that would be completed during the first year of the Center. The procedures that would be followed when conducting the energy assessment were not described nor was the timeline concerning how/when the energy assessment would take place.

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C. Effect of the Center – *The Center’s impact on enhancing education of researchers and students, and the benefits of the state.*

The strongest aspect of the proposal was, without question, the strong interaction between faculty and students. This was wholly apparent during the tours provided for the review team. It was obvious that the University of Idaho faculty have recruited very good students. The extra “personal time” that faculty have shared with their students has paid great dividends for their respective programs and the students. The end result is that a significant percentage of their undergraduate students go on to graduate school.

Capstone projects are a focus of the educational process and the central theme of all existing research projects. Industry is well aware of how the faculty work with the students, and that their graduates are strongly recruited by industry. Although many leave the state initially, many return to become industrial partners with the University of Idaho.

The institution and the researchers should be commended for how they have truly integrated education and research activities.

D. Rationale for the Center – *Assessment of whether the center mode and structure are essential, appropriate, and will enhance the conduct of the proposed research activities.*

The concept of creating a center for sustainable energy has real merit, and could, if constructed appropriately, bring together a broad cadre of researchers from multiple disciplines to work collectively, creating significant opportunities for the state of Idaho and the nation. However, this proposal did not present such a vision. Rather, the proposal, because it only provided descriptions of past and ongoing research, was limited to only biofuels and engine research. While the argument was made that the focus on engines was part of the transition for energy and that the proposed assessment of potential and existing energy needs would direct the research, this was not sufficient grounds on which to determine the validity, importance and outcomes of the proposed Center.

E. Potential for Researchers Becoming Nationally Competitive – *Assessment of the Center’s impact for improving the capability of the researchers and the focused research approach to external funding.*

In all likelihood, the Center’s existence should enhance researchers’ efforts to secure extramural funding. But at the same time, the review team felt that the faculty would continue to secure extramural funding regardless of center funding. The faculty in Mechanical Engineering and Agricultural and Biological Engineering have proven themselves as international researchers who are very capable of securing extramural funding.

The ability of this proposed Center to be nationally competitive is limited by the fact that the Center lacks a well-defined research agenda, since the real agenda was to have been defined after the fact, as noted in the proposal. From the expertise available, the strategic niche might well be a more robust, interdisciplinary look at biofuels and their impact on the state and nation. This, however, must extend beyond just mechanical engineering; in essence, agriculture, biology,

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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chemistry, and plant sciences should have been involved. In addition, an economic analysis should be incorporated. Agricultural Economics and Business and Economics may be better positioned to determining if a particular form of biomass is sustainable as a fuel.

In summary, the review of literature and the needs assessment outlined as the first objective of the proposal would likely reveal that agriculture will soon view a farm as an energy producer rather than a food producer. There is significant and valuable expertise in other colleges and departments at the University of Idaho and in the state that should have contributed to such a center that focuses on sustainable energy. Such a center would have stronger chances of success and ultimately a significant economic outcome for the state. A center that focused on the new energy producers of the future (the agricultural sector) would strengthen the chance that the University's researchers would be able to secure extramural funding.

***F. Institutional Support and Management Plan** – The level and nature of the institutional (home and other sector) commitments to the center and the likely effectiveness of the management plan. Additional issues include: reasonableness and appropriateness of the budget and plans for interactions of the staff of the center with the resource of the sponsoring institution, and the mechanisms to be used to assess the outcome based performance.*

The idea of a sustainable energy center is clearly in line with the direction and mission of the University of Idaho. Of special note is the fact that the President has provided \$1 million per year for 5 years to fund interdisciplinary projects at the University in an attempt to increase cross-college research activity and the dissolution of tradition academic "silos." It was notable that three of the projects selected involved sustainability issues: 1) Western Water Resources Program; 2) Building Sustainable Communities (Bioregional planning); 3) and Sustainable Idaho.

The management plan for the Center was problematic and not consistent with the guidelines of the RFP. While the proposal to make the Center a part of NIATT to ensure low administrative overhead has merit philosophically, a center that reports to NIATT does not meet the state requirement of an independent, stand-alone, center. This management structure also inadvertently led to the narrow description of the Center's focus and potential research areas. The focus for all intents and purposes was exclusively on fuels and engines; however, sustainable energy, even if confined to bioenergy, is significantly more expansive. As noted earlier, there is significant and valuable expertise in other Colleges and Departments at UI, including other areas of engineering, chemistry, plant sciences, natural resources, economics, and the Law school as well.

G. Evaluation of Research Center and Institutional Facilities.

Facilities for engine research and biofuels development are outstanding. Although the facilities would be enhanced with the addition of a new dynamometer as noted in the proposal, there is probably no other university in the nation that is better equipped to focus on this research topic.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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It is not clear as to what is really needed concerning facilities, since the future research was not defined in the proposal. If a needs assessment (objective one) indicated that the University of Idaho should step up activities related to engine research and biofuels development (biodiesel), then the facility at the University of Idaho would have scored very well in this category. If not, the facilities at the University of Idaho may very well be totally inadequate.

H. Evaluation of Budget (and recommended adjustments).

It was difficult to evaluate the budget and its appropriateness outside of student support (which was excellent) since the review team did not have a good understanding of the projects and or activities that would have ultimately been funded by the Center. The proposal did not clearly describe who would be involved and their level of funding because no projects were proposed – only a process by which proposals would be funded.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Summary Evaluation
Center for Musculoskeletal Research
Boise State University
Dr. Julia Oxford, Dr. Ronald Pfeiffer, & Dr. Michelle Sabick
Site Visit: April 12, 2007

A. Intrinsic Merit of the Research – The overall quality of the proposed research and the likelihood that the research will lead to significant contribution to the field, the institution and the state.

The Musculoskeletal Research Center will coordinate research on the causes of osteoarthritis, a disease that affects over 30 percent of the national population and costs \$124 billion per year for diagnosis and treatment. Adults in Idaho are impacted by the disease at a rate that is above the national average. The proposed Center will build upon existing multidisciplinary research expertise at Boise State in the area of musculoskeletal research. A great strength of the proposal is that it will bring together existing facilities and diverse faculty expertise on this important disease. The funds requested from HERC will be strongly leveraged by other sources of support.

The Center proposed two new research projects that will bring together investigators from several disciplines. One will study a new animal model for osteoarthritis and the other will try to identify the signal for the onset of arthritis in a group of patients with a particular form of ACL injury, 80% of whom will eventually develop osteoarthritis. Nine other existing BSU projects in the area of musculoskeletal research and 3 at other Idaho institutions research will be coordinated through the Center and will share the research facilities. All of the projects were deemed worthy on their own and the progress of this research would no doubt be enhanced by the resources and interdisciplinary interactions that will be provided by the Center.

The cooperation between Boise State and the local medical community was both surprising and impressive. The degree of involvement and enthusiasm for the Center and basic musculoskeletal research that was expressed by physicians in private practice is unique and will provide many interesting opportunities. None of the committee members had ever seen this level of interest between a local medical community and an institution, especially one without a medical school. The willingness of the physicians to provide patients for study groups was assured and several doctors are already involved in ongoing studies with faculty from the proposed Center.

We judged the quality of the proposed research to be very high and the potential of the Center for generating extramural funding to be excellent. In addition, there is a large potential for future translational research projects in collaboration with the local medical community. This could lead to novel procedures, biomedical devices, and drug discoveries. This will lead to new intellectual property for Idaho and would make the Boise area more attractive for new commercial enterprises.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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***B. Research Performance Competence** – The capability of the investigator(s), the technical soundness of the proposed approach, and the adequacy of the institutional resources available or proposed, including existing or planned facilities.*

We were highly impressed by the overall research competence of the Boise State faculty, who will participate in the Center and their enthusiasm for the project. The amount of interdisciplinary interactions at Boise State was outstanding. The fact that many of the faculty were already collaborating and sharing resources clearly demonstrated their ability to work across disciplinary lines. We are confident that interactions between biologists, engineers, and kinesiologists will lead to novel approaches toward understanding and eventually treating osteoarthritis. In addition, the existence of interdisciplinary teams that are focused on specific research areas is becoming increasingly important for securing future funding from the NIH and the NSF.

This is an excellent group of faculty, although the number of senior level established investigators appeared to be low. Much of the research appeared to have been developed around Dr. Oxford's own area of interest. She is clearly an outstanding intellectual resource, who is greatly appreciated as a mentor by the junior faculty. Her own work has been supported by the NIH. She has demonstrated a remarkable ability to work with faculty and administrators across disciplines and academic units. The other co-investigators, Drs. Pfeiffer and Sabick, are solid researchers and articulate spokespeople for the Center. The group clearly works well together and the overall collegiality was impressive. Several of the more junior investigators are now obtaining funding from the NIH, which is very encouraging.

It is clear that BSU understands what is necessary to transition from a primarily teaching institution to one that has a major research enterprise. They have a flexible policy for teaching assignments that allows research active faculty the release time necessary to conduct competitive research.

Although the BSU faculty members are strong investigators, most are rather new to the biomedical research arena. It will be critical for BSU to work with external researchers, who have be able to compete successfully for biomedical research funding at the national level, in order to maximize the potential for success.

***C. Effect of the Center** – The Center's impact on enhancing education of researchers and students, and the benefits of the state.*

BSU is transitioning from a mostly undergraduate institution to a more graduate/research focused university. There are relatively few Ph.D. programs and currently none in the biomedical area. Several of the newly approved or proposed Ph.D. programs will directly benefit from the Center and its resources. We were impressed by the number and the quality of the undergraduate and MS levels student that we met while visiting the laboratories. Relatively few established universities have the degree of interdisciplinary research training that we observed at BSU. Establishment of a center focused on a multi-disciplinary research area, such as musculoskeletal research, will ensure that the new graduate programs will also develop along a multi-disciplinary model. This is very important in order for the Idaho institutions to be able to successfully

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compete for national funding through such programs as the NIH Roadmap initiatives. Training in interdisciplinary research will also better position students to find careers in the future biomedical research environment.

The Center will allow coordination of the distributive landscape of research facilities at BSU and the other Idaho institutions. Collaborative interactions between faculty will be strengthened. Interactions with the hospitals and private practice groups will be solidified through the common research focus. In addition, the Center will provide training opportunities for undergraduates that would otherwise not be available.

***D. Rationale for the Center** – Assessment of whether the center mode and structure are essential, appropriate, and will enhance the conduct of the proposed research activities.*

The proposal made a strong and well-developed argument for the establishment of a center in this well defined and important area of research. The objective of the Center is to promote and coordinate interdisciplinary research and to raise the visibility of musculoskeletal research at BSU. It is extremely difficult for cross-disciplinary work to be coordinated within the traditional college and department structures found at most universities. The traditional organizational structures evolved from and continue to support teaching activities organized along the lines of existing academic disciplines. Research, however, changes faster than pedagogical disciplines. In order to be competitive with other universities throughout the country, the administrative organization for research must be flexible. The units must promote the development of new ideas by bringing together investigators, who can see problems and develop solutions from different perspectives. Funding agencies have recognized the importance of interdisciplinary approaches to biomedical problems by devoting increasing amounts of their budgets each year toward programs that specifically require interdisciplinary teams. BSU has been successful in obtaining funding for an impressive amount of research equipment that is necessary for a successful biomedical research enterprise. The next step in the development of an effective research program at a university, such as BSU, is to assemble new administrative units that develop human infrastructure with expertise for attacking focused research areas. The proposed Center for Musculoskeletal Research is this type of unit. If successful, the Center will provide a model for the successful development of additional areas of research emphasis at BSU and at other Idaho institutions.

In the absence of a medical school, the establishment of a research center is perhaps the only way that a university can raise the profile and visibility of its biomedical research enterprise. Biomedical research centers provide an administrative structure that can interact effectively with the medical community. The Center will serve as a magnet for new students, new resources, and will make instrumentation available to the research community in greater Boise. The Center will greatly increase the competitiveness of collaborative research projects that are submitted to national funding agencies such as the NIH. The Center will help demonstrate the maturity of BSU as a research institution.

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***E. Potential for Researchers Becoming Nationally Competitive** – Assessment of the Center’s impact for improving the capability of the researchers and the focused research approach to external funding.*

The excellent focus and dedication of the research effort lay the groundwork for increasing the national profile and competitiveness of the researchers. The PI and the other collaborators have developed an effective mentoring program that is critical for developing a first rate research effort. The departments allow reduced teaching loads for new research-active faculty and allow funded faculty to buy out part of their teaching responsibility. They provide support for pre-review of grant proposal and for the development of collaborative research proposals. This is a good research environment for a developing university. The Center will facilitate the existing emphasis on collaborative research and will allow individuals working in the focus area to meet on a regular basis to discuss research, grant proposals, and hold seminars.

