

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008**

TAB	DESCRIPTION	ACTION
1	APPROVAL OF THE UNIVERSITY OF IDAHO'S LAW SCHOOL IMPLEMENTATION PLAN FOR THE TWO LOCATION CONCEPT AND LEGISLATIVE APPROPRIATION IN FY 2010 BUDGET REQUEST	Motion to Approve
2	THIS ITEM HAS BEEN PULLED FROM AGENDA	
3	APPROVAL OF THE EIGHT-YEAR PLAN – TWO-YEAR UPDATE	Motion to Approve
4	APPROVAL OF NOTICE OF INTENT TO REPLACE THE D.A. IN ENGLISH WITH A PH.D. IN ENGLISH AND THE TEACHING OF ENGLISH – IDAHO STATE UNIVERSITY	Motion to Approve
5	UPDATE AND RECOMMENDATIONS ON DEAF/HARD OF HEARING AND BLIND/VISUALLY IMPAIRED SERVICE DELIVERY MODEL	Information Item
6	STATEWIDE ASSESSMENT COMMITTEE RECOMMENDATION/REPORT	Information Item

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

UNIVERSITY OF IDAHO – COLLEGE OF LAW

SUBJECT

Approval of the University of Idaho's Law School Implementation Plan for the two location concept and legislative appropriation in FY 2010 budget request

REFERENCE

October 11, 2007	Information item presented to Regents – update on status of strategic planning process.
April 17, 2008	Regents' approval of the request by the University of Idaho for authority to proceed with implementation planning for the two-location concept.
June 19, 2008	Information item presented to Regents – update on implementation planning process.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Z
Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

The University of Idaho (UI) is charged with the statewide mission for legal education. The UI fulfills that mission through the College of Law, which will mark its centennial in 2009. Throughout 2007, the College engaged in a strategic planning process to determine how best to fulfill this statewide mission in the College's "second century."

The College of Law's strategic planning process was detailed in materials presented to the Regents in April 2008. As a result of this process, the UI and College of Law determined that the concept of a statewide public law school providing opportunities at two locations, Moscow and Boise – with cost-effective unified administration, an institutional focus on ethics and professionalism at each location, and a curricular design with selected specialties responding to needs and opportunities at each location – is the optimal approach to fulfilling the University's statewide mission for legal education.

The College provided various updates to the Board on the two-location concept for delivery of the Juris Doctor degree program in Moscow and the Treasure Valley. In April, the Board authorized the UI "to proceed with implementation planning for the two-location concept, including operating budget, capital budget, facility needs analysis, curriculum and an implementation timeline."

The UI and College of Law have completed the Implementation Plan for the two-location concept. The Implementation plan and supporting materials are exhibited in Attachment 1. The UI is asking for authorization to proceed with the Implementation Plan for the two location concept to include a legislative appropriation in the FY 2010 budget to prepare the program for the initial incoming class as provided in the Plan.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

IMPACT

The fiscal impact of the Implementation Plan is summarized in Parts III-B (operating budget) and III-D (capital budget) of the Plan, and is set forth in detail at Appendix A (spreadsheet). The FY 2010 legislative appropriation request is \$942,596.

ATTACHMENTS

Attachment 1 – Implementation Plan with Appendices

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho has developed a phased-in approach to expanding the law school into two locations – Moscow and Boise. Key arguments in favor of the expansion are as follows: Idaho legal education is significantly underserved as evidenced by: 1) Idaho population has doubled since the law school's inception and criminal cases have more than quadrupled; 2) 70% of new lawyers come from out-of-state; 3) population is expected to increase by another 9+% before this plan can be fully realized; 4) the expansion of the use of the JD degree has put additional pressure on the need for well-trained lawyers; 5) job placement is better than 98%; and 6) a significant economic need exists in Idaho for lawyers in a position to accept moderate (Idaho) salaries, especially in small business and public service. The University also provides evidence that expansion in the state's capitol is critical to its ability to effectively serve the state and to maintain a credible and competitive law school over time. While the additional investment is significant (4.5 million by 2013), it is not out of line with the scope of the college within the University, nor the University itself. Economic data supplied also suggests that the state will realize a significant economic benefit from the expansion. A more difficult determination is whether this expansion should take priority over other critical needs for higher education in the state. The current opportunity to collaborate with the Idaho Supreme Court in its need for a new law library would suggest that this would be a unique time to take advantage of a critical partnership.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho for 1) authorization to proceed with its Implementation Plan for two locations of the University of Idaho College of Law as described in the Implementation Plan presented to the Regents, and for 2) authorization to include a legislative appropriation in the FY 2010 budget to prepare the program for the initial incoming class as provided in the Plan. Information on the progress of the implementation plan will be brought routinely to the Regents' for updates, and any further approvals required by Board Policy will be brought to the Regents in a timely manner.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

University of Idaho

BOLD MINDS, PRACTICAL MEASURES:

**AN IMPLEMENTATION PLAN
FOR STRENGTHENING
STATEWIDE LEGAL EDUCATION**

Prepared for
The Board of Regents of the University of Idaho
July 24, 2008



[This page is intentionally blank]

BOLD MINDS, PRACTICAL MEASURES:

AN IMPLEMENTATION PLAN FOR STRENGTHENING STATEWIDE LEGAL EDUCATION

Table of Contents

Page numbers shown here have been forced to reflect the State Board's meeting packet and do not match the page numbers in the hard copy.

I. FOREWORD.....	8
II. EXECUTIVE SUMMARY.....	8
III. NEEDS AND OPPORTUNITIES FOR PUBLIC LEGAL EDUCATION IN IDAHO	12
A. BACKGROUND: THE FIRST CENTURY OF PUBLIC LEGAL EDUCATION IN IDAHO	12
B. PLANNING FOR THE SECOND CENTURY OF PUBLIC LEGAL EDUCATION IN IDAHO.....	15
C. IDAHOANS' NEED FOR PUBLIC LEGAL EDUCATION.....	19
1. <i>Idahoans' growing need for affordable, high-quality legal education</i>	20
2. <i>Idahoans' growing need for legal services and an efficient, responsive justice system ...</i>	24
3. <i>Idaho's growing need for legal research and outreach by its public law school.....</i>	31
4. <i>The demand for a J.D. degree program offered by Idaho's public law school in both Moscow and Boise.....</i>	33
a. First round of market research – Fall 2007.....	34
b. Second round of market research – Spring 2008	36
c. Projections based on market research	38
5. <i>The Job Market for Graduates of the Two-Location Law School</i>	42
IV. COMPONENTS OF THE IMPLEMENTATION PLAN.....	44
A. BETTER, NOT JUST BIGGER: STATEWIDE CURRICULUM, SERVICE, OUTREACH, AND RESEARCH	44
1. <i>Curriculum, Service, Outreach, and Research in the Two-Location Model</i>	44
2. <i>American Bar Association (ABA) Accreditation Matters</i>	50
3. <i>Membership in the Association of American Law Schools (AALS).....</i>	53
B. PEOPLE AND PROGRAMS: THE PLAN BUDGET AND APPROPRIATION REQUEST	54
1. <i>General Description</i>	54
2. <i>Appropriation Request</i>	56
3. <i>Operating Budget.....</i>	57
4. <i>Capital Budget</i>	58
C. PLACES OF EXCELLENCE: MEETING THE FACILITY NEEDS IN MOSCOW AND BOISE.....	58
1. <i>Introduction.....</i>	58
2. <i>Summary.....</i>	58
a. Moscow Facility Needs	58
b. Boise Facility Needs	59
3. <i>Detailed Facility Needs Analysis</i>	60
a. Detailed Analysis of Moscow Facility Needs	60
b. Detailed Analysis of Boise Facility Needs.....	65
D. IMPLEMENTATION TIMELINE: EIGHT YEARS OF MEASURED GROWTH WITH QUALITY	73
1. <i>Summary of Implementation Timeline.....</i>	73
a. Size and Schedule	73
b. Categories of Implementation Activities.....	74
2. <i>Year-by-Year Description of Implementation Activities</i>	75

Table of Figures

Figure 1: Idaho Graduates as Percentage of Bar Admittees.....	13
Figure 2: Initial Employment in Business — National Trend (1988-2007).....	21
Figure 3: Initial Employment in Private Practice by Law Firm Size — Comparison of National and UI Percentages (2007).....	26
Figure 4: Initial Employment by Type of Employer — Comparison of National and UI Percentages (2007)	27
Figure 5: Initial Employment in Judicial Clerkships — Comparison of National and UI Percentages (1999-2007)	28
Figure 6: Initial Employment in Judicial Clerkships by Court Level.....	29
Figure 7: Initial Employment as Prosecutors — Comparison of National and UI Percentages (2005-2007).....	29
Figure 8: College of Law Admissions Data — Comparison of Residents and Non-Residents (2007)..	38
Figure 9: Initial Employment by Region — Ratio of Graduates to Jobs (2005-2007)	44
Figure 10: Timetable for ABA Approval of Boise Campus	53
Figure 11: Appropriation Request (not discounted to 2008 dollars).....	57
Figure 12: Operating Budget.....	57
Figure 13: Estimated University of Idaho Capital Costs for Proposed Moscow and Boise Campuses	60
Figure 14: Current Space Allocation for Menard Law Building	60
Figure 15: Comparison of Regional Law School Facilities.....	61
Figure 16: Recent Renovations at Western Law Schools	63
Figure 17: Facility Needs for Menard Law Building	64
Figure 18: Menard Law Building — Comparison of Current and Proposed Facility Size	65
Figure 19: Space Summary — Idaho Law Learning Center.....	66
Figure 20: Space Allocation in Boise Facility.....	67
Figure 21: Comparison of Size of Proposed Menard Law Building to Proposed Boise Facility.....	69
Figure 22: Phasing of Capital Expenditures at the Boise Facility.....	70
Figure 23: Enrollment Timetable — Moscow and Boise Campuses	74

List of Appendices

Appendix A: Implementation Plan Budget and Appropriation Request -- Including Budget Summary and Supporting detail for Appropriation Request, Capital Budget and Operating Budget (included as a separate Excel Workbook)

Appendix B: Informal Opinion of the Attorney General of Idaho entitled "Possible Relocation of the University of Idaho College of Law to Boise (included as a separate Word Document)

Appendix C: Education Matrix Prepared by Idaho Supreme Court (included as a separate Word Document)

Appendix D: Ratio analysis prepared by University of Idaho Department of Finance and Administration (included as two separate Excel Workbooks)

D1: Ratio Analysis for Law School Expansion

D2: Pro Forma Ration Analysis

Appendix E: Commentaries on the College of Law's Statewide Legal Education initiative.

I. Foreword

On March 19, 2008, the University of Idaho submitted to the Board of Regents a proposed concept for delivering the Juris Doctor Degree program in Boise as well as in Moscow.¹ The proposal followed more than a year of intensive strategic planning and consultation with academic and professional stakeholders. At its meeting on April 17, 2008, the Board approved a resolution that authorized the University of Idaho “to proceed with implementation planning for the two-location concept, including operating budget, capital budget, facility needs analysis, curriculum and an implementation timeline.”

On June 19, 2008, the University updated the Board on the planning process.² The University now respectfully submits this implementation plan for consideration by the Board at its upcoming meeting on August 21, 2008. The document begins with an executive summary and a narrative analysis of the needs and opportunities for public legal education in Idaho. The narrative pays particular attention to questions raised by the Board. After this narrative, the document sets forth each planning component identified by the Board in its April 17 resolution.

II. Executive Summary

- The University of Idaho has the statewide mission to deliver public legal education. The mission is carried out by the College of Law, which will mark its centennial in 2009 and is planning for its second century.
- The increases in Idaho’s population and growth in the economy have far outpaced the state’s investment in legal education. The population has doubled since the College’s size and enrollment capacity were determined in 1972-73, when the Menard Law Building was constructed on the Moscow campus. The

¹ The University’s concept document was entitled “Let Our Minds Be Bold: Fulfilling a Statewide Mission in the University of Idaho’s Second Century of Legal Education.” It is available on the College of Law website at

<http://www.law.uidaho.edu/documents/Strategic%20Planning%20State%20Board%20Document%2019%20Mar%2008.pdf&pid=106898&doc=1>.

² The University’s June 2008 presentation was entitled “Unifying Idaho — One Law School, Two Locations: From Concept to Implementation.” Power point slides from that presentation are available on the College of Law website at

<http://www.law.uidaho.edu/documents/Strategic%20Planning%20Presentation%20SBOE%2019%20Jun%2008.pdf&pid=108288&doc=1> .

state's economy and government have more than doubled, and the Treasure Valley has become a major metropolitan center.

- Lawyers serve the state in many ways including economic development. Idaho has a growing need for legal expertise to support a growing economy, the administration of criminal and civil justice, and the services needed by Idaho families. At the same time, legal education is changing due to globalization, specialization, rising demand for practice-ready graduates, and increased use of law degrees in business and other occupations. Law school is no longer simply a gateway to the practice of law.
- Idaho is a net importer of legal talent; it produces fewer law graduates than adequate to meet the need in this state and surrounding region. (Other regions of the country do not have this deficit. Questions about the number of law schools in the United States have focused on those regions.) Surveys show that the two-location law school would appeal to a significantly larger group of prospective law students. For that reason, expanded legal education opportunities do not correlate directly to numbers of practitioners. Employment prospects are strong.
- Affordable *public* legal education enables graduates to take jobs in Idaho communities or in the public and nonprofit sectors. It keeps legal services and justice accessible for people of ordinary means.
- The College of Law is, and should remain, rooted in Moscow; however, it cannot remain competitive, nor can it fully serve the state, if it remains solely in Moscow. The legal education program would be enhanced, and the state's century-long investment in the College of Law in Moscow would be secured, by linking the College's land-grant location with a metropolitan location. Also faculty scholarship, service to the state, and community outreach would increase.
- The College's planning consultant has strongly recommended a single statewide law school with efficient, unified administration and curricular design, providing two places of opportunity: Moscow and Boise. Moscow will remain the center of law school administration. The Law Advisory Council unanimously has embraced this concept. The concept has been adopted by the law faculty and endorsed by the University leadership. This is a long-term response to Idaho's needs. It is not a transitional mechanism for moving the College.
- In the two-location framework, delivery of Juris Doctor (J.D.) education, faculty scholarship, service, and community outreach would be developed in steps according to a timeline contained in the plan. The timeline will reflect a faculty commitment to academic quality, the depth of the qualified student applicant

pool, accreditation standards (to be met and exceeded), the costs of each step, and the resources available from the Legislature and Governor, private supporters, and student fees, as well as grants and contracts.

- Initial steps would begin in 2009 with augmentation of classroom components of existing Boise-based externships, the semester-in-practice program, and the College's small business legal clinic. In the Fall of 2010, the College of Law would enroll an initial first-year class of approximately 30 students in Boise. The size of each entering class in Boise would increase gradually until it reached approximately 85 students, creating a total student body in Boise of approximately 250. Enrollment at Moscow would be managed to converge at approximately the same level, creating a balance of faculty and students at each location while settling and sustaining the student body in Moscow at the approximate level contemplated when the Menard Law Building was constructed. Admissions would be a unified process, administered in Moscow, with the College determining where entering students would begin their studies.
- The two-location law school would deliver a core J.D. program at both locations, with customary "bar course" coverage at both locations. (Such courses are often taught to multiple sections of students, by multiple professors, at larger law schools.) In addition, however, the two-location school would feature distinctive and complementary specialties at each location. Emphases in Moscow would take advantage of the land grant campus and would include natural resources, environmental law, public lands, and federal/state tribal relations. Emphases in Boise would take advantage of the metropolitan location and would include business-related specialties, entrepreneurship, and intellectual property.
- In Boise, collaboration with the Idaho Supreme Court on a multi-purpose physical facility — the "Idaho Law Learning Center" (ILLC) — offers a once-in-a-generation opportunity for synergy and efficiency. The Learning Center would house a greatly improved State Law Library — an asset to the general public as well as the legal profession — and would serve as a location for collaboration among the branches of government as well as public educational outreach on the rule of law in a democratic society. The Idaho Law Learning Center would be nationally distinctive and would be designed to accommodate a long-term maximum of no more than approximately 250 students. Renovation and expansion of the Capitol Annex (old Ada County Courthouse), situated on the Capitol Mall directly between the Supreme Court and the Idaho Statehouse, is the leading ILLC possibility. The College could begin to occupy portions of it during the fall of 2010, when the initial, modest-sized entering class is enrolled, and could occupy it more fully in phases as the building is renovated and expanded.

- Meanwhile, upgrades of the Menard Law Building, and a modest expansion of its footprint, would make it vital and attractive for current methods of law teaching, research, and service, while assuring that it could continue to serve as the administrative center of the statewide law school. During the past three years the College of Law has already spent or committed more than \$2 million on Improvements to the Menard Law Building to the furniture, fixtures, and equipment within it.
- The eight-year span (Fiscal Year 2009 to FY 2017) of this implementation plan and budget projection reflects a careful, conservative estimate of a realistically expeditious time frame for developing the academic program and the statewide student enrollment while maintaining our commitment to quality. After FY17, the stable level of student enrollment and the programmatic advantages of the two-location operation are expected to make the law school increasingly attractive and even more selective and competitive.
- As reflected in the detailed budget spreadsheets appended to this plan, the establishment of the statewide law school with two locations would entail an investment of approximately \$6 million in the recurring operating budget of the College, which now stands at approximately \$8 million. Of this \$6 million, about \$3.4 million would come from legislative appropriations; the remainder from student fees, private giving, and grants and contracts. Student fees are projected to increase approximately 2% above inflation after the current five-year plan for fee adjustments is completed in FY 2011.
- As further reflected in the budget spreadsheets, the College's collaboration with the Idaho Supreme Court would include joining the Court in the one-time appropriation request of approximately \$29-30 million for the Idaho Law Learning Center, plus a continuing appropriation of \$660,000 for occupancy costs related to legal education in the Idaho Law Learning Center. Investments in furniture, fixtures, technology, and other building improvements in Moscow as well as Boise would be made on a pay-as-you-go basis with net funds generated in the operating budget. The operating and capital budgets are conservative; they represent cost-effective investments in a multi-purpose expansion of legal education to meet the growing needs facing the State of Idaho as the College of Law enters its second century.
- By FY 2017, the statewide legal education program would be fully in place with a law school that is not merely larger a state that is more fully served.

III. Needs and Opportunities for Public Legal Education in Idaho

A. Background: The First Century of Public Legal Education in Idaho

The State Board has given the University of Idaho the statewide mission to deliver public legal education.³ In 1909, responding to a proposal by the Board of Regents, the Idaho Legislature established the College of Law at the University of Idaho. The College of Law gained admission to the Association of American Law Schools in 1914 and received accreditation from the American Bar Association in 1925. The College of Law will celebrate its centennial in 2009.

Since its establishment almost a century ago, the College of Law has operated on the campus of the University of Idaho in Moscow. In 1973 the College took up residence in its current facility, the Menard Law Building, which was designed with larger classrooms and fewer staff or faculty than are customary in legal education today. Although the building's expected capacity was approximately 275 students, the enrollments later reached the current level of approximately 300 students (90-100 graduates each year). By today's educational standards, the building has a functional capacity of about 250 students; even at this enrollment level, renovation and some square footage enhancement are needed for program quality.

Admissions are competitive; from 2002 to 2007, the College received an average of 778 applications each year. Approximately 60% of the students who enroll at the College of Law are Idaho residents, and approximately 60% of the College's graduates take jobs in Idaho upon graduation. The College of Law is the only law school in Idaho.

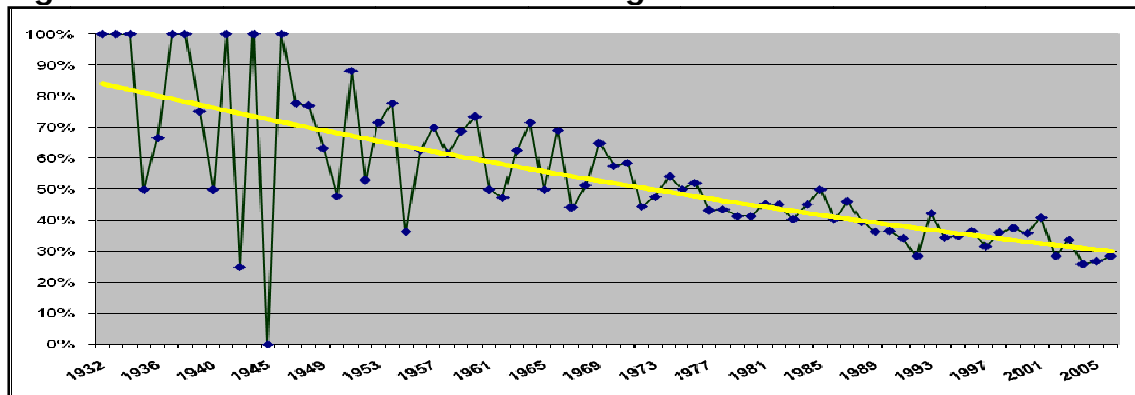
In its almost 100 years of existence, the College of Law has produced many Idaho leaders. College of Law living alumni/ae include a governor, legislators, and judges, including more than half of the current members of the Idaho Supreme Court and more than half of Idaho's trial judges. Alumni/ae also include many business leaders such as Dennis Johnson, president and chief executive officer of the United Heritage Financial Group; Steve Hanks, past president and chief executive officer of Washington Group International; Frank Shrontz, past chief executive officer of the Boeing Company; Lucinda Weiss, past associate general counsel of the Goodyear Tire & Rubber Company; and Dennis Wheeler, president and chief executive officer of Coeur, The Precious Metals Company. College of Law

³ Idaho State Board of Education Policies and Procedures, Section III (Post Secondary Affairs), Part I (Roles and Missions), Institutional Role and Missions — University of Idaho. The assignment of law to the University of Idaho is also reflected in the State Board publication "2008 Higher Education in Idaho", at page 35, <http://www.boardofed.idaho.gov/HiEd/HigherEd2008.pdf>.

alumni/ae can be found on Main Street,⁴ on Wall Street,⁵ and in important positions in the federal government.⁶

Approximately half of the active lawyers in Idaho are College of Law alumni/ae.⁷ College of Law alumni/ae do not, however, account for a similar proportion of Idaho's *newest* lawyers. Rather, most of Idaho's new lawyers come from out of state. In 2005, for example, about 70% of the new admittees to the Idaho state bar came from out of state.⁸ The chart below shows that College of Law graduates account for a decreasing small percentage of the admittees to the Idaho bar.⁹

Figure 1: Idaho Graduates as Percentage of Bar Admittees



⁴ E.g., Connie Taylor, JD 1993, Member, Clark & Feeney, 1229 Main Street, Lewiston, Idaho.

⁵ E.g., Mas Kuwana, JD 2006, Lead Tax Services, Deloitte Tax LLP, 2 World Financial Center, New York, New York.

⁶ E.g., Nancy Morris, JD 1983, former Secretary of U.S. Securities & Exchange Commission, Washington, D.C.; Michael Bogert, JD 1985, Counselor to Secretary of Interior Dirk Kempthorne, Washington, D.C.

⁷ The College of Law has 4,014 living alumni/ae, 1,985 of whom designate an Idaho address. (Source: UI College of Law Alumni Records.) We estimate that 80% of these 1,985 alums with an Idaho address — in other words, approximately 1,588 alums — are actively practicing law in Idaho. Our 80% estimate is based in the first instance on a 2007 Idaho State Bar (ISB) survey of its members. The 2007 ISB survey showed that approximately 87.5% of the survey respondents were practicing law. (Other respondents were retired or using their legal education in private enterprise or other employment that did not involve the practice of law.) We reduced the 87.5% figure gleaned from the 2007 ISB survey to 80% to reflect that some alumni/ae who list an Idaho address may actually be practicing law exclusively in a different state (especially if, for example, they live near the border with another state). The Idaho State Bar reports that there are 3,160 active members of the Idaho bar in state (not including an additional 817 out-of-state active bar members). The 1,588 College of Law alumni/ae with an Idaho address whom, we estimate, are practicing law in Idaho thus account for 50.25% of the 3,160 active, in-state members of the Idaho bar.

⁸ Many of the recent admittees who come from out-of-state have previously been admitted to the practice of law in some other state and are gaining admission to practice in Idaho under Idaho's reciprocity rules.

⁹ Source: Idaho State Bar and University of Idaho College of Law.

We do not mention this as a bad thing. On the contrary, the influx of out-of-state lawyers enriches the diversity and the range of practice experience and skills available to Idahoans. Indeed, many of Idaho's great lawyers originally hail from elsewhere. We mention Idaho's status as a net importer of legal services because it is relevant to the College of Law's future in three ways.

First, it shows that the current demand for legal services in Idaho outstrips the domestic supply. An expanded public law school in Idaho would increase the opportunity for Idahoans to fill that demand by getting their J.D. degrees here and then practicing here. Furthermore, by offering more Idahoans a high-quality legal education that is affordable, an expanded public law school would enhance the availability of legal services to Idahoans across the socio-economic spectrum. That is because the graduates of the public law school do not have debt loads that are so large that they prevent those graduates from taking jobs serving Idaho's small businesses and Idahoans of ordinary means. (By contrast, a private law school in Idaho would expect to get most of its students from out of state and to charge tuition that would prevent many of its graduates from taking jobs in Idaho serving Idaho's small businesses and Idahoans of ordinary means.)

Second, Idaho's status as a net importer of legal services shows that an expansion of the College of Law will not greatly affect the number of lawyers in Idaho. Because more than 70% of the new lawyers in Idaho come from out of state, the question whether the College of Law should expand has nothing to do with the question, "Do we need more lawyers?" The supply of lawyers in Idaho is dictated by the market, and the mobility of lawyers from elsewhere, rather than by the size of the College of Law.

Third, Idaho's status as an importer of legal talent differentiates it from other parts of the United States where concern recently has been expressed about the number of new law schools. For example, the *National Law Journal* on June 2, 2008, contained an article entitled "A Deluge of Law Schools."¹⁰ This concern is focused almost entirely upon the eastern United States, where many tuition-driven private institutions are concerned about the growing number of law schools, as the *NLJ* article indicates. Idaho is in a region importing lawyers from elsewhere, partly because we have not increased our legal education capacity or our law school enrollments significantly during the past three decades. Moreover, as noted elsewhere in this document, many people go to law school to pursue or enhance career opportunities other than the traditional practice of law.¹¹ That is an important reason why J.D. programs are proliferating around the country, and why

¹⁰ <http://www.law.com/jsp/law/careercenter/lawArticleCareerCenter.jsp?id=1202421905153>.

¹¹ See Section III.C.1

“legal education entrepreneurs” are investing in them, despite a perceived lack of “need” for more traditional practitioners. These investors are generally sophisticated and well informed. They are also aware that legal education — like much of professional and graduate education — attracts more students, not fewer, when the economy softens and prospective students seek to burnish their résumés and improve their career prospects. Thus, for example, the Law School Admissions Council recently announced that the number of individuals taking the Law School Admission Test (“LSAT”) in June, 2008, is up 13% over the previous year and is the largest cohort on record (for records going back to 1987).

As explained below, Idaho’s need for legal expertise is growing, but the relevant question in the present context is not merely whether Idaho needs more lawyers. Rather, it is how best the College of Law can meet: (1) the need of many Idahoans statewide, especially among Idaho’s youth, for an affordable, high-quality public legal education, not only as the foundation for practicing law but also for pursuing careers in business, government, and other professions; (2) the need of Idahoans statewide — especially its small businesses and citizens of ordinary means — for legal services and an efficient, responsive system of government; and (3) the need of Idaho’s civic leaders, business leaders, and government leaders for the research and outreach that the state’s public law school has a distinct duty and a proven ability to provide. The question, in short, is how the College of Law can, in its second century, most effectively continue to fill Idaho’s needs for public legal education. That question has been studied intensively, as discussed in the next section.

B. Planning for the Second Century of Public Legal Education in Idaho

Like all forward-looking institutions, the College of Law engages in ongoing strategic planning. The round of planning that led to the two-location concept began in late 2006, focusing on how the College could continue to fulfill its statewide mission in its second century. The College studied (1) changes in legal education in the U.S., as discussed in a 2007 report on legal education by the Carnegie Foundation for the Advancement of Teaching¹² and a 2007 study entitled *Best Practices for Legal Education*¹³; and (2) changes in Idahoans’ need for public legal education, in light of the growth and increasing diversity of its population and economy.