The strongest aspect of the Center is the potential for collaboration with a research active local medical community. This was not made clear or explained well in the proposal; however, the level of interest from the orthopedic medical practitioners makes the Center a very viable model for biomedical research collaboration that extends well beyond the University. This became clear to every member of the committee during the luncheon where we were able to talk with a remarkable number of medical doctors who took time away from their practices to support the event. The potential for developing true partnerships with the medical community is outstanding and will provide the BSU faculty with a great opportunity for growing biomedical research.

***F. Institutional Support and Management Plan** – The level and nature of the institutional (home and other sector) commitments to the center and the likely effectiveness of the management plan. Additional issues include: reasonableness and appropriateness of the budget and plans for interactions of the staff of the center with the resource of the sponsoring institution, and the mechanisms to be used to assess the outcome based performance.*

Institutional support for this Center is outstanding. The Center fits perfectly within the overall strategic plan for the institution as was articulated by the President and his senior staff. It is strongly supported by the community, as demonstrated at the luncheon. While all of the Idaho institutions have strong leadership and have recently developed clear strategies for research, the leadership at Boise State has the advantage of longevity over the other university presidents. He has had more time to instill a true leadership agenda and to establish workable policies. The fact that the chief research officer reports directly to the president is an excellent indication of the level of support for this enterprise and provides a great deal of confidence that policy issues will be resolved. However, significant additional effort and focus are still needed to fully develop the research potential of BSU.

The return of 40 percent of F&A to the Center for all grants submitted through the unit further demonstrated that the University is very seriously behind this effort. Every department chairman that we spoke with about this arrangement fully supported this policy even though their own units would lose control of the funds. This is just another example of the remarkable cooperative and collaborative spirit that we observed at BSU.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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The management organization was the weakest aspect of this proposal. Management of the Center by a committee with an annually rotating chair could potentially doom development. This is, however, a more global issue than just this Center. Multiple centers exist on campus at various organizational levels. Some report to departments, some to deans. None have clear indirect cost recovery lines or strategic funding plans. This appears to be a product of the rapid growth of the research enterprise and the collaborative, cooperative spirit of the faculty. However, if this Center - and indeed, all the research centers - are to be successful, some formal structure must be developed that will provide a strong management authority with a single Director, clear accountability, and a plan for sustainability that is integrated into the University's organizational structure and strategic plan. There are many models in existence at other institutions. This is an issue of such importance to the institution overall that the Vice President for Research must take on this problem. While a review of existing models for center and institute structure and function would be essential, the committee encourages the VPR to develop a model that fits with and does not disrupt the unique and strong collaborative culture of Boise state. A model that depends on multiple informal MOUs between units is not sustainable, but one that does not ensure the wide input and collaborative spirit currently demonstrated by both the faculty and administration, would severely damage the institution.

The assessment plan seemed appropriate. The measurements for success are fairly simple; grant applications, total grant funding, student success and employment, and publications. These data should be easy to obtain without specific personnel dedicated for assessment.

G. Evaluation of Research Center and Institutional Facilities.

The research environment and physical facilities that will be provided by the Center are excellent; however, biomedical research at BSU is hampered by the absence of a medical school. By facilitating collaboration with local hospitals, the Center will leverage the impressive medical expertise of the community and by doing so increase the facilities that are available to BSU faculty.

BSU has a large quantity of expensive instrumentation available and the NFL has recently selected their Kinesiology facility for biomechanical related research. By providing visibility and coordination of a common research theme, the Center should ensure better utilization of the existing facilities.

The procurement of modern research instrumentation has been a priority at BSU and much new equipment has been obtained through shared instrumentation grants, infrastructure awards, and institutional resources. Most of the equipment is located in the laboratories of individual investigators rather than in common core laboratories. The arrangement seems to be working at BSU since we observed researchers from several different departments and colleges working together in the laboratories. The need for technical support for this critical instrumentation has been well justified in the proposal and was apparent to the committee during our visit.

BSU has devoted \$5M to laboratory renovation with an outstanding request for an additional \$15M.

H. Evaluation of Budget (and recommended adjustments).

The proposed budget amount is appropriate for initiation of the Center. It is mostly for personnel who will be involved in administrative coordination of the Center, technical support for the instrumentation cores, and students and postdocs who will work on the interdisciplinary research projects.

The Center might consider re-budgeting the funds for technical personnel in the instrumentation and bioinformatics cores toward a re-charge model that will help promote long-term sustainability. For example, it should be possible to set up a small grants program for the appropriate research projects that will subsidize the core operations through a billing process rather than having the grant pay directly for personnel salaries. It is often difficult to establish sustainable re-charge operations at an institution that does not yet have substantial extramural funding. The sooner that the faculty becomes accustomed to paying for services, the faster the facilities will move toward becoming self-sustaining entities that are no longer dependent on infrastructure grant support. By directly paying salaries from the Research Center Grant, researchers might consider support for core personnel to be an entitlement rather than a responsibility.

On-Site Evaluation Panel

Sample Final Report

We, the undersigned, recommend the following ranking to the *Higher Education Research Council*. We understand that only the proposal ranked first will be eligible for funding by the State of Idaho.

The Research Center for Musculoskeletal Research;^{BSU} is ^{Biomechanical} ranked first and should/should not be funded. ^{Molecular, Cellular, and}

The Research Center Idaho Center for Advanced Imaging^{ISU} is ranked second.

The Research Center Idaho Center for Sustainable Energy^{UI} is ranked third.

We, the undersigned certify the above ranking and the final report.

Laura Feunbi
Member

Mark A. Jones
Member

Gene Schunacher
Member

George R. Johnson
Member

Lisa A. Weber
Member

Jerome L. Huggins
Member

Stephen B. Martin
Chair

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: N. Grants and Contracts

April 2002

N. Grants and Contracts

1. Approval of Grant and Contract Applications

All applications for grants and contracts that require the institution, school or agency to dedicate current funds or facilities or will obligate the institution, school or agency or state to dedicate future funding or significant facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application shall be approved by the chief executive officer of the institution, school or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information must be included:

- a. Agency to which application is made.
- b. Amount of the proposal.
- c. Period of the grant or contract.
- d. Purpose of the grant or contract.
- e. Nature of obligations including amount of funds involved or facilities to be committed.

2. Acceptance of Grants and Contracts

Grants and contracts accepted by the institution, school or agency must be reported to the executive director quarterly by the institution, school or agency of official notification, when the amount of the grant or contract award exceeds one hundred thousand dollars (\$100,000). When grant or contract awards are presented to the executive director, the following information must be provided:

- a. Name of grantor or contract.
- b. Amount of the grant or contract.
- c. Grant or contract period.
- d. Purpose of the grant or contract.
- e. Indicate nature of institution, school or agency's obligations in the form of dedicated funding or dedication of significant facilities. If there is none, the following statement should be included: "No future state obligation will be incurred with the acceptance of this grant or contract."

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

Approval of Higher Education Research Council (HERC) FY08 Budget

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. 3., Higher Education Research Council Policy.

BACKGROUND

The Higher Education Research Council (HERC) was allocated \$1,440,000 for FY 2008 through the colleges and universities appropriation. In addition, HERC was awarded \$1,560,000 in one-time funds for competitive research grants.

DISCUSSION

HERC, Vice Presidents for Research (VPRs) from each institution, and Board staff held meetings in May to discuss how to allocate those one-time monies. Some of the potential options that were discussed were to have a mini-grant competition; a collaborative project with the three research universities involved; or another research center grant competition. Legislative intent states that "an amount not to exceed \$1,560,000 in one-time funds for competitive research grants" will be awarded to HERC. Thus, it was determined that the process needed to be competitive.

At their May 9, 2007 meeting, HERC agreed upon a dual strategy for the one-time funds to include having two calls for proposals:

- One in July that would award two proposals up to \$550,000 each
- One in October that would award six smaller proposals up to \$75,000 each

HERC and Board staff has been working on Requests for Proposals for these two grant programs. HERC has reviewed the budget and forwards their recommendation to disburse the FY 2008 allocation as outlined in Attachment 1.

IMPACT

HERC funding is provided each year by the Legislature as part of the college and university lump-sum appropriation and is intended for research activities that will have the most beneficial effect on the quality of education and the economy of the state. The Board allocates funds for research activities to the four-year public institutions (Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College) for the following: Infrastructure, Specific Research, Research Centers, and State Matching Awards. There is also a line item for Administrative Costs for the administration of HERC related activities.

ATTACHMENTS

Attachment 1 – FY08 HERC Budget

Page 3

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the budget allocations as recommended by HERC.

BOARD ACTION

A motion to approve the FY 2008 HERC Budget Allocation as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
W. Higher Education Research Council Policy

April 2002

3. Specific funding programs to strengthen research in Idaho.

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

a. Infrastructure.

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering and other research infrastructure. Distribution of these funds will be made according to percentages approved by the Higher Education Research Council. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, start up funds for new hires, and incentives to reward faculty for their research achievements.

b. Specific Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

(1) All projects under this program must demonstrate economic benefit or cost savings for the State.

(2) A major focus under this program should be start up and seed funds that will assist a principal investigator in competing for external funding.

(3) Collaborative research projects are encouraged.

Guidelines for this program will be established by the Higher Education Research Council, will incorporate an out-of-state peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

c. Research Centers.

Many important advances can only be made with the establishment of focused research centers. Centers typically involve at least three faculty members in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type are large and, in all probability, no more than one such center per year should be established in Idaho. Minimal state funding of \$250,000 per center per year for at least three years is essential to enable centers to become nationally competitive. This is clearly a minimal amount which should be supplemented by non-state matching funds. Multiple year funding is essential for the establishment of these centers.

d. State Matching Awards.

Under this program state funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- (1) Federal Agencies
- (2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, National Aeronautics and Space Administration, etc.
- (3) Foundations e.g., Murdoc, Northwest Area, Robert Wood Johnson Grants, etc.
- (4) Business and Industry
- (5) Other

e. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on its productivity with respect to such items as:

- number of students involved
- number of faculty involved
- external funding earned as a result
- publications in refereed journals
- presentations at professional meetings and conferences
- patents awarded or pending
- economic benefits
- problem resolution

Reporting procedures will be established and administered through the Higher Education Research Council.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

FY 2008 Allocation of HERC Funds

<u>Amount to be Awarded</u>	<u>Proposed Allocation</u>
\$3,000,000	
\$1,440,000 appropriation	
\$1,560,000 one-time funds	
\$3,000,000 Total	
<hr/>	
Infrastructure Funds	
BSU	\$125,000
ISU	\$125,000
UI	\$200,000
LCSC	\$50,000
Total Infrastructure	\$500,000
<hr/>	
\$550,000 One-Time Grant Program	\$1,100,000
	\$1,100,000
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\$75,000 One-Time Grant Program	\$450,000
	\$450,000
<hr/>	
Matching Award Grants	
NSF-EPSCoR (UI)	\$600,000
Total Matching Grants	\$600,000
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Research Centers	
BSU-Center for Musculoskeletal Research	\$335,000
Total Research Center	\$335,000
<hr/>	
Administrative Costs	
FY08 Administrative Costs	\$15,000
Total Administrative Costs	\$15,000
<hr/>	
Total Budget / Allocation	\$3,000,000
	\$3,000,000
<hr/>	

NOTES

With the uncertainty of the how HERC will administer the two one-time grant programs, the Board may need to approve amendments to HERC's budget.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

Round II - Idaho Technology Grant Program FY08 Grant Funding Recommendations

REFERENCE

April 2007 The Board approved Round I funding and requested the institutions to submit proposals for the remaining funds in the amount of \$708,700.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 299 Appropriations – College and Universities.

BACKGROUND

Round I Technology Incentive Grants for FY 08 were reviewed by the Evaluation Committee on March 30th and the Board approved funding in the amount of \$861,800 during the April 2007 meeting. Some of these projects were conditionally approved and institutions were asked to submit additional information before the initial funding request could be awarded. Other proposals were denied because they either did not adhere to RFP requirements or were judged as not being innovative or improving instruction and learning to the extent that warranted grant funds. All of the funding was not allocated as a result of this process and a second round was approved at the April 2007 Board Meeting.

DISCUSSION

Proposals were solicited from the institutions for Round II and the Committee evaluated these proposals on May 30, 2007. The Committee recommended funding for 7 additional projects in the amount of \$511,500. Projects that were conditionally funded in Round I were also reviewed and recommended for funding.