¹² William Sullivan, et al., *Educating Lawyers: Preparation for the Profession of Law* (John Wiley & Sons, 2007).

¹³ Roy Stuckey, et al., *Best Practices for Legal Education: A Vision and A Roadmap* (Clinical Legal Education Ass’n, 2007).

The College analyzed several options. It determined that “business as usual”, i.e. remaining in Moscow with no significant investment in curriculum or facilities, was not an option if the College is to continue to fulfill its statewide mission. The College also examined three other approaches: (a) focusing on Moscow with relatively little expansion in Boise; (b) relocating the J.D. instructional program from Moscow to Boise, while retaining an interdisciplinary research and outreach function in Moscow; and (c) preserving the Moscow program while expanding the College’s presence in Boise through the phased development of a two-location model of legal education. Analysis of these options included study of possible constitutional restrictions on relocating the law school.¹⁴

The analysis also explored the possibility that the College of Law could collaborate with the Idaho Supreme Court on an Idaho Law Learning Center (ILLC). The idea for the ILLC originated with former Chief Justice Gerald Schroeder. He envisioned a facility that could house the College of Law’s operation in Boise, as well as the Idaho State Law Library (which was then housed in the Supreme Court Building and is currently in temporary quarters). The ILLC would also have space and host programs for public education on the rule of law in a democratic society. In his words, the ILLC had the unprecedented potential of “drawing disparate elements of our intellectual system together to create something unique in the country — an apprentice program that opens the mysterious doors of the legal system” and that, in particular, “allows advanced students at the law school to learn at the highest level.”¹⁵ Current Chief Justice Daniel Eismann and the Court have embraced this vision.

In analyzing options for its second century, the College used an open, inclusive process. The College met in the spring and fall of 2007 with its Law Advisory Council, a group of leading lawyers and judges. The College convened a three-day

¹⁴ Article IX, Section 10, of the Idaho Constitution states: “The location of the University of Idaho, as established by existing laws, is hereby confirmed.” Laws predating the Idaho Constitution established the location of the University of Idaho at Moscow. An informal opinion of the Idaho Attorney General, requested by Senate Majority Leader Bart Davis and shared with the July 2007 Conclave on Legal Education, expressed the view that Article IX, Section 10, of the Idaho Constitution would preclude relocating the law school to Boise, although the law school is not mentioned anywhere in the Idaho Constitution. The informal opinion stated Article IX, Section 10, “does not prohibit the establishment of branches of the University of Idaho outside Moscow; but it would prohibit closure of a college or department at the University of Idaho in Moscow and its relocation in whole to a branch of the University in another city.” The opinion also observed that the University could not “offer so much of the College of Law’s program in Moscow in another city so as to effect a de facto ‘removal’ of the College of Law from Moscow.” In contrast, establishing a second J.D. location in Boise, while maintaining the J.D. program in Moscow, apparently would not contravene the Attorney General’s opinion. The opinion is attached to this document as Appendix B.

¹⁵ Chief Justice Gerald Schroeder, Address to the Idaho Legislature on the State of the Judiciary (Jan. 8, 2007), <http://www.isc.idaho.gov/SOJ-2007-FINAL.htm>.

Conclave on Legal Education in July 2007, which was held in cooperation with the Idaho State Bar.¹⁶ The College retained three-time law dean Richard J. Morgan as an academic consultant.¹⁷ The College also commissioned market research surveys to be conducted by an independent firm, Moore Information, Inc. Throughout this period, the College regularly consulted its students and the University of Idaho leadership. The College also briefed the Board on the College's strategic planning process at the Board's October 2007 meeting in Lewiston.

By the end of 2007, the College's academic consultant (Dean Morgan), the College's Law Advisory Council, and the University's administration had all agreed that a two-location model, with adequate resources, will be the best approach for Idaho.¹⁸ The Idaho State Bar had expressed its full support of the process leading to this conclusion.¹⁹ The College faculty had also adopted the model in concept and begun moving forward with developing a design to implement the two-location concept.

Under the two-location model, if approved, the University of Idaho's statewide law school will deliver the core curriculum in both Moscow and Boise. In addition, it will offer an array of differentiated and complementary course work, research, and outreach based on each location's needs and opportunities. Each location will train students to be excellent lawyers regardless of whether or how they specialize; thus, for example, both locations will offer basic commercial law and other "bar courses" that are usually offered in multiple sections in larger law schools. In addition to offering a solid core curriculum, Moscow will offer land grant-related interdisciplinary course work, research, and outreach in law and science, and will develop strength in natural resources and environmental law, American Indian law, and public lands. Boise will take advantage of its location at a center of commerce and government to develop enhanced curriculum, and to produce research and outreach, in business law and entrepreneurship, intellectual property, and international business transactions and trade. Both locations will feature the small-scale teaching and

¹⁶ The document prepared for the Conclave by the College of Law is available at the College's website: <http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&pid=101948&doc=1>.

¹⁷ Dean Emeritus, William S. Boyd School of Law, University of Nevada/Las Vegas. Dean Morgan is an experienced legal educator, having served as dean at the Arizona State University College of Law, the University of Wyoming College of Law, and William S. Boyd School of Law. He chairs the American Bar Association committee to review standards for accreditation of law schools.

¹⁸ The academic consultant's recommendation on the two-location concept is available at <http://www.law.uidaho.edu/documents/Morgan%20letter.pdf&pid=104030&doc=1>. The College of Law Advisory Council recommendation is available at <http://www.law.uidaho.edu/documents/Trout%20letter.pdf&pid=104031&doc=1>. Further commentary is available at Appendix E of this document.

¹⁹ The Idaho State Bar Visiting Committee's report is available at <http://www.law.uidaho.edu/documents/Visiting%20Committee%202007%20College%20of%20Law%20Visit.pdf&pid=105268&doc=1>.

learning environments, emphasizing professional skills and values that are signatures of an Idaho legal education.

The two-location model is distinctive but has precedent. Three other U.S. law schools operate at multiple locations. They are Widener University School of Law, with campuses in Wilmington, Delaware, and Harrisburg, Pennsylvania; Thomas M. Cooley Law School, with campuses in Grand Rapids, Lansing, and Auburn Hills, Michigan; and Penn State University, with campuses in Carlisle and University Park, Pennsylvania.

Of these three schools, Penn State is the most recent law school to establish a second campus, and its experience is particularly instructive. Penn State initially obtained a law school by associating with an existing law school, the Dickinson School of Law. Dickinson is in Carlisle, Pennsylvania, which is about 80 miles away from Penn State's home campus in University Park. Several years after obtaining the Dickinson School of Law, Penn State determined that it needed a law school on the home campus. That determination led to creation of the second campus, in University Park, which opened in 2006. Thus, Penn State arrived at the two-location result in a different order than the Idaho situation. Penn State's first law school campus was *not* on the home campus of the university, but was rather at a separate site. Even so, its experience reflects the value of a law school to a sister land-grant institution, and the feasibility of the two-location approach.²⁰

The University of Idaho presented a concept document on its two-location model to the Board at its April 2008 meeting. As stated above, the Board at that meeting voted "to approve the request by the University of Idaho for authority to proceed with implementation planning for the two-location concept... ." Since then, the College of Law has worked with University officials to create budgets for the two-location model. It has worked with academic consultant Richard Morgan on issues related to accreditation by the American Bar Association and approval by the Association of American Law Schools. It has worked with an architectural firm to assist in facility needs analysis. And it has continued collaborating with the Idaho Supreme Court and other officials on the proposed Idaho Law Learning Center in Boise. The College has also conducted additional market research on the demand for public legal education in Idaho.

²⁰ The importance of legal education to a land-grant institution is also evidenced by Michigan State University's recent acquisition of a private law school and integration of the school into a University framework.

C. Idahoans' Need for Public Legal Education

It has been 35 years since the Menard Law Building — home of the University of Idaho College of Law — was built to meet then-extant educational standards in a program with an expected three-year enrollment up to 275 students. Today the College occupies the same building, undertaking to deliver a program with modern standards to approximately 300 students, about 90-100 of whom graduate each year. While the College has expanded only modestly since 1973, the population of Idaho has doubled over the same period (from about 750,000 to about 1.5 million) and has become increasingly urbanized. Idaho's economy has more than doubled, and state and local government has grown to accommodate the growth and increasing diversity of the state's population and economy. With these developments, Idahoans' need for legal expertise has likewise grown dramatically.

The Treasure Valley has experienced particular growth. In terms of the availability of legal education, however, the Treasure Valley is one of the most underserved urban areas on the United States. The Boise metropolitan area is one of only four Metropolitan Statistical Areas (MSAs) in the United States that have at least 600,000 residents but that do not have an ABA-approved law school within 100 miles. The Boise MSA is the only one of the four that contains a state capital.

In the face of these significant changes, the College of Law cannot meet Idaho's growing need for public legal education and legal expertise — and the University of Idaho cannot fulfill its statewide mission to provide public legal education — if the College of Law stays at its current size and continues to operate exclusively at the Moscow location.

Idahoans' need for legal expertise is threefold:

- First, many Idahoans — especially among Idaho's youth — need an affordable, high-quality legal education.
- Second, Idahoans — especially owners of small businesses and Idahoans of ordinary means — need affordable legal services and an efficient, effective justice system, as part of the system of public safety.
- Third, Idaho's civic leaders, business leaders, and local and state governmental leaders need the research and outreach on legal and policy issues necessary for sound decision making on the state's future.

Idahoans' need for legal expertise represents more than just an aggregation of the needs of individual citizens (one Idahoan's desire to go to law school, another Idahoan's need for a lawyer to draft a will or incorporate a company, etc.). At stake

is the need of the Idaho economy for the facilitative role that lawyers play in creating and expanding businesses, planning and executing commercial transactions, and helping Idahoans protect, transfer, and invest their property and other assets. Also at stake, beyond Idaho's economic prosperity, is the Idaho citizenry's right to a government that respects the individual rights and limitations on government prescribed in the Idaho and U.S. Constitutions – a right that is enforced in large measure through the efforts of lawyers.

Below we discuss each of the three components of Idahoans' need for legal expertise that we identified above. After that discussion, we address two specific questions raised by the Board at its April 2008 meeting: (1) Is there sufficient demand for a College of Law that eventually expands from 300 to 500 students (250 at each location)?; (2) Are there sufficient jobs (with meaningful opportunities and decent pay) for the graduates of the expanded College of Law?

1. Idahoans' growing need for affordable, high-quality legal education

Each year many Idahoans (especially young Idahoans) enroll in law school. They do so not only to become lawyers but also for other careers. According to the National Association of Law Placement, approximately 14% of law school graduates take a first job doing something other than traditional law work, and 44 % take jobs outside the private practice of law. Although the general public tends to equate the private practice of law with litigation, especially in tort law, the 2007 Idaho State Bar Desk Book listed the following additional categories of work that practitioners do: business/corporate, estate planning/probate/wills, domestic relations, real estate, employment law, workers' compensation, mediation and other forms of alternative dispute resolution, government service (federal, state, local) including administrative law, construction law, intellectual property, environmental/natural resources/energy, water law, elder law, taxation (federal and state), immigration, civil rights, health law, banking, international law, Indian law, nonprofit entities, and general practice.

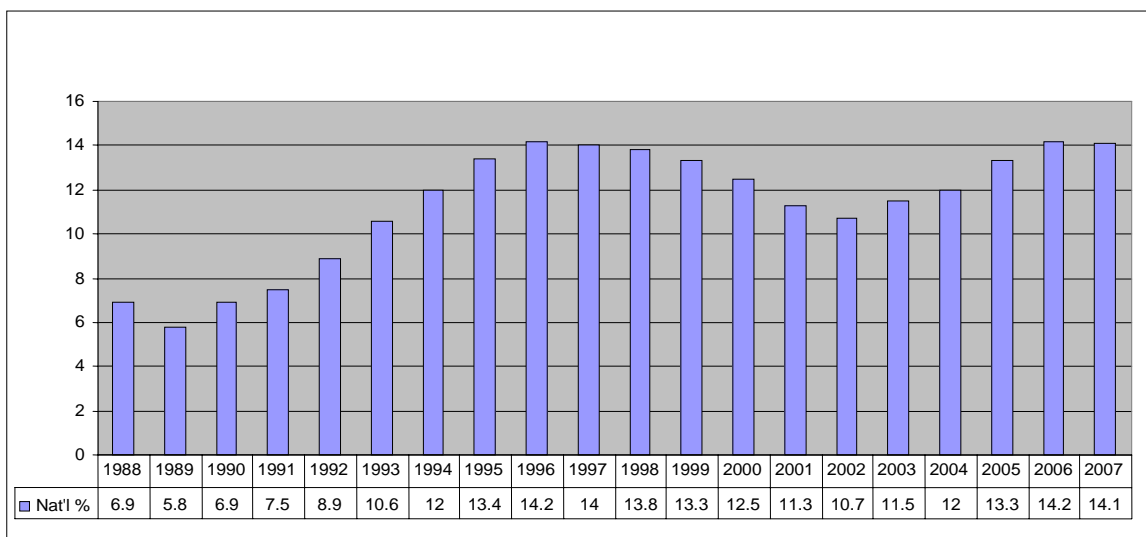
The JD Degree Beyond the Practice of Law

My UI law degree has helped me to capitalize on many opportunities and the foundation to cross multiple disciplines. As a tax accountant in the NYC office of Deloitte & Touche, I engage MBAs, CPAs, and others in tax discussions that impact the largest companies in the world. I'm asked to know the law, to understand accounting, and to "think like a lawyer."

Mas Kuwana, JD 2006, Lead Tax Services,
Deloitte Tax LLP, New York, New York

To be sure, some graduates who start their careers outside private practice will later move into the practice, but others will move from the practice of law into non-practice fields, or they will continue to practice law while also running a business or pursuing some other concurrent career.²¹ Whether they start out — or end up — doing something other than practicing law, people with J.D. degrees learn critical thinking, analytical reasoning, and writing and research skills that are valuable in many professions. Thus, law school graduates go into business, real estate, human resources management, higher education, journalism, non-profit organizations, and government.²² A legal education opens many doors.²³

Figure 2: Initial Employment in Business — National Trend (1988-2007)



²¹ Jess Blumberg, *With a Few Adjustments, Some Lawyers Find the Business World Suits*, Daily Record (Baltimore, MD), Aug. 5, 2005, http://findarticles.com/p/articles/mi_qn4183/is_20050805/ai_n14863764; Jenny B. Davis, *Of Passions and Practice: These Attorneys Have Discovered That Running a Side Business Doesn't Have to Mean Leaving the Law*, ABA Journal, July 2008, at 43.

²² The Association for Legal Career Professionals ("NALP"), Class of 2007 National Summary Report (reporting that, of 37,123 new law graduates who were employed, 31,085 — or 83.7% had jobs for which bar passage was required; 8.4% had jobs for which a J.D. was preferred; and 7% were employed in "other professional" or "other non-professional" jobs. A total of 14.1% reported their initial employment type as "business"). See also NALP Foundation for Law Career Research and Education & American Bar Foundation, *After the JD*, at 26 (2004) (survey of law school graduates reporting that one-fifth of law graduates in government employment characterize their work as mostly non-legal, as do one-third of law graduates employed in business settings).

²³ NALP, *Jobs & JD's -- Employment and Salaries of New Law Graduates* [hereafter cited as "NALP, Jobs & JD's"] (2007 edition).

Although a legal education creates many opportunities, it can be expensive. At the private law schools in the Northwest and Intermountain West, students from Idaho and elsewhere will pay between \$28,000 and \$33,000 per year.²⁴ At the public law schools in this region, Idahoans will pay non-resident tuitions of between \$19,000 and \$29,000 per year.²⁵ Although the public law schools are more affordable than the private law schools, they also can be harder for Idahoans to enter because they prefer their own residents.²⁶ The University of Idaho College of Law charged residents \$10,200 last year. Especially compared to the \$20,000-\$30,000 price tag typical elsewhere, the College of Law offers Idahoans a highly affordable legal education without leaving the state.²⁷

The College of Law gives Idahoans a legal education that is both affordable and high-quality. To cite just three indicia of quality:

- In surveys of Idaho bar members conducted in the fall of 2007 by Moore Information, Inc., 71% rate the College of Law as excellent or good (while just 2% gave the College a poor rating and 27% were not sufficiently familiar to give an opinion), and 88% would recommend applying to the College of Law.²⁸
- Employment rates for the College of Law's graduates within 6-9 months of graduation consistently exceed 90%. Indeed, in the most recent graduating class of 2007, only two of the 105 graduates (1.9%) were unemployed and seeking work six months after graduation.²⁹
- The College of Law's faculty include: (1) graduates of the best law schools in the country — including the University of Chicago, Duke, Georgetown,

²⁴ Willamette College of Law (Salem, Oregon) charges \$28,250 per year; Gonzaga School of Law (Spokane, Washington) charges \$30,120 per year; Lewis and Clark Law School (Portland, Oregon) charges \$30,436 per year; Seattle University School of Law charges \$33,720 per year; and University of Denver Sturm College of Law charges \$33,780 per year. A partial exception is the J. Reuben Clark Law School at Brigham Young University, which offers reduced tuition to LDS Church members.

²⁵ Yearly non-resident tuition at the University of Wyoming is \$19,333; at the University of Nevada is \$19,600; at the University of Montana is \$21,388; at the University of Oregon is \$24,396; at the University of Washington is \$28,800; and at the University of Utah is \$29,134.

²⁶ Thus, while the University of Wyoming is the most affordable public law school for non-residents in the region, it enrolled only 28 non-residents in 2007. http://uwadmnweb.uwyo.edu/law/admissions/admissions_stats.asp. As noted later in this report, the University of Idaho favors Idahoans as well. The admissions rate for Idaho resident applications is significantly higher than the rate for non-residents.

²⁷ In an internal survey of College of Law students conducted in October 2007, 90% of students responding listed "economic value" as a reason for applying to the College of Law.

²⁸ Moore Information, Inc., conducted 150 telephone interviews of a representative sample of Idaho lawyers from October 1 through 3, 2007. 49% of these lawyers graduated from the College of Law.

²⁹ Source: University of Idaho College of Law Career Development Office.

Michigan, and UCLA; (2) authors of three national law school casebooks; (3) three former judges; and (4) lawyers who have practiced law before agencies and courts throughout the country, including the U.S. Supreme Court.

In addition to these indicia, the best evidence of the quality of the College of Law is the quality of its graduates, who serve clients and communities — and provide public service — throughout Idaho and beyond with distinction.³⁰

We show in some numerical detail below (Section III.C.4) that in the coming years the demand for public legal education in Idaho will support a two-location College of Law that has a total student body size of 500 students (250 at each location). Before turning to that showing, however, we discuss the other two components of Idahoans' growing demand for legal expertise: (1) Idahoans' growing need for legal services and an efficient, effective government; and (2) the need of Idaho's civic leaders, business leaders, and local and state governmental leaders for the legal expertise and outreach with which to support informed, prudent decision making.

³⁰ Many commercial companies rank law schools, using various (largely dubious) measures of "quality." The most infamous of these rankings is the list produced by the *US News and World Report* magazine. The invalidity of the *U.S. News* rankings and its ilk has been widely recognized. See Association of American Law Schools Special Report, *The Validity of the U.S. News and World Report Ranking of Law Schools* (by Stephen P. Klein and Laura Hamilton, Feb. 18, 1998), <http://www.aals.org/reports/validity.html>; Law School Admissions Council, Ranking Law Schools (Apr. 2006) ("Several commercial enterprises promote "ranking" systems that purport to reduce a wide array of information about law schools to one simple number that compares all 192 ABA-approved law schools with each other. These ranking systems are inherently flawed because none of them can take [a law student's] special needs and circumstances into account when comparing law schools."), <http://www.lsac.org/pdfs/2008-2009/RANKING2006updated.pdf> ; see also ABA Policy Statement on the Ranking of Law Schools ("No ranking of law schools is attempted or advocated by the official organizations in legal education. Qualities that make one kind of school good for one student may not be as important to another."). Among other flaws, the *U.S. News* rankings assign great weight to law school's reputation, as measured by widely distributed, anonymous questionnaires with low response rates. This methodology disfavors small, rural law schools in sparsely populated states, such as the College of Law. The *U.S. News* rankings also rely on factors that are easily manipulated, such as per-student expenditures. See Lynda Edwards, The Rankings Czar, *ABA Journal*, April 2008, at 41-42 (stating that one law school reported inflated Westlaw and Lexis fees in order to artificially boost its per-pupil expenditure figure). The *U.S. News* rankings assign little weight to factors such as the quality of a school's pro bono program or its bar passage rate. Brian Leiter, *The U.S. News Law School Rankings: A Guide for the Perplexed* (May 2003) ("[T]he relative weight of the factors varies dramatically, with some having a significant effect on the results (reputation, median numerical credentials, expenditures), while others matter hardly at all (size of the library, acceptance rates, bar passage rates)."), <http://www.leiterrankings.com/usnews/guide.shtml>.

2. Idahoans' growing need for legal services and an efficient, responsive justice system

Like other public law schools, the College of Law can charge its residents less than private law schools do because of public financial support. That support represents a sound public investment in Idaho's future. It is a sound investment in the individual Idahoans who receive an affordable, high-quality legal education from the College of Law and thereby enhance their job opportunities and their economic productivity. It is also a sound investment in meeting Idahoans' need for legal services — especially by small business and Idahoans of ordinary means — and their need for an efficient and effective justice system.

As discussed above, law school is expensive. Many students leave law school with huge debt.³¹ The heavy debt load makes it hard for law school graduates to take jobs with comparatively low salaries, regardless how valuable those jobs are to society. Many graduates feel compelled to take the higher paying jobs found primarily in large law firms that serve large corporate clients. While that is understandable, it can leave needs for legal services unmet where salaries for law jobs are comparatively low.

Salaries for law jobs in Idaho are comparatively low. This is particularly true of legal jobs in the public sector, such as in prosecutors' and public

Law & Public Service

I will be graduating in the first college of law class with the pro bono graduating requirement. The past two spring breaks, I have traveled to New Orleans, LA and Biloxi, MS to provide pro bono legal aid to Katrina and Rita survivors. Last year, 31 Idaho Law students provided legal aid in four cities, including Boise, giving up their spring break in an effort to help those in need. We helped veterans with benefit claims and provided support to domestic violence victims. Before going to law school, I really was not sure what type of lawyer I wanted to be. After all the experiences I have had, I know public service will be a big part of my life. The pro bono program has done more than just provide me with excellent on the job training—it has also taught me compassion.

-- Jordan Taylor, College of Law Class of 2009

³¹ Among law students graduating in 2005 (the most recent year for which national data is available), the national average debt — just for legal education — was \$54,509 for students who attended public law schools and \$83,181 for those who attended private law schools. The average for University of Idaho College of Law graduates in 2005 was \$50,719. (Sources: American Bar Association; UI College of Law Career Development Office.)

defenders' offices.³² It is also true of legal jobs in the small-to-midsize law firms (often in rural areas) that serve small businesses and Idahoans of ordinary means.³³ It is true, as well, of non-profit organizations that provide important public services in Idaho, such as Idaho Legal Aid. By providing a high-quality education that is affordable, the College of Law enables its graduates to take jobs in state and local government, jobs serving the legal needs of small businesses and Idahoans of ordinary means, and jobs in the private sector providing important public services in Idaho.³⁴

Many College of Law alumni/ae do take jobs in large law firms in large cities. For example, College of Law graduates in recent years have gone to national law firms such as Holland & Hart (Boise), O'Melveny & Myers (Washington, D.C.), White & Case (New York City), Gardere Wynne Sewell (Dallas), Davis Wright Tremaine (Portland, OR), Dorsey & Whitney (Salt Lake City) and Orrick Herrington & Sutcliffe (Seattle). The salaries at such firms can be quite high.³⁵ For the most part, however, data confirms that College of Law graduates take jobs in small law firms, which pay lower salaries and tend to serve small businesses and people of ordinary

³² In 2007, nine College of Law graduates took jobs in local prosecutor's offices. Six of the nine prosecutors reported their salaries. The lowest salary was \$38,500, the highest salary was \$49,000, and the average was \$44,917. Another nine College of Law graduates in 2007 took jobs as public defenders. Five of these nine public defenders reported their salaries. The lowest salary was \$42,000, the highest salary was \$51,000, and the average was \$45,140. (Source: UI College of Law Career Development Office.)

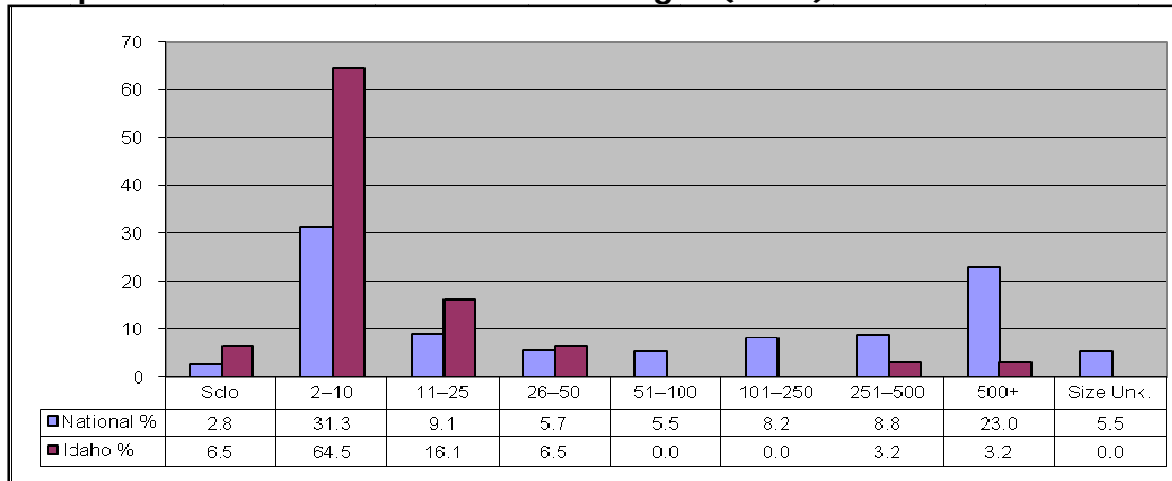
³³ In 2007, 20 College of Law graduates took jobs in law firms with between 2 and 10 attorneys. Seventeen of the 20 small-firm practitioners reported their salaries. The lowest salary was \$35,000, the highest salary was \$80,000, and the average salary was \$55,000. (Source: UI College of Law Career Development Office.)

³⁴ For the University of Idaho College of Law graduating class of 2006 (the most recent year for which regional data is available), the median starting salary at all jobs in the public and private sectors was \$40,000. That is lower than the median starting salary for the Mountain Region (Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, and Wyoming), which was \$55,000. It is lower still than the national median starting salary for all law jobs that year, which was \$62,000. (Sources: NALP, Class of 2006 National Summary Report and UI College of Law Career Development Office.) The comparatively low starting salary of College of Law graduates reflects that many take jobs in the public sector or in small communities where salaries are lower. This is not a phenomenon limited to University of Idaho graduates. In Idaho, many lawyers, especially those working in the public sector or small communities, never attain high personal incomes. A recent survey of all Idaho lawyers by the Idaho State Bar disclosed that 22% of all responding lawyers made less than \$50,000 per year, and another 26% made \$50,000 - \$75,000 per year. Only 9% made \$200,000 or more per year. The State Bar's survey is consistent with the State Board's own publication, Higher Education in Idaho (2008), which does not list law among the "25 Highest Paying Jobs in Idaho."

³⁵ Among 2007 College of Law graduates, the highest salary reported for initial employment was \$105,000, by a graduate employed at a law firm with more than 501 lawyers. (Source: UI College of Law Career Development Office.)

means. Approximately 65% of the College of Law's graduates in 2007 took jobs in law firms with 10 or fewer lawyers, compared to a national average of about 31%.³⁶

Figure 3: Initial Employment in Private Practice by Law Firm Size — Comparison of National and UI Percentages (2007)



College of Law graduates support a key part of Idaho's economy, in particular, by serving small businesses. Most employers in Idaho are small businesses. In 2004, 97.2% of the companies in Idaho that had employees were small businesses. These small businesses employed 58.2% of the non-farm private sector in Idaho. As the federal government's Small Business Administration put it, "Small businesses are the heart of Idaho's economy."³⁷ Lawyers help these small Idaho businesses start up, buy and sell property, deal with employment, insurance, and regulatory issues, collect debt, protect their intellectual property and other business assets, and expand into other states and countries. Lawyers thus support entrepreneurship and business stability and growth.

The many College of Law graduates who take jobs in the public sector support a justice system in Idaho that needs the support. Idaho's growing and increasingly urbanized population has produced higher caseloads in the state and federal criminal justice systems. In Idaho state district courts, for example, criminal cases nearly quadrupled from 1982 to 2006.³⁸ Higher caseloads increase the demand for prosecutors, defenders, judges, and judicial clerks. By filling that demand, lawyers play a key role in Idaho's law enforcement system, and hence are vital to public safety.

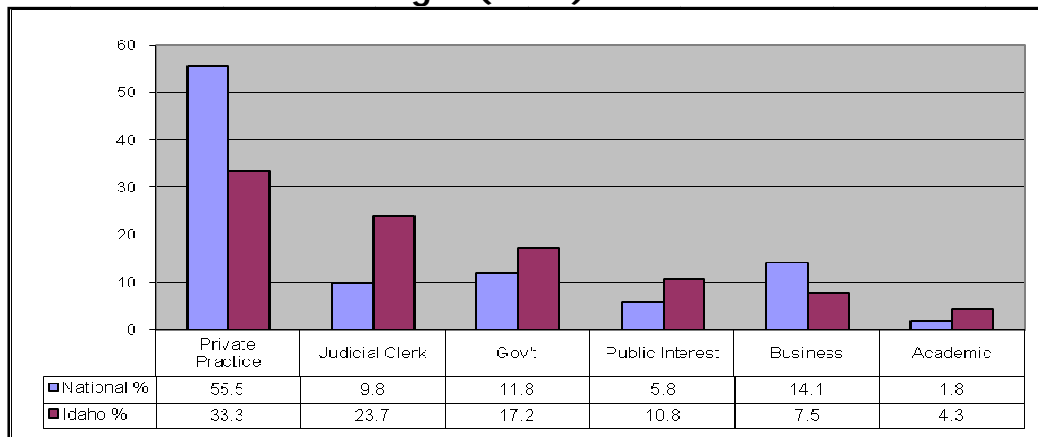
³⁶ NALP, Jobs & JD's (2007).

³⁷ U.S. Small Business Administration, Office of Advocacy, *Small Business Profile: Idaho* (2007), http://www.smallbusiness.com/wiki/Idaho_profile.

³⁸ Annual Reports of the Idaho Courts, 1982-2006.

Again, data confirm that College of Law graduates play a large role in supporting the justice system. Data for the Class of 2007 show that College of Law graduates take jobs clerking for judges and working in other government jobs in much higher proportions than the national average.³⁹

Figure 4: Initial Employment by Type of Employer — Comparison of National and UI Percentages (2007)

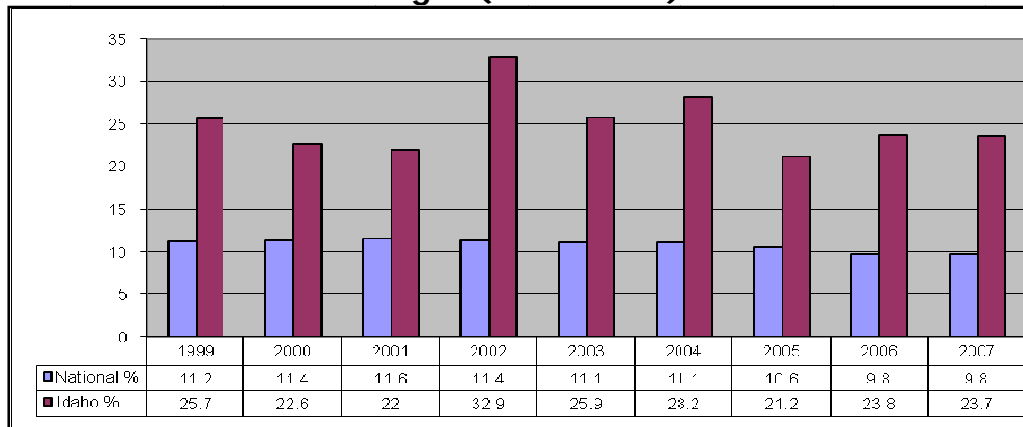


The College of Law graduates who take jobs clerking for judges carry out work that has great importance to the judicial system. Judicial clerks help judges do legal research and drafting. The clerks also deal with court personnel and lawyers who have matters before the judge. Judicial clerks thus help courts manage their heavy case loads and maintain the efficiency of the court system.

Judicial clerkships are indicia of the quality of law graduates as perceived by knowledgeable judges. We are therefore proud that University of Idaho College of Law graduates take jobs as judicial clerks in much higher percentages than the national average for law school graduates. The following chart shows that the College has maintained its success in placing comparatively high percentages of its graduates in judicial clerkships throughout recent years.

³⁹ NALP, Jobs & JD's (2007).

Figure 5: Initial Employment in Judicial Clerkships — Comparison of National and UI Percentages (1999-2007)



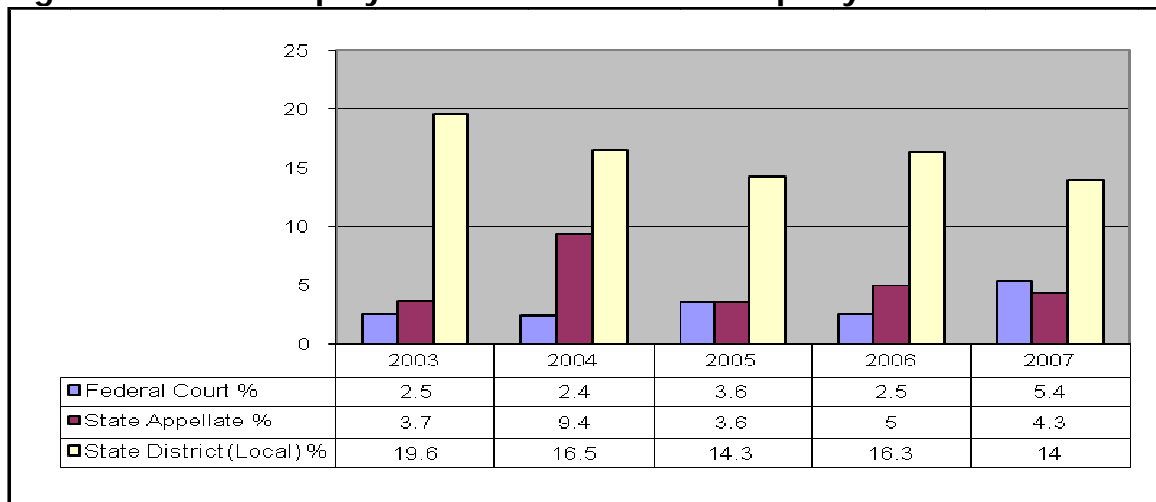
College of Law graduates clerk for judges at all levels of the court systems. Many College of Law graduates take jobs as clerks for judges at the appellate level of the state and federal court systems. These appellate clerkships are highly prestigious — and ordinarily reserved for the top 10-20% of the graduating class. College of Law alumni/ae have regularly clerked for judges on the Idaho Supreme Court, the Idaho Court of Appeals, and the United States Court of Appeals for the Ninth Circuit (the federal appellate court responsible for reviewing cases on appeal from the federal district courts in Idaho). In 2007, for example, 22 College of Law graduates took jobs clerking for judges; eight of those 22 graduates took appellate clerkships. The eight appellate clerkships included four on the United States Court of Appeals for the Ninth Circuit, one on the Idaho Supreme Court, and one on the Idaho Court of Appeals (with the two remaining appellate clerkships in the court systems of other states).⁴⁰

Many other College of Law graduates take clerkships with judges at the local level throughout the State. As noted, these clerkships are essential in assuring the smooth functioning of the court system. These clerkships enable our graduates to provide service throughout the state while learning about the bench and bar in the geographic area where they plan to practice.

The following chart shows the levels at which our graduates have performed their judicial clerkships in recent years.

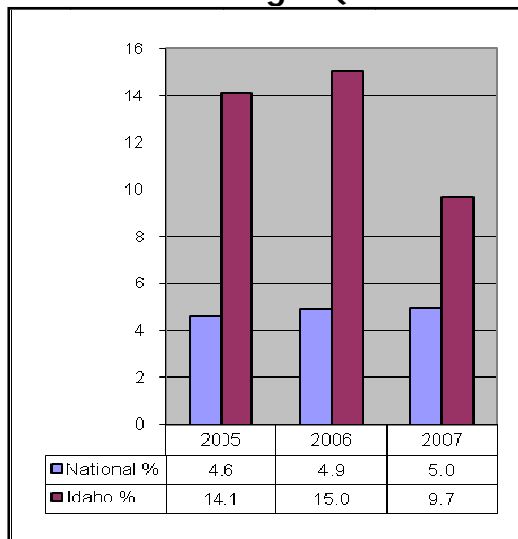
⁴⁰ UI College of Law Career Development Office.

Figure 6: Initial Employment in Judicial Clerkships by Court Level



Turning to College of Law graduates who work, not in judicial clerkships, but in other government jobs, many of these graduates work as prosecutors and public defenders. As is true of judicial clerkships, College of Law graduates take jobs as prosecutors at a higher rate than the national average:⁴¹

Figure 7: Initial Employment as Prosecutors — Comparison of National and UI Percentages (2005-2007)



⁴¹ NALP, Jobs & JD's (2005, 2006, 2007)

The growth in Idaho's population produces increases not only in the criminal caseload (and the consequent demand for prosecutors, public defenders, judicial clerks, and judges) but also in the need for other public services that lawyers are also involved in providing — for example, by serving as counsel to state agencies, local land use authorities, and municipalities. To ensure that Idaho maintains an efficient, effective justice system — and, more broadly, a fully responsive state and

local government — lawyers must be able to take jobs in the Idaho public sector despite comparatively modest salaries.⁴²

Value of an Idaho Law Degree

The University of Idaho College of Law gave me not only an excellent background in Idaho law, as well as general legal concepts, but also enabled me to network with Idaho attorneys, judges and future attorneys. There were also opportunities to gain hands on experience as an attorney through clinics, externships and law clerk positions which gave me a good background upon graduation. I think the College of Law's second campus will provide a wonderful opportunity to provide additional degree, work and educational experiences to broaden and enrich the students' legal education. For those students who must work during law school, it will provide greater opportunities for employment. For those who have a particular field of interest in government or corporate work, it will provide hands on work opportunities to expand their legal education. I would not have been able to accomplish what I have in my career without the excellent education I received at the University of Idaho. I am proud of the University, proud of its exemplary reputation, and proud to continue to support the College of Law.

-- Linda Copple Trout, JD 1977, former Chief Justice, Idaho Supreme Court

In addition to working in government agencies and the court system, Idaho lawyers support the public infrastructure in other ways even when they are in private practice. They serve on city councils, zoning boards, school boards, and the boards of non-profit organizations. For example, in a 2007 survey of its members by the Idaho State Bar, almost 35% of members reported holding a leadership position in statewide or community non-profit organizations in the past year. Idaho lawyers also spend thousands of hours every year doing pro bono work throughout the state. In 2006, for example, the Idaho Volunteer Lawyers Program "[p]rotected hundreds of abused and neglected children and families through collaboration with many legal and community organizations such as crisis centers and shelters."⁴³

⁴² In a 2007 survey of its members by the Idaho State Bar, 18.1% reported that they worked for a government agency (including a prosecutor's office), and 4.3% reported that they worked as judges. (Source: Idaho State Bar.)

⁴³ Idaho Law Foundation, 2006-2007 Annual Report, at 4, <http://www2.state.id.us/isb/PDF/07ILFAnnRep.pdf>.

The College of Law can claim many of these lawyers as its alumni/ae and can take some credit for their commitment to public service. The College of Law gives students an understanding of law as a public profession. It exposes them to ordinary people's legal problems in live-client clinics. (Indeed, among regional law schools, the College of Law offers more faculty-supervised clinical opportunities per student than any other school.) It introduces students to public legal service through its universal pro bono requirement. It gives students experience working in judges' chambers and public agencies in Idaho through field placements during the students' final year of law school. Our graduates often remark that their College of Law experience led them to understand why law has traditionally been considered a "public calling."

The overall picture shows that public investment in public legal education produces significant public benefits. The investment enables Idahoans to get a high-quality legal education that is affordable. Its affordability enables College of Law graduates to take jobs serving small businesses and Idahoans of ordinary means, as well as supporting the state's criminal law enforcement system and the broader justice system of which the criminal law enforcement system is a part. The public investment in public legal education enables even lawyers in private practice to serve in state and local government and other positions providing public service, typically doing so without compensation — "pro bono publico" (for the good of the public).

3. Idaho's growing need for legal research and outreach by its public law school

The College of Law's faculty conducts research and outreach on issues of law and policy facing Idaho. The College has a distinctive duty and ability to do so, as a public law school that is part of Idaho's land-grant university. Idaho's need for legal research and outreach to support sound policy is becoming greater as the population and economy grow, and the issues facing Idaho become more complex.

The College has an impressive track record of research and outreach to Idaho. College of Law faculty have written the leading treatises and manuals on Idaho constitutional law, child custody, child protection, trial court evidence, trial court practice, and appellate court practice. College of Law faculty have participated in the drafting and research for the Idaho Administrative Procedure Act, the small business incorporation law, and the child protective law, and the statutes and rules governing mediation of court cases. College of Law faculty have worked closely with the Idaho judiciary on many projects, such as (to cite one recent example) the Idaho Supreme Court's Task Force on the Future of the Court of Appeals. College of Law faculty have testified before Congressional committees on Idaho-related issues

and before the Idaho legislature, and they have written articles in the *Idaho Law Review* on issues of legal reform in Idaho. The College of Law has sponsored symposia on issues of particular concern to Idaho, including health care and timber imports. In these ways, the College of Law supports many other institutions in Idaho, including its courts, agencies, and legislature.

As policy matters facing Idaho become increasingly complex, the College of Law has extended its interdisciplinary research and outreach. For example, the College of Law was one of the University units that led the development of the University of Idaho's interdisciplinary "Waters of the West" program. This program brings many disciplines together to study the difficult water management issues that confront Idaho and other western states. The program is also educating young Idahoans on how to help Idaho develop legally and scientifically sound policies and practices to address these issues. Programs such as Waters of the West not only support sound policy making but will also attract federal grant money to Idaho for water research.⁴⁴

Faculty Focus on Idaho

As a faculty member at Idaho's state law school, I have felt an obligation to the taxpayers of Idaho to focus my scholarship on issues of concern to the state and to be engaged with state policy makers in my area of expertise. This commitment has led me to serve on the Family Law Council of the State Bar Association, several committees of the Idaho Supreme Court, and to work with Idaho Legislators on family law issues. I also am an author and editor of two practice manuals for Idaho lawyers and judges – *Protecting Children: An Idaho Guide* and the *Idaho Child Protection Manual*.

--Professor Elizabeth B. Brandt

We have highlighted above some of the many contributions that College of Law faculty make to law reform and the practice of law in Idaho. Establishment of a Boise campus will greatly enhance the faculty's ability to make these contributions. The Boise campus will provide a place where faculty and state policy makers and many of the state's practitioners can meet. Even in this age of electronic communication, face-to-face meetings are invaluable to intellectual interchange, dissemination of ideas and research, and collaborative projects by which College of Law research and outreach can be shaped by and usefully inform decision making on issues that are important to Idaho.

⁴⁴ The College of Law also receives federal grants to support its tax clinic and its domestic violence/victims' rights clinic, both of which serve Idahoans of modest means.

4. The demand for a J.D. degree program offered by Idaho's public law school in both Moscow and Boise

With the aid of a professional consultant (Moore Information Consulting, Inc.), the College of Law has done market research of prospective students, current students, and lawyers practicing in Idaho. It has engaged its Law Advisory Council and a three-time law dean hired as an academic consultant. It convened a Conclave on Legal Education in 2007, bringing together Idaho lawyers, judges, legislators, educators, and business people. The College of Law faculty and staff have held scores of informal conversations with people in these same groups, as well as many other Idahoans. From all this, and other research, it is clear that there is strong demand for the College of Law to offer the JD program in both Moscow and Boise. Of particular relevance, surveys show that the College of Law would enroll many students who currently do not consider the College of Law, including many Idaho residents, if the College of Law had locations in both Moscow and Boise. The two-location model, in short, would enable the College of Law to meet needs of Idahoans that are currently not being met.

Overall, our research shows that the establishment of a Boise campus, in addition to the Moscow campus, would have the following effects:

- The College of Law would receive applications from an even greater proportion of the Idahoans who apply to law school each year than it does now. (Currently the College of Law gets applications from about 80% of the Idahoans who apply to law school each year.)
- The total number of Idahoans who apply to a law school each year would increase, as place-bound residents apply to the College of Law's Boise campus.
- The College of Law would enroll a higher percentage of Idahoans than it currently enrolls among Idahoans who apply and are accepted. (In 2007, the College of Law enrolled 53.5% of the Idahoans whom it accepted for admission.)
- The College of Law would also get more applications from non-residents than it does now, and it would enroll a higher percentage of the non-residents to whom it offers admission. As noted earlier, many of these non-residents have personal or family connections to Idaho. They have critical importance to the quality of the law school because they bring a wider range of experiences and backgrounds than would exist in a class consisting exclusively of residents. They also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps

keep in-state fees down), but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho. Furthermore, many non-resident law students stay in Idaho after graduation from the College of Law, enriching the Idaho legal profession and making other valuable contributions to the state. Their College of Law education trains them in Idaho law and acculturates them to the high standards of professionalism of the Idaho bar and the broader professional community of which the state bar is a part.

The College of Law conducted two rounds of market research. It conducted the first round in Fall 2007, while several options for the future of the College of Law were under consideration within the University. This round of research included an internal survey of current law students. The College conducted the second round of market research in Spring 2008, after the two-location option had been endorsed by the University leadership, the College of Law faculty, the Law Advisory Council, and the academic consultant.⁴⁵

a. First round of market research – Fall 2007

The first round of market research included interviews with (1) people who had received offers of admission from the College of Law in the past three years but had chosen not to attend (“non-enrollees”)⁴⁶ and (2) potential law school applicants in Idaho and two places from which the College of Law draws the majority of its non-resident students.⁴⁷ As discussed below, large percentages of both non-enrollees and potential law school applicants cited the College of Law’s Moscow location as a negative factor in their consideration of the College of Law. Large percentages of both non-enrollees and potential applicants also indicated that they would be more likely to attend the College of Law if it had locations in both Moscow and Boise.

⁴⁵ Because of the length of the market research results, we have not included the material as appendices to this document. We will, of course, be happy to provide it to the Board upon request.

⁴⁶ Moore Information, Inc., conducted 108 interviews from September 19 through 28, 2007, from a pool of 544 people who were admitted to the University of Idaho College of Law in the past three years but did not enroll. 23% of these non-enrollees were Idaho residents; 24% Utah residents; 17% Washington residents; and 37% residents of some other state.

⁴⁷ Moore Information, Inc., conducted 498 interviews from September 19 through October 6, 2007, of potential law school applicants in Idaho, Eastern Washington, and the Salt Lake City metro area. The sample included 349 respondents who had taken the Law School Admission Test (LSAT) in the past two years and 149 respondents with bachelor’s degrees, or studying for bachelor’s degrees, who are either considering or have considered law school. Most of these 149 respondents were Idaho residents. Among all potential applicants surveyed, 13% said that they had considered, or planned to apply to, the University of Idaho College of Law. Among the potential applicants surveyed who were Idaho residents, 28% said they had considered, or planned to apply to, the College of Law.

Specifically, among the non-enrollees surveyed, 43% cited the College of Law's Moscow location as a negative factor influencing their decision not to attend. The proportion was even higher among non-enrollees who were Idaho residents, 59% of whom cited the Moscow location as a negative factor influencing their decision not to attend. This is clear evidence that the College of Law's exclusive Moscow location prevents it from meeting the needs of a substantial number of Idahoans who want a public legal education. On the other hand, 34% of all non-enrollees cited the Moscow location as a positive factor (despite their decision not to attend), but only 17% of Idaho non-enrollees cited the Moscow location as a positive factor. Thus, the first survey indicates that many of the students whom the College of Law sought to enroll — especially Idaho residents — chose not to attend at least partly because of the single Moscow location.

The significant demand for the College of Law to have a Boise location, as well as a Moscow location, also showed up in the law school's October 2007 survey of students who were then enrolled in the College of Law. Among these current students — who, unlike the non-enrollees described above, did choose to attend the College of Law — 57% would have chosen to attend the Boise campus if the College of Law had campuses in both Moscow and Boise. By the same token, 43% would have chosen the Moscow location, even given a choice.

The first round of market research also suggests that the College of Law would have enrolled many of the students who chose not to attend if it had locations in both Moscow and Boise. Sixty-four percent (64%) of the non-enrollees surveyed said they would have been more likely to enroll if the College of Law were located in both Boise and Moscow. Seventeen percent (17%) of these non-enrollees said that they would have been "*much* more likely" to attend the College of Law if it had locations in both Moscow and Boise. Among the non-enrollees who were Idaho residents, the percentages favoring two locations were even larger. Seventy-nine percent (79%) of non-enrollees who were residents of Idaho said they would have been more likely to enroll if the College of Law were located in both Boise and Moscow; 31% of these Idaho non-enrollees would have been "*much* more likely" to enroll.

Among potential applicants interviewed in the first round of market research, 48% said the Moscow location was a negative factor in their consideration of the College of Law; 21% said it was a positive factor.⁴⁸ Among potential applicants from Idaho, 46% said the Moscow location was a negative factor; 31% said it was a positive factor. Among potential applicants 25-years-old and younger⁴⁹, 54% said

⁴⁸ The question posed was: "Is the University of Idaho College of Law's location in Moscow a positive factor, a negative factor, or no factor in your consideration of that law school?"

⁴⁹ On average, roughly half of applicants to the College of Law are age 25 or younger.

that the Moscow location was a negative factor, and only 15% cited it as a positive factor. Thus, the first round of market research suggested that the College of Law's Moscow location was hurting it more than helping it among potential applicants.

By the same token, many potential applicants interviewed in the first survey reacted positively to the two-location concept. Forty-seven percent (47%) of potential applicants said the College of Law would be more attractive if it were located in both Moscow and Boise.⁵⁰ Among those potential applicants who were Idaho residents, this number increased to 57% favoring the two-location model. Among the subgroup of these Idaho potential applicants who were registered to take the Law School Admission Test ("LSAT") (those most likely to apply to and enroll in law school), the attractiveness of a two-location concept increased still further to 65%.⁵¹

b. Second round of market research – Spring 2008

The second round of market research involved interviews of a larger number of potential law school applicants, from a larger number of places from which the College of Law attracts students, and posed a series of questions related to the two-location model.⁵² The second round of research confirms the attractiveness of the two-location model among potential applicants, especially Idaho residents. It also strongly suggests that the Boise campus will attract many students who would not apply if the College of Law continues to be located only in Moscow.

Of the 622 potential applicants interviewed in the second survey, 114 (about 18%) said that they had applied or intended to apply to the College of Law. When potential applicants were told that the College of Law was considering establishing campuses in both Moscow and Boise, 120 said that they would be most interested in the Moscow campus; 210 said they would be most interested in the Boise campus. Of the 120 potential applicants who were interested in the Moscow campus, 85 said they were also interested in the Boise campus. Thus, 85 students would consider attending either campus. Of the 210 potential applicants interested in the Boise campus, 120 students were interested *only* in the Boise campus, not in the Moscow campus. In short, the survey confirms significant demand for opportunities presented by the two-location model.

⁵⁰ The question posed was: "Would the University of Idaho College of Law be more attractive or less attractive to you if it had locations in both Moscow and Boise?"

⁵¹ Among the Idaho potential applicants who favor Boise, the reason most often cited is "convenience/closer to family." Among the Idaho potential applicants who favor Moscow, the reason most often cited is "simply prefer Moscow."

⁵² Moore Information, Inc., conducted 622 interviews of potential law school applicants who had registered for the LSAT in the past school year and who lived in Oregon, Utah, Washington, Colorado, and Idaho.

Perhaps most significant is the second round of market research's strong indication that the two-location model would increase overall interest in the College of Law. Whereas only 114 of 622 potential applicants expressed current interest in the College of Law, the number increases to a total of 210 when applicants were asked if they were likely to apply to the College of Law if it had locations in Moscow and Boise. This is an 84% increase. The survey thus suggests that the College of Law would be able to increase current enrollment substantially if we capitalized on this increased interest.

The two-location model also draws significant support from Idaho residents. Fifty-three (53) of the 622 potential applicants interviewed in the second survey were Idaho residents. Of these 53 Idahoans, 31 (58.5%) said that they had applied or intended to apply to the College of Law. When advised that the College of Law was considering establishing campuses in both Moscow and Boise, the number of Idaho residents who were interested in one or both campuses increased to 39 (74%). Not surprisingly considering the distribution of population in Idaho, 16 Idahoans said they would be most interested in the Moscow campus, and 39 said they would be most interested in the Boise campus. (This tally included some Idaho respondents who indicated an interest in both locations.)⁵³ Overall, the sample shows that the two-location model would attract Idahoans who presently are not considering the College of Law but are instead going to law school out-of-state.

The second round of market research further shows that the Moscow campus would be preferred to the Boise campus by many potential applicants. As mentioned above, 120 potential applicants said they would likely be interested in the Moscow campus, if the College of Law adopted the two-location model. Only 85 of these 120 potential applicants said that they would *also* be interested in the Boise campus. In other words, as many as 35 potential applicants would be interested *only* in the Moscow campus, and not the Boise campus. By the same token, the 210 students who said that they were likely to be interested in the Boise campus if the College of Law adopted the two-location model included: (1) the 85 who said that they were likely interested in both campuses, (2) plus an additional 120 applicants who said that they were not likely to be interested in the Moscow campus.

As noted later in this document, a two-location College of Law would operate a unified admissions process in which the College would determine where students enroll, thus assuring the quality and viability of both locations. The data discussed here show substantial student interest in each location.

⁵³ The prospect of a Boise campus also attracted a significant number of Utah and Oregon residents. Thirty-seven percent (37%) of the Utah residents surveyed said they would be likely to apply to a Boise campus; 33% of the Oregon residents said the same.

c. Projections based on market research

When we examine the results of our market research as well as data on the likely growth of law school applicants, we conclude that demand exists for the University of Idaho to operate a two-location campus that enrolls an entering class of approximately 165-170 students each year (about 85 at each campus), for a total student body of 500 students (250 at each campus).

To illustrate how the increase in interest demonstrated by these surveys could translate into increased enrollment, consider the following data. In 2007, the College of Law received 675 applications for admission. Of these 675, 202 came from Idaho residents; 473 came from non-residents. The 202 Idahoans who applied to the College of Law represented 83.5% of the Idahoans who applied to *some* law school in 2007. (Thus, the total number of Idahoans who applied to law school in 2007 was 242.) The College of Law offered admission to about 64% of the Idaho applicants and enrolled more than 53% of those Idahoans. The College of Law offered admission to about 35% of the non-residents who applied, and it enrolled 21% of these non-residents.

Figure 8: College of Law Admissions Data — Comparison of Residents and Non-Residents (2007)

2007 Entering Class	Idaho Residents	Non-Residents	Total
Applications	202	473	675
Admitted	129	166	295
Enrolled	69	35	104

Using a conservative view of the results of the Moore survey, assume that the number of Idaho residents applying to some law school each year eventually increases from its 2007 level of 242 to a total of 300 due to the implementation of the two-campus plan. This would mostly be attributable to Idahoans living out of state being encouraged to return and to the presence of place-bound future applicants who could only apply to law school if one is located in the Treasure Valley.⁵⁴ Next, given the clear increase in interest in a two-location College of Law

⁵⁴ As in other places in the country, the number of people in Idaho who apply to law school each year has fluctuated over time – seemingly in response to economic and other factors – but the overall trend is one of growth. Limited record-keeping by the College of Law and the Law School Admissions Council prevents us from tracking the number of Idaho law school applicants all the way back to 1972-1973, when the College of Law’s current facility was constructed. The data that we have uncovered, however, reveal that in 1982, 222 Idaho residents applied to law school; in 1992, the number dipped to 213; by 2002, it grew to about 250. Between 2001 and 2006, the number of Idaho resident applicants grew from 188 to 251, an increase of almost 34%. Significantly, the age

demonstrated by both Moore surveys, we can expect to receive an even higher proportion of Idaho law school applicants to apply to the University of Idaho. If this percentage increases from its current level (approximately 80%) to 90%, that would result in roughly 270 applications from Idaho residents to the College of Law.