IMPACT

Approving Round II proposals will allocate only part of the remaining \$708,700. For FY 08, \$1,373,300 will have been allocated thus far with the approval of both Round I and Round II.

In order to distribute remaining funds, the Committee is recommending yet a third round of funding by soliciting new proposals. Remaining funds will be awarded based on an open competition.

ATTACHMENT

Attachment 1 – FY08 Idaho Technology Incentive Grant Program Proposals (To Date)

Boise State University	Page 3
Idaho State University	Page 4
Lewis-Clark State College	Page 5
University of Idaho	Page 6

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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 \$511,500 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
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**FY2008 Idaho Technology Incentive Grant
Proposals (To Date)**

Attachment 1

Boise State University Technology Incentive Grant Proposal		\$ Amt Funded
T08-001	Web 2.0: Engagement and Community	\$148,600.00
T08-003*	Redesigning Bottleneck Courses: Partnering with NCAT (year 2) <i>previously approved on conditional basis - all conditions met during round II</i>	\$60,900.00
T08-004	A Collaborative Approach to High Fidelity Simulator Simulations	\$170,000.00
<hr/> <hr/>		
BSU totals (to date)		\$379,500.00

* Proposals from Round 2 to be approved by the Board at the June 2007 Meeting

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

**FY2008 Idaho Technology Incentive Grant
Proposals (To Date)**

Attachment 1

Idaho State University Technology Incentive Grant Proposals		\$ Amt Funded
T08-008	Mass Communication Digital Field Production Suite	\$15,000.00
T08-010	Asynchronous Preprofessional Track in Speech-Language Pathology and Audiology: Lifetime Perspectives	\$12,400.00
T08-013	Rebuilding Curriculum Around Digital Radiology Technology	\$52,500.00
T08-015	Expanding the Capabilities of the College of Engineering Through the Addition of 3D solids modeling component	\$75,300.00
T08-031*	Learning in "Second Life": The Ultimate Business Simulation Class	\$39,900.00
T08-033*	WILDEST: Workshop-Integrated Learning for Dual Enrollment Statistics Teachers	\$78,100.00
T08-034*	Landro Enterprise Play Analyzer system	\$98,700.00
T08-036*	Financial Information Center Digital Displays	\$54,100.00
<hr/> <hr/>		
ISU totals (to date)		\$426,000.00

* Proposals from Round 2 to be approved by the Board at the June 2007 Meeting

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

**FY2008 Idaho Technology Incentive Grant
Proposals (To Date)**

Attachment 1

Lewis Clark State College Technology Incentive Grant Proposals		\$ Amt Funded
T08-016	Purchase and Integration of Spectrophotometric Technology for Pedagogical and Undergraduate Research at LCSC	\$72,300.00
T08-017	Using MP3s to Enhance Core Curriculum	\$50,000.00
T08-018	Bone Assessment Evaluation and Testing System (machine)	\$16,500.00
T08-019	LCSC Radiographic Science, Nursing, and Kinesiology Student Dual Energy X-Ray Absorptometry (DXA) Training Device	\$39,000.00
T08-020	Provision of Classes in Neonatal Resuscitation	\$9,100.00
T08-021	Computer Assessment for Social Work	\$13,200.00
T08-038*	Simulation in the Nursing Clinical Resource Center	\$53,800.00
<hr/> <hr/>		
	LCSC totals	\$253,900.00

*** Proposals from Round 2 to be approved by the Board at the June 2007 Meeting**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

**FY2008 Idaho Technology Incentive Grant
Proposals (To Date)**

Attachment 1

University of Idaho Technology Incentive Grant Proposals		\$ Amt Funded
T08-024	Application of Lecture Capture Technology (LCT) to Expand Degree Programs, Enhance Teaching and Learning and Transform Curricula	\$80,000.00
T08-027	3-D Avatar-Based, Virtual World Learning in a Second Life Educational Metaverse	\$47,000.00
T08-042*	CBE: Podcast: Learning Anytime Anywhere	\$81,600.00
T07-043*	Introducing Sensor-Based Experiments into Freshman Chemistry Laboratories	\$105,300.00
<hr/> <hr/>		
	UI totals	\$313,900.00

*** Proposals from Round 2 to be approved by the Board at the June 2007 Meeting**

Round 1 Funding =	\$861,800.00
Round 2 Funding =	\$511,500.00
TOTAL FUNDING (to date)	\$1,373,300.00

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 299

BY APPROPRIATIONS COMMITTEE

AN ACT

1 APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE UNIVERSITY,
2 IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO
3 AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2008;
4 ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE
5 STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND
6 STAFF TURNOVER; REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BAL-
7 ANCES; AND EXPRESSING LEGISLATIVE INTENT REGARDING OCCUPANCY COSTS.
8

9 Be It Enacted by the Legislature of the State of Idaho:

10 SECTION 1. There is hereby appropriated to the State Board of Education
11 and the Board of Regents of the University of Idaho for Boise State Univer-
12 sity, Idaho State University, Lewis-Clark State College, the University of
13 Idaho, and the Office of the State Board of Education the following amount to
14 be expended for the designated programs from the listed funds for the period
15 July 1, 2007, through June 30, 2008:

16 FOR:

17 General Education Programs \$399,011,800

18 FROM:

19 General Fund	
20 Agricultural College Endowment Fund	725,000
21 Charitable Institutions Endowment Fund	688,500
22 Normal School Endowment Income Fund	2,310,000
23 Scientific School Endowment Income Fund	2,138,000
24 University Endowment Income Fund	1,990,000
25 Unrestricted Fund	103,629,900
26 UI Restricted Fund	23,302,700
27 TOTAL	\$399,011,800

28 SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the Gen-
29 eral Fund in Section 1 of this act, an amount not to exceed \$100,000 shall be
30 used by the Office of the State Board of Education for systemwide needs; an
31 amount not to exceed \$1,440,000 may be used for the mission and goals of the
32 Higher Education Research Council; an amount not to exceed \$1,560,000 in one-
33 time funds for competitive research grants to be awarded by the Higher Educa-
34 tion Research Council; an amount not to exceed \$1,575,000 may be used for the
35 competitive Idaho Technology Incentive Grant Program to foster innovative
36 learning approaches using technology, and to promote the Idaho Electronic Cam-
37 pus; and an amount not to exceed \$500,000 may be used for teacher preparation
38 activities associated with Idaho's Comprehensive Literacy Act.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 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
JUNE 13-14, 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.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

Approval of Proposed Rules Governing Thoroughness – Accountability, assignment of responsibility for AYP determination.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 (1) Rules – Executive Department Idaho Code.
Section 33-1612 Thorough System of Public Schools Idaho Code.

BACKGROUND

The determination of Adequate Yearly Progress (AYP) has been delegated to the State Department of Education (SDE) from the beginning of the requirement. One of the reasons supporting this delegation was the technology available in the SDE to carry out this responsibility. Recently there has been a decision to consolidate assessment and associated responsibilities in the office of the Board and implementation responsibilities in the SDE.

DISCUSSION

The amendments to Section 112 change the delegation of responsibilities by assigning responsibility for determining AYP to the Office of the State Board of Education (OSBE). Amendments in Section 113 provide that other responsibilities, such as calculations for which districts are eligible for awards, also are to be made by OSBE. Both of these responsibilities rely heavily upon the cooperation of SDE to support the processes with the time and effort of their technology staff, which SDE has committed to support.

Other changes, in Section 112.03, AYP definitions, refine the definition of full academic year to be more in line with the requirements of No Child Left Behind. The previous wording allowed schools and districts to exclude some students from the AYP calculation even though they had attended school in the specific school or district up to and including much of the test window. The system now in place will allow such students to test in their district or school in one or more subjects and then be exited at the time of the move from remaining test subjects. They also will be able to test the other subjects in their new school and/or district. In the latter case, the student information will be available but the students will not meet the full school year requirement in their new school, only in the district unless the student has also moved out of district. The upcoming availability of a unique student identifier will greatly facilitate tracking mobile students, who previously have fallen out of the assessment system.

IMPACT

Approval of the proposed rule will properly reflect the intention of the State Board of Education (SBOE) regarding assignment of the responsibility to determine AYP and carry out the calculations for rewards to schools and districts so that the SBOE may properly acknowledge the good progress being made. Changes in the AYP full school year definition will improve compliance with No Child Left Behind.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

ATTACHMENTS

Attachment 1 – Proposed Rules Governing Thoroughness -
Assignment of AYP responsibilities

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve the proposed rule for assignment of AYP responsibilities.

BOARD ACTION

A motion to approve the Proposed Rules Governing Thoroughness – Assignment of AYP responsibilities, IDAPA 08.02.03.112 and 113, Accountability and Rewards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

Attachment 1

IDAPA 08.02.03 Rules Governing Thoroughness

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (03-20-04)

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. (3-20-04)

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)

ii. The student demonstrates comprehension and understanding of knowledge and skills at or above his/her grade level. (~~3-20-04~~)(____)

iii. The student can perform skills or processes independently without significant errors. (3-20-04)

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)

ii. The student can perform skills or processes independently without significant errors. (3-20-04)

c. Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)

i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)

ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)

d. Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)

i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)

ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)

02. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State ~~Department~~ Board of Education will make AYP determinations for schools and districts each year. Results will be given to the districts ~~no later than~~ at least one (1) month prior to the first day of school. (~~3-20-04~~)(____)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

03. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the ~~end of the~~ state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. (4-6-05)(____)

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the ~~end of the~~ state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (4-6-05)(____)

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the ~~end of the~~ state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved AYP. (4-6-05)(____)

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-20-04)

(2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (4-6-05)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target (3-20-04)

113 .REWARDS.

01. Distinguished Schools. A school may be recognized as a “Distinguished School” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (3-30-07)

02. Additional Yearly Growth (AYG) Award. A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (3-30-07)

03. Determination by State Department Board of Education. The State Department Board of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 113.02. The State Department of Education will present the schools

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

~~to be recognized to the State Board of Education~~ will recognize the schools no later than the annual October Board Meeting. (3-30-07)(_____)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

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

**TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION**

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 13-14, 2007

SUBJECT

Decision regarding 2007-2008 Title IIA Improving Teacher Quality State Activities Funds

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Agency to Negotiate, and Accept, Federal Assistance, Idaho Code.

BACKGROUND

As the State Education Agency (SEA) the State Board of Education is responsible to receive federal grants and facilitate their distribution. Title IIA formula funds are available to the state for a twenty-seven month period, and a new allocation is received annually. For a few months every year there are three grants available at the same time.

Title IIA funds are utilized in four primary ways. Administration funds equal one percent of the total award and have been proportionately split between State Department of Education (SDE) and Office of the State Board of Education (OSBE). Ninety-five percent of the remaining funds is distributed by formula to local education agencies; the 5% that remains after that distribution is divided into two equal parts, one for state activities and the other for competitive grants by the State Agency for Higher Education (SAHE) to state institutions for use in professional development for teachers in high need school districts (greater than 20% poverty).

The SDE continues to administer the funds that are required to be allocated to the districts. Board concern about the administration of the state activities funds has been addressed for the past two years by approval of high quality, effective programs based on scientifically based research as required by NCLB.

DISCUSSION

During the past year funding to provide mentoring professional development has been managed by OSBE. A proposal to build Idaho capacity to deliver and facilitate the National Teacher Center Mentor Academy Series is attached.

The other major program was the Principal Academy of Leadership (PALs), in its second year of a three year program. This project focuses on principals of middle schools that are in "needs improvement" status to provide leadership support and quality data. In the first year the data identified areas that needed to be addressed and provided baseline information to measure progress and improvement. In the second year of PALs professional development and support were given to the principals, and 80 hours of train-the-trainer professional development for teaching standards-based lessons were provided to teachers in those schools. The proposal for the third year capitalizes on the effect of the initial two years of the project, provides reinforcement, and prepares participants to sustain what they have learned about leadership in their schools. This

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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proposal continues its current management, leadership, and support that will provide the continuity that will best provide the basis for continued success and maximum benefit from the professional development.

IMPACT

Continuation through FY2008 of high quality professional development with the possibility of high impact with compliance with the requirements of No Child Left Behind. Coordination and cooperation between the two proposed programs will further leverage the federal funds.