Enhancing Access to Legal Education

I currently work as an assistant city planner for the City of Meridian. My career is fascinating but the more I learn, the more I realize that law is a determining factor in solving and/or creating many of the land use issues I deal with daily. I would love the law school to become a part of Boise. I began my University of Idaho law school career in 2005 in Moscow. I loved my time in Moscow. The faculty was attentive, the staff incredibly supportive and the atmosphere very positive. Unfortunately, I was forced to suspend my studies after my first year of law school. My husband's educational and professional objectives compelled us to return to Boise. Having a campus in Boise would solve many problems for me and other individuals caught in similar circumstances.

Sarah Wheeler, Assistant City Planner, City of Meridian.

On average, the College of Law has accepted 54% of the Idaho residents that have applied over the last five years. Assuming that rate continues and using the number of projected applications above (270), we can reasonably expect to admit roughly 146 Idaho residents. The next step is crucial to success of the two-location model, and that is yield, or the percentage of admitted students that enrolls. Currently, our five-year average "yield" for Idaho residents is 56%, which would lead to 82 enrolled Idaho residents based on the projection above and 64 non-enrolled Idaho residents. However, our first survey revealed that 79% of Idaho residents who did not enroll would be more

likely to enroll had they had the option to attend either a Boise or Moscow location, with 31% saying they would be "much more likely." Even if only half of the 64 Idaho non-enrollees mentioned above ultimately enrolled, that would increase the possible number of Idaho residents from around 82 to 114. The combination of increased applications due to increased publicity and interest and higher yield on admitted students due to the increased value offered by a two-location College of

cohort that typically applies to law school — individuals between the ages of 22 and 28 — almost doubled in Idaho between the time of the 1970 and that of the 2000 census — from 66,862 to 121,785. Thus, it approximated the trend in the general population of Idaho. Census 2000 Summary File 2 100-percent data, PCT3. Sex by Age [209] — Universe Total population; 1970 Census, vol. 1, pt. 14, Table 19. These figures do not include applicants with personal and family connections to Idaho who were not "residents" at the time of application.

Law could increase the number of Idahoans being educated in the state by more than 50% -- from the current average of 68 residents enrolled each year to the projected 114 residents enrolled each year.⁵⁵

A similar scenario can be expected for potential non-resident applicants to the College of Law. In the second Moore Survey, respondents from states other than Idaho (Colorado, Oregon, Utah, and Washington⁵⁶) evinced little familiarity with the College of Law.⁵⁷ This means that there are large, largely untapped potential markets in neighboring states of which we can take better advantage. If the two-location proposal is approved, the resulting regional marketing effort will be extensive and will likely increase interest and awareness in the College of Law, leading to an increase in overall applications. Using the same logic and criteria mentioned above regarding Idaho residents, it is possible that the increase in opportunities at the College of Law offered by the creation of a Boise location will eventually yield a 50% increase in the potential number of non-resident students in each class.⁵⁸ The number of non-residents in each class from the states that the second Moore Survey covered typically ranges from 22-32, implying the projected range of 50-60 additional non-resident students from those states.

These projections mean that it is possible for the two-location model to enroll an entering class of 164-174 students each year just from Idaho, Colorado, Oregon, Utah, and Washington (adding 50-60 non-resident enrollees from these states to the 114 resident enrollees projected above). These states currently account for only 60-70% of our typical applicant pool and 80-90% of our enrolled class, meaning the actual totals will be a little higher. We therefore project total enrollment of at least 170 students per year, which is what is needed to support a law school with a total size of 500 students. And, it is important to note, this projection does not involve any reduction of the qualitative standards for admission.

⁵⁵ Incoming classes at the College of Law have averaged 68 Idaho residents per year over the last five years. Enrolling 114 residents per year represents an increase of about 46 students, or 67%.

⁵⁶ Other states surveyed were Colorado, Oregon, Utah, and Washington. Together, residents of these states have accounted for roughly 40% of the College of Law's applications over the last three years.

⁵⁷ In response to the question "How familiar are you with the University of Idaho College of Law?", the percentage of potential applicants from each state that answered "Not at all familiar" was as follows: Colorado 81%, Oregon 70%, Utah 51%, Washington 52%. In contrast, only 11% of Idaho respondents gave that answer.

⁵⁸ Currently, the College of Law gets roughly 2% of all the law school applicants from Colorado, 4% of the applicants from Oregon, 12% from Utah, and 7% from Washington. It is very possible to modestly increase these percentages through increased and more effective marketing of the College of Law. Increasing the percentage for each state individually suggests we could increase the number of applications from those states from 250-300 to 350-400. Then, using the typical percentage of students who enroll from each of those states, with a similar modest increase, we can project an increase in enrolled students from those states from 22-32 to 50-60.

In gauging the demand for the two-location process, one must consider the great, and complementary, attractiveness of campuses in both Moscow and Boise. The law school in Moscow has its home on the campus of Idaho's historic land-grant university, in a wonderful small-town community located in a picturesque rural setting. Many College of Law alumni/ae express deep devotion to Moscow, and our market research shows that it continues to attract significant interest among potential law school applicants who are familiar with Moscow.⁵⁹ Boise, on the other hand, is attractive for the study of law because it is the state capital — and as such, home of all three branches of state government — and the center of commerce and a large percentage of the state's practicing bar. More generally, Boise is one of the most attractive urban areas in the United States.⁶⁰ The Boise location will attract significant interest among potential law school applicants who wish to attend law school in an urban setting, as many prospective law students do.⁶¹

⁵⁹ In addition to its positive virtues, Moscow lacks some stressors of urban settings. For example, a yearly survey of law students nationwide, the "Law School Survey of Student Engagement," reported that University of Idaho law students spend much less time commuting to class than students at other law schools. Law School Survey of Student Engagement, Law School Report 2007, Means Comparison Report, Item 7k. Another source of stress, the threat of crime, is also minimal in Moscow. Crime is not unknown, of course, but crime rates are low. *See generally* Idaho State Police, *Crime in Idaho — 2007* at pp. 180-182 (July 1, 2007). Moreover, Moscow is a family-friendly town, a good place for children. Relations between the community and the university are supportive; indeed, the relationship is one of the reasons why Moscow is sometimes called the "heart of the arts."

⁶⁰ *Forbes* magazine has consistently listed Boise as one of the "best places for business and careers." In 2008, *Forbes* ranked Boise # 2 in this category.

http://www.forbes.com/lists/2008/1/bestplaces08_Boise-ID_2388.html In a recent report by the Brookings Institution, Boise ranked higher overall than any other metro area in the United States in terms of productivity, social inclusion, and environmental sustainability. An author of the study noted, however, that Boise has room for improvement in "graduate education," among other areas. *See* Kathleen Kreller, *Boise Gets Top Marks in Brookings Institution's Economic Vitality Report*, Idaho Statesman, June 12, 2008. The establishment of a Boise campus would help fill that gap.

⁶¹ Evidence from the Law School Admissions Council (LSAC) suggests that prospective law students generally prefer urban settings to rural settings. The LSAC maintains the Candidate Referral Service (CRS), which is a database of future law school applicants and their interests/preferences. Law schools use the CRS to target recruiting material. One of the preference choices is for location of preferred law school: urban, suburban, or rural. Among the roughly 27,000 LSAT registrants (potential future applicants) who listed a preference, only 681 indicated "Rural" as their preference. That is 0.97%. (7.4% chose "Suburban" and 92.6% chose "Urban.") Although this evidence is not conclusive, it suggests a trend toward urbanization in higher education. *See also* Alan Finder, *Rural Colleges Seek New Edge and Urbanize*, N.Y. Times, Feb. 7, 2007, at A1 (reporting that many rural colleges are constructing "urban-style villages" around their campus to attract students).

5. The Job Market for Graduates of the Two-Location Law School

In the last section, we showed that the demand for affordable, high-quality legal education would support the two-location model with a total student body of 500 students. As discussed in more detail later, the College of Law would grow gradually to this total enrollment figure, reaching it in approximately the year 2016 (FY 2017). Due to attrition the graduating class each year would not be fully one-third of the total student body; for purposes of analysis here, we assume an ultimate level of about 150-155 graduates per year, compared to the current level of 90-100 graduates. (Many of these graduates will take jobs outside the traditional practice of law, or will take employment outside Idaho (practicing law or otherwise).) In this section we demonstrate that employment opportunities exist for the graduates of the two-location College of Law.

The following factors show that abundant law-related employment opportunities exist.

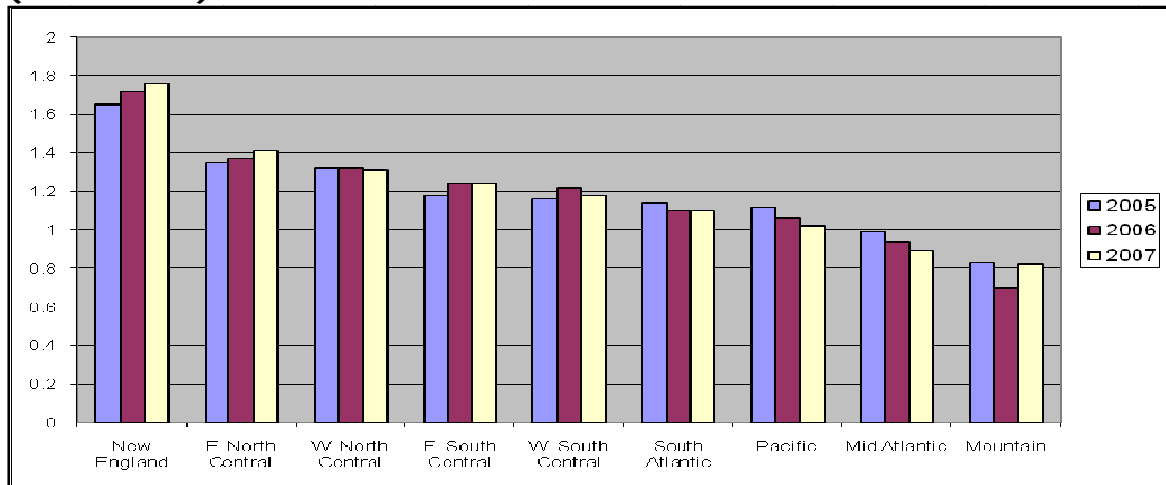
- *Currently high employment rate for College of Law graduates.* As mentioned earlier, demand for Idaho law graduates is already so high that only two of the 105 members of the 2007 graduating class were looking for jobs during the post-graduation survey period.
- *Growth in Idaho population:* The population of Idaho — where about 60% of the College of Law's graduates take their first jobs — has doubled since 1973. With the doubling of the population comes a greatly increased demand for legal services. The College of Law, in contrast, has grown very little since then.
- *Growing urbanization of Idaho's population:* In addition to doubling, Idaho's population has become more urbanized since 1973. This urbanization has produced higher caseloads in the state and federal criminal justice systems and increased the demand in Idaho for prosecutors, defenders, and judges. (For example, criminal cases in Idaho state district courts nearly quadrupled from 1982 to 2006.)
- *Growth and diversification of Idaho's economy:* Idaho's economy has expanded rapidly and become more diversified. Manufacturing has recently become the largest sector of the state's economy, and the most important manufacturing sector is science and technology. This economic growth generates a demand for — and is dependent upon — a supply of lawyers and law-trained businesspersons with expertise in negotiations, civil litigation, mediation, arbitration, business formation and organization, commercial transactions, consumer protection, construction, real estate finance,

intellectual property rights, business and estate planning, employment law, international business transactions, and other law-based private sector services contributing to economic development.

- *Growth in government to support growing population and economy:* Idaho governmental regulation and public sector services also are burgeoning, as evidenced by a nearly three-fold increase in the budget of Idaho's state government from 1992 to 2007. This growth, combined with growth in federal agencies as well as county and city governments, creates a growing demand for legal expertise in land use, natural resources law and environmental protection, energy, health and human services, child protection, immigration, workplace safety, public utilities, and general government administration.
- *Idaho as net importer of legal services:* Not surprisingly considering the above factors, about 70% of new admittees to the Idaho state bar come from out-of-state. This influx indicates that the demand for legal services in Idaho far outstrips that currently supplied by the College of Law. More and more legal jobs are being filled by lawyers from out-of-state.
- *Mountain region as net importer of legal expertise:* Like Idaho, the rest of the Mountain region is a net importer of legal expertise. Indeed, as shown in the chart below, the Mountain region (encompassing Idaho, Arizona, Colorado, Montana, New Mexico, Nevada, Utah, and Wyoming) is the only region in the country where the number of legal jobs has consistently and significantly exceeded the number of law school graduates seeking those jobs.⁶²

⁶² NALP, JOBS & JD'S (2005, 2006, 2007).

Figure 9: Initial Employment by Region — Ratio of Graduates to Jobs (2005-2007)



Of students who graduated from the College of Law from 2001-2007, 76.6% took their first job in the Mountain region. The chart above shows that employment prospects for law school graduates in this region, and this state, are strong. Current job availability appears more than adequate to absorb the comparatively modest projected increase of graduates from 90-100 to 150-155. Continued growth of jobs in Idaho and the region between now and 2016, and beyond, will make even more opportunities available.

IV. Components of the Implementation Plan

A. Better, Not Just Bigger: Statewide Curriculum, Service, Outreach, and Research

1. Curriculum, Service, Outreach, and Research in the Two-Location Model

A statewide public law school with two locations would deliver an integrated curriculum. Each site would equip students with thorough grounding in the core curriculum, including the fundamental skills of critical thinking and legal writing and research skills. Each site would have the basic J.D. degree curriculum. (This is not a needless duplication because the large enrollment courses in the basic curriculum are often taught in multiple sections of students (by multiple professors in multiple classrooms) in larger law schools.) In addition to the basic “nuts and bolts” curriculum, each site would offer differentiated and complementary emphases reflecting location-relevant needs and opportunities. The whole would be greater

than the sum of the parts. The two-location model would provide students an enhanced curriculum in substantive law and interdisciplinary perspectives. Moreover, the College would take a national leadership role — pursuant to the “Best Practices” and Carnegie reports⁶³ — by emphasizing at both Moscow and Boise the development of practice skills and the values of civic professionalism, selfless purpose, and development of moral judgment. These elements of legal education are best achieved in the small-scale, intimate teaching and learning environments that the two-location model would provide.

Existing joint and concurrent degree programs would be strengthened on the Moscow campus, while new joint degree opportunities with Boise State University, Idaho State University, and other institutions in southern Idaho would be actively explored. Centers for business law and for state law, policy, and education could be developed at the Boise location, connecting faculty scholarship and outreach with needs and opportunities in the Treasure Valley and with issues of concern to all three branches of state government.

Curriculum and Learning Environment. Both locations would be scaled to allow a personalized legal education in a collegial setting. The residential environment of the College in Moscow provides an educational atmosphere that is more inviting and collaborative, among both students and faculty, than at most other law schools. As noted, this allows us to instill a strong sense of civility and professionalism, as well as highlighting the public nature of the legal profession, in our students. As we create the complementary program in Boise, we would continue to emphasize these attributes as fully as possible in a metropolitan setting.

As also noted previously in this document, the opportunity presented by the development of a complementary J.D. program in Boise comes at a propitious time. Law schools are being urged to place stronger emphasis on preparing law students to be “practice ready” upon graduation. With a greater emphasis on incorporating practice skills and professional values into the doctrinal teaching, the curriculum at the College is being reconsidered with an eye to creating a truly distinctive program.

In developing complementary curricula in Moscow and Boise, we begin with the core curriculum. The core curriculum prepares students for the general practice of law and includes core practical skills of critical thinking and writing and research skills. Students complete this core curriculum in the first 3 to 4 semesters of the 6-semester (3-year) J.D. program. We will offer this core curriculum at both locations.

We are currently planning revisions to this core curriculum to make it more tightly coordinated and coherent. In particular, the core curriculum will become

⁶³ Cited in Section III.B.

more deliberately progressive, so that each education experience builds carefully upon the student's previous experiences and culminates in an opportunity for third-year "capstone" experiences — i.e., experiences that synthesize doctrine from multiple areas, employ the range of skills and values acquired over the course of the student's legal education, and provide the student with a real-life exposure to the practice of law, whether through clinical, externship, or simulated experiences. A model for this more integrative learning environment is close to home: the Integrated Business Curriculum currently being offered in the University of Idaho College of Business and Economics (www.cbehome.uidaho.edu/ibc).

In addition to improving the students' educational experience, the revision of the core curriculum will eliminate redundancies in the first and second years of the three-year J.D. program, thereby freeing up faculty resources and student time for more specialized upper division coursework. It will also minimize the duplication of basic instruction and training that will be necessary in the first 3-4 semesters at each location.

More fundamentally, this curricular reform will strengthen the College's preparation of lawyers, in both Moscow and Boise, for the general practice of law to serve the citizens of Idaho throughout the State. As noted earlier, one of the signature strengths of the College is its tradition of legal education that is personal and provided in a collegial, professional setting. The College, in both Moscow and Boise, will continue to provide a liberal education in the law to all of its students, inculcating the values of civic responsibility and professionalism for which it is rightly proud.

Specialization Opportunities in Moscow. Students will get a solid grounding in the core curriculum, including training in the core legal skills of critical thinking and legal writing and research, at both the Moscow and Boise campuses. The second- and third-year offerings will include "bar courses" (e.g., the usual commercial law subjects).

In addition, the Moscow campus will offer advanced, interdisciplinary opportunities by taking advantage of its location on the main campus of the University of Idaho and its proximity to Washington State University. The Moscow campus will continue to support joint degrees with the University of Idaho College of Business and Economics (the J.D./M.Acct.) and with the Washington State University College of Business (the J.D./M.B.A.). These joint-degree opportunities build on the strong business-law curriculum that is currently offered and that will continue to be offered in Moscow.

The Moscow campus will also offer students and faculty opportunities for specialization in natural resources (including natural resources on public lands) and

environmental law; and in Native American law, tribal governance, and federal-state tribal relations. The first area of specialization reflects and capitalizes on the University's strong and increasingly interdisciplinary programs of teaching and research in natural resources and the environment. Faculty teaching and research resources in several Colleges on the Moscow campus will provide depth of expertise in these areas unavailable elsewhere in the State or region. The second emphasis area reflects and takes advantage of the University's unique location between two major tribes, the Coeur d'Alene to the north and the Nez Perce to the south, each of which is within 50 miles of the Moscow campus. These emphasis areas will inform and enrich even the core curriculum, for example as the basic legal principles and concepts taught in criminal law or property law, are taught through crimes and property concepts involving natural resource and environmental concerns. By streamlining the core curriculum, and focusing the emphasis of the Moscow campus, the faculty will be enabled to enrich the upper-level curriculum with specialized courses and seminars, in-house clinical opportunities, expanded externship opportunities, and in the depth and quality of research and service provided to the State and region by faculty and students.

Specialization Opportunities in Boise. Like students in Moscow, students on the Boise campus will receive thorough grounding in the core curriculum and practical skills. In addition, the Boise campus will offer course work and practical training that take advantage of a location in the commercial and political center of the State. Of immediate consideration is the development of emphasis areas in business and entrepreneurship and in intellectual property. Such emphasis areas take advantage of the entrepreneurial business climate in the State's commercial center, and also allow the students and faculty to participate in the growing technology sector of the economy. Through development of specialized course work, clinical opportunities and externship placements, the College will better prepare our students to contribute to the commercial and economic growth of the State. As with development of the specialties in Moscow, the specialization in business and intellectual property in Boise will enable greater and more expert research and service to the State of Idaho by students and faculty of the College of Law.

Specialized courses typically are low-enrollment offerings that lend themselves to distance-learning connectivity. Students at either location can benefit from the distance technology that establishes such connectivity. They can stay at the location where they began their law school study even if their interests change during the second and third years of the J.D. program.

Relationships between Moscow and Boise. The main elements of the two-location model can be summarized as follows:

Moscow

- Small (“quality over quantity”) residential law program; intimate teaching/learning environment
- Innovative core curriculum emphasizing writing and integrated skills education in support of the general practice of law
- Interdisciplinary connections to land grant research university in law, public policy, and science
- Emphases in natural resources and environmental law, American Indian law, and public lands
- Principal administrative offices, and service to academic community, on University’s main campus

Boise

- Small (reinforcing “quality over quantity”) metropolitan program with variable-time curriculum
- Innovative core curriculum emphasizing writing and integrated skills education in support of the general practice of law
- Emphases in intellectual property and business law, including international business transactions and trade
- State law-related research and service to judiciary, legislature, and city/state/federal agencies
- Enhanced access to readily available, high-quality affiliate faculty

Dynamic Connections at Both Locations

- Delivery of core Juris Doctor degree education, including clinical programs, advocacy, and dispute resolution, with curricular progressions and capstone experiences
- Emphasis on development of professional identity, skills, values, and a sense of public calling, concurrent with generating intellectual growth and a fund of knowledge, as recommended by the Carnegie Report and Clinical Legal Education Association “Best Practices” Report
- Differentiated and complementary upper-division offerings under integrated curricular plan
- Linkages of people and places through distance education and related technologies
- Outreach to the legal profession and judiciary, and to communities in Idaho and beyond
- Unique and innovative approach to legal education — transcending distance

"Ties that Bind" the Two Locations. The success of the "one law school, two locations" model will depend on the development of carefully designed linkages between the two locations. These linkages or ties will flow organically throughout the law school administration, curriculum, and outreach, and will include the following elements:

Curriculum. As described above, we will develop a program of instruction at each location that has three attributes: (1) The coursework will be progressive — so that work in later semesters successively builds on the knowledge, skills, and professional identity that students have developed over the course of prior semesters. The progression will culminate in 3rd-year opportunities for capstone experiences. (2) From day one we will provide experiential, context-dependent learning to help students learn the law in action and "on the ground." (3) The curriculum will be highly integrated, helping students to make connections among doctrinal areas as well as connections between the law and other disciplines; to learn doctrine; and to begin to develop a professional identity and professional judgment, through instruction in lawyering skills. Each location will offer unique skills and doctrinal learning opportunities, such that faculty and students interested in a particular emphasis area might find it useful to spend time at both locations. In view of these location-relevant strengths, the curriculum would be designed to facilitate such movement of faculty and students.

Administration and Services. The College would have unitary admissions, financial aid, and development offices. Videoconferencing will facilitate governance by faculty committees with members on each campus, while professional and administrative staff will collaborate as one unit. All such ties, of course, ultimately aim to create human ties and a sense of a shared mission.

Faculty. As additional measures to foster human ties and common purpose, we hope to provide incentives for faculty to spend time on each campus. For example, a faculty member could be encouraged to teach a course in the fall semester in Moscow and then teach the same course in the spring semester in Boise. We hope also to encourage collaboration in teaching and research between faculty and students in Boise and Moscow.

Students. We would also facilitate the movement of students between the two campuses and interaction of students on each campus with students on the other campus. For example, we might hold the final rounds of our internal moot court competitions on different campuses in alternating years. We could plan to hold beginning-of-school-year convocations in a central location that would bring together students matriculating at each campus. Specialized short courses (e.g., winter intersession courses) at each campus could attract students from the other

campus. Ultimately, we would expect many students to spend some time at each location, though none would be required to do so.

2. American Bar Association (ABA) Accreditation Matters

The College of Law received accreditation from the American Bar Association in 1925 and has remained fully accredited since then, having most recently received a clean bill of health from the ABA in 2007.⁶⁴ As an ABA-accredited school, the College of Law will need ABA approval to establish a campus in Boise. As mentioned previously, the College of Law has retained Richard Morgan, a three-time law school dean, to advise it on academic planning, including accreditation matters. (He has chaired the American Bar Association Committee on review of law school approval standards.) This section briefly discusses the timing and requirements for accreditation of the Boise campus.

The two-location initiative will trigger two forms of ABA approval. First, the College of Law will need the ABA's "acquiescence" to the establishment of the Boise campus. After obtaining acquiescence, the College of law will need ABA "approval" for the Boise campus, which itself occurs in two stages: "provisional" approval must occur before "full" approval can be obtained.

An ABA-approved law school must obtain ABA "acquiescence" before it makes a "major change."⁶⁵ The ABA defines "major change" to include, among other changes, the opening of a "branch campus."⁶⁶ The Boise campus will constitute a "branch campus," as the ABA defines that term, because the Boise campus will be "a separate location" at which students will be able to earn "all of the credit hours that the law school requires for the J.D. degree."⁶⁷ To get acquiescence for this "major change," the College of Law must show that (1) "the law school is in compliance with the [ABA's] Standards"; and (2) "the change will not detract from the law school's ability to meet the requirements of the Standards."⁶⁸ Thus, the program in Moscow must be sustained, and its full compliance with all accreditation standards cannot be diminished, as the program in Boise is developed.

⁶⁴ The ABA's Council of the Section of Legal Education and Admissions to the Bar is the recognized national agency for the accreditation or approval of professional schools of law. <http://www.abanet.org/legaled/section/consultant/consultant.html>. The ABA standards for approval of law schools, which are discussed in this section, can be found on the ABA's website. <http://www.abanet.org/legaled/standards/standards.html>.

⁶⁵ ABA Standard 105.

⁶⁶ See ABA Interpretation 105-1(13).

⁶⁷ See ABA Standard 106(4) (defining "branch campus" to mean "a separate branch at which the law school offers sufficient courses that a student could earn at the separate location all of the credit hours that the law school requires for the J.D. degree.").

⁶⁸ ABA Standard 105; see also ABA Rules of Procedure 20(b)(3) and 21(c) (describing material required to apply for acquiescence).

After obtaining acquiescence to establishment of the Boise campus, the College of Law must seek the ABA's approval for the Boise campus.⁶⁹ The ABA treats the opening of a branch campus as equivalent to "the creation of a different law school."⁷⁰ This means that the branch campus must meet the same substantive requirements as any other law school.⁷¹ In addition to meeting the usual substantive requirements for a new law school, the branch campus must go through the same approval process as any other new law school.⁷² (Of course, it is advantageous for the branch to be proposed by a law school with long-standing accreditation.)

The ABA approval process for the Boise campus will have two steps. First, the College of Law must seek "provisional" approval for the Boise campus. The College of Law may apply for provisional approval any time after it obtains acquiescence⁷³ and before October 15 of the second academic year of the Boise campus's operation.⁷⁴ To get provisional approval, the College of Law must show that the Boise campus is (1) "in substantial compliance with each of the [ABA's] Standards and (2) has "a reliable plan for bringing the law school into full compliance with the Standards within three years after receiving provisional approval."⁷⁵ The College of Law can secure full approval for the Boise campus as soon as two years after obtaining provisional approval.⁷⁶

Full approval depends on the College's demonstrating compliance with each of the ABA's standards. The standards impose comprehensive requirements, including the following. A law school must possess adequate present and anticipated financial resources to sustain a sound program of legal education.⁷⁷ The school must prepare students for admission to the bar.⁷⁸ The school must include instruction in core substantive law, legal writing, research, and analysis, other professional skills, and

⁶⁹ ABA Rule of Procedure 20(b)(3) ("After the law school has obtained prior acquiescence of the [ABA] in the major change caused by the opening of a Branch campus, the Branch campus also shall apply for provisional approval under the provisions of Standard 102 and Rule 4 no later than October 15 of the second academic year of operation of the Branch campus.").

⁷⁰ See ABA Interpretation 105-2; ABA Rule of Procedure 20(b)(3).

⁷¹ See ABA Interpretation 105-2.

⁷² See ABA Interpretation 105-2 ("A Branch campus shall apply for provisional approval under the provisions of Standard 102 and Rule 4.").

⁷³ ABA Rule of Procedure Rule 4(d)(2) ("A law school may apply for provisional approval before it has completed the first academic year of its program if the [ABA] has acquiesced in a major structural change by the law school ... and ... the law school was created by the opening of a branch by a fully approved law school.").

⁷⁴ ABA Rule of Procedure 20(b)(3).

⁷⁵ ABA Standard 102(a).

⁷⁶ ABA Standard 103(a).

⁷⁷ ABA Standard 201(a).

⁷⁸ ABA Standard 301(a).

the history, values, and responsibilities of the profession.⁷⁹ The school must also offer substantial opportunities for real-life practice experiences and participation in pro bono activities.⁸⁰ The school must have highly qualified faculty.⁸¹ Full-time faculty must teach the major portion of the school's curriculum, including substantially all of the first-year curriculum.⁸² The school must have a library and full-time librarian with faculty status.⁸³ The library must have sufficient financial resources to maintain a collection that supports the school's teaching, research, and service activities.⁸⁴ The library must adopt appropriate, contemporary technology.⁸⁵ The school must have adequate physical facilities, including sufficient space for individual study and research and for collaborative work.⁸⁶ The law school building must have adequate technology.⁸⁷

If the State Board approves the establishment of the Boise campus, the College of Law intends to apply for the ABA's acquiescence, provisional approval, and full approval for the Boise campus as early as permitted under the ABA's rules. Unlike a start-up law school, an existing, fully-approved law school may seek provisional approval for a branch campus before the end of the first year of the branch campus's operation.⁸⁸ The College of Law plans to apply for and obtain ABA acquiescence before the Boise campus admits its charter class in Fall 2010. Provisional approval would be sought in Fall 2010. Under the ABA timetable, provisional approval could be granted by Summer 2011. The College of Law would then have to wait until Fall 2013 to apply to the ABA for full approval. Full approval could occur as early as February 2014.

Under this time table, the Boise campus would have provisional approval by the time its charter class graduates in Spring 2013. ABA rules provide that students who graduate while a law school is provisionally approved are "entitled to the same recognition given to students and graduates of fully approved law schools."⁸⁹ Most states allow graduates of a provisionally approved law school to sit for the bar exam the same as graduates of a fully approved law school. The Idaho State Bar is somewhat unusual in generally requiring applicants for bar admission to demonstrate that they have graduated from a law school that has been fully

⁷⁹ ABA Standard 302.

⁸⁰ ABA Standard 302.

⁸¹ ABA Standard 401.

⁸² ABA Standard 403.

⁸³ ABA Standards 601, 603.

⁸⁴ ABA Standard 601, 606(b)(3).

⁸⁵ ABA Standard 601(c).

⁸⁶ ABA Standard 703.

⁸⁷ ABA Standard 704.

⁸⁸ ABA Rule of Procedure 4(c) & (d).

⁸⁹ ABA Interpretation 102-4.

approved by the ABA.⁹⁰ The Idaho Bar advises us, however, that graduates from a provisionally approved Boise campus may petition the Idaho Supreme Court for permission to sit for the bar. Our academic consultant has confirmed, for example, that several graduates of the University of Nevada at Las Vegas William S. Boyd School of Law had such petitions granted by the Idaho Supreme Court when the Boyd School was in the provisional approval stage prior to full approval by the ABA.

Figure 10: Timetable for ABA Approval of Boise Campus

Fall 2009	College of Law applies for ABA acquiescence in establishment of Boise campus.
Summer 2010	ABA acquiesces in establishment of Boise campus.
Fall 2010	Boise campus enrolls initial ("charter") class. College of Law applies for ABA provisional approval for Boise campus.
Summer 2011	Boise campus receives provisional approval.
Spring 2013	Boise campus charter class graduates.
Fall 2013	College of Law applies for full approval for Boise campus
Winter 2014	Boise campus receives full approval.
Spring 2014	Boise campus graduates 2 nd entering class.

3. Membership in the Association of American Law Schools (AALS)

Most well-regarded U.S. law schools maintain not only ABA accreditation but also membership in the Association of American Law Schools (AALS). The AALS's membership requirements cover many of the same subjects as do the ABA's accreditations standards. Indeed, the AALS periodically reviews member schools primarily through joint ABA-AALS site evaluation teams. These teams generally visit a law school once every seven years. (The University of Idaho College of Law received its most recent membership renewal as part of the same cycle as the ABA review mentioned above.) Visits can occur outside the seven-year cycle in certain

⁹⁰ The Rules of the Idaho Bar require students applying for admission to demonstrate that they have received a J.D. from "an approved law school," a term that is defined to mean a law school that is "fully approved by the American Bar Association." Idaho Bar Commission Rules 200(a) and 201(a).

circumstances. One circumstance that can trigger additional membership review by the AALS occurs when a law school makes “a significant change in operation.”⁹¹

The AALS defines “a significant change in operation” to include the creation of a branch campus.⁹² Thus, the College of Law would report on its creation of the Boise campus to the AALS as well as the ABA. The AALS would then conduct a review process broadly similar to the ABA process for reviewing “major changes” by a law school. Although the AALS review timeline could differ from the ABA’s, the College of Law would seek to complete both review processes successfully at the earliest practicable time.

B. People and Programs: The Plan Budget and Appropriation Request

1. General Description

The plan budget (and the appropriation request) is set forth in Appendix A. In developing the budget, the College of Law was guided by the following ideas:

- The budget provides for a level of resources and financial support that would allow the College of Law to provide a quality education and academic environment in both the Moscow and Boise locations;
- The budget includes adequate resources for the programmatic, personnel, and facility needs in Moscow, including necessary and advisable upgrades to, and expansion of, the Menard Law Building;
- The budget leverages the unique opportunity to cooperate with the Idaho judiciary in the construction and operation of the Idaho Law Learning Center (“ILLC”); and
- The budget is funded by a combination of private giving, state appropriations, student professional fees, and grants.

In addition to the above, several broad themes flow through the plan budget:

- Although the budget does not include a capital item for the construction of the building in Boise, it references the Idaho Supreme Court proposal to collaborate with the College of Law in establishing an Idaho Law Learning Center (“ILLC”) in Boise. This will be a capital request by the Judicial Branch

⁹¹ AALS Executive Committee Regulation 8.2, reprinted in 2008 AALS Handbook at 67.

⁹² AALS Executive Committee Regulation 8.2, reprinted in 2008 AALS Handbook at 67.

of state government. The Legislature has already appropriated planning funds for the ILLC. The College of Law budget in this document does provide for furniture, fixtures, and equipment (including technology) at the ILLC, along with improvements to the Menard Law Building in Moscow. Moreover, the budget addresses the subject of ILLC occupancy costs. It is possible that the occupancy costs identified by the Supreme Court will be the judiciary-related costs; therefore, this budget document contains calculations of law school-related occupancy costs based on shared facility use, and includes these costs on our appropriation request sheet with an explanatory note. If approved and funded, the ILLC could be ready for full occupancy as early as FY13. Prior to completion of the ILLC in FY13, the Boise operations would be housed in the (renovated and expanded) old Ada County Courthouse — now called the Capitol Annex — starting as early as the final months of FY10 or the beginning of FY11.

- The budget is a College of Law-level budget. It includes the professional fees paid by law students and retained by the College. It does not include the matriculation fees and out of state tuition paid by law students and retained by the University. Because the proposal anticipates that enrollment in the College would increase from about 300 to eventually about 500, matriculation fee revenue alone would go up by about one million dollars at current fee charges (and, of course, more with future increases). This student-generated revenue can be used at the University level to pay Boise occupancy costs if appropriated funds are not obtained for this purpose.
- With respect to operating costs, the budget includes a request for legislative approval of \$1 million in FY 2010 (which equates to \$942,596 in 2008 dollars) to start personnel hiring and library collection acquisitions in preparation for the arrival of the initial entering class in the Fall of 2010. Thereafter, appropriation accretions to the funding base in FY 2011 and FY 2012 will bring the total recurring appropriation to \$3,750,000 for operating costs in FY 2012 (\$3,419,254 in 2008 dollars) and continuing thereafter.
- The budget provides operating reserves along with capital reserves. The Moscow capital expenses are sequenced to allow the orderly accumulation and expenditure of these reserves. Throughout the time period covered by the budget, the operating and capital reserves are maintained at a fiscally prudent level in relation to the total operating and capital budgets of the statewide law school.
- The proposal envisions a combination of early appropriations and the generation and use of operating and capital reserves in order to assure that the University will get a substantial signal from the Board, the Governor, and

the Legislature that the "second century" initiative is on track before the College makes tenure-track commitments to new faculty members and admits an initial class of law students. Funding of the next planning step in developing the Idaho Law Learning Center will be another important signal from the Legislature. If these legislative actions occur in the 2009 Legislature, the College can proceed to recruit faculty members in the fall 2009 interviewing cycle (for faculty who will begin in Boise in the summer of 2010). Similarly, during late 2009 and the spring of 2010, the College can admit an entering class of law students who will start their studies in the Fall of 2010, with that same assurance of program continuity.

- As indicated in Appendix D to this Document, the implementation plan will not significantly affect the University-level pro forma ratios (consolidated financial index), partly because the numbers are small compared to the entire University financial statement and also because the plan keeps revenues in line with expenses over the long term.

The plan revenues and expenditures, for ease of discussion, are generally presented in current dollars (not adjusted for inflation or time value of money) so that the increases in revenue and expenses reflect real growth. The purpose of this method of depiction is to illustrate the actual, current dollar cost of the expanded program through FY17 compared to the current operations in FY08. Given this current dollar depiction, the appropriation amounts reflected on the first table on the Appropriation Request Sheet and on line 25 of the Operating Budget Detail appear, at first glance, to be less than the appropriation amounts detailed in the narrative below. For example, while the College of Law will request a \$1M addition to the base in FY10 for purposes of the current dollar depiction, this FY10 amount is reflected as \$942,596 in the plan budgets.

2. Appropriation Request

The College of Law is requesting the following:

- \$3.75 million (\$3,419,254 in 2008 dollars) in appropriated base funding for law school operations. This request is phased in, starting with \$1 million in FY10, increasing to \$2.25 million in FY11 and finally flattening out at \$3.75 million in FY12 and thereafter.
- Occupancy costs in Boise, starting at \$175,049 in FY11 and increasing to \$742,836 in FY13 (\$660,000 in 2008 dollars) when the program in Boise will be housed in the ILLC.

The appropriation requests for FY10 through FY13, without adjustment to present value, are set forth in Appendix A on the second table on the Appropriation Request sheet and are summarized as follows:

Figure 11: Appropriation Request (not discounted to 2008 dollars)

	FY10	FY11	FY12	FY13
Occupancy Costs	\$0	\$175,049	\$240,400	\$742,836
General Appropriation	\$1,000,000	\$2,250,000	\$3,750,000	\$3,750,000
Total	\$1,000,000	\$2,425,049	\$3,990,400	\$4,492,836

3. Operating Budget

The detailed operating budget sets forth the College of Law's estimate of revenues and expenses for the period of FY09 through FY17. Efforts were made to ensure that the program of education represented by the operating budget was academically sound and sufficient to meet the quality standards of the University, our accrediting agency the American Bar Association, and the American Association of Law Schools.

As the table below illustrates, the proposal will result in the operating costs of the College of Law increasing by approximately \$6M — funded through a combination of state appropriations, student professional fees, private giving, and grants.

Figure 12: Operating Budget

	FY08	FY17
Revenues	\$8,106,678	\$14,034,075
Expenses	\$7,589,632	\$14,020,045
Net Operating Revenues for FY	\$517,045	\$14,030
Operating reserves	\$517,045	\$413,983

A brief timeline of expenditures is as follows:

In FY10, the budget anticipates the \$1 million in base funding will be used to fund planning activities in Boise, initial on-the-ground personnel, and the initiation of library acquisitions.

In FY11, the budget anticipates the \$2.25 million in base funding will be used to hire faculty and other personnel and to fund teaching the inaugural class of law students in Boise as well as to continue library acquisitions in Boise and to begin the renovation and modest expansion of the Menard Law Building in Moscow.

In FY12, the budget anticipates the \$3.75 million in base funding will be used to hire more personnel and to fund teaching the first- and second-year classes in Boise as well as the continued renovation, as well as modest expansion, of the Menard Law Building.

In FY13, the base funding and revenues from other sources will be used to hire another increment of personnel, to fund teaching of a full three-year set of classes in Boise, and to outfit and occupy a completed ILLC facility in Boise.

In FY14 - FY17, the base funding from all sources will be used to increase the program capacity to handle student enrollment growing to approximately 500 students (250 in each location).

4. Capital Budget

The detailed capital budget sets forth the College of Law's estimates of capital needs for (a) improvements to, and expansion of, the Menard law building in Moscow, and (b) the furniture, fixtures, equipment, and technology for the College of Law's space in the ILLC. As noted above, the ILLC building construction costs will be a part of a capital request by the Idaho State Judiciary. A detailed timeline for capital expenditures by the College of Law is set forth in the Facility Needs section at Figure 23.

C. Places of Excellence: Meeting the Facility Needs in Moscow and Boise

1. Introduction

Implementation of the two-location model will require (1) updating the Moscow facility; and (2) building a new facility — or renovating an existing one — in Boise. This section discusses the College of Law's facility needs at the Moscow and Boise locations.

2. Summary

a. Moscow Facility Needs

Until 2007, the Moscow facility had had no major improvements since it was built 35 years ago. Improvements are now underway, and the building will require continued updating to (1) meet the current needs of legal education; (2) compete effectively with other law schools for students, including Idaho students; (3) tie students and faculty at the Moscow law campus to the Boise law campus, and vice-versa; and (4) to provide outreach to the bench, bar, and the public in Idaho and beyond. To achieve these objectives, the Moscow facility needs additional

classroom space, office space, classroom technology, and distance education technology. To make the needed updates will require a modest expansion of the building's existing footprint — increasing it by about 7000 square feet, 6000 square feet of which would be devoted to additional small to medium sized classroom space. These additional instructional spaces reflect changes in legal education pedagogy in the past 35 years. The estimated total cost of capital improvements to the Moscow facility is \$3,431,500. The specific improvements and their estimated costs are detailed below.

b. Boise Facility Needs

For the Boise campus the College of Law plans ultimately to share a facility with the Idaho Supreme Court. That facility is proposed to be called the "Idaho Law Learning Center" (ILLC). Construction of the ILLC is expected to be funded through a request to the legislature by the Idaho judiciary. The University of Idaho, however, will be responsible for equipping the portions of the Boise facility that will be used for law school classes and the law library.

The ILLC will be larger than the Moscow law school facility. The larger size reflects that the ILLC will include some space for exclusive use by the Idaho Supreme Court, and that classroom space will be shared between the College of Law and the Idaho Supreme Court. In addition, the ILLC will include space designated for programs of outreach to the public. The Menard Law Building has no corresponding space designated for outreach. With respect to the ILLC's law library and to other space in the ILLC that has, for planning purposes, been assigned to the College of Law as the likely primary user, the ILLC will be designed to be comparable in enrollment size to the Moscow facility, both of which will have a functional, quality-based capacity of approximately 250 students.

The Idaho Law Learning Center may open as early as Fall 2013. The College of Law proposes to admit its charter class at the Boise campus in Fall 2010. In the interim, the College of Law would like to use space in the Old Ada County Courthouse (the Capitol Annex). That space is scheduled to be available for use in Spring 2010. The College of Law is exploring its potential availability for interim use for Boise law school classes and the state law library.

The Idaho Judiciary will seek legislative appropriations of approximately \$29 - \$30 million to build the Idaho Law Learning Center in Boise. The University estimates that it will spend total capital costs on the Boise law facility of approximately \$2,742,175. The specific improvements and their estimated costs are detailed below.

Figure 13: Estimated University of Idaho Capital Costs for Proposed Moscow and Boise Campuses

Moscow campus	\$3,431,500
Boise campus	\$2,742,175
Total	\$6,173,675

3. Detailed Facility Needs Analysis

a. Detailed Analysis of Moscow Facility Needs

The law school in Moscow is housed in the Menard building, which was constructed in 1972-73. The total size of the Menard Building is about 49,000 net square feet (about 69,500 gross square feet). As is typical of law schools, more than half of this space is devoted to the law library. The existing space in Menard and its uses are as follows:⁹³

Figure 14: Current Space Allocation for Menard Law Building

USE	Net Square Ft. (approx.)
Classrooms & Seminar Rooms, including Courtroom	9,000 (5,665 not incl. courtroom)
Student Organization Offices & Student Gathering Areas	3,998
Legal Aid Clinic (incl. clinical faculty offices)	1,060
Offices – Non-Clinical Faculty	3,472
Offices – Administration	4,340
Offices sub-total	7,812
Net Square Feet (not incl. Library)	21,870
Library	27,102
Total Net Square Footage in Moscow	48,972

To provide context for this data, the table below compares the size of the Menard building to that of other law schools in the Intermountain West and Pacific Northwest:

⁹³ Source: Data for 2007-2008 reported by the College of Law to the American Bar Association.

Figure 15: Comparison of Regional Law School Facilities

Law School (# of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Full-Time Student
Idaho (296)	21,870	27,102	48,972	165
North Dakota (249)	19,810	20,392	40,202	161
Gonzaga* (560)	62, 152	41,843	104,000	186
Lewis & Clark* (682)	83,161	45,139	128,300	188
Oregon (564)	90,833	34,743	125,576	223
Washington (641)	75,840	69,150	144,990	226
Montana (254)	40,034	18,716	58,750	231
Utah (401)	56,119	38,134	94,253	235
South Dakota (224)	37,503	22,729	60,232	269
BYU* (458)	41,661	92,292	133,953	292
Willamette* (399)	78,956	38,000	116,956	293
Wyoming (228)	36,880	30,000	66,880	293
*Denotes Private School			Average	230.2

The table above shows that the Menard building has 165 net square feet per full-time student. Only one ABA-approved law school in the region (North Dakota) has a lower figure. As this ranking suggests, and as any denizen of the Menard building will tell you, that building has become seriously overcrowded.

The overcrowding has several causes:

- The building exceeds its enrollment capacity, even at 1973 educational standards.
- The ABA requires more student services than existed 35 years ago, such as career development, academic support, and admissions, and the ABA and other authorities also demand more record-keeping. The expanded student-services and record keeping obligations require additional support staff and, consequently, additional office space.
- Menard was built before the growth of legal clinics, in which law students represent live clients under close supervision of faculty. Clinical courses require much more space than typical classroom courses. Clinical courses require additional space for interviewing clients; storing files; and holding clinic-team meetings and collaborative research sessions in which a clinical faculty member works closely with a handful of clinic students.

- In addition to legal clinics, the College of Law offers much more skills training than in the past (such as advanced legal writing courses), which requires small classrooms with small student-faculty ratios.
- As the law has become more specialized, the College of Law, like other law schools, has had to offer smaller classes in specialized areas of the law.

These developments require classroom and office space that the Menard building lacks. The shortage of classroom space has forced the College to limit enrollment in high-demand courses that teach subjects tested on the bar exam. The College also converted a student lounge space into a seminar room to accommodate the demand for additional classroom space. As a result, the student locker room was eliminated to create a new student lounge. The shortage of office space has forced the College of Law to eat into space that was used by student organizations and into the law library. Student organizations have had to share the remaining available space for student offices and the library has been forced to reduce unassigned study space for students and take other space-saving measures.

In addition to needing more space, the Menard building needs updated teaching and learning technology, as well as distance-education technology. Updated technology is needed to (1) use up-to-date instruction methods; (2) compete effectively with other law schools for students, including Idaho residents; (3) connect students and faculty at the Moscow law campus to the Boise law campus, and vice-versa; and (4) to provide outreach to the bench, bar, and the public in Idaho and beyond.

On the first point, computer-enhanced instruction technology helps students learn not only “the rules” of law — such as the legal requirements for a valid contract — but also legal skills, such as how to draft a contract.

With regard to the second point, many of the other western law schools with which the College of Law competes — including for Idaho students — have made significant investments in their facilities in recent years:

Figure 16: Recent Renovations at Western Law Schools

SCHOOL	COST	COMPLETION DATE	SIZE (square feet)	NOTES
Gonzaga	\$18.5 million	2000	104,000	New building
Seattle University	\$33.3 million	2000	136,140	New building
University of Washington (Seattle)	\$80 million	2003	196,000	New building
Lewis and Clark (Portland)	\$15 million	2002	40,000	Part of \$25 million improvement plan
UNLV	\$3.3 million	March 2007	6,300	Moot Courtroom
University of Denver	\$64 million	2003	210,000	New building
University of Colorado (Boulder)	\$46.4 million	August 2006	180,000	New building
Willamette (Salem, Ore.)	\$3.2 million	December 2007	15,000	Building renovation
Wyoming	\$4 million	September 2008	7,724	Moot court renovation, front entry plaza

On the third point, distance education technology is vital to enabling students and faculty at the Moscow campus to take advantage of what the Boise campus will have to offer, and vice-versa. Similarly, with respect to the fourth point, the College of Law needs both the distance education technology and other instructional technology for effective outreach to the bench, bar, and the public throughout Idaho and beyond.

The College of Law has spent more than \$2 million in the last three years to update the Menard building. It has spent about \$1.3 million alone to install state-of-the-art technology in a remodeled courtroom and its largest lecture classroom. These investments enhance the learning environment for our students. More must be done.

Specifically, the College of Law has identified the following facility needs for Moscow's Menard building:

Figure 17: Facility Needs for Menard Law Building

Description	Time Frame	Line # Cap. Budget Detail	Cost Estimate
1. Expand Menard footprint by approx. 7,000 sq. ft. for classroom (6,000 sq. ft.) & office space (1,000 sq. ft.)	FY11 & FY12	line 10	\$2,250,000 (over 2 yrs)
2. Retrofit classrooms with teaching/learning technology	FY11		
2 large classrooms (@ \$200,000 each)		line 65	\$400,000
2 small classrooms (@ \$100,000 each)		line 66	\$200,000
3. Add one non-faculty staff office/area	FY11		
furniture, fixtures & equipment		line 17	\$3,500
Technology		line 51	\$2,500
4. Add 1 medium-sized classroom for 40-65 students	FY12		
furniture, fixtures & equipment		line 27	\$50,000
teaching/learning technology		line 62	\$66,000
5. Add 1 seminar room for up to 25 students	FY12		
furniture, fixtures & equipment		line 28	\$37,500
teaching/learning technology		line 63	\$66,000
6. Add 1 faculty/exec admin office	FY12		
furniture, fixtures & equipment		line 16	\$3,500
Technology		line 50	\$2,500
7. Furnishings for Moscow improvements	FY13	line 44	\$350,000 ⁹⁴
Total Estimated Capital Costs-Moscow			\$3,431,500

⁹⁴ We have allocated \$350,000 in FY13 for furnishings and improvements in the Menard facility that we anticipate will be needed in the public areas of the facility and the expansion area created by construction in FY11-FY12 (see item 1 of the table in the text). For example, the masonry of the main entrance has deteriorated severely because of water and weather damage. This item alone is estimated to cost \$300,000-400,000 to repair. In addition, the restroom facilities for women in the building are too small for current female students, staff, and faculty. They were constructed in 1972-1973, when the College of Law had approximately six female students (in a student body of well over 200) and no female faculty members. Today, the student body is approaching 50% female, and females make up a substantial portion of both staff and faculty. Several restrooms -- as well as other features of the Menard facility -- also require changes to enhance accessibility. These and other needed furnishings and improvements are projected to be carried out with the \$350,000 itemized as item 7 on the table in the text.

The next table shows how the proposed changes to the Moscow facility would affect its overall size and the net square feet per full-time student.⁹⁵ The effect is to bring the Moscow facility much closer to the average for this region.

Figure 18: Menard Law Building — Comparison of Current and Proposed Facility Size

Law School (# of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Student
Moscow Campus Current (296)	21,870	27,102	48,972	165
Moscow Campus Proposed (250)	28,870	26,532 ⁹⁶	55,402	221.6
Regional Average (Figure 15)				230.2

b. Detailed Analysis of Boise Facility Needs

The College of Law's Boise campus is proposed to be housed in an "Idaho Law Learning Center" ("ILLC") that will be planned and built in collaboration with the Idaho Supreme Court. The ILLC is a proposal by the Idaho Supreme Court, supported by the College of Law and the University, for funding from the State Permanent Building Fund ("PBF"). The PBF has provided project programming phase funding of \$175,580 to study the feasibility of the proposal. Two locations are currently being considered: (1) the block to the immediate east of the Idaho Supreme Court building for the construction of a new building; and (2) the block to the immediate west of the Idaho Supreme Court building for the remodeling and expansion of the former Ada County Courthouse building currently used by the legislature. Cost studies are being finalized for both locations, but costs are expected to be approximately \$29-30 million, as indicated in the Supreme Court's FY10 Capital Budget Request for project design phase funding. The ILLC is being designed with a maximum of 250 students in mind.

The ILLC will include much shared space. For example, classroom space will be used both by the College of Law for law school classes and by the Idaho Supreme Court for training of new judges. Classroom space will also enable the College of

⁹⁵ Information on the size of the proposed Moscow facility comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008). Because this Space Program Document exists only as a .pdf file, we are unable to include it with this implementation plan. We will be happy to make it available separately, upon the Board's request.

⁹⁶ Under the proposed plan, the size of the library shrinks from 27,102 to 26,532 square feet. This reflects a decrease of 570 square feet. Those 570 square feet are being converted in FY09 from library space to office space. As noted above, the Menard building has run out of office space elsewhere in the building — hence the need to cannibalize the law library.

Law and the Idaho Supreme Court to provide outreach to the public, including public education programs on the role of the rule of law in a democracy. The College of Law will operate the state law library, which will be relocated to the ILLC from temporary quarters. The state law library will serve Boise campus law students, lawyers in the Boise area, and the public. The existing state law library will need to be greatly enhanced in order to meet ABA accreditation requirements. Its enhancement will greatly benefit the public and practicing bar in the Boise area.

In planning the ILLC, the College of Law and Idaho Supreme Court officials have analyzed the various uses to which spaces in the Center will be put. Though much space will be shared, for ease of planning, certain spaces have been assigned to the College or to the Court depending on which entity is likely to be the primary user. In addition, each entity will have certain space allocated for its exclusive use — e.g., for offices. Under the current plan, the space allocations in the proposed ILLC are as follows:

Figure 19: Space Summary — Idaho Law Learning Center

User Group	Assigned Area (Net Sq. Ft.)	Grossing Factor	Total Area (Gross Sq. Ft.)
College of Law	32,630	0.6	54,383
Law Library	25,410	0.85	29,894
Supreme Court	11,500 (4,500 shared, 7,000 exclusive)	0.65	10,769
General Purpose*	n/a	n/a	6,300
Totals	65,040	0.64	101,346

* "General Purpose" includes space for storage, a kitchen area, building service spaces, and basement (including space for electrical, mechanical, and elevator).

The following table breaks down the 32,630 net square feet that have been assigned to the College of Law and the 25,410 net square feet that have been allocated to the state law library. These represent the College of Law's facility needs for the Boise facility:⁹⁷

⁹⁷ Information in this table comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).

Figure 20: Space Allocation in Boise Facility

Type of Space/Usage	Net Sq. Ft. (each)	# Needed	Total Net Sq. Ft.
Classrooms ⁹⁸			
Lecture Hall (max. cap. 100)	2,500	1	2,500
Lecture Hall (max. cap. 75)	2,000	2	4,000
Classroom (max. cap. 40-50)	1,200	2	2,400
Seminar rooms (max. cap. 25)	750	4	3,000
		Subtotal:	11,900⁹⁹
Non-Classroom, Student-Use Space			
Law Journal Offices	500	2	1,000
Student Organizations Space	2,000	1	2,000
Student Gathering Space/ Lunch Room	2,000	1	2,000
		Subtotal:	5000¹⁰⁰
Courtroom (max. cap. 300)	4,500	1	4500¹⁰¹
Legal Clinic Space	1,250	1	1250¹⁰²

⁹⁸ The list of classrooms in this table does not include one 100-seat classroom that has been assigned for planning purposes to the Idaho Supreme Court and is projected to be approximately 2,000 square feet. Nor do the classrooms depicted in the table include an additional 2,000 square feet designated for outreach programs for the public. (Source: Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).)

⁹⁹ By comparison, classroom space in the proposed Moscow facility would be approximately 11,665 net square feet not including the courtroom (5,665 net square feet of existing classroom space plus 6,000 additional net square feet of proposed classroom space to be constructed in FY11 and FY12).