ATTACHMENTS

Attachment 1 – Proposal for PALs

Page 3

Attachment 2 – Proposal for Mentoring

Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Recommendations for the use of 2007-2008 state activities funds continue the high quality projects initiated in the past year. Each of the projects meets the descriptions of intended purpose areas as defined by the No Child Left Behind Act, and each meets the definition of high quality professional development as required by the law. Staff recommends approval for OSBE to administer the Title IIA State Activities funds for the coming year in accordance with the attached plans.

BOARD ACTION

A motion to have the Title IIA funds for 2006-2007 be administered by OSBE as proposed.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1

Proposal for Title II Funding : Principal Academy of Leadership

Margo Healy
Office of the State Board
May 14, 2007

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Proposal for Title II Funding: Principal Academy of Leadership

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- I. Rational
- II. Project Description
- III. Three Year Budget, with Year 3 Proposed Budget
- IV. Budget Detail
- V. Project Participants and Partners
 - Office of the State Board
 - State Department of Education
 - School Districts and Middle School/Junior High Partners
 - Boise State University
 - Winston Salem Consulting
 - Data-Tex
 - Wisconsin Research Center, University of Wisconsin
 - Distinguished Educators

- Appendix A: Data Charts Demonstrating Improvement in First Year of Implementation
- Appendix B: Data demonstrating SEC Curriculum Alignment Tool
- Appendix C: Schematic of the Principal Academy of Leadership Project
- Appendix D: Service Providers' Responsibilities

Proposal for Title II Funding: Principal Academy of Leadership

I. Rational

The Principal Academy of Leadership has been partially funded by Title II grant money during the first 2 years of implementation. The Principal Academy of Leadership will be completing year 3 of the project to develop a cadre of leaders from Idaho middle schools. Participating principals were invited to participate based on being identified for school improvement due to underperformance on the Idaho Standards Achievement Test.

The project is unique in Idaho. Principals have participated for the last 2 years in meetings, assignments and processes to enhance their leadership skills. All work is linked to daily work in their own school.

While the focus is on the leadership skill of the principal, the measures of success are threefold. First, the instructional quality across the entire school is documented in the Instructional Review process. Second, the Surveys of Enacted Curriculum documents the alignment of instruction to the Idaho Content Standards. And thirdly, principals use the student achievement of the total school and identified sub-populations as measured by the ISAT. Data charts in Appendix 3 will convince you of the efficacy of this project.

The management of the project will require a shift in the funding mechanism. While this project has always been an OSBE Title II project, the management was delivered by the State Department of Education. The management will shift to the Office of the State Board to allow the project manager to complete the 3-year process with the participants. This is necessary to provide the continuity and integrity of the project for the cadre of principals and schools who have worked so hard and successfully in years 1 and 2 of the project.

II. Project Description: Idaho Principal Academy of Leadership

The Idaho Middle School Leadership Academy is a three-year project, 2005-2008, involving approximately twenty-four middle/junior high schools from throughout the state. The project will engage school leaders in a three-year program of developmental work designed to empower principals to create high performance instructional environments for all students within their schools.

Cornerstones of the project include the Surveys of Enacted Curriculum, classroom instructional reviews and effective use of formative and summative data. The Surveys will be used in order to determine teacher reported instructional practices, use of time, alignment with standards and beliefs about student capacity to learn. Instructional Reviews will be conducted in every school within the mathematics and language arts classrooms in order to gather data on the quality of instruction being delivered. Data analysis will involve a comprehensive linkage at the teacher level including: professional development participation; reported use of instructional time and materials, alignment and beliefs; actual observations of classroom instruction and student performance on State level standardized tests.

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The operational design of the project involves a series of central and regional meetings with participating principals linked with individual school visits conducted by project consultants and a cadre of master educators. Year two will provide individual coaching to principals as they focus of the challenges within their schools. The intent is to address key curriculum and instruction issues with school leaders, to support them into establishing effective instructional practices within their buildings and to create a sustainable mechanism of instructional monitoring and data analysis that will inform school planning and decision making.

The project is unique. It is structured to gather data beyond student achievement. The data on alignment to standards, instructional quality and professional development will allow triangulation to verify and deepen the understanding of trends and changes in student achievement. It also informs deeper planning for systemic change.

The fundamental belief is that the principal is the instructional leader within the school and that when working in cooperation with quality teachers and informed by data, school performance can be high for all groups of children.

As we know, the work of a principal is very difficult. Principals, who are hard-working, caring educators, are faced not only with leading their building staff and students to the highest levels of academic performance, but also respond to publicity associated with AYP. The labels that come with accountability can be misleading. The PAL principals, without exception, have accepted responsibility for initiating changes that have, and will continue to provide opportunities for ALL STUDENTS to reach high levels of academic achievement.

The PAL principals continuously inform the development of this project by providing an honest, thoughtful reporting of what they need with regards to data, professional development, and support. Office of the State Board of Education will review 2006 and 2007 project data, which will determine the efficacy of the PAL project and whether it will be replicated in the future.

III. Three Year Budget, with Year 3 Proposed Budget

Funding Year 1, 2005-2006

Title II	\$160,000
Title I Flow-Through Mini-Grants	\$125,000
Title I Admin	\$ 55,000

Funding Year 2, 2006-2007

Title II	\$115,000	
Title I Flow-Through Mini-Grants	\$265,000	
USDE/NWREL Grant	\$100,000	(Special Standards-Based Project)

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The partnership with Boise State University is developing over time. Direct advisory support from Dr. Bill Parrett resulted in a possible link between the new Masters of Administration, Leadership program at BSU to the Principal Academy of Leadership. Dr. Snow-Geronimo participated by bringing her Masters' level students to assist in evaluating the cognitive demand of daily assignments in PAL schools.

School Districts and Middle School/Junior High Partners

1. Bill Burns, Plummer Worley Junior High
2. Gary Go, Priest River Junior High
3. Jeff Bengston, Coeur d'Alene, Canfield Middle
4. JoAnne Greear, Lewiston, Jenifer Junior High
5. Shannon Wilson, Orofino Junior High
6. Renee Forsmann, Cottonwood, Prairie Middle
7. Sandra Holloway, Payette Middle
8. Paul Webster, Marsing Middle
9. Louise Daniels, Caldwell, Syringa Middle
10. Randy Schrader, Caldwell, Jefferson Middle
11. Rod Lowe, Vallivue Middle
12. Deb McGrath, Kuna Middle
13. Ernest Elliott, Mountain Home Junior High
14. Eric Anderson, Jerome Middle
15. Steve Coppman, Burley Junior High
16. Sandra Miller, Minidoka West Middle
17. Kevan Vogt, Minidoka East Middle
18. Jim Harrell, Pocatello, Irving Middle
19. Jim Shank, Idaho Falls, Clair E. Gale Middle
20. Lyndon Oswald, Bonneville, Sandcreek Middle
21. Mark Gabrylczk, Snake River Junior High
22. John Anderson, Preston Junior High

Middle and Junior High schools that dropped out as principal left the building or declined the invitation to participate.

23. Twin Falls, O'Leary Junior High
24. Boise, Les Bois Junior High
25. Nampa, West Junior High
26. Idaho Falls, Rocky Mountain Middle
27. Gooding, Gooding Middle
28. Wendell, Wendell Middle
29. Emmett, Junior High
30. Meridian, Eagle Middle
31. Meridian, Crossroads Middle
32. Idaho Falls, Taylorview Junior High
33. Rexburg, Madison Middle
34. Sandpoint Junior High

II. Contractors

Winston Salem Consulting

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Dr. Stan Hill
Curt Rathburn

Data-Tex

- Processing Instructional Review Data

Wisconsin Research Center, University of Wisconsin

- Surveys of Enacted Curriculum
 - State membership
 - Cost of surveys for Elar, math and science teachers

Distinguished Educators (ORGs)

Patti O'Dell
Mark Gunning
Jody Crockett
Mike Friend
Bob West
Janis Hull
Mont Hibbard
Marybeth Flachbart
Toni Feldhausen
Roger Quarles

Distinguished Educators, affectionately referred to as Old Retired Guys and Gals, contract with the Office of the State Board as professional development consultants to support the principals in their schools. ORGs attend regional and statewide meetings and work on-site to provide leadership at Instructional Reviews and administration of the Surveys of Enacted Curriculum. Schools also contract with ORGs to support leadership projects in the schools.

Appendix A: Data Demonstrating Improvement in First Year of Implementation

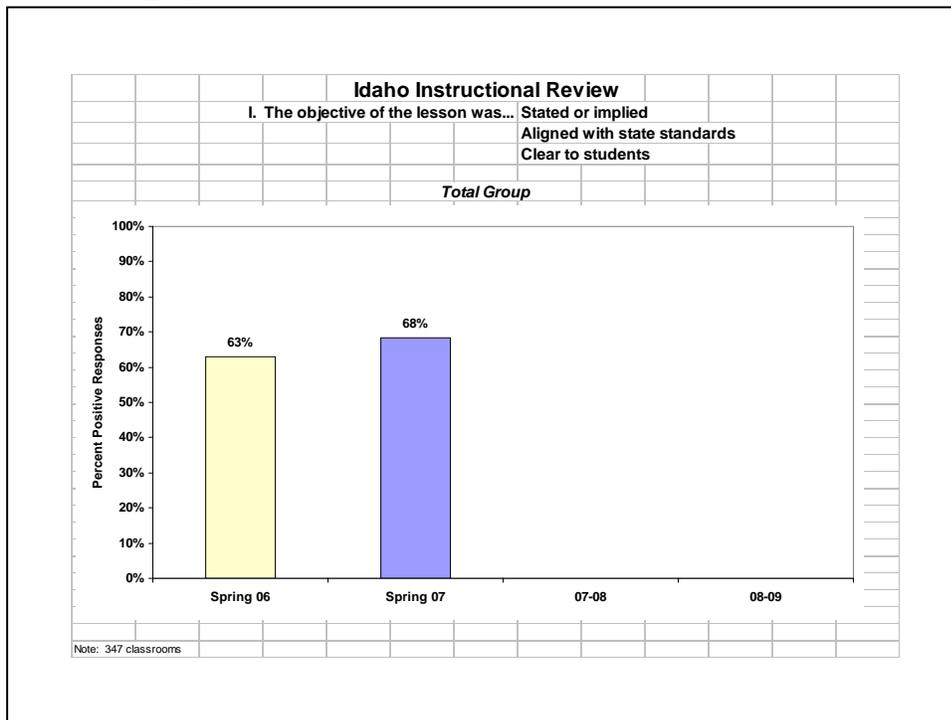
Appendix A includes a series of charts that represent growth in six areas assessed with the Idaho Instructional Review form and process. The data is partial as all schools have not completed spring instructional reviews for 2007. Most charts represent project totals. One school-by-school chart is included to demonstrate the level of data collected for use at the school level.

The Idaho Instructional Review measures classroom instruction in six key areas. The observer was present bell-to-bell, for the entire lesson.

1. The objective for the lesson is stated, clear to students, and aligned with Idaho Content Standards.
2. The instructor is teaching a standards-based lesson.
3. All students are engaged in the learning.
4. The instructor assesses the learning of all students.
5. All students are asked questions that require higher level thinking.
6. The quality of the overall lesson was excellent.

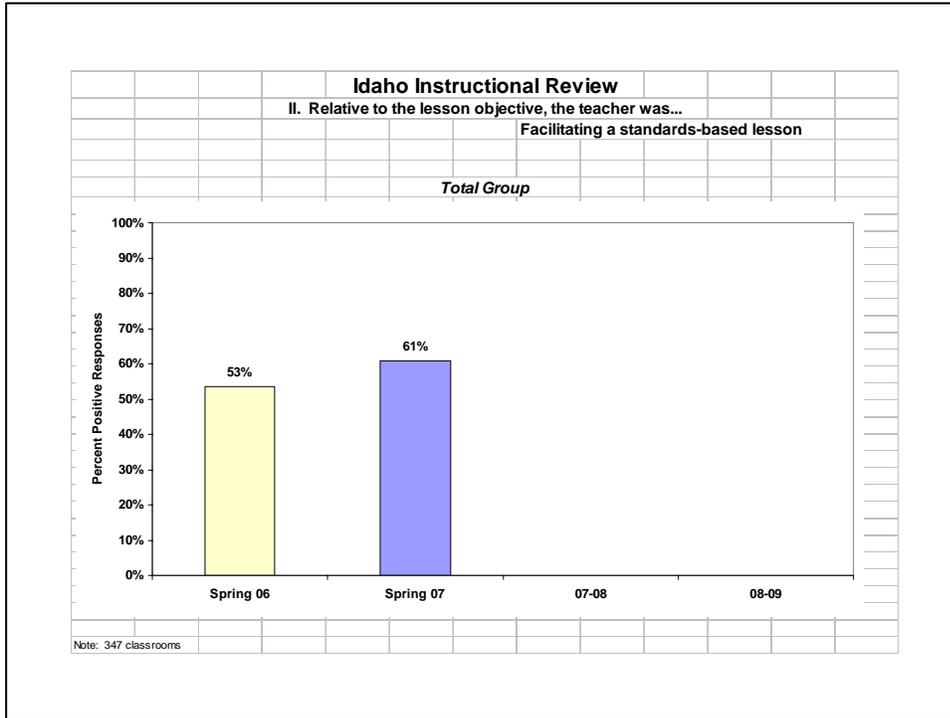
The charts that follow represent a baseline, Spring 06, shown in buff and a Spring 07 measure shown in blue. The improvements are significant. Principals will be using this data, with the data from the surveys of enacted curriculum (measuring instructional alignment to standards) with student achievement data from the ISAT to inform school improvement planning.

1. The objective for the lesson is stated, clear to students, and aligned to Idaho Content Standards.

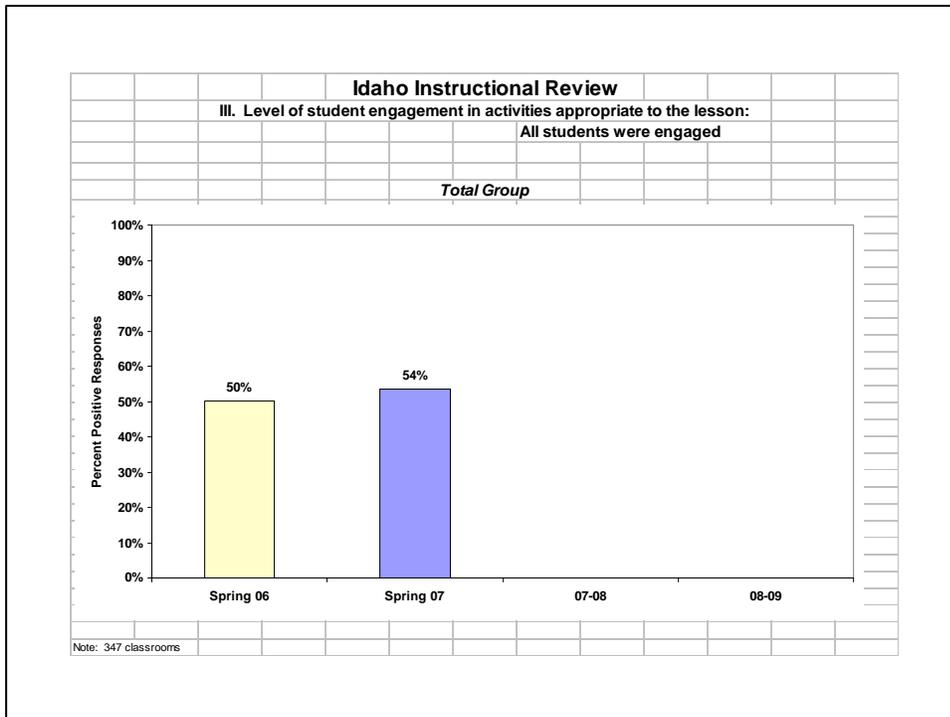


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2. The instructor is teaching a standards-based lesson.

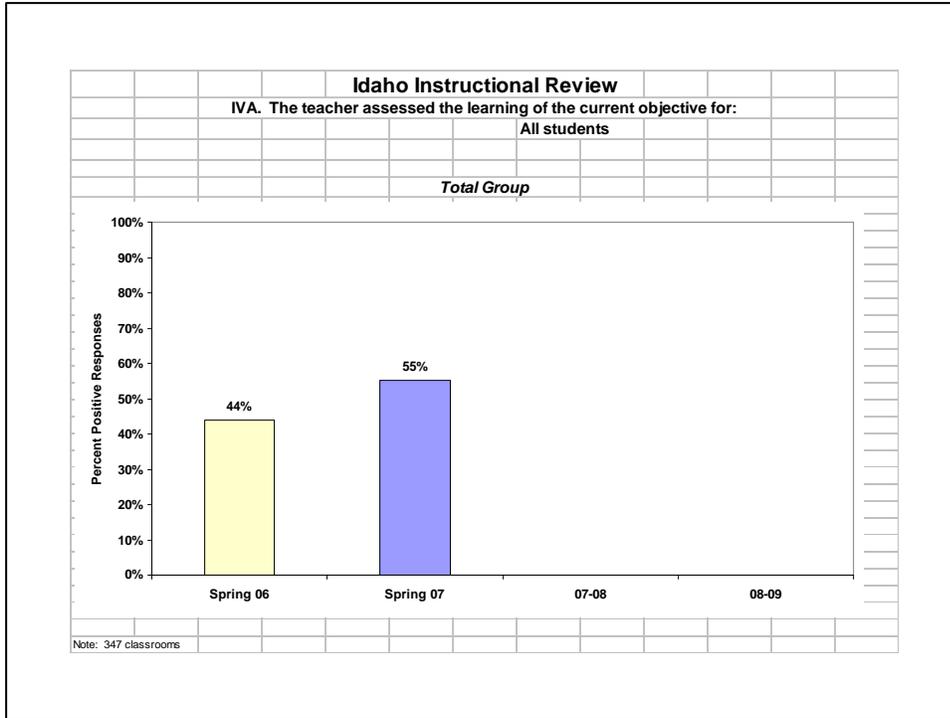


3. All students are engaged in the learning.

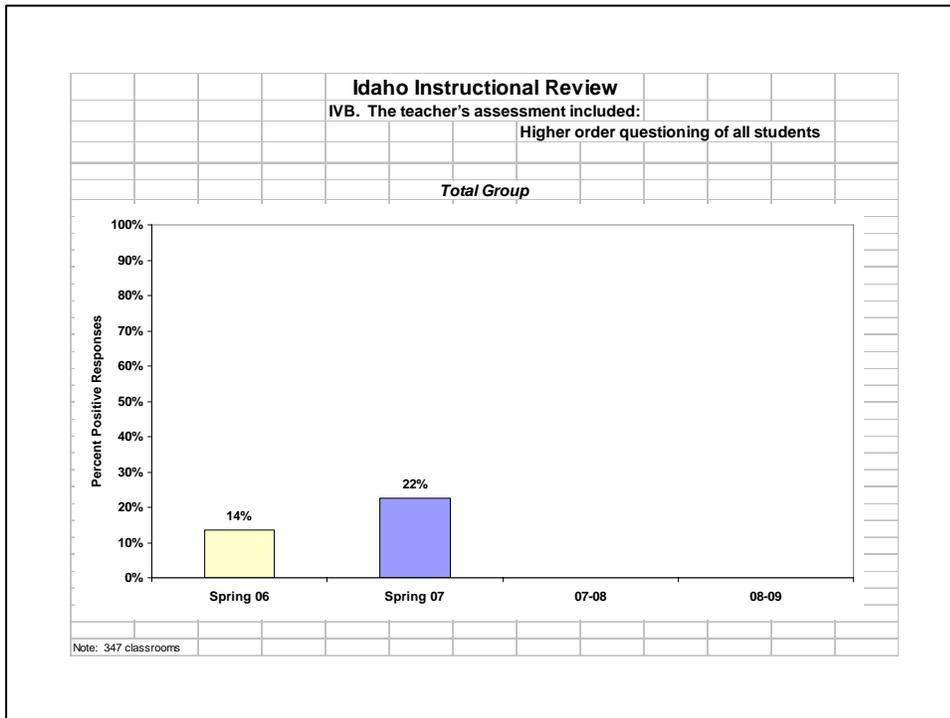


4. The instructor assessed the learning of all students.

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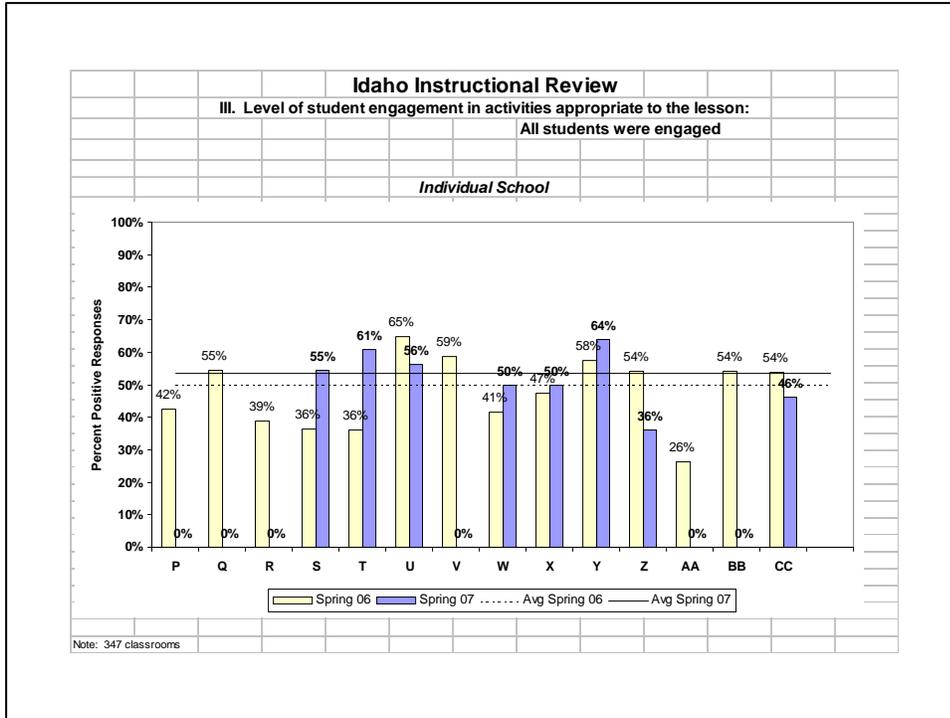


5. All students are asked questions that require higher level thinking.

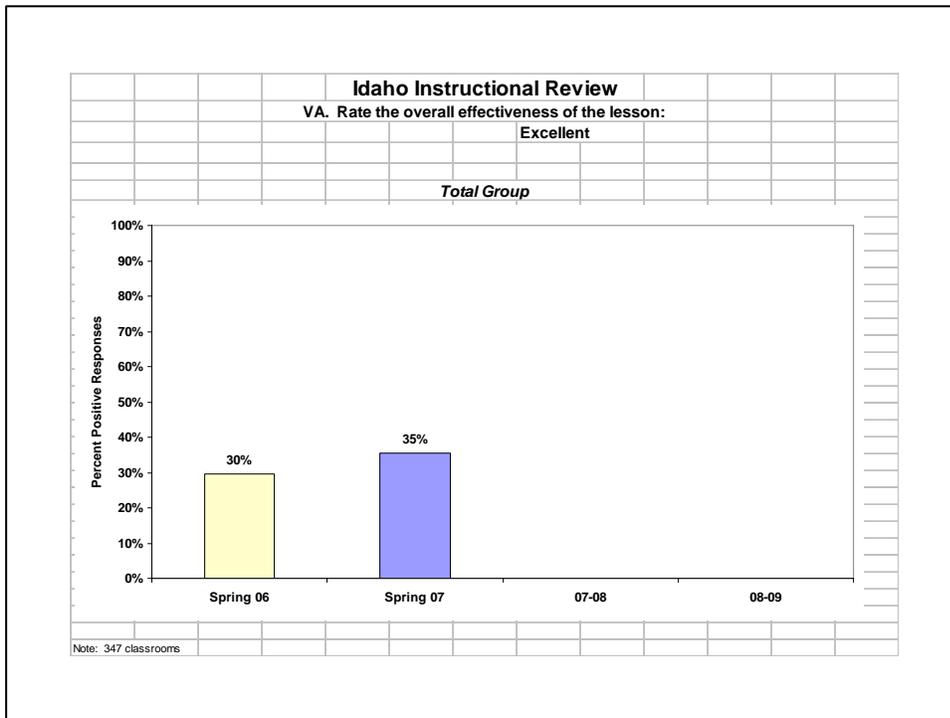


5b. All students are asked questions that require higher level thinking. (School by School)

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6. The quality of the overall lesson was excellent.