¹⁰⁰ By comparison, the Moscow facility currently devotes 3998 net square feet to student organizations and student gathering space. This amount of space in Moscow is severely deficient, and the deficiency impairs two important aspects of professional education: socialization of students to the profession and collaborative learning. Space for student organizations in the Moscow facility will expand when the College expands the Menard footprint in FY11 — FY12. That expansion will include approximately 1000 square feet of office space. The addition of office space will free up — for use by student organizations — space in the current facility that is currently being used for office space. For example, in the last 20 years several rooms in the library that were originally designated for use by student organizations have been converted to offices for faculty and staff. Expansion of the Menard footprint will allow these to return to their original purpose — as space for student organizations.

¹⁰¹ By comparison, the courtroom in the Moscow facility is about 3335 square feet and seats about 240 people. The courtroom in Boise, like the courtroom in Moscow, will regularly be used for public events. The proposed Boise courtroom's larger size reflects its more populous location.

¹⁰² By comparison, clinic space in the Moscow facility currently totals about 1060 square feet. Additional space in the Boise facility will be used to house the College of Law's externship program, which is currently located in the University of Idaho Water Center in Boise and places students in legal practice settings outside the law school, such as in prosecutors' offices, judges' chambers, and state agencies.

Office/Administrative Space			
Faculty Offices	150	30	4,500
Administration Suite (deans' offices, staff work stations, conference room, reception area)	2,400	1	2,400
Student Services Suite (Admissions, Academic Support, Career Development)	1,000	1	1,000
Tech Services Offices	150	2	300
Multi Purpose Offices (e.g., special projects)	150	2	300
Receiving Area	1,000	1	1,000
Classroom Equipment Storage Space	480	1	480
		Office/Admin. Subtotal:	9,980¹⁰³
		Total (excl. library)	32,630
Law Library			
Stacks	21,725	1	21,725
Check Out Area	800	1	800
Librarian Office	270	1	270
Staff Offices	120	7	840
Work/Break Room	800	1	800
Study Rooms	165	3	495
Briefing Rooms	120	4	480
		Law Library Subtotal:	25,410¹⁰⁴
Total Boise Law School Facility (incl. Library):			58,040

The next table compares the sizes of the Moscow facility and the Boise facility under this proposal. It bears repeating that, in making the comparison, one must keep in mind that classroom space in the Boise facility will be shared with the Idaho Supreme Court. This unique feature of the Boise facility warrants particular caution

¹⁰³ By comparison, office space for faculty and administration in the Moscow facility currently totals about 7812 square feet. Moscow office space will be expanded by approximately 570 square feet in FY09 (by encroaching on the law library), and an additional 500 square feet for administrative office space is proposed under this implementation plan. The result of these additions is that office/administrative space in the proposed Moscow and Boise facilities will be roughly comparable.

¹⁰⁴ By comparison, the law library at the Moscow facility will be approximately 26,532 square feet under this proposal.

when considering the figure in the table below that reflects net square feet per student in the Boise facility.¹⁰⁵

Figure 21: Comparison of Size of Proposed Menard Law Building to Proposed Boise Facility

Law Facility (total # of full-time students)	Net Sq. Ft. (excl. library)	Net Sq. Ft. Library	Total Net Sq. Ft.	Net Sq. Ft. per Student
Moscow–Proposed (250)	28,870	26,532	55,402	221.6
Boise–Proposed (250)	32,630	25,410	58,040	232.2
Regional Average (Figure 15)				230.2

As indicated in above, the Idaho Supreme Court will not only be sharing much space in the ILLC with the College of Law but will also have some space for its exclusive use. Many of the uses that the Idaho Supreme Court currently contemplates for the ILLC space that, for planning purposes, has been assigned to it are detailed in an “Education Matrix” that is reproduced as Appendix C to this document.

Having identified space needs in the Boise facility, we now describe how we need to equip that space for our students. To admit its charter class in Fall 2010 (FY11), the College of Law will need to begin preparations immediately. Immediate preparations are necessary to obtaining the ABA “acquiescence” that is required *before* an ABA-approved school can open a “branch campus” (which is what the Boise campus will be considered under ABA rules). Obtaining ABA acquiescence depends on the College of Law’s demonstrating that it will have a sound legal program in place by Fall 2010. To meet that goal, the College of Law must equip a suitable facility before Fall 2010 (FY11). This means creating classrooms, office space for faculty and staff, and building a library collection and space to house it. Thus, significant capital costs must be incurred in FY09 and FY10.

The following table details the phasing in of capital costs for facility needs in Boise. The details are premised on interim use of the Old Ada County Courthouse (Capitol Annex), regardless whether that is the ultimate site of the ILLC. Ultimately, the College of Law’s use of the Capitol Annex depends on state government approval that has not yet been obtained because the State Board must review the

¹⁰⁵ Information in this table comes from Leatham, Krohn, Van Ocker Architects, Space Program Document, Preliminary Version (July 18, 2008).

idea first. Preliminary discussions with the Idaho Department of Administration have been positive, however.

Figure 22: Phasing of Capital Expenditures at the Boise Facility

Description	Time Frame	Capital Budget Detail Line #	Cost Estimate
1. Add 1 faculty/exec admin office	FY10		
furniture, fixtures & equipment		line 13	\$3,500
technology		line 47	\$2,500
2. Add 3 non-faculty staff offices/areas	FY10		
furniture, fixtures & equipment (@\$3,500 each)		line 14	\$10,500
technology (@ \$2,500 each)		line 48	\$7,500
3. Add 4.5 faculty/exec admin offices	FY11		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$15,750
technology (@ \$2,500 each)		line 47	\$11,250
4 . Add 8.5 non-faculty staff offices/areas	FY11		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$29,750
technology (@ \$2,500 each)		line 48	\$21,250
5 . Add 30 student library carrels (@ \$1,500 each)	FY11	line 30	\$45,000
6. Install 150 student lockers (@ \$200 each)	FY11	line 43	\$30,000
7. Install 4 central servers (@ \$4,000 each)	FY11	line 52	\$16,000
8. Add 4 faculty/exec admin offices	FY12		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
9. Add 0.5 non-faculty staff office/area	FY12		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$1,750

technology (@ \$2,500 each)		line 48	\$1,250
10. Add 50 student library carrels (@ \$1,500 each)	FY12	line 30	\$75,000
11. Add 4 faculty/exec admin offices	FY13		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
12. Add 3.5 non-faculty staff offices/areas	FY13		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$12,250
technology (@ \$2,500 each)		line 48	\$8,750
13. Add 1 large lecture hall (for 100 students; tiered)	FY13		
furniture, fixture & equipment		line 19	\$112,500
technology		line 54	\$73,800
14. Add 2 medium lecture halls (for 75 students; tiered)	FY13		
furniture, fixtures & equipment (@ \$60,938 each)		line 20	\$121,875
technology @ \$49,500 each)		line 55	\$99,000
15. Add 1 classroom (for 100 students; flat floor)	FY13		
furniture, fixtures & equipment		line 21	\$5,000
technology		line 56	\$6,600
16. Add 2 classrooms (for 65 students; flat floor)	FY13		
furniture, fixtures & equipment (@ \$37,500 each)		line 22	\$75,000
technology (@ \$49,500 each)		line 57	\$99,000
17. Add 4 seminar rooms (for 25 students; flat floor)	FY13		
furniture, fixtures & equipment (@ \$28,125 each)		line 23	\$112,500
technology (@ \$49,500 each)		line 58	\$198,000

18. Equip Boise Law Library	FY13		
65 student carrels (@ \$1,500 each)		line 30	\$97,500
20 reading tables (@ \$850 each)		line 31	\$17,000
80 chairs for reading tables (@ \$255 each)		line 32	\$20,400
shelving		line 33	\$255,000
19. Equip Boise courtroom	FY13		
furniture, fixtures & equipment		line 34	\$450,000
technology		line 67	\$187,500
20. Equip student organization offices & gathering spaces	FY13		
law review		line 36	\$40,000
Student Bar Association & Board of Student Advocates		line 37	\$16,000
15 other student organizations' offices (@\$5,000 each)		line 38	\$75,000
student lounge		line 40	\$15,000
100 student lockers (@ \$200 each)		line 43	\$20,000
21. Equip legal clinic in Boise	FY13		
furniture, fixtures & equipment		line 39	\$15,000
technology		line 68	\$10,000
22. Equip Faculty/Staff Meeting Room	FY13	line 41	\$20,000
23. Furnish law school foyer	FY13	line 42	\$30,000
24. Install 4 central servers (@ \$4,000 each)	FY13	line 52	\$16,000
25. Add 4 faculty/exec admin offices	FY14		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$14,000
technology (@ \$2,500 each)		line 47	\$10,000
26. Add 1.5 non-faculty staff offices/areas	FY14		
furniture, fixtures & equipment (@ \$3,500 each)		line 14	\$5,250

technology (@ \$2,500 each)		line 48	\$3,750
27. Add 50 student library carrels (@ \$1,500 each)	FY14	line 30	\$75,000
28. Add 3 faculty/exec admin offices	FY15		
furniture, fixtures & equipment (@ \$3,500 each)		line 13	\$10,500
technology (@ \$2,500 each)		line 47	\$7,500
29. Add 30 student carrels (@ \$ 1,500 each)	FY15	line 30	\$45,000
30. Add 1 non-faculty staff office/area	FY16		
furniture, fixtures & equipment		line 14	\$3,500
technology		line 48	\$2,500
31. Add 15 student library carrels (@ \$1,500 each)	FY16	line 30	\$22,500
32. Add 10 student library carrels (@ \$1,500 each)	FY17	line 30	\$15,000
Total Est. Capital Costs of Boise Building			\$2,742,175

D. Implementation Timeline: Eight Years of Measured Growth with Quality

1. Summary of Implementation Timeline

a. Size and Schedule

The College of Law expects to grow its student body from about 300 to 500 students, with half (250) at the Moscow campus and half (250) at the Boise campus. The College intends to begin admitting students to the full three-year J.D. program on the Boise campus in FY11. The College estimates that the charter class on the Boise campus would be about 30 students. This charter class would begin classes in Fall 2010 and be joined by a second class, of about 50 students, in Fall 2011. As the College begins building up the student body on the Boise campus, it would gradually and modestly adjust the student body size on the Moscow campus by about 50 students over the five-year period 2009-2014. This will assure quality and long term viability in Moscow, and continued suitability of the Menard Law Building for modern legal education needs. The College of Law projects that the Boise

campus could top out at 250 students by FY17 (the school year 2016-2017). Thus, the school year 2016-2017 would be the year of full “build out” — when the two campuses would together be estimated to have a total of 500 students, 250 at each campus.

Figure 23: Enrollment Timetable — Moscow and Boise Campuses

Fiscal Year	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Moscow	297	290	290	275	260	250	250	250
Boise	0	30	80	145	195	225	240	250
Total	297	320	370	420	455	475	490	500

This schedule assumes that (1) the University will have adequate funding to fulfill its obligation to provide a sound legal education to these future students; and (2) the College of Law develops an applicant pool of adequate size and quality to meet these projections.

b. Categories of Implementation Activities

Implementation of the two-location model comprises five main activities:

1. Create and maintain the needed physical facilities.
2. Hire and train the needed faculty and other staff.
3. Recruit and enroll the students for both campuses.
4. Apply for and obtain needed authorizations from the State Board, State Legislature, ABA, and other relevant authorities.
5. Plan strategically and continuously so that the first four sets of activities and all other institutional activities are woven together to meet strategic goals and objectives.

This list is not exhaustive. For example, it does not include activities like institutional marketing and communications, which are necessary to hiring high-quality personnel and recruiting high-quality students. It does not include activities related to obtaining funding, which will rest on (1) legislative appropriations; (2) student professional fees; (3) private giving; and (4) grants and contracts. Though

not exhaustive, the list provides an appropriate framework for the detailed discussion of implementation activities that follows.

2. Year-by-Year Description of Implementation Activities

FY09 : July 2008 — June 2009

MAJOR EVENTS IN FY09: If the Board approves the two-location model, the College of Law will (1) intensify planning for preparing the Boise facility; (2) begin the process for hiring faculty and other staff for the Boise facility; and (3) seek ABA acquiescence in the establishment of the Boise campus; and (4) enhance classroom components of existing externship programs.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY09:

1. Facility Preparation

*** Moscow**

- Finish remodel and technology upgrade in courtroom and largest lecture hall.
- Begin updates to foyer, student lounge, and building exterior.
- Create new faculty offices.

*** Boise**

- Continue planning of Idaho Law Learning Center with Idaho Supreme Court.
- Expand office space in UI Water Center (Boise) to accommodate planning for Boise campus and related outreach to Treasure Valley and Eastern Idaho.

2. Hiring

*** Moscow**

- Hire assistant dean for administration and students to free up additional teaching resources. (Operating ("Op.") Budget Detail, FY09, line 33.)
- Hire business manager to provide in depth budget analysis and planning. (Op. Budget Detail, FY09, line 49.)
- Hire 2 additional adjunct/part-time faculty. (Op. Budget Detail, FY09, line 45.)
- Hire development coordinator (funding to be shared with UI central admin.) and special events/faculty support staff person. (Op. Budget Detail, FY09, lines 62 & 63.)
- Hire web coordinator to be shared w/ 2 other university units (Operating Budget Detail, FY09, line 75.)

3. Student Recruitment and Enrollment

- Create and disseminate public information for statewide start up, particularly for prospective students. (Op. Budget Detail, FY09, line 93.)
 - Recruit class of approximately 100 students to start classes at Moscow in Fall 2009.
4. Required Authorizations
- Request State Board approval of implementation plan for two-location model.
 - Meet with ABA officials and begin preparing documents to apply for ABA acquiescence to establishment of Boise campus.
5. Planning
- Continue planning integrated curriculum for Moscow and Boise campuses.
 - Continue planning administrative and leadership structure for two-campus model.
 - Continue planning for student services in Boise (e.g., health care, disability support).
 - Continue development of long-term strategic plan for two-campus model.
 - Begin planning for Boise law library: including acquisition, administrative structure, and technology.
 - Begin developing admission policies and procedures for admission and enrollment of students at each campus.

FY10: July 2009 — June 2010

MAJOR EVENTS IN FY10: The College of Law (1) continues preparation and planning of the Boise facility, especially including the law library; (2) recruits an entering class for the Boise campus; and (3) hires faculty and staff to establish the program in Boise.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY10 :

1. Facility Preparation
 - * Boise
 - At Boise campus, create and equip classrooms, offices, library and other spaces needed for charter class. (Capital ("Cap.") Budget Detail, FY10, lines 13-14 & 47-48.)
 - Acquire core library collection required by ABA standards for the Boise campus. (Op. Budget Detail, FY10, lines 123-130.)
2. Hiring
 - * Moscow

- Hire teaching fellow for Waters of the West program. (Op. Budget Detail, FY10, line 43.)
- * Boise
 - Hire associate dean for administration of Boise program (midyear) and half-time director of externship program. (Op. Budget Detail, FY10, lines 32 & 42.)
 - Hire assistant director of admissions and administrative assistant, to devote 0.25 time to admissions and 0.75 time to faculty support. (Op. Budget Detail, FY10, lines 58, 59 & 69).
 - Mid-year hire tech support person. (Op. Budget Detail, FY10, line 73.)
 - Hire 0.5 FTE, 12-month tenure-track librarian. (Op. Budget Detail, FY 10, line 84.)
- 3. Student Recruitment and Enrollment
 - Recruit entering class at Moscow campus for Fall 2010.
 - Director of Admissions in Moscow works with assistant director in Boise to recruit charter class for Boise campus for Fall 2010.
- 4. Required Authorizations.
 - Continue process for applying for ABA acquiescence in establishment of Boise campus.
- 5. Planning
 - Continue planning and begin implementation of integrated curriculum for Moscow and Boise campuses.
 - Continue planning administrative and leadership structure for two-campus model.
 - Continue planning for student services in Boise (e.g., health care, disability support).
 - Continue development of long-term strategic plan for two-campus model.
 - Continue planning for Boise law library: including acquisition, administrative structure, and technology.

FY11: July 2010 — June 2011

MAJOR EVENTS IN FY11: The College of Law admits its charter class and applies for provisional ABA approval of the Boise campus. The College also begins major construction in Moscow to add 6000 square feet of additional classroom space and needed office space.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY11:

1. Facility preparation
 - * Moscow
 - Begin construction to add 6,000 sq. feet of classroom space and additional office space. (Cap. Budget Detail, FY11, lines 10 & 51.)
 - Retrofit 4 classrooms to support up-to-date teaching and learning technology. (Cap. Budget Detail, FY11, lines 65 & 66.)
 - * Boise
 - Continue creation & equipping of classroom space, office space, student gathering space, and library space. (Cap. Budget Detail, FY11, lines 13-14, 30, 43, 47-48.)
 - Continue build up of law library collection. (Op. Budget Detail, FY11, lines 123-130.)
2. Hiring
 - * Moscow
 - Hire additional tech support person midyear. (Op. Budget Detail, FY11, line 73.)
 - * Boise
 - Hire 4 full-time faculty. (Op. Budget Detail, FY11, lines 35, 37 & 41.)
 - Increase administrative support for assistant for admissions from 0.25 to 0.5 FTE. (Op. Budget, FY11, line 59.)
 - Increase administrative support for Boise faculty from 0.75 to 1.5 FTE. (Op. Budget Detail, FY11, Line 69.)
 - Increase tech support from 0.5 to 1.0 FTE. (Op. Budget Detail, FY11, line 73.)
 - Hire 4.5 full-time librarians and staff. (Op. Budget Detail, FY11, lines 85-87 & 89.)
3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2011.
 - Recruit entering class at Boise campus for Fall 2011.
4. Required authorizations
 - Apply to ABA for provisional accreditation.
5. Planning
 - Same as FY10, with continuous review and revision of existing institutional plans.

FY12: July 2011 — June 2012

MAJOR EVENTS IN FY12: The College completes the major construction project on the Moscow campus. At the Boise campus, the College admits its second class of students and continues preparing the Boise facility for the growth of the student body. The College expects to receive provisional ABA approval of the Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY12:

1. Facility preparation
 - * Moscow
 - Complete construction and equipment of additional classroom and office space. (Cap. Budget Detail, FY12, lines 10, 16, 27-28, 50 & 62-63.)
 - * Boise
 - Create office space for additional faculty and staff hires. (Cap. Budget Detail, FY12, lines 13-14, 47-48.)
 - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY12, lines 123-130; Cap. Budget Detail, FY12, line 30.)
2. Hiring
 - * Moscow
 - Hire 1 new full-time faculty member. (Op. Budget Detail, FY12, line 35.)
 - * Boise
 - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY12, lines 35, 37, 41 & 45.)
 - Increase administrative assistance for faculty by 0.5 FTE. (Op. Budget Detail, FY12, line 69.)
3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2012.
 - Recruit entering class at Boise campus for Fall 2012.
4. Required authorizations
 - N/A [Note: ABA accreditation rules require a school to be provisionally approved for 2 years before applying for full approval. The College of Law would expect to get provisional approval of Boise campus in Summer 2011, and to apply for full approval in Fall 2013.]
5. Planning
 - Same as FY11, with continuous review and revision of existing institutional plans.

FY13: July 2012 — June 2013

MAJOR EVENTS OF FY13: The College completes major equipping of classrooms, offices, courtroom, and law library in the Boise facility. The College graduates its charter class at the Boise facility.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY13:

1. Facility preparation
 - * Boise
 - Continue increasing law library collection. (Op. Budget Detail, FY13, lines 123-130.)
 - Furnish law library with tables, chairs, shelving, and additional student carrels. (Cap. Budget Detail, FY13, lines 30-34.)
 - Furnish additional office space for new faculty, staff. (Cap. Budget Detail, FY13, lines 13-14 & 47-48.)
 - Furnish classroom space and space for student organizations and activities and gathering space for students, faculty, staff, and the public. (Cap. Budget Detail, FY13, lines 19-23, 36-38 & 40-42.)
 - Furnish courtroom and clinic. (Cap. Budget Detail, FY13, lines 34 & 39.)
2. Hiring
 - * Boise
 - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY13, lines 35, 37 & 45.)
 - Increase administrative assistance to faculty by 0.5 FTE. (Op. Budget Detail, FY13, line 69.)
 - Hire 1 new tenure-track librarian and 2 classified staff for law library. (Op. Budget Detail, FY13, line 85 & 89.)
3. Student Recruitment and Enrollment
 - Recruit entering class at Moscow campus for Fall 2013.
 - Recruit entering class at Boise campus for Fall 2013.
4. Required authorizations
 - N/A [Note: ABA accreditation rules require a school to be provisionally approved for 2 years before applying for full approval. The College of Law would expect to get provisional approval of Boise campus in Summer 2011, and to apply for full approval in Fall 2013.]
5. Planning
 - Same as FY12, with continuous review and revision of existing institutional plans.

FY14: July 2013 — June 2014

MAJOR EVENT OF FY14: The College applies to the ABA for full approval of the Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY14:

1. Facility preparation
 - * Boise
 - Equip office space for new faculty and staff. (Cap. Budget Detail, FY14, lines 13-14 & 47-48.)
 - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY14, lines 123-130; Cap. Budget Detail, FY14, line 30.)
2. Hiring
 - * Boise
 - Hire 4 new full-time faculty and 2 new adjunct/part-time faculty. (Op. Budget Detail, FY14, lines 35, 37, 41 & 45.)
 - Hire 1 new classified staff person for the law library. (Op. Budget Detail, FY14, line 89.)
3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2014.
 - Recruit entering class at Boise campus for Fall 2014.
4. Required authorizations
 - Apply to ABA for full approval of Boise campus.
5. Planning
 - Same as FY13, with continuous review and revision of existing institutional plans.

FY15: July 2014 — June 2015

MAJOR EVENT OF FY15: The College expects to obtain full ABA approval of the Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY15:

1. Facility preparation
 - * Boise
 - Equip offices for new faculty. (Cap. Budget Detail, FY15, lines 13 & 47.)
 - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY15, lines 123-130; Cap. Budget Detail, FY15, line 30.)
2. Hiring
 - * Boise
 - Hire 3 new full-time faculty and 2 adjunct/part-time faculty. (Op. Budget Detail, FY15, lines 35, 37 & 45.)

3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2015.
 - Recruit entering class at Boise campus for Fall 2015.
4. Required authorizations
 - N/A — The College of Law expects to obtain full ABA approval of the Boise campus.
5. Planning
 - Same as FY14, with continuous review and revision of existing institutional plans.

FY16: July 2015 — June 2016

MAJOR EVENT OF FY16: College finishes build up of faculty and staff at Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY16:

1. Facility preparation
 - * Boise
 - Equip office for new staff member. (Cap. Budget Detail, FY16, lines 14 & 48.)
 - Continue building law library collection and equipping law library with student carrels. (Op. Budget Detail, FY16, lines 123-130; Cap. Budget Detail, FY16, line 30.)
2. Hiring
 - * Boise
 - Hire 2 new adjunct/part-time faculty. (Op. Budget Detail, FY16, line 45.)
 - Hire 1 classified staff member for law library. (Op. Budget Detail, FY16, line 89.)
3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2016.
 - Recruit entering class at Boise campus for Fall 2016.
4. Required authorizations
 - n/a
5. Planning
 - Same as FY15, with continuous review and revision of existing institutional plans.

FY17: July 2016 — June 2017

MAJOR EVENTS OF FY17: College reaches total student body size of approximately 500. College completes build up of law library collection on Boise campus.

DETAILED LIST OF IMPLEMENTATION ACTIVITIES IN FY17:

1. Facility preparation
 - * Boise
 - Finish equipping law library with student carrels. (Cap. Budget, FY17, line 30.)
 - Finish build up — and begin maintenance — of law library collection. (Op. Budget Detail, FY17, lines 123-125.)
2. Hiring
 - No additional hiring planned.
3. Student recruitment and enrollment
 - Recruit entering class at Moscow campus for Fall 2017.
 - Recruit entering class at Boise campus for Fall 2017.
4. Required authorizations
 - n/a
5. Planning
 - Same as FY16, with continuous review and revision of existing institutional plans.

At the conclusion of FY 2017, Idaho will have a balanced and comprehensive program of legal education, strengthened by its connections to both a land grant campus and a vibrant metropolitan area. The College of Law will be stronger, not merely larger, and – most importantly – the state will be fully served. With a vision shaped by bold minds, and a plan comprised of practical measures, Idaho public legal education will be well-positioned in its second century.

UNIVERSITY OF IDAHO COLLEGE OF LAW

IMPLEMENTATION PLAN BUDGET AND APPROPRIATION REQUEST

7/24/2008

NOTES AND EXPLANATIONS FOR USE:

A. GENERAL

1. Except where noted, the budget numbers are stated in current (present value) dollars and have not been adjusted for inflation or cost-of-living factors. The purpose of this depiction is to illustrate the actual, current dollar cost of the expanded program in FY17 compared to the current operations in FY08.
2. The revenue and expenses reflected in the Operating Budget Detail include only College of Law level amounts. Revenues include the College of Law professional fee, but not the matriculation fees or out-of-state tuition paid to the University by law students. Expenses include direct operating expenses of the College of Law, but do not include facility, infrastructure, administrative and overhead expenses incurred at the University level. To ensure a complete picture of the proposal, Occupancy Costs incurred at the University level for the Boise location are included in both the Occupancy Cost sheet and the Appropriation Request sheet.

B. APPROPRIATION REQUEST

1. Since the budget numbers are generally stated in current (present value) dollars, the appropriation amounts reflected on the first table on the Appropriation Request Sheet and on line 25 of the Operating Budget Detail appear to be less than the appropriation amounts detailed in the narrative. Thus, while the College of Law will request a \$1M addition to the base in FY10, for purposes of current dollar depiction, this FY10 amount is reflected as \$942,596 in the current dollar budgets. The appropriation request, without adjustment to current or present value dollars is set forth on the second table on the Appropriation Request sheet.

C. CAPITAL BUDGET NOTES

1. The Idaho Law Learning Center (ILLC) is a proposal by the Idaho Supreme Court, supported by the College of Law, for funding from the State Permanent Building Fund. The PBF has provided project *programming phase* funding of \$175,580 to study the feasibility of the proposal. Two locations are currently being considered : (1)the block to the immediate east of the Idaho Supreme Court building for the construction of a new building; and 2) the block to the immediate west of the Idaho Supreme Court building for the remodeling and expansion of the former Ada County Courthouse building currently used by the legislature. Cost studies are being finalized for both locations, but costs are expected to be within \$29,758,620, a sum currently shown as the total project cost in the Supreme Court's FY10 Capital Budget Request for project *design phase* funding. The ILLC is the state judiciary's top capital funding priority. The cost of the ILLC building is not reflected in the Capital Cost or Appropriation Request sheets of this budget because the building is a judicial branch project. Shared furniture, fixture, and equipment costs (including technology) and occupancy costs in the ILLC *are* reflected in this document.
2. The capital budget provides for a capital reserve, containing funds transferred from the operating budget, in order to cover capital expenses other than the Idaho Law Learning Center building -- e.g., Menard Building improvements as well as furniture, fixtures, and equipment (including technology) in both Moscow and Boise. In anticipation of the capital projects proposed in this budget, this capital reserve is created from accumulated operating reserves from prior years.
3. The ILLC will be a space shared by the Judiciary and the College of Law. Activities conducted or sponsored in the ILLC by the Judiciary and the College will also benefit the Idaho State Bar, the other branches of government, the public schools, and the general public. In general, the cost of the furniture, fixtures, equipment, and technology for the shared spaces is allocated as follows:

Classrooms	
Large Lecture	90% College of Law and 10% Judiciary
Medium Lecture	75% College of Law and 25% Judiciary
Large Classroom (100)	10% College of Law and 90% Judiciary
Medium,Classroom (65) and Seminar	75% College of Law and 25% Judiciary
Library	
Student carrels	100% College of Law
Tables, Chairs and shelving	85% College of Law and 15% Judiciary
Courtroom	75% College of Law and 25% Judiciary

4. Retrofit charges for the Moscow Classrooms do not include potential asbestos abatement charges, but such charges could be substantial.

D. OPERATING BUDGET - REVENUE NOTES

- 1. Grants - The FY08 number is the actual amount less a grant in the amount of approximately \$90,000 that will end in FY08. This adjusted amount was used as a the FY08 base.
- 2. The Student Professional (Dedicated) Fee revenue is based on a professional fee for FY08 of \$5250/student. Under a five-year plan now entering its third year, the professional fee was scheduled to increase -- subject to State Board approval -- to \$6300 for FY 10 and \$\$6900 for FY 11. The actual increase in FY09 was to \$5670. The five-year plan extends to FY 11. Thereafter, fees are conservatively projected to increase at approximately 5% (2% above inflation).
- 3. Tuition waivers - Tuition waivers are non-cash entries reflecting the value of tuition waivers granted to out of state students. The College of Law is currently allocated 25 full tuition waivers @\$10,080 = \$252,000, of which \$218,960 were used in FY08. The value of the tuition waivers are reflected on both the revenue and expense side of the operating budget.