Appendix B

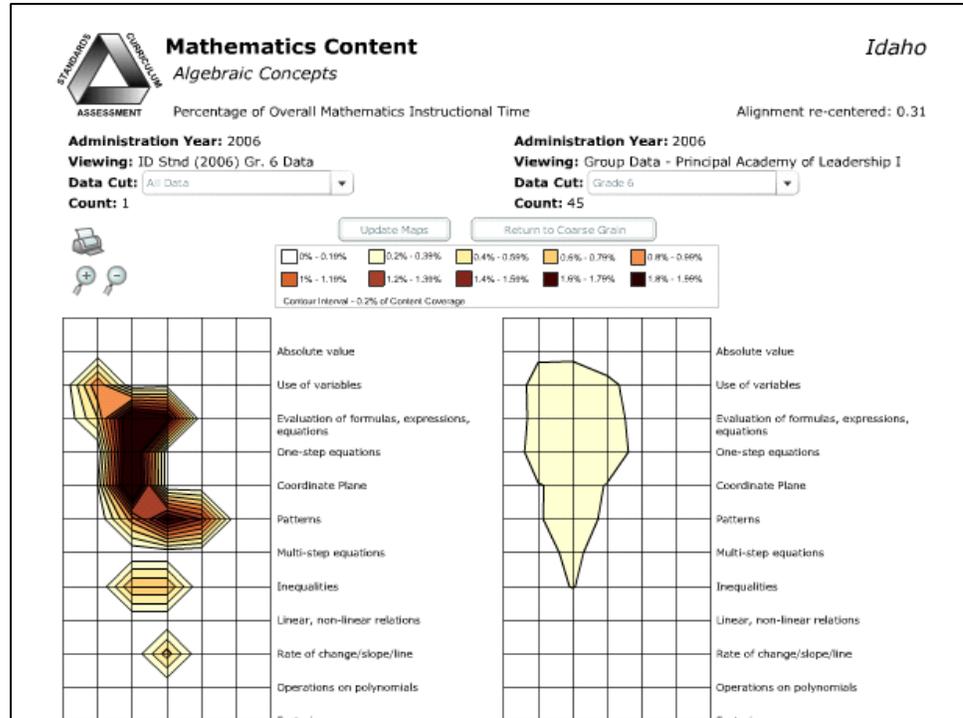
Appendix B: Data demonstrating SEC Curriculum Alignment Tool

The Survey of Enacted Curriculum generates valuable information for teachers and principals in math, English Language Arts and Science. A sample math display is shown below.

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The slide below is one sample from a data report based on Idaho PAL teacher input on the Survey of Enacted Curriculum. The charts compare the content prescribed in the Idaho Content Standards (left). Darker color denotes intensity of time spent. The grid maps cognitive level in a left to right progression. Cognitive demand increases as color moves toward the right. The chart is based on surveys completed in all PAL schools in spring 2006. Surveys are being completed in spring 2007 and we will have comparative data by June.

Sixth Grade Math



Some observations that PAL Principals and teachers made when provided with this data.

- Our teachers teach everything in a general shallow way.
- We miss the concepts of rate of change and inequalities altogether!
- We don't go nearly far enough into higher levels of cognitive demand in the area of patterns.
- In 6th grade, we should spend a fair amount of time on variables at a low level of cognitive demand and even more time as we transition students to higher levels of cognitive demand.

Predictive use of the Survey of Enacted Curriculum

Idaho Content Standards were adopted in 2005. This tool provides a snapshot of what teachers were teaching in math at the sixth grade level during the 2005-2006 school year. It is reasonable to expect that student data would reflect good student outcomes where the alignment is strong and demanding. Secondly, one might predict that student outcomes would be poor in the areas that were not addressed, addressed at a low cognitive demand or addressed too briefly. Spring ISAT 2006 reflected these predictions, particularly for the typically lower achieving students.

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A second prediction

Teachers informed of the misalignments would strive to more closely align their instruction to the Idaho Content Standards. This did, in fact occur, and principals and teachers also asked for specific professional development to address standards based instruction. In response to this request, a statewide trainer of trainers training was provided to four teachers from every PAL school. The training spanned five months with a total of 40 hours of training, not including required outside work. These 100 teachers will be sharing a standards-based approach in their schools starting fall 2007.

A third prediction

Alignment will improve slightly between 2006 and 2007, and alignment will dramatically improve between 2007-2008. When teachers and schools are aligning instruction to the Idaho Content Standards, and the Idaho Standards Achievement Test carefully measures student knowledge, then student outcomes will improve.

The significance of use of this tool and of these predictions is important. The collective bodies that monitor instruction, including the the governor, the legislature, the state board, the department of education and the local school boards are united in their efforts to improve the student achievement for all of Idaho's children. The Idaho Content Standards prescribe the content for local schools and districts, the Idaho Standards Achievement is carefully aligned to the content standards so that the state board can measure student achievement based on those standards. The alignment of instruction gives students the best possible opportunity to learn and do what the State of Idaho has determined is important at any grade level, K-12.

Appendix C

Appendix C: Schematic of the Principal Academy of Leadership Project

***Idaho Principal Academy of Leadership*
Blueprint for Sustainability**

Beginning in Year 3 (2007-2008) of the PAL Project, principals will create a five-year plan for sustainability. The first year of the sustainability plan is also Year 3 of the PAL Project as depicted below. Principals, along with the project management, will develop the plan that will cover all areas of school administration and instruction. Included will be goals for student achievement in every subject area along with plans for staff development.

Year One 2005- 2006	Year Two 2006- 2007	Year Three 2007-2008						F I V E Y E A R
		Year One 2007-2008	Year Two 2008- 2009	Year Three 2009-2010	Year Four 2010- 2011	Year Five 2011- 2012		

PLAN FOR SUSTAINABILITY

Principals will also review, update and revise their Year 3 Leadership Plan. The monthly coaching calls to PAL principals from the project management will not only monitor progress in the Year 3 Leadership Plan but also the implementation of the Five Year Plan for Sustainability. Learning community support in the regional and statewide meetings will further develop these plans.

Appendix D: Service Providers' Responsibilities

Winston –Salem Consulting, Contracted services

- Contracted Services include all travel, per diem, printing and telephone costs associated with the project.
- Supervise Instructional Reviews and SEC surveys at all Principal Academy of Leadership (PAL) schools.
- Collect, analyze, and house all Instructional Review and SED data
- Review and analyze ISAT data and determine the link between the data and what is revealed through Instructional Reviews and SEC surveys
- Provide all data in display form and train principals, Distinguished Educators (ORG's) and stakeholders on its use.
- Conduct regional and statewide meetings for Principal Academy of Leadership (PAL) Principals, Distinguished Educators (ORG's), State Department of Education Staff and Stakeholders.
- Lead seminars on pertinent books, such as Michael Fullens' "Leadership and Sustainability"
- Assist principals in developing specific action plans to improve teacher quality and student performance.
- Work one-on-one with principals and their action plans through conference calls and onsite visits
- Lead regional and statewide training sessions for principals (PAL's) and Distinguished Educators (ORG's).
- Recommend specific professional development to improve teacher quality
- Monitor the impact of professional development through Instructional Reviews and SEC surveys.
- Disseminate project outcomes through national professional networks.

Additional responsibilities for Year 3

- Create individual 5-year Sustainability plans for each individual principal.
- Write and print a manual for Principal Academy of Leadership, owned by Winston-Salem, but providing for full and free access by the State Board of Education for future PAL implementations in Idaho.

Datatex

- Process all data for Idaho Instructional Reviews and generate reports as directed by Winston Salem Consulting.

OSBE

- Provide .2 FTE for participation and supervision of the project
- Provide .5 FTE for administrative support of the project

Regional and Statewide Meetings

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Attachment 2

Proposal for Title II Funding – New Teacher Center Mentoring Program

Allison McClintick
Office of the state Board of Education
May 23, 2007

Research shows that an effective mentoring program during the initial years of teaching has the greatest impact in professional development for teachers. Mentoring not only is significant to the individual teacher but is important to school districts and the costs they incur when there is a need to hire and train new teachers. MetLife Survey of the American Teacher – “Transitions and the Role of Supportive Relationships” 2004-2005, reported that teachers who do not have professional support during their transition into teaching are most likely to leave within five years. In fact, twice the number will leave compared to those who are in a structured mentoring community.

For the past two years the State Board of Education has been working with the New Teacher Center, Santa Cruz in designing a program that will aid Idaho’s school districts as they each create a way to provide mentoring to new teachers. To date fourteen school districts have participated in the New Teacher Center Training academies. All those who participated received and learned to use the New Teacher Center Formative Assessment System materials. Recently several of Idaho’s teachers and administrators developed Core Teaching Standards and Mentor Program Standards that are unique to Idaho, so that in any future academies the formative assessment training will focus specifically on Idaho standards.

The end goal of these efforts is to design a mentoring program that enables school districts to participate and develop their own mentor program at a level that each district’s resources and personnel time will allow.

The initial steps have been taken to develop our own ‘home grown’ trainers, thus building capacity within our state to deliver a program that trains our mentors who work with our new teachers, helping them to effectively address the issues that face new teachers in the initial years of their career.

Proposal

We are now ready to start a new cohort of mentor trainers through the New Teacher Center academies. However, this cohort will receive training from a collaborative team made up of one person from the New Teacher Center and two Idaho trainees. These trainees will be able to present on their own the following year.

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**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-110. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

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SUBJECT

Standards for the Deaf and Hard of Hearing (DHH), Standards for the Blind and Visually Impaired (BVI)

Approval of Temporary and Proposed Rule, 08.02.03.004 – Incorporation by Reference

REFERENCE

December 2005 ISDB Committee recommendations were adopted by the Board

February 2006 Board Approval of ISDB committee recommendations

October 2006 Board approval of recommendations of the workgroups for the Blind and Visually Impaired and the Deaf and Hard of Hearing

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

A committee appointed by the State Board of Education (SBOE) has reviewed research regarding education programs for the DHH students and the BVI students. The committee also reviewed the report issued by the Office of Performance Evaluation (OPE), which had been requested by the Joint Legislative Oversight Committee. In 2006, with input from various stakeholder groups, including the Idaho Council for the Deaf and Hard of Hearing, the Idaho Commission for the Blind and Visually Impaired and the State Department of Education, the committee recommended development of standards for the education programs for DHH and BVI students as well as development of a service framework for separate state supported programs for each of these populations.

Recommendations from the workgroups have been, or are, in the process of being implemented. Transition coordinators for the BVI and the DHH have been hired by the office of the Office of the State Board of Education. Standards for both BVI and DHH have been developed and are ready for SBOE approval.

DISCUSSION

The study and redesign of the education programs for the BVI and DHH has been a two-year process. During that time input from stakeholders has been received. The Idaho State Legislature, reflecting upon the OPE study, is now ready to make some changes in the education process for students who are blind, visually impaired and/or deaf or hard of hearing. Recommendations from the State Board of Education regarding the education programs will aid the Legislature in their deliberations during this coming session. Included in the

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process has been the development of specific standards for the BVI and DHH. The standards will be incorporated by reference into 08.02.03.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference Page 3

Attachment 2 – Summary and Standards at-a-glance for Education of Students that are Blind and Visually Impaired Page 5

Attachment 3 – Summary and Standards at-a-glance for Education of Students that are Deaf and Hard of Hearing Page 17

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the SBOE approve the standards for the BVI and DHH as presented. Staff also recommends that the SBOE approve the standards being incorporated by reference into 08.02.03.

BOARD ACTION

Three motions

A motion to approve the Standards for the Blind and Visually Impaired as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the Standards for the Deaf and Hard of Hearing as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed Rule, IDAPA 08.02.03.004 – Incorporation by Reference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Attachment 1

Docket No. 08-0203-0701

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education on November 1, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (3-30-07)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on ~~August 10, 2006~~ May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (~~3-30-07~~)()

06. The Idaho Alternative Assessment Extended Content Standards. The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (11-1-06)T

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (11-1-06)T

08. The Idaho Standards for Infants, Toddlers, Children, and Youth who are Deaf or Hard of Hearing. As adopted by the State Board of Education on June 14, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (06-14-07)T

09. The Idaho Standards for Infants, Toddlers, Children, and Youth who are Blind or Visually Impaired. As adopted by the State Board of Education on June 14, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (06-14-07)T

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Attachment 2

**Program *Standards* for Infants, Toddlers, Children, and Youth who
are Blind or Visually Impaired including those with Additional
Disabilities and Deafblindness
Summary**

5 sections:

- 1) Identification and Referral
- 2) Assessment of Child's/Student's Needs
- 3) State Program Design
- 4) Curriculum, Expanded Core Curriculum, and Instruction
- 5) Parent Training and Family and Community Involvement

The Educational Program *Standards* for Infants, Toddlers, Children, and Youth Who Are **Blind or Visually Impaired including those with Additional Disabilities and Deafblindness** incorporate state and federal law and best practice. The five sections are designed to address not only the student but also:

- The family.
- The state program for the blind and visually impaired.
- Professionals providing direct and consultative services.
- The local educational agencies (LEAs).
- Paraeducators.
- Other professionals/teachers.

The *Standards* address, but are not limited to, the following:

- Accountability of the state program.
- Involvement of the parent(s) and parent resources.
- Qualifications/roles of professionals.
- Recognizing the need for increasing the number of specifically trained, certified, and/or licensed service professionals.
- Dissemination/production of materials.
- Assessment, screening and referral for initial services.
- Testing and assessment of students.
- Delivery of Expanded Core Curriculum (curriculum specifically designed for students who are blind or visually impaired, such as specific technology and low vision aids/devices, that is delivered in addition to the regular core curriculum, such as math and reading).
- Interactions with peers who are sighted and blind.

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The Standards at a Glance

Section One: Identification and Referral

Outcome: Children with vision loss are identified and referred as early as possible to enable the best possible educational, social, emotional, and achievement outcomes.

Identification and Referral

Standard 1: Procedures exist for locating and referring infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness who may require early intervention and/or special education.

Resources

Standard 2: An unbiased, comprehensive resource information packet will be given to parents of recently identified children who are blind or visually impaired regardless of child's age or other disabilities.

Collaboration

Standard 3: Programs for infants, toddlers, children, and youth, including those with additional disabilities and deafblindness establish collaborative relationships with health care providers, social services, school districts, and child care programs in order to ensure that infants, toddlers, preschoolers, and school-age children with identified vision loss receive appropriate referral within two (2) days and contacted by the appropriate agency within fourteen (14) calendar days.

Vision Screening

Standard 4: Qualified personnel conduct vision screenings to identify children who may have a vision loss.

Assessment Referral

Standard 5: Children who fail vision screenings receive appropriate assessment(s).

Additional Screening

Standard 6: Infants, toddlers, children, and youth, including those with additional disabilities and deafblindness will be screened for hearing and/or additional impairment(s).

Section Two: Assessment of Child's/Student's Needs

Outcome: An individualized intervention or education plan is developed based on assessment that yields valid and reliable information about the child.

Persons Conducting the Assessment

Standard 7: Each assessment of infants, toddlers, children, and youth, including those with additional disabilities and deafblindness, birth – 21, is conducted by qualified personnel who understand the unique nature of vision loss and who are specifically trained to conduct these assessments.

Domains to be Assessed

Standard 8: Qualified professionals assess children/students and collaborate with parents and other professionals on all relevant areas of functioning to provide a comprehensive profile of the child/student with vision loss.

Administration of Assessments

Standard 9: Assessments are provided and administered using the student's primary language and in the appropriate medium/media by professionals proficient in that approach.

Specialized Services, Materials, and Equipment

Standard 10: The assessment report identifies the unique learning needs of the infant, toddler, child, or youth who is blind or visually impaired, including those with additional disabilities and deafblindness, related to the vision loss including needs for specialized services, materials and equipment, and accommodations in the unique developmental and learning environment.

Assessment in the State and District Core Curriculum

Standard 11: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness, will be assessed using the early intervention, state and district core curriculum that are aligned with established state and district standards.

Assessment in the Expanded Core Curriculum

Standard 12: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness, receive assessment in the expanded core curriculum by qualified personnel. A triennial comprehensive functional vision evaluation and learning media assessment will be conducted by qualified personnel.

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Assessment Team

Standard 13: Infants, toddlers, children, and youth, including those with additional disabilities and deafblindness are referred to a specialized assessment team approved by the State Educational Program for the Blind and Visually Impaired and developed by the local school district or provided by the state program when appropriate.

Eligibility Criteria

Standard 14: Eligibility criteria will be defined by the State of Idaho.

Service/Placement Considerations

Standard 15: A continuum of service/placement options is reviewed with parents and placement is determined by the IFSP/IEP team (including parents) based on valid and reliable assessment data and other information that identifies individual needs across developmental, academic, and social domains.

Appropriate Placement

Standard 16: Determination of appropriate early intervention or educational setting must be based on the identified needs of infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness throughout their developmental and educational experiences. Any appropriate placement option recommended by the IFSP/IEP team must be made available to the infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness.

Section Three: State Program Design

Outcome: Infants, toddlers, children, and youth, including those with additional disabilities and deafblindness share the same learning opportunities as their sighted peers and benefit from programs that support and provide equal opportunities.

Statement of Purpose

Standard 17: The State Educational Program for the Blind and Visually Impaired for infants, toddlers, children, and youth, including those with additional disabilities and deafblindness has a clear statement of purpose, including outcomes for expected learning, literacy, and social/emotional well-being. The statement of purpose addresses the critical need for equal opportunity in each of these areas.

Policy on Language and Communication

Standard 18: The State Educational Program for the Blind and Visually Impaired has a written policy on the central role of language and communication as it relates to the cognitive, academic, social, and emotional development of infants, toddlers, children, and youth, including those with additional disabilities and deafblindness.

Students with Additional Disabilities

Standard 19: Provision is made for appropriate services for infants, toddlers, children, and youth, with additional disabilities including those with deafblindness.

State Educational Program for the Blind and Visually Impaired

Standard 20: The State Educational Program for the Blind and Visually Impaired consists of the Idaho State Board of Education and the program administration advised and assisted by an advisory council appointed by the Idaho State Board of Education.

State Oversight

Standard 21: The State Educational Program for the Blind and Visually Impaired adopts policies that are consistent with the guidelines put forth in this document, delegates implementation of these policies to the administrative staff, and monitors results. These policies support the expected learning outcomes for children/students. These policies are initially reviewed annually for the first five years and at least every five (5) years thereafter.

Continuum of Options

Standard 22: The State Educational Program for the Blind and Visually Impaired provides access to a full continuum of placement, program, service, and literacy options. The agency collaborates with the early intervention and local educational agencies, institutes of higher education, and other agencies to ensure provision of appropriate services for infants, toddlers, children, and youth, including those with additional disabilities and deafblindness.

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Instructional Delivery System

Standard 23: The instructional delivery system supports infants, toddlers, children and youth, including those with additional disabilities and deafblindness, learning in a developmentally appropriate context and focuses on the unique learning needs and literacy medium/media in order to support success.

Program Administrator

Standard 24: The Program Administrator is an experienced educator of students who are blind or visually impaired, with skills to ensure that infants, toddlers, children and youth, who are blind or visually impaired including those with additional disabilities and deafblindness are provided with appropriate instruction and designated services. The Program Administrator has the skills necessary for facilitating participation of staff, parents, and the blind or visually impaired community in program development related to a continuum of services.

Staff Qualifications

Standard 25: Infants, toddlers, children and youth, who are blind or visually impaired including those with additional disabilities and deafblindness, birth-21, are instructed by early intervention providers, teachers, and/or specialists who are specifically trained, certified, and/or licensed to teach academic, expanded core curriculum, communication, social, emotional, assistive technology, and transition skills to these individuals.

Paraprofessionals

Standard 26: State Educational Program for the Blind and Visually Impaired and local educational agencies will work collaboratively to train and support paraprofessionals who are providing services to infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness.

Professional Preparation

Standard 27: The Idaho State Board of Education will work toward ensuring that programs are provided through state public post-secondary institutions to prepare specifically trained, certified, and/or licensed early intervention providers, teachers, paraprofessionals, and related service professionals in the continuum of educational options for infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities and deafblindness.

Caseload Management

Standard 28: Class size and/or caseloads of staff support the provision of specialized instruction and services based on the unique educational needs of infants, toddlers, children and youth, who are blind or visually impaired including those with additional disabilities and deafblindness.

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Staff Development

Standard 29: The State Educational Program for the Blind and Visually Impaired provides ongoing training and mentoring for all staff to enhance achievement of infants, toddlers, children and youth, who are blind or visually impaired including those with additional disabilities and deafblindness. Teachers of the blind or visually impaired will ensure appropriate mentoring and professional development opportunities for beginning teachers of the blind or visually impaired.

Training for Education Personnel

Standard 30: The State Educational Program for the Blind and Visually Impaired provides training to education personnel serving its infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness regarding accommodations, modifications of the curriculum, and understanding the impact of vision loss on development and learning.

New and Existing Facilities

Standard 31: New facilities are designed and existing facilities are maintained to enhance the provision of instruction and services to meet the unique academic, expanded core curriculum, communication, social, emotional, assistive technology, and transition needs of infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness.

Safe School Environment

Standard 32: The school environment will be a safe and secure setting in which all accommodations can be met. The school environment includes the home, school, and community in which the education and related services are provided.

Program Assessment

Standard 33: The school leadership, program administrators, and staff regularly assess infant's, toddler's, children's, and youth's progress toward accomplishing the expected federal, state, and school-wide learning results and report program wide progress to the rest of the school community, including parents, and related agencies and organizations.

Program Accountability

Standard 34: As part of the state monitoring process, the program administration conducts a comprehensive triennial assessment for the State Educational Program for the Blind and Visually Impaired using these standards for all areas of program quality and provides written progress reports to parents, staff, the public, and interested parties.

Compliance

Standard 35: The State Board of Education will adopt an accountability system including corrective action plans and sanctions for programs that are out of compliance.

Section Four: Curriculum, Expanded Core Curriculum, and Instruction

Outcome: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness, are provided with equal access to educational opportunities that meet their individual developmental, academic, and social needs.

Curriculum and Instruction—Birth to Three

Standard 36: Curriculum and instruction for infants, toddlers, and preschoolers who are blind or visually impaired, including those with additional disabilities and deafblindness, are family focused and developmentally appropriate to ensure later academic, social, and vocational success.

Curriculum and Instruction—Three to Twenty One

Standard 37: School-aged children, who are blind or visually impaired, including those with additional disabilities and deafblindness, are provided with a challenging, coherent, and relevant core. An expanded core curriculum for students with visual impairments is necessary and should be provided to insure an equal opportunity for learning in general education. Infants, toddlers, children and youth who are blind or visually impaired, including those with additional disabilities, receive instruction by qualified personnel in the expanded core curriculum as appropriate in the home, school, and community.

State and District Core Curriculum Standards

Standard 38: Children and youth who are blind or visually impaired, including those with additional disabilities and deafblindness, will be instructed using the state and district core curriculum that are aligned with established state and district standards. Infants and toddlers will be instructed using early intervention, developmentally appropriate curriculum specially designed for the blind or visually impaired.

Expanded Core Curriculum

Standard 39: In addition to state and district core standards, infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness will be provided with the expanded core curriculum for the blind or visually impaired coordinated among service providers, which contains well-defined and relevant instruction in the areas of need as identified on the IFSP/IEP.

Multidisciplinary Team

Standard 40: All persons identified on the IFSP/IEP who provide services, including parents, will form a multidisciplinary team that works collaboratively and flexibly to meet the individual needs of infant/toddler/children/and youth, recognizing the roles and responsibilities of each team member.

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Curricular and Extracurricular Activities

Standard 41: The State Educational Program for the Blind and Visually Impaired, in collaboration with early intervention programs and local educational agencies, seeks to provide equal access to all infants, toddlers, children, and youth who are blind or visually impaired including those with additional disabilities and deafblindness in curricular and extracurricular activities and designated and related services in the home, school, and community. Educators and early interventionists ensure that children/students receive appropriate opportunities to participate with peers who are blind or visually impaired as well as those who are sighted.

Natural Environment

Standard 42: The infant/toddler who is blind or visually impaired, including those with additional disabilities and deafblindness, is provided services in the child's natural environment(s) in accordance with the child's IFSP.

Focus on Authentic Peer Interactions

Standard 43: The infant, toddler, child, or youth who is blind or visually impaired, including those with additional disabilities and deafblindness, has authentic peer interactions and is able to participate in social and academic activities. Educators will teach the child/student social skills to facilitate independence, self-advocacy, and interaction with peers, through direct instruction, modeling, and peer coaching.

Student Achievement Standards

Standard 44: The State Educational Program for the Blind and Visually Impaired will facilitate the development of student achievement standards and expanded core curriculum standards that will be reviewed and revised at least every five (5) years.

Equal Access

Standard 45: Educators must provide equal access to materials and resources to ensure equal education opportunities for infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness, in a timely manner.