E. OPERATING BUDGET - EXPENSE NOTES

- 1. Salaries for faculty and staff include benefit loads, research stipends, and other add-ons. See the Common \$\$ Assumptions for the breakout.
- 2. Financial Aid - Financial aid generally is projected to grow in rough proportion to the growth in the student body times 50%.
- 3. In FY11, the salary amounts for the Directors of Academic Support, Admissions, and Career Services will be adjusted to the salary lines for Directors generally.

F. OCCUPANCY BUDGET NOTES

- 1. Occupancy Costs (space costs, utilities, insurance, and maintenance) are generally treated as University level expenditures and are not reflected on the Operating Budget at the college or unit level. The University will have a revenue source for such costs in the form of matriculation fees and out-of-state tuition collected from the growing law student enrollment in Boise. In the alternative, and as shown in this budget document, the University may seek appropriation funding for these costs. The Appropriation Request sheet does include an Occupancy Cost charge to ensure that the full cost of the "second century" law initiative is properly reflected. Upon completion of the ILLC, the budget reflects an Occupancy Cost charge to the University for approximately 59,000 net usable square feet.

APPROPRIATION REQUEST

7/24/08 Final

APPROPRIATION REQUEST - (CURRENT \$\$)

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Occupancy Costs (Occupancy Costs Line 5)	\$0	\$0	\$165,000	\$220,000	\$660,000	\$660,000	\$660,000	\$660,000	\$660,000
General Appropriation (Op Budget Detail Line 25)	\$0	\$942,596	\$2,086,523	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254	\$3,419,254
Total	\$0	\$942,596	\$2,251,523	\$3,639,254	\$4,079,254	\$4,079,254	\$4,079,254	\$4,079,254	\$4,079,254

APPROPRIATION REQUEST - (FUTURE VALUE \$\$)

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Occupancy Costs (Occupancy Costs Line 5)	\$0	\$0	\$175,049	\$240,400	\$742,836	\$765,121	\$788,075	\$811,717	\$836,068
General Appropriation (Op Budget Detail Line 25)	\$0	\$1,000,000	\$2,250,000	\$3,750,000	\$3,750,000	\$3,862,500	\$3,978,375	\$4,097,726	\$4,220,658
Total	\$0	\$1,000,000	\$2,425,049	\$3,990,400	\$4,492,836	\$4,627,621	\$4,766,450	\$4,909,443	\$5,056,726

FINANCIAL SUMMARY

7/24/08 Final

COLLEGE LEVEL FINANCIALS

CAPITAL BUDGET

	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Capital Increases		\$489,600	\$300,000	\$1,500,000	\$2,000,000	\$1,500,000	\$400,000	\$0	\$0	\$0
Capital Expenditures		\$0	\$24,000	\$1,900,000	\$1,802,500	\$2,582,675	\$108,000	\$63,000	\$28,500	\$15,000
Net Capital Change for FY		\$489,600	\$276,000	-\$400,000	\$197,500	-\$1,082,675	\$292,000	-\$63,000	-\$28,500	-\$15,000
Capital Reserves	\$609,939	\$1,099,539	\$1,375,539	\$975,539	\$1,173,039	\$90,364	\$382,364	\$319,364	\$290,864	\$275,864

OPERATING BUDGET

	FY08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17
Revenues	\$8,106,678	\$7,989,266	\$9,116,581	\$10,996,139	\$12,620,712	\$13,130,616	\$13,541,956	\$13,844,314	\$14,106,573	\$14,034,075
Expenses	\$7,589,632	\$7,608,519	\$8,751,123	\$11,366,022	\$12,837,252	\$13,662,514	\$13,543,486	\$13,743,883	\$13,950,447	\$14,020,045
Net Operating Revenues for FY	\$517,045	\$380,746	\$365,457	(\$369,883)	(\$216,541)	(\$531,898)	(\$1,530)	\$100,430	\$156,126	\$14,030
Operating Reserves	\$517,045	\$897,792	\$1,263,249	\$893,366	\$676,825	\$144,927	\$143,397	\$243,828	\$399,954	\$413,983

	A	AF	AG	AH	AI	AJ	AK
1	CAPITAL BUDGET DETAIL						
2							
3	CAPITAL BUDGET	FY16 015 - June 2016	FY17 July 2016 - June 2017				
4	CAPITAL INCREASES	FY Total	FY Total				
5	Transfer (from Line 136 Op Budget)	\$0				\$0	
6							
7	CAPITAL EXPENDITURES	FY \$/# Total	FY Total	#	\$/#	FY Total	
8	Land	\$0	\$0		\$0	\$0	
9	Building						
10	New Moscow	\$300	\$0		\$300	\$0	
11	Furniture Fixtures and Equipment						
12	New offices - Boise						
13	Faculty/Exec Admin Offices	\$3,500	\$0	0	\$3,500	\$0	
14	Staff Offices/Areas	\$3,500	\$3,500	0	\$3,500	\$0	
15	New offices - Moscow						
16	Faculty/Exec Admin Offices	\$3,500	\$0	0	\$3,500	\$0	
17	Staff Offices/Areas	\$3,500	\$0	0	\$3,500	\$0	
18	New Classrooms - Boise	\$0			\$0		
19	Lecture Hall (large) (100) tiered	\$112,500	\$0		\$112,500	\$0	
20	Lecture Hall (medium) (75) tiered	\$60,938	\$0		\$60,938	\$0	
21	Classrooms (100) flat floor	\$5,000	\$0		\$5,000	\$0	
22	Classrooms (65) flat floor	\$37,500	\$0		\$37,500	\$0	
23	Seminar (25)	\$28,125	\$0		\$28,125	\$0	
24	New Classrooms - Moscow	\$0			\$0		
25	Lecture Hall (large) (100) tiered	\$125,000	\$0		\$125,000	\$0	
26	Lecture Hall (medium) (75) tiered	\$81,250	\$0		\$81,250	\$0	
27	Classrooms (40-65) flat floor	\$50,000	\$0		\$50,000	\$0	
28	Seminar (25)	\$37,500	\$0		\$37,500	\$0	
29	Library						
30	Boise (student carrels)	\$1,500	\$22,500	10	\$1,500	\$15,000	
31	Reading tables	\$850	\$0		\$850	\$0	
32	Chairs for reading tables	\$255	\$0		\$255	\$0	
33	Shelving	\$255,000	\$0		\$255,000	\$0	
34	Courtroom (Boise)	\$450,000	\$0		\$450,000	\$0	
35	Other						
36	Law Review	\$40,000	\$0		\$40,000	\$0	
37	SBA and BSA	\$8,000	\$0		\$8,000	\$0	
38	Student orgs	\$5,000	\$0		\$5,000	\$0	
39	Clinic	\$15,000	\$0		\$15,000	\$0	
40	Student Lounge	\$15,000	\$0		\$15,000	\$0	
41	Faculty/Staff Meeting Room	\$20,000	\$0		\$20,000	\$0	
42	Foyer	\$30,000	\$0		\$30,000	\$0	
43	Lockers	\$200	\$0		\$200	\$0	
44	Furnishings for Moscow Improvements	\$0	\$0		\$0	\$0	
45	Technology						
46	New Offices - Boise						
47	Faculty/Exec Admin Offices (workstation)	\$2,500	\$0	0	\$2,500	\$0	
48	Staff Offices/Areas (workstations, etc.)	\$2,500	\$2,500	0	\$2,500	\$0	
49	New Offices - Moscow						
50	Faculty/Exec Admin Offices (workstation)	\$2,500	\$0	0	\$2,500	\$0	
51	Staff Offices/Areas (workstations, etc.)	\$2,500	\$0	0	\$2,500	\$0	
52	Central Servers	\$4,000	\$0		\$4,000	\$0	
53	New Classrooms - Boise						
54	Lecture Hall (large) (100) tiered	\$73,800	\$0		\$73,800	\$0	
55	Lecture Hall (medium) (75) tiered	\$49,500	\$0		\$49,500	\$0	
56	Classrooms (100) flat floor	\$6,600	\$0		\$6,600	\$0	
57	Classrooms (65) flat floor	\$49,500	\$0		\$49,500	\$0	
58	Seminar (25)	\$49,500	\$0		\$49,500	\$0	
59	New Classrooms - Moscow						
60	Lecture Hall (large) (100) tiered	\$82,000	\$0		\$82,000	\$0	
61	Lecture Hall (medium) (75) tiered	\$66,000	\$0		\$66,000	\$0	
62	Classrooms (40-65) flat floor	\$66,000	\$0		\$66,000	\$0	
63	Seminar (25)	\$66,000	\$0		\$66,000	\$0	
64	Classrooms (Moscow Retrofit)						
65	Large (Retrofit 103, 105)	\$200,000	\$0		\$200,000	\$0	
66	Small (Retrofit 107, 108)	\$100,000	\$0		\$100,000	\$0	
67	Courtroom (Boise)	\$187,500	\$0		\$187,500	\$0	
68	Clinic	\$10,000	\$0		\$10,000	\$0	
69							
70	TOTAL CAPITAL COSTS	\$28,500				\$15,000	
71	FY NET	-\$28,500				-\$15,000	
72	Reserves from prior year		\$319,364				\$290,864
73	Resulting Reserves		\$290,864				\$275,864

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
1	OPERATING BUDGET DETAIL																
2																	
3																	
4	OPERATING BUDGET			FY08 OPERATIONS				FY09				FY10					
5	<i>Assumptions</i>			July 2008 - June 2009				July 2009 - June 2010									
6	<i>Students - Moscow</i>	297			297							297					
7	<i>Students - Boise</i>	0			0							0					
8	REVENUES			FY Total	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment		FY Total	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment	FY Total
9	Professional (Dedicated) Fee (HAX002)			\$1,618,320	0	0	\$5,670	\$65,670	<i>included</i>		\$1,683,990	0	0	\$6,124	\$134,719	<i>included</i>	\$1,818,709
10	Private Giving (excluding financial aid)																
11	Gifts - Unrestricted (net of 3%Gift assessment)			\$148,614				\$50,000	\$0		\$198,614				\$25,000	\$0	\$223,614
12	Gifts - Restricted (net of 3%Gift assessment)			\$71,134				\$50,000	\$0		\$121,134				\$25,000	\$0	\$146,134
13	Capital Campaign Gifts/Facilities			\$0				\$0	\$0		\$0				\$0	\$0	\$0
14	Income from Endowment			\$226,269				\$0	\$0		\$226,269				\$0	\$0	\$226,269
15	Financial Aid																
16	Scholarships			\$529,500				\$0	\$0		\$529,500				\$0	\$0	\$529,500
17	Tuition Waivers - OSTs			\$218,960			\$11,556	\$0	<i>included</i>		\$218,960			\$12,018	\$0	<i>included</i>	\$218,960
18	General Education Funds																
19	Appropriated Funds			\$4,877,487				\$0	\$0		\$4,877,487				\$0	\$0	\$4,877,487
20	Budget Reallocation (Permanent)			\$0				-\$283,082	<i>n/a</i>		-\$283,082				\$0	<i>n/a</i>	-\$283,082
21	WoW Dismount Revenue Reduction			\$0				\$0	<i>n/a</i>		\$0				\$0	<i>n/a</i>	\$0
22	Grants			\$331,000	\$0	\$0		\$0	\$0		\$331,000	\$0	\$0		\$0	\$0	\$331,000
23	Other (Application Fees, NWIDR, copiers)			\$85,394				\$0	\$0		\$85,394				\$0	\$0	\$85,394
24	New Funding																
25	New University Funds			\$0				\$0	\$0		\$0				\$0	\$0	\$0
26	New State Appropriation			\$0				\$0	\$0		\$0				\$942,596	\$0	\$942,596
27	TOTAL REVENUES			\$8,106,678							\$7,989,266						\$9,116,581
28	EXPENSES			FY Total	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment		FY Total	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment	FY Total
29	Salaries & Fringes																
30	Faculty - Salary & Fringes																
31	Admin																
32	Dean			\$255,171					\$0		\$255,171					\$0	\$255,171
33	Associate Dean(s)/Admin Faculty			\$410,258	0	0	\$202,444	\$0	\$0		\$410,258	0	0.5	\$202,444	\$101,222	\$0	\$511,480
34	Assistant Dean			\$0	1	0	\$121,000	\$121,000	\$0		\$121,000	0	0	\$121,000	\$0	\$0	\$121,000
35	FT Tenure Track (or equiv)																
36	Tenure Track - New			\$0	0	0	\$133,000	\$0	\$0		\$0	0	0	\$133,000	\$0	\$0	\$0
37	Tenure Track - Existing			\$1,686,273	0	0	\$164,250	\$0	\$0		\$1,686,273	0	0	\$164,250	\$0	\$0	\$1,686,273
38	Tenure Track - Lateral/Experienced			\$0	0	0	\$176,750	\$0	\$0		\$0	0	0	\$176,750	\$0	\$0	\$0
39	Long Term contract (12 month)			\$123,701	0	0	\$158,000	\$0	\$0		\$123,701	0	0	\$158,000	\$0	\$0	\$123,701
40	Long Term contract (9 month)			\$0	0	0	\$133,000	\$0	\$0		\$0	0	0	\$133,000	\$0	\$0	\$0
41	Additional Teaching Resources																
42	FT Non - Tenure Track - LR&W			\$201,271	0	0	\$97,500	\$0	\$0		\$201,271	0	0	\$97,500	\$0	\$0	\$201,271
43	FT Non - Tenure Track - Other			\$300,128	0	0	\$108,500	\$0	\$0		\$300,128	0	0.5	\$108,500	\$54,250	\$0	\$354,378
44	WoW Teaching Fellow			\$0	0	0	\$80,000	\$0	\$0		\$0	1	0	\$80,000	\$80,000	\$0	\$80,000
45	Part Time																
46	Adjuncts and Other Supplemental Instruction			\$286,048	2	0	\$6,000	\$12,000	\$0		\$298,048	0	0	\$6,000	\$0	\$0	\$298,048
47	Admin/Staff - Salary & Fringes																
48	Business Services																
49	Business Manager			\$0	1	0	\$73,000	\$73,000	\$0		\$73,000	0	0	\$73,000	\$0	\$0	\$73,000
50	Human Resources and Administration			\$77,500	0	0	\$66,000	\$0	\$0		\$77,500	0	0	\$66,000	\$0	\$0	\$77,500
51	Staff			\$0	0	0	\$44,800	\$0	\$0		\$0	0	0	\$44,800	\$0	\$0	\$0
52	Career Services/Student Advising																
53	Director			\$58,750	0	0	\$73,000	\$0	\$0		\$58,750	0	0	\$73,000	\$0	\$0	\$58,750
54	Assistant Director			\$0	0	0	\$45,000	\$0	\$0		\$0	0	0	\$45,000	\$0	\$0	\$0
55	Staff			\$20,439	0	0	\$44,800	\$0	\$0		\$20,439	0	0	\$44,800	\$0	\$0	\$20,439
56	Admissions																
57	Director			\$57,500	0	0	\$73,000	\$0	\$0		\$57,500	0	0	\$73,000	\$0	\$0	\$57,500
58	Assistant Director			\$0	0	0	\$66,000	\$0	\$0		\$0	0	1	\$66,000	\$66,000	\$0	\$66,000
59	Staff			\$33,850	0	0	\$44,800	\$0	\$0		\$33,850	0	0.25	\$44,800	\$11,200	\$0	\$45,050
60	Development and Alumni																
61	Director			\$86,606	0	0	\$73,000	\$0	\$0		\$86,606	0	0	\$73,000	\$0	\$0	\$86,606
62	Coordinator (1/2 paid by COL)			\$0	1	0	\$36,500	\$36,500	\$0		\$36,500	0	0	\$36,500	\$0	\$0	\$36,500
63	Staff (Events)			\$12,731	1	0	\$44,800	\$44,800	\$0		\$57,531	0	0	\$44,800	\$0	\$0	\$57,531
64	Academic Support																
65	Director			\$59,475	0	0	\$73,000	\$0	\$0		\$59,475	0	0	\$73,000	\$0	\$0	\$59,475
66	Assistant Director			\$0	0	0	\$66,000	\$0	\$0		\$0	0	0	\$66,000	\$0	\$0	\$0
67	Staff			\$2,579	0	0	\$44,800	\$0	\$0		\$2,579	0	0	\$44,800	\$0	\$0	\$2,579
68	Faculty Support																
69	Staff			\$104,857	0	0	\$44,800	\$0	\$0		\$104,857	0	0.75	\$44,800	\$33,600	\$0	\$138,457
70	Registrar and Records			\$22,173	0	0		\$0	\$0		\$22,173	0	0	\$0	\$0	\$0	\$22,173
71	Computer/IT																
72	Manager			\$56,824	0	0	\$59,000	\$0	\$0		\$56,824	0	0	\$59,000	\$0	\$0	\$56,824
73	Staff			\$14,448	0	0	\$45,000	\$0	\$0		\$14,448	0	0.5	\$45,000	\$22,500	\$0	\$36,948
74	Web Development																
75	Web Coordinator			\$0	0.166	0	\$63,000	\$10,458	\$0		\$10,458	0	0	\$63,000	\$0	\$0	\$10,458
76	Central Web Charge			\$15,872	0	0		-\$1,156	\$0		\$14,716	0	0	\$0	-\$14,716	\$0	\$0
77	Other																
78	Research Assistants			\$40,250	0	0	\$0	\$0	\$0		\$40,250	0	0	\$0	\$0	\$0	\$40,250
79	Clinical Salaries not otherwise reported			\$0	0	0	\$0	\$0	\$0		\$0	0	0	\$0	\$0	\$0	\$0
80	Student Work Study			\$0	0	0	\$0	\$0	\$0		\$0	0	0	\$0	\$0	\$0	\$0
81	Library																
82	Library Personnel			\$549,835					\$0		\$549,835					\$0	\$549,835
83	Director/Manager				0	0	\$87,000	\$0	\$0		\$0	0	0	\$87,000	\$0	\$0	\$0
84	TT Librarian (JD - 12 month) - lateral hire				0	0	\$87,000	\$0	\$0		\$0	0	0.5	\$87,000	\$43,500	\$0	\$43,500
85	TT Librarian (JD - 12 month)				0	0	\$66,000	\$0	\$0		\$0	0	0	\$66,000	\$0	\$0	\$0
86	TT Librarian (JD - 9 month)				0	0	\$50,250	\$0	\$0		\$0	0	0	\$50,250	\$0	\$0	\$0
87	Librarian (Non JD - 12 month)				0	0	\$52,000	\$0	\$0		\$0	0	0	\$52,000	\$0	\$0	\$0
88	Librarian (Non JD - 9 month)				0	0	\$39,750	\$0	\$0		\$0	0	0	\$39,750	\$0	\$0	\$0
89	Classified staff				0	0	\$32,000	\$0	\$0		\$0	0	0	\$32,000	\$0	\$0	\$0
90	Student Employees																
91	Non Work Study			\$27,600	0	0	\$0	\$0	\$0		\$27,600	0	0	\$0	\$0	\$0	\$27,600
92	Work Study			\$0	0	0	\$0	\$0	\$0		\$0	0	0	\$0	\$0	\$0	\$0
93	Public Information for Statewide Start-up			\$0	\$25,000	\$25,000		\$50,000	\$0		\$50,000	\$0	\$0	\$0	\$0	\$0	\$50,000
94	General Expenses																
95	Student Activities																
96	Law Reviews and Journals			\$35,600	\$0	\$0		\$0	\$0		\$35,600	\$0	\$5,340		\$5,340	\$0	\$40,940
97	Moot Court/Comps			\$41,259	\$0	\$0		\$0	\$0		\$41,259	\$0	\$6,189		\$6,189	\$0	\$47,448
98	Student Orgs			\$48,600	\$0	\$0		\$0	\$0		\$48,600	\$0	\$7,290		\$7,290	\$0	\$55,890
99	General																
100	CLE			\$40	\$0	\$0		\$0	\$0		\$40	\$0	\$6		\$6	\$0	\$46
101	Equipment Purchase, Rental, Maint			\$78,500	\$0	\$0		\$0	\$0		\$78,500	\$0	\$11,775		\$11,775	\$0	\$90,275
102	Faculty/Instructional Travel			\$125,548	\$0	\$0		\$0	\$0		\$125,548	\$0	\$18,832		\$18,832	\$0	\$144,380
103	Admin Travel			\$53,411	\$0	\$0		\$0	\$0		\$						

	A	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK
1	OPERATING BUDGET DETAIL											
2												
3	OPERATING BUDGET	FY17 July 2016 - June 2017										
4	Assumptions											
5	Students - Moscow	250										
6	Students - Boise	250										
7	REVENUES	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment	FY Total					
8	Professional (Dedicated) Fee (HAX002)	0	10	\$7,358	\$144,279	included	\$3,679,106					
9	Private Giving (excluding financial aid)											
10	Gifts - Unrestricted (net of 3%Gift assessment)				\$25,000	\$0	\$398,614					
11	Gifts - Restricted (net of 3%Gift assessment)				\$25,000	\$0	\$321,134					
12	Capital Campaign Gifts/Facilities				-\$300,000	\$0	\$0					
13	Income from Endowment				\$0	\$0	\$226,269					
14	Financial Aid											
15	Scholarships				\$25,000	\$0	\$704,500					
16	Tuition Waivers - OSTs			\$15,815	\$8,224	included	\$397,400					
17	General Education Funds											
18	Appropriated Funds				\$0	\$0	\$4,877,487					
19	Budget Reallocation (Permanent)				\$0	n/a	-\$283,082					
20	WoW Dismount Revenue Reduction				\$0	\$0	-\$192,000					
21	Grants	\$0	\$0		\$0	\$0	\$400,000					
22	Other (Application Fees, NWIDR, copiers)				\$0	\$0	\$85,394					
23	New Funding											
24	New University Funds				\$0	\$0	\$0					
25	New State Appropriation				\$0	\$0	\$3,419,254					
26	TOTAL REVENUES						\$14,034,075					
27	EXPENSES	Change in Moscow	Change in Boise	\$/#	Change from Prior Year	Cost Adjustment	FY Total					
28	Salaries & Fringes											
29	Faculty - Salary & Fringes							Additional Hire Totals				
30	Admin							Moscow	Boise	Total		
31	Dean					\$0	\$255,171	0	0	0		
32	Associate Dean(s)/Admin Faculty	0	0	\$202,444	\$0	\$0	\$612,702	0	1	1		
33	Assistant Dean	0	0	\$121,000	\$0	\$0	\$121,000	1	0	1		
34	FT Tenure Track (or equiv)											
35	Tenure Track - New	0	0	\$133,000	\$0	\$0	\$1,596,000	1	11	12		
36	Tenure Track - Existing	0	0	\$164,250	\$0	\$0	\$1,686,273	0	0	0		
37	Tenure Track - Lateral/Experienced	0	0	\$176,750	\$0	\$0	\$883,750	0	5	5		
38	Long Term contract (12 month)	0	0	\$158,000	\$0	\$0	\$123,701	0	0	0		
39	Long Term contract (9 month)	0	0	\$133,000	\$0	\$0	\$0	0	0	0		
40	Additional Teaching Resources											
41	FT Non - Tenure Track - LR&W	0	0	\$97,500	\$0	\$0	\$493,771	0	3	3		
42	FT Non - Tenure Track - Other	0	0	\$108,500	\$0	\$0	\$354,378	0	1	1		
43	WoW Teaching Fellow	0	0	\$80,000	\$0	\$0	\$80,000					
44	Part Time											
45	Adjuncts and Other Supplemental Instruction	0	0	\$6,000	\$0	\$0	\$358,048	2	10	12		
46												
47	Admin/Staff - Salary & Fringes											
48	Business Services											
49	Business Manager	0	0	\$73,000	\$0	\$0	\$73,000	1	0	1		
50	Human Resources and Administration	0	0	\$66,000	\$0	\$0	\$77,500					
51	Staff	0	0	\$44,800	\$0	\$0	\$0	0	0	0		
52	Career Services/Student Advising											
53	Director	0	0	\$73,000	\$0	\$0	\$73,000	0	0	0		
54	Assistant Director	0	0	\$45,000	\$0	\$0	\$45,000					
55	Staff	0	0	\$44,800	\$0	\$0	\$20,439	0	0	0		
56	Admissions											
57	Director	0	0	\$73,000	\$0	\$0	\$73,000	0	0	0		
58	Assistant Director	0	0	\$66,000	\$0	\$0	\$66,000					
59	Staff	0	0	\$44,800	\$0	\$0	\$56,250	0	1	1		
60	Development and Alumni											
61	Director	0	0	\$73,000	\$0	\$0	\$86,606	0	0	0		
62	Coordinator (1/2 paid by COL)	0	0	\$36,500	\$0	\$0	\$36,500	1	0	1		
63	Staff (Events)	0	0	\$44,800	\$0	\$0	\$57,531	1	0	1		
64	Academic Support											
65	Director	0	0	\$73,000	\$0	\$0	\$146,000	0	1	1		
66	Assistant Director	0	0	\$66,000	\$0	\$0	\$0					
67	Staff	0	0	\$44,800	\$0	\$0	\$2,579	0	0	0		
68	Faculty Support											
69	Staff	0	0	\$44,800	\$0	\$0	\$239,257	0	3	3		
70	Registrar and Records	0	0	\$0	\$0	\$0	\$22,173					
71	Computer/IT											
72	Manager	0	0	\$59,000	\$0	\$0	\$56,824	0	0	0		
73	Staff	0	0	\$45,000	\$0	\$0	\$126,948	1	2	3		
74	Web Development											
75	Web Coordinator	0	0	\$63,000	\$0	\$0	\$10,458					
76	Central Web Charge	0	0	\$0	\$0	\$0	\$0					
77	Other											
78	Research Assistants	0	0	\$0	\$0	\$0	\$40,250					
79	Clinical Salaries not otherwise reported	0	0	\$0	\$0	\$0	\$0					
80	Student Work Study	0	0	\$0	\$0	\$0	\$0					
81	Library											
82	Library Personnel					\$0	\$549,835					
83	Director/Manager	0	0	\$87,000	\$0	\$0	\$0	0	0	0		
84	TT Librarian (JD - 12 month) - lateral hire	0	0	\$87,000	\$0	\$0	\$43,500					
85	TT Librarian (JD - 12 month)	0	0	\$66,000	\$0	\$0	\$99,000	0	2	2		
86	TT Librarian (JD - 9 month)	0	0	\$50,250	\$0	\$0	\$50,250	0	1	1		
87	Librarian (Non JD - 12 month)	0	0	\$52,000	\$0	\$0	\$52,000	0	1	1		
88	Librarian (Non JD - 9 month)	0	0	\$39,750	\$0	\$0	\$0	0	0	0		
89	Classified staff	0	0	\$32,000	\$0	\$0	\$192,000	0	6	6		
90	Student Employees											
91	Non Work Study	0	0	\$0	\$0	\$0	\$27,600					
92	Work Study	0	0	\$0	\$0	\$0	\$0					
93	Public Information for Statewide Start-up	\$0	\$0		\$0	\$0	\$50,000					
94	General Expenses											
95	Student Activities											
96	Law Reviews and Journals	\$0	\$0		\$0	\$0	\$67,640					
97	Moot Court/Comps	\$0	\$0		\$0	\$0	\$78,393					
98	Student Orgs	\$0	\$0		\$0	\$0	\$92,340					
99	General											
100	CLE	\$0	\$0		\$0	\$0	\$76					
101	Equipment Purchase, Rental, Maint	\$0	\$0		\$0	\$0	\$149,150					
102	Faculty/Instructional Travel	\$0	\$0		\$0	\$0	\$238,541					
103	Admin Travel	\$0	\$0		\$0	\$0	\$101,481					
104	Telephones	\$0	\$0		\$0	\$0	\$71,440					
105	Supplies	\$0	\$0		\$0	\$0	\$112,670					
106	Publications	\$0	\$0		\$0	\$0	\$118,750					
107	Copy/Reproduction	\$0	\$0		\$0	\$0	\$35,055					
108	Speakers/Convocation/Receptions	\$0	\$0		\$0	\$0	\$261,992					
109	Postage/Shipping	\$0	\$0		\$0	\$0	\$63,650					
110	Association Memberships	\$0	\$0		\$0	\$0	\$67,260					
111	Other											
112	Distance Ed/Video Courses	\$0	\$0		\$0	\$0	\$29,450					
113	Faculty Recruitment/Relocation	\$0	\$0		\$0	\$0	\$44,276					
114	Refreshments	\$0	\$0		\$0	\$0	\$39,520					
115	LSSSE	\$0	\$0		\$0	\$0	\$5,700					
116	Gifts and Promotions	\$0	\$0		\$0	\$0	\$11,210					
117	Incremental Grant Expenses	\$0	\$0		\$0	\$0	\$0					
118	Indirect and Overhead											
119	Building Operations/Maintenance	\$0	\$0		\$0	\$0	\$3,137					
120	Security	\$0	\$0		\$0	\$0	\$1,330					
121	Library Expenses											
122	Subscriptions											
123	Materials with Continuations	\$0	\$28,000		\$28,000	\$0	\$1,191,000					
124	Monographs	\$0	\$12,500		\$12,500	\$0	\$314,500					
125	Online Services	\$0	\$10,285		\$10,285	\$0	\$303,995					
126	State Law Library - Budget Contribution	\$0	\$0		\$0	\$0	-\$231,000					
127	Binding	\$0	\$0		\$0	\$0	\$20,615					
128	Equipment	\$0	\$0		\$0	\$0	\$6,547					
129	Supplies	\$0	\$0		\$0	\$0	\$19,621					
130	Development	\$0	\$0		\$0	\$0	\$21,763					
131	Financial Aid											
132	Scholarships	\$0	\$10,590		\$10,590	\$0	\$1,144,250					
133	Tuition Waivers	\$0	\$8,224		\$8,224	\$0	\$397,400					
134	Budget Holdback (FY08 only)	\$0	\$0		\$0	\$0	\$0					
135	Repairs and Replacements	\$0	\$0		\$0	\$0	\$300,000					
136	Transfers to Capital Budget				\$0		\$0					
137	TOTAL EXPENSES						\$14,020,045					
138	FY NET REVENUE						\$14,030					
139	Reserves from prior year						\$399,954					
140	Resulting Reserves						\$413,983					

OCCUPANCY COSTS

7/24/08 Final

FY09 July 2008 - June 2009					FY10 July 2009 - June 2010					FY11 July 2010 - June 2011					FY12 July 2011 - June 2012				
	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total		Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total		Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total		Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total
Occupancy Costs	0	0	\$11	\$0		0	0	\$11.00	\$0		15,000	15,000	\$11.00	\$165,000		5,000	20,000	\$11.00	\$220,000

FY13 July 2012 - June 2013				FY14 July 2013 - June 2014				FY15 July 2014 - June 2015				FY16 July 2015 - June 2016				FY17 July 2016 - June 2017			
Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total	Change in Boise	Total Boise Sq.Ft.	\$/#	FY Total
40,000	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000	0	60,000	\$11.00	\$660,000

COMMON \$\$ ASSUMPTIONS								
COST ADJUSTMENT FACTORS		Annual						
General	0%					\$ (2,566)		
New State Appropriation	0%							
Library						5%		
Materials with Continuations	0%					8%		
Monographs	0%					11%		
Online Services	0%							
CAPITAL AND STARTUP COSTS						7/24/08 Final		
	#	Total Cost	COL Cost					
Land			\$0					
Building (net sq.ft. costs)								
New Moscow	net sq.ft.		\$300					
New Boise IWC	net sq.ft.		\$150					
New Boise Final	net sq.ft.		\$466					
Furniture Fixtures and Equipment								
Faculty/Exec Admin Offices	per office		\$3,500					
Staff Offices/Areas	per office		\$3,500					
New Classrooms - Boise								
Lecture Hall (large) (100) tiered	90%	\$125,000	\$112,500					
Lecture Hall (medium) (75) tiered	75%	\$81,250	\$60,938					
Classrooms (100) flat floor	10%	\$50,000	\$5,000					
Classrooms (65) flat floor	75%	\$50,000	\$37,500					
Seminar (25)	75%	\$37,500	\$28,125					
New Classrooms - Moscow								
Lecture Hall (large) (100) tiered	100%	\$125,000	\$125,000					
Lecture Hall (medium) (75) tiered	100%	\$81,250	\$81,250					
Classrooms (40-65) flat floor	100%	\$50,000	\$50,000					
Seminar (25)	100%	\$37,500	\$37,500					
Library (student carrels)								
Moscow (student carrels)	per student		\$1,500					
Law Learning Center (student carrels)	per student		\$1,500					
Reading Tables	85%	\$1,000	\$850					
Chairs for reading tables	85%	\$300	\$255					
Shelving	85%	\$300,000	\$255,000					
Courtroom (Boise)	75%	\$600,000	\$450,000					
Other								
Law Review/Journal			\$40,000					
SBA and BSA			\$8,000					
Student orgs			\$5,000					
Clinic			\$15,000					
Student Lounge			\$15,000					
Faculty/Staff Meeting Room			\$20,000					
Foyer			\$30,000					
Lockers - per student			\$200					
General								
Technology								
Faculty/Exec Admin Offices	per office		\$2,500					
Staff Offices/Areas	per office		\$2,500					
Central servers			\$4,000					
Classrooms (New Boise)								
Lecture Hall (large) (100) tiered	90%	\$82,000	\$73,800					
Lecture Hall (medium) (75) tiered	75%	\$66,000	\$49,500					
Classrooms (100) flat floor	10%	\$66,000	\$6,600					
Classrooms (65) flat floor	75%	\$66,000	\$49,500					
Seminar (25)	75%	\$66,000	\$49,500					
Classrooms (New Moscow)								
Lecture Hall (large) (100) tiered	100%	\$82,000	\$82,000					
Lecture Hall (medium) (75) tiered	100%	\$66,000	\$66,000					
Classrooms (40-65) flat floor	100%	\$66,000	\$66,000					
Seminar (25)	100%	\$66,000	\$66,000					
Classrooms (Moscow Retrofit)								
Medium (Retrofit 103, 105)			\$200,000					
Small (Retrofit 107, 108)			\$100,000					
Courtroom (Boise)	75%	\$250,000	\$187,500					
Clinic			\$10,000					

SALARY COSTS								
	Base Salary	Fringe Benefits	Research Stipend	Professional Development	Misc.	Total		
Faculty								
Associate Dean	\$145,556	\$36,389	\$12,000	\$3,500	\$5,000	\$202,444		
Assistant Dean	\$90,000	\$22,500		\$3,500	\$5,000	\$121,000		
Tenure Track: new	\$90,000	\$22,500	\$12,000	\$3,500	\$5,000	\$133,000		
Tenure Track existing	\$115,000	\$28,750	\$12,000	\$3,500	\$5,000	\$164,250		
Tenure Track: lateral	\$125,000	\$31,250	\$12,000	\$3,500	\$5,000	\$176,750		
Long Term contract (12 month)	\$110,000	\$27,500	\$12,000	\$3,500	\$5,000	\$158,000		
Long Term contract (9 month)	\$90,000	\$22,500	\$12,000	\$3,500	\$5,000	\$133,000		
Non Tenure Track 12 month	\$80,000	\$20,000		\$3,500	\$5,000	\$108,500		
Wow teaching Fellow	\$60,000	\$15,000			\$5,000	\$80,000		
Adjunct						\$6,000		
Legal Research & Writing	\$55,000	\$22,000	\$12,000	\$3,500	\$5,000	\$97,500		
Admin/Exec. Staff								
Director/Manager	\$50,000	\$20,000		\$3,000		\$73,000		
Assistant Director	\$45,000	\$18,000		\$3,000		\$66,000		
Library								
Librarian (JD - 12 month) - Lateral	\$60,000	\$24,000		\$3,000		\$87,000		
Librarian (JD - 12 month)	\$45,000	\$18,000		\$3,000		\$66,000		
Librarian (JD - 9 month)	\$33,750	\$13,500		\$3,000		\$50,250		
Librarian (Non JD - 12 month)	\$35,000	\$14,000		\$3,000		\$52,000		
Librarian (Non JD - 9 month)	\$26,250	\$10,500		\$3,000		\$39,750		
Computer/IT								
Manager	\$40,000	\$16,000		\$3,000		\$59,000		
Staff	\$30,000	\$12,000		\$3,000		\$45,000		
Web Coordinator	\$45,000	\$18,000				\$63,000		
Classified Staff	\$32,000	\$12,800				\$44,800		

THIS PAGE LEFT INTENTIONALLY BLANK

Appendix B: Bold Minds, Practical Measures



STATE OF IDAHO
OFFICE OF THE ATTORNEY GENERAL
LAWRENCE G. WASDEN

July 3, 2007

Senator Bart M. Davis
P.O. Box 50660
Idaho Falls, ID 83405-0660

Dear Senator Davis:

This is in response to your request for a legal opinion from the Office of the Attorney General regarding questions you have posed on the subject of possible relocation from Moscow to Boise of the University of Idaho College of Law. You inquire:

1. Does the Idaho Constitution permit the University of Idaho's College of Law to be "formally moved in whole... from Moscow and located in the state capitol"?
2. Does the Idaho Constitution permit the University of Idaho's College of Law to be "formally moved . . . in significant part from Moscow and located in the state capitol"?
3. What legal steps "would be required in order to make such a change should the Board of Regents, the legislature, and the Governor reach some consensus"?

DISCUSSION

Prior to making this response, we have engaged in substantial research. We reviewed the territorial act establishing the University of Idaho; the text of art. IX, sec.10 of the Idaho Constitution and the case law regarding that provision; the debates of the constitutional convention; other potentially relevant constitutional provisions, such as art. XI, sec. 2, and the related case law, if any; rules of statutory and constitutional construction; Idaho Supreme Court cases dealing with the University of Idaho and its board of regents; as well as constitutional provisions and case law from other jurisdictions with constitutional provisions similar to art. IX, sec. 10. As you know, it can be extremely difficult to predict how the current members of the Idaho Supreme Court might interpret state constitutional provisions adopted at statehood and never amended. Nevertheless, based on the factors considered, we have exercised our best judgment as to how the Idaho Supreme Court would interpret the state constitutional provisions, particularly art. IX, sec. 10, relevant to the questions you have posed.

There are no Idaho Supreme Court cases on point regarding relocation, in whole or in part, of a college or department of the University of Idaho. Analogous precedent other jurisdictions in which courts specifically addressed the authority of a legislature or university governing board to relocate a college or department of a university whose geographical location was fixed by the state's constitution is limited to two cases, both decided more than 100 years ago. These cases are: *People ex. rel. Jerome*, 24 Colo. 175, 49 Pac. 286 (Colo. 1897)(holding that the regents of Colorado University at Boulder did not have authority under the state constitution to effectively move the three-year medical school program from Boulder to Denver by conducting the last two years of the program in Denver and leaving only a "shell" of the program in Boulder); and *Sterling v. Regents of the University of Michigan*, 110 Mich. 369, 68 N.W. 253 (Mich. 1896)(holding that the state constitution prohibited the legislature from requiring that the regents of the University of Michigan at Ann Arbor close the homeopathic college at Ann Arbor and transfer the college to Detroit).

Colorado addressed the impact of *People ex. rel. Jerome* by amending art. VIII, sec. 5 of its constitution in 1910 to specifically grant authority to move part of the Colorado University School of Medicine from Boulder to Denver. As originally adopted at statehood in 1876, art. VIII, sec. 5 "confirmed" the "location" of Colorado University at Boulder, and that provision was relied on by the Colorado Supreme Court in reaching its decision in *People ex. rel. Jerome*. The 1910 amendment provided, in pertinent part:

[T]hat the regents of the university may, whenever in their judgment the needs of the institution demand such action, establish, maintain and conduct all but the first two years of the departments of medicine, dentistry and pharmacy, of the university, at Denver....

The 1910 amendment paved the way for the merger in 1911 of the Colorado University School of Medicine with the Denver and Gross College of Medicine in Denver. The latter college had been created in 1902 through the merger of the Medical Department of the University of Denver with Gross Medical School, which was a for-profit medical school. In 1922, art. VIII, sec. 5 of the Colorado Constitution was amended to grant authority to move the entire medical school from Boulder to Denver:

That the regents of the university may whenever in their judgment the needs of the institution demand such action, establish, maintain and conduct all or part of the departments of medicine, dentistry, and pharmacy at the university, at Denver....

All of the Colorado University School of Medicine was moved to Denver in 1924.

Colorado University is now a system with three distinct institutions: Colorado University- Boulder; Colorado University-Colorado Springs; and Colorado University-Denver and Health Sciences Center, the latter institution having been formed in 2004 by a merger of Colorado University-Denver and the Health Sciences Center. Art. VIII, sec. 5 of the Colorado Constitution was most recently amended in 1972 to provide, in pertinent part, that:

- (1) The following educational institutions are declared to be state institutions of higher education: the university at Boulder, Colorado

Springs, and Denver; the university at Fort Colling; the school of mines at Golden; and such other institutions of higher learning as now exist or may hereafter be established by law if they are designated by law as state institution. The establishment, management, and abolition of the state institutions shall be subject to the control of the state, under the provisions of the constitution and such laws and regulations the general assembly may provide; except that the regents of the university at Boulder, Colorado Springs, and Denver may, whenever in their judgment the needs of that institution demand such action, establish, maintain, and conduct all or any part of the schools of medicine, dentistry, nursing, and pharmacy of the university, together with hospitals and supporting facilities and programs related to health at Denver; . . . and provided further, that subject to prior approval by the general assembly, nothing in this section shall be construed to prevent the state institutions of higher education from hereafter establishing, maintaining, and conducting or discontinuing, centers, medical centers, or braches of such institutions in any part of the state.

CONCLUSION

Based on the foregoing and our analysis of the other sources mentioned earlier, we conclude that neither the legislature nor the board of regents has authority to close the University of Idaho College of Law and to relocate the entire college to Boise. Art. IX, sec. 10 of the Idaho Constitution locates the University of Idaho in Moscow, subject to change by constitutional amendment. The University's territorial charter was perpetuated by art. IX, sec. 10. The charter defines the University as consisting of its colleges or departments, including not only those in existence at the time the state constitution was ratified but also those "professional or other colleges or departments as may from time to time be added thereto or connected therewith." The College of Law was established in 1909. Since the University is located in Moscow and since the University consists of its colleges or departments, art. IX, sec. 10 contemplates that those colleges or departments will be located in Moscow as well. Art. IX, sec.10, however, does not prohibit the establishment of branches of the University of Idaho outside Moscow; but it would prohibit closure of a college or department at the University of Idaho in Moscow and its relocation in whole to a branch of the University in another city.

The phrase "significant part" is problematic. Nothing in the Idaho Constitution prohibits establishment of a branch or branches of the University of Idaho, or of one of its colleges, in a location or locations other than Moscow. But neither the legislature nor the University's regents has the constitutional authority to do indirectly what they do not have the authority to do directly. They do not have the authority to offer so much of the College of Law's program in Moscow in another city so as to effect a de facto "removal" of the College of Law from Moscow. The point at which a de facto removal is crossed would be a question for ultimate determination by the courts.

Closure of the College of Law at Moscow and its entire relocation to Boise would require an amendment to art. IX, sec. 10 of the Idaho Constitution. Similarly, an amendment also would be required if so much of the College of Law was to be moved from Moscow as to constitute a de facto removal of the College of Law from Moscow.

We hope this letter is of assistance to you. It is an informal and unofficial expression of the view of this office based upon the research of the author. If you have any questions concerning our research or the conclusions we have reached, please do not hesitate to call.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael G. McPEEK". The signature is fluid and cursive, with the first name "Michael" and last name "McPEEK" being more legible than the middle initial "G".

MICHAEL G. McPEEK
Deputy Attorney General
Contracts & Administrative Law Division
MGP/js

EDUCATION MATRIX

Education Program	Times/year	Audience	No. of participants	Length of program	Space needed
EDUCATION					
Appellate Law Clerk Orientation	Once/year – August	Supreme Court and Court of Appeals Law Clerks	18	1 day	1 seminar room
Children and Families Institute	Once/year – May	Magistrate Judges and multi-disciplinary	250	2 days	Courtroom/Auditorium 4 break-out rooms: 3 lecture; 2 classroom Luncheon space
Child Protection Drug Court Training	Twice/year			1 day	1 seminar room
CFCC Coordinators	Twice/year			1 day	1 seminar room
Clerks & Judges Conference	Once/year - February	Elected Clerks, Administrative District Judges, Trial Court Administrators	58	1 day	Classroom to hold 100 in rounds by district Luncheon space
Conservator Training	Twice/year			1 day	1 large classroom
Court Assistance Lead Training	Twice/year		7	1 day	1 seminar room
Court Assistance Officer Training	Once/year – April	Court Assistance Officers	32	1 day	Computer lab for 50
Court Interpreter Continuing Education Workshop	Once/year	Certified and Conditionally Approved Interpreters	Usually 25	2 days	1 lecture room (med) 3 smaller classrooms
Court Interpreter Training (Orientation and S/B Wkshps)	One testing/training cycle per year	Potential court interpreters	Approx. 30-40	2-day workshop / 6-day workshop	1 lecture room (med) 3 smaller classrooms
Court Interpreter Testing				2 exams	2 seminar rooms
Court Reporter Conference	Once/year - January	Court Reporters	42	2 days	1 large classroom Luncheon space
District Judges Seminar	Once/year - January	District Judges	42	2.5 days	1 large classroom Luncheon space
Domestic Violence Coordinator Training	Twice/year			1 day	1 seminar room
Drug Court Coordinator Training	Twice/year			1 day	1 seminar room
Drug and Mental Health Courts Institute	Once/year - January	District Judges, Drug and Mental Health Courts Coordinators	300	2 days	Courtroom/Auditorium Luncheon space 5 break-out rooms
Family Court Services Coordinator Training	Twice/year			1 day	1 seminar room
Guardian Ad Litem Coordinator Training	Three per year			1 day	1 seminar room
Guardian Training	Twice/year			1 day	1 large classroom

Idaho Judicial Conference	Once/year - September	Supreme Court Justices, Court of Appeals Judges, District Judges, Magistrate Judges, Trial Court Administrators	200	2.5 days	Courtroom/Auditorium Luncheon space 2 lecture halls
Idaho Institute for Court Mgmt.	Once/year – April	Elected Clerks, Deputy Clerks, Trial Court Administrators	275	4 days	Courtroom/Auditorium Luncheon space 5 break-out rooms
In-Service Education	Four per year			1 day	1 seminar room
ISTARS / Repository Training Changes to ISTARS Other day long trainings Misdemeanor training Child Protection Module Credit Card Equipment ISTARS Documents ISTARS Jury System Law Enforcement – Repository New Clerk Orientation Repository	Online as needed Once/year Once/year Once/year Online as needed by county Online as requested Online as requested Online as requested Online monthly Online as requested	Deputy Clerks Deputy Clerks Elected Clerks, Deputy Clerks Deputy Clerks Jury Comm., TCA's, Elected Clerks Law Enforcement Deputy Clerks TCA's, Elected Clerks, Deputy Clerks	Varies Varies Varies Varies Varies Varies Varies Varies Varies Varies Varies	60 minutes 1-2 days 1 day 1 day 60 minutes 60 minutes ? 60 minutes 60 minutes 60 minutes 60 minutes 60 minutes	Computer lab Computer lab Computer lab
Jury Commissioner Conference	Once/year – April	Jury Commissioners	44	1 day	Large classroom
Juvenile Drug Court Coordinator Training	Twice/year			1 day	1 seminar room
Juvenile Mental Health Court Coordinator Training	Twice/year			1 day	1 seminar room
Juvenile Probation Officers					1 large classroom or lecture hall
Magistrate Judges Institute	Once/year – May	Magistrate Judges	87	2.5 days	Lecture hall 1 classroom(b/out) Luncheon space
Mental Health Court. Coordinator Training	Twice/year			1 day	1 seminar room
New Judges Orientation - Phase I - Phase II	- Once/year – March - Once/year - November	All newly appointed judges for the year	3 - 12	- 5 days - 1 day	Boardroom or seminar room
Specialized Workshops	Four per year		75	2.5 days	Large classroom
TCA Workshop IRSA	Once/year	Trial Court Administrators and Supreme Court Staff	12	2.5 days	TAB 1 Page 106
Youth Court Coordinators					

					classroom
COMMITTEE MEETINGS					
Access to the Courts Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Administrative Conference	Four per year	Supreme Court Committee	40	1 day	Classroom
Appellate Rules Advisory Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Child Protection Committee	Four per year	Supreme Court Committee	30	1 day	Classroom
Child Support Guidelines Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Children and Families in the Courts Committee	Three per year	Supreme Court Committee	30	2 days	Classroom
Children and Families Institute Planning Committee	Once/month	Supreme Court Committee	8	One hour	Boardroom
Civil Jury Instructions Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Civil Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Clerk's Manual and Training Committee	Four per year	Supreme Court Committee	30	2 days	Classroom
Court Interpreter Subcommittee	Once/year	Supreme Court Committee	20	1 day	Classroom
Criminal Jury Instructions Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Criminal Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Death Penalty Counsel Review and Recommendations Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Domestic Assault & Battery Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Drug Court and Mental Health Court Coordinating Committee/Drug Court Executive Committee	Four per year	Supreme Court Committee	40	1 day	Classroom
Drug and Mental Health Courts Institute Planning Committee	Once/month	Supreme Court Committee	8	One hour	Boardroom
Evidence Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Fairness and Equality Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Guardianship &	Four per year	Supreme Court Committee	30	1 day	Classroom

Conservatorship Committee					
Judicial Education Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Juvenile Rules Advisory Committee	Once/year	Supreme Court Committee	25	1 day	Classroom
Juvenile Rules Advisory Team of Magistrate Judges Committee	Three per year	Supreme Court Committee	20	1 day	Classroom
Media/Courts Committee	Twice/year	Supreme Court Committee	30	1 day	Classroom
AOC Staff Meetings	Four per year	Supreme Court Committee	20	1 day	Classroom
Misdemeanor/Infraction Rules Advisory Committee	Once/year	Supreme Court Committee	20	1 day	Classroom
Rule 32 Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Shared Employees Committee	Twice/year	Supreme Court Committee	30	1 day	Classroom
Standard Forms Committee	Twice/year	Supreme Court Committee	25	1 day	Classroom
Trial Court Administrators Conference	Four per year	Supreme Court Committee	12	1 day	Boardroom or classroom
Tribal Court/State Court Forum	Once/year	Supreme Court Committee	30	1 day	Classroom
POTENTIAL OTHER ENTITIES					
Capital Defense Counsel Meeting					Boardroom or classroom
Child Custody Mediators					Boardroom or classroom
Civil Case Mediators					Boardroom or classroom
Civil Litigation Evaluators					Boardroom or classroom
County Law Clerks					Boardroom or classroom
Domestic Assault & Battery Evaluators					Boardroom or classroom
Guardian Ad Litem Volunteers					Boardroom or classroom
Parenting Coordinators					Boardroom or classroom
Prosecuting Attorneys					1 large classroom or lecture hall
Public Defenders					1 large classroom or lecture hall
Status Offender					Boardroom or classroom
IRSA	PUBLIC OUTREACH				
Court Sponsored Attorney	Once/month		50	1 day	1 large classroom

CLE Programs					
Idaho State Bar Sections					Boardroom or classroom

THIS PAGE LEFT INTENTIONALLY BLANK

Appendix D1: Bold Minds, Practical Measures

FIVE YEAR TREND ANALYSIS OF IMPACT OF PROPOSED LAW SCHOOL IN BOISE ON UNIVERSITY OF IDAHO FINANCIAL RATIOS

Ratio	Per audited financial statements	Pro Forma	Pro Forma	Pro Forma	Pro Forma	Pro Forma
	2007	2008	2009	2010	2011	2012
Primary Reserve	0.8	0.8	0.8	0.8	0.8	0.8
Net Income Operations	0.3	0.3	0.3	0.3	0.2	0.2
Return on Net Assets	0.8	0.8	0.7	0.7	0.8	0.8
Viability	0.7	0.7	0.7	0.7	0.7	0.7
CFI Score	2.5	2.6	2.5	2.5	2.5	2.5

Prepared July 21, 2008

University of Idaho AVP/Controller Office

THIS PAGE LEFT INTENTIONALLY BLANK

UNIVERSITY OF IDAHO
Changes to Student Fees for FY 2009
Annual Full-Time Fees and Part-Time Credit Hours Fees

REVENUE projection for law school increase

Student Fees:		<u>Requested Fees</u>	2010	2011 Student	Projected	2012 Student	Projected
		<u>FY09 Fees</u>	1.03	1.03 Increase	Revenue	1.03 Increase	Revenue
1	Full-time Fees:						
2	Matriculation Fee	\$2,908.38	2995.63	3085.50	23.00	70,966.51	3178.07
3	Technology Fee	121.80	125.45	129.22	23.00	2,972.01	133.09
4	Facilities Fees	720.50	742.12	764.38	23.00	17,580.70	787.31
5	Student Activity Fees	1,009.32	1039.60	1070.79	23.00	24,628.11	1102.91
6	Total Full-time Fees	4,760.00	4902.80	5049.88		116,147.33	5201.38
7							379,700.78

THIS PAGE LEFT INTENTIONALLY BLANK

**"Bold Minds, Practical Measures:
An Implementation Plan for Strengthening Statewide Legal Education"**

Prepared for the Board of Regents, University of Idaho

**APPENDIX E: ANALYSES AND COMMENTARY
(Materials Received by August 7, 2008)**

Richard J. Morgan, Consultant, Letter Dated August 4

The author is the past dean of law schools at the University of Nevada/Las Vegas, Arizona State University, and the University of Wyoming, and is Chair of the American Bar Association Accreditation Standards Review Committee

Steven Peterson, Consultant, Economic Impact Report Dated August 7

The author is a Research Economist and Instructor, University of Idaho College of Business and Economics

Hon. Linda Copple Trout, Letter on Behalf of the University of Idaho College of Law Advisory Council Dated August 7

The author is a past Chief Justice of the Idaho Supreme Court

Hon. Lawrence Wasden, Letter Dated August 7

The author is Attorney General of the State of Idaho

Lacey Rammell-O'Brien, Letter Dated July 29

The author is current President of the Student Bar Association

Commentaries from the Legal Profession:

- **Dwight Baker, Baker & Harris, Blackfoot, Letter Dated August 7**
The author is President of the Idaho State Bar; the letter contains his individual views
- **Charles E. Homer, Holden Kidwell Hahn & Crapo, Idaho Falls, Letter Dated August 7**
The author is President of the Idaho Law Foundation; the letter contains his individual views
- **Craig L. Meadows, Hawley Troxell Ennis & Hawley, Boise, Letter Dated July 17**

- **John A. Rosholt, Barker Rosholt & Simpson, Twin Falls, Letter Dated August 6**
- **Michael C. Creamer, Givens Pursley, Boise, Letter Dated August 6**
- **Anne Dwelle, Wakefield & Dwelle, Moscow, Letter Dated Aug. 6**
- **James D. LaRue, Elam & Burke, Boise, Letter Dated July 23**
- **Dennis M. Davis, Witherspoon Kelley Davenport & Toole, Coeur d'Alene, Letter Dated August 7**
- **P. Craig Storti, URS Washington Division, Boise, Letter Dated August 5**
- **J. Robert Alexander, Benoit Alexander Harwood High & Valdez, Twin Falls, Letter Dated August 6**
- **Richard E. Hall, Hall Farley, Boise, Letter Dated July 21**
- **Ron Kerl, Cooper & Larsen, Pocatello, Letter Dated August 7,**
- **Katherine Moriarty, INL (Battelle Energy Alliance), Idaho Falls, Letter Dated August 6**
- **Ernesto G. Sanchez, Idaho Legal Aid Services, Boise, Letter Dated August 6**
- **James C. Dale, Stoel Rives, Boise, Letter Dated July 23**

Richard J. Morgan
9901 Trailwood Drive, Unit 2110
Las Vegas, Nevada 89134-5923
(702) 240-2465; (702) 858-6477
dick.morgan@hotmail.com

August 4, 2008

President Steven Daley-Laursen
The University of Idaho