Transitions

Standard 46: Transitions occur periodically throughout a blind or visually impaired infant's/toddler's/child's/youth's education early intervention to school services, preschool to elementary school, elementary school to middle school/high school, and high school to vocational, independent living, and/or post-secondary education. Planning and implementing support services must occur and be documented in a timely manner prior to each transition.

Assistive Technology

Standards 47: Early interventionists and educators must ensure the availability and use of assistive technology for infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities and deafblindness. Trained and qualified personnel will provide training and support to personnel and children/students.

Section Five: Parent Training and Family and Community Involvement

Outcome: Family and community members are active, informed, and involved participants in the education process of children and youth who are blind or visually impaired.

Parent Training and Support

Standard 49: The State Educational Program for the Blind and Visually Impaired, local educational agencies, and/or other agencies provide orientation and a continuum of training opportunities for parents to acquire the necessary skills/information to support the implementation of their infant's/toddler's/child's/youth's developmental, educational, vocational, and social achievement.

Community Involvement

Standard 50: The State Educational Program for the Blind and Visually Impaired has an ongoing process for involving parents and the blind or visually impaired community in program development and encourages strong collaboration between school staff, parents, members of the blind or visually impaired community, and the business community. The program leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the program's established support system for students.

Program *Standards* for Infants, Toddlers, Children, and Youth who
are Deaf or Hard of Hearing
Summary

5 sections:

- 1) Identification and Referral
- 2) Assessment of Child's/Student's Needs
- 3) Organization For Child's/Student's Learning and Support for Instruction
- 4) Curriculum and Instruction to Meet Child's/Student's Academic and Social Needs
- 5) Parent, Family, and Community Involvement

The Educational Program *Standards* for Infants, Toddlers, Children, and Youth Who Are **Deaf or Hard of Hearing** incorporate state and federal law and best practice. The five sections are designed to address not only the student but also:

- The family.
- The state educational program for the deaf and the hard of hearing.
- Professionals providing direct and consultative services.
- The local educational agencies (LEAs).
- Paraeducators.
- Other professionals/teachers.

The *Standards* address, but are not limited to, the following:

- Accountability of the state program.
- Involvement of the parent(s) and parent resources.
- Qualifications/roles of professionals.
- Recognizing the need for increasing the number of specifically trained, certified, and/or licensed service professionals.
- Assessment, screening, and referral for initial services.
- Testing and assessment of students.
- Access to appropriate communication options.
- Delivery of specialized curricula focusing on communication, language, and learning.
- Interactions with peers who are deaf/hard of hearing and hearing.

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The Standards at a Glance

Section One: Identification and Referral

Outcome: Children with hearing loss are identified and referred for assessment as early as possible to enable the best possible language, communication, social and emotional, and achievement outcomes.

Identification and Referral

Standard 1: Procedures exist for locating and referring infants, children, and students who are deaf or hard of hearing who may require early intervention and/or special education.

Resources

Standard 2: An unbiased, comprehensive resource information packet will be given to parents of recently identified children who are deaf or hard of hearing, regardless of child's age.

Collaboration

Standard 3: Programs for infants, children, and students who are deaf or hard of hearing establish collaborative relationships with all health care providers, social services, school districts, and child care programs in order to ensure that infants, toddlers, preschoolers, and school-age children with identified hearing loss are promptly referred to the appropriate services.

Hearing Screening

Standard 4: Qualified personnel conduct hearing screenings to identify children who may have a hearing loss.

Audiological Referral

Standard 5: Children who fail hearing screenings receive an audiological evaluation.

Vision Screening

Standard 6: Children and students who are deaf or hard of hearing will be screened for visual impairment.

Section Two: Assessment of Child's/Student's Needs

Outcome: An individualized intervention or education plan is developed based on assessment that yields valid and reliable information about the child.

Persons Conducting the Assessment

Standard 7: Each assessment of infants, children, and students who are deaf or hard of hearing, birth – 21, is conducted by qualified personnel who understand the unique nature of hearing loss and who are specifically trained to conduct these assessments.

Domains to be Assessed

Standard 8: Qualified professionals assess children/students and collaborate with parents and other professionals on all relevant areas of functioning to provide a comprehensive profile of the child/student with hearing loss.

Test Administration

Standard 9: Assessments are provided and administered, using the student's primary language and preferred mode of communication, by professionals proficient in that approach.

Specialized Services, Materials, and Equipment

Standard 10: An assessment report identifies the unique learning needs of the child/student related to the hearing loss, including needs for specialized services, materials, equipment, and accommodations in the learning environment.

Assessment Team

Standard 11: Children and students who are deaf or hard of hearing are referred to a specialized assessment team developed by the local school district or provided by the state when appropriate.

Eligibility Criteria

Standard 12: Eligibility criteria will be defined by the State of Idaho.

Placement Considerations

Standard 13: A continuum of service/placement options is reviewed with parents and placement is determined by the IFSP/IEP team (including parents) based on valid and reliable assessment data and other information that identifies individual needs across communication, developmental, academic, and social domains.

Section Three: Organization for Child's/Student's Learning and Support for Instruction

Outcome: Infants, children, and students who are deaf or hard of hearing share the same learning opportunities as their hearing peers and benefit from programs that support and provide equal opportunity for communication access.

Statement of Purpose

Standard 14: The program for infants, children, and students who are deaf or hard of hearing has a clear statement of purpose, including outcomes for expected learning, communication competency, and social/emotional well-being. This statement of purpose addresses the critical need for equal opportunity in each of these areas.

Policy on Language and Communication

Standard 15: The program has a written policy on the central role of language and communication as it relates to the cognitive, academic, social, and emotional development of infants, children, and students who are deaf or hard of hearing.

Instructional Delivery System

Standard 16: The instructional delivery system supports learning in a developmentally appropriate context and focuses on unique communication needs of infants, children, and students who are deaf or hard of hearing in order to support success.

Students with Multiple Disabilities; Deafblindness

Standard 17: Provision is made for appropriate services for infants, children, and students who are deaf or hard of hearing with multiple disabilities.

State Educational Program for the Deaf and the Hard of Hearing

Standard 18: The state educational program for the deaf and the hard of hearing consists of the Idaho State Board of Education and the Program Administration advised and assisted by such entities as a governor-appointed/state regulated advisory agency.

State Oversight

Standard 19: The state educational program for the deaf and the hard of hearing adopts policies that are consistent with the guidelines put forth in this document, delegates implementation of these policies to the administrative staff, and monitors results. These policies support the expected learning outcomes for children/students.

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Continuum of Options

Standard 20: The state educational program for the deaf and the hard of hearing provides access to a full continuum of placement, (residential placement to full inclusion mainstream) program, service, and communication options. The state educational program for the deaf and the hard of hearing collaborates with the early intervention and local education agencies, institutes of higher education, and other agencies to ensure provision of appropriate services for infants, children, and students who are deaf or hard of hearing.

Program Administrator

Standard 21: The Program Administrator is an experienced educator of students who are deaf or hard of hearing and appropriately credentialed school administrator, with skills to ensure that students who are deaf or hard of hearing are provided with appropriate instruction and designated services. The Program Administrator has the skills necessary for facilitating participation of staff, parents, and the deaf and hard of hearing community in program development related to a continuum of communication services.

Staff Qualifications

Standard 22: Infants, children, and students who are deaf or hard of hearing, birth – 21, including those with multiple disabilities and blindness, are instructed by early intervention providers and teachers who are certified and/or licensed to teach these individuals.

Other Qualified Personnel

Standard 23: Each program has specifically trained or certified professionals, including paraprofessionals, who have the skills necessary to provide instruction and services that meet the academic, communication, social, emotional, assistive technology and transition needs of infants, children, and students who are deaf or hard of hearing.

Assurance of Pre-Service Training

Standard 24: The Idaho State Board of Education will ensure that programs are provided through public post-secondary institutions to prepare specifically trained, certified, and/or licensed early intervention providers, teachers, paraprofessionals, interpreters, and related service professionals in the continuum of communication options for infants, children, and students who are deaf or hard of hearing.

Workload Management

Standard 25: Class size and workloads of staff support the provision of specialized instruction and services based on the unique educational needs of infants, children, and students who are deaf or hard of hearing.

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Staff Development

Standard 26: The program provides ongoing training and mentoring for all staff to enhance achievement of infants, children, and students who are deaf or hard of hearing across the communication continuum.

Training for Early Intervention, General Education, and Special Education Personnel

Standard 27: The program provides training to early intervention, general education and special education personnel serving infants, children, and students who are deaf or hard of hearing regarding accommodations, modifications of the curriculum, and understanding of the impact of hearing loss on development and learning.

Facilities

Standard 28: Facilities are designed and maintained to enhance the provision of instruction and services to meet the unique communication, education, and safety needs of children/students who are deaf or hard of hearing.

School Safety

Standard 29: Existing facilities provide a safe and secure environment in which all student accommodations can be met.

Program Accountability

Standard 30: The school leadership, program administrators, and staff regularly assess each child's/student's progress toward accomplishing the expected state and school-wide learning results and report progress to the rest of the school community, including parents, the deaf and hard of hearing community, and related agencies and organizations. Program accountability reporting will be organized to assure confidentiality for individual student.

Self-Assessment

Standard 31: The program conducts an annual self-assessment as part of the state monitoring process, using these standards and encompassing all areas of program quality and provides annual written progress reports to parents, staff, and the community.

Compliance

Standard 32: The State Board of Education will adopt an accountability system including corrective action plans and sanctions for programs that are out of compliance.

Section Four: Curriculum and Instruction to Meet Child's/Student's Academic and Social Needs

Outcome: Infants, children, and students who are deaf or hard of hearing thrive in linguistically rich natural/educational environment where language, communication, academics, and social opportunities are fully accessible.

Curriculum and Instruction – Birth to Three

Standard 33: Curriculum and instruction for infants, toddlers, and preschoolers who are deaf and hard of hearing, including those with multiple disabilities and visual impairment, are family focused, developmentally appropriate, and focused on the development of communication skills, healthy attachments, and linguistic competence to ensure later academic, social, and vocational success.

Curriculum and Instruction – Three to Twenty-One

Standard 34: School-aged children who are deaf or hard of hearing, including those with multiple disabilities and visual impairment, are provided with a challenging, coherent, and relevant core and specialized curriculum to ensure students' achievement toward expected school-wide learning results. The professional staff implements a variety of engaging learning experiences based on up to date and research-based teaching and learning principles.

Cohesive Team

Standard 35: All persons identified on the IFSP/IEP who provide services will form a cohesive team that works collaboratively and flexibly to meet the infant's/children's/student's needs.

Focus on Communication

Standard 36: Curriculum and instruction are delivered using the communication approach that meets the unique needs of the infant/child/student as defined in his/her Communication Plan.

Equal Access

Standard 37: The program provides equal access for all students in curricular and extracurricular activities and designated and related services.

Natural Environment

Standard 38: The infant/toddler is provided services in the child's natural environment(s) in accordance with the child's IFSP.

Focus on Authentic Peer Interactions

Standard 39: The child/student has authentic peer interactions and is able to participate in social and academic discussions.

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District Core Curriculum Standards

Standard 40: Infants, children, and students who are deaf or hard of hearing will be instructed using the early intervention and district core curriculum that are aligned with established state standards.

Supplemental Specialized Curricula

Standard 41: In addition to district and state core standards, infants, children, and students who are deaf or hard of hearing will be provided with supplemental specialized, research-based curricula coordinated among service providers, which contains well-defined and relevant instruction in the areas of need as identified on the IFSP/IEP.

Transitions

Standard 42: Transitions occur periodically throughout a deaf and hard-of-hearing infant's/child's/student's education: Early intervention to school services, preschool to elementary school, elementary school to middle school/high school, and high school to vocational, independent living, and/or post-secondary education. Planning and implementing support services must occur and be documented in a timely manner prior to each transition.

Purpose of Assessment

Standard 43: The program uses appropriate assessment to measure infant's/children's/student's achievement, design effective instruction, and communicate the program's effectiveness. Students who are deaf or hard of hearing are included in statewide and local assessments with the accommodations and adaptations that have been outlined on the IFSP/IEP.

Section Five: Parent, Family, and Community Involvement

Outcome: Family and community members are active, involved participants in the education process of children/students who are deaf or hard of hearing.

Parent Training and Support

Standard 44: The program provides continuous opportunities for parents to acquire the necessary skills and information, especially in communication and language development, to support the implementation of their infant's/child's/student's IFSP/IEP.

Adults who are Deaf or Hard of Hearing and Community Development

Standard 45: The program involves deaf and hard of hearing communities in program development and encourages strong collaboration between school staff, parents, and community members who are deaf or hard of hearing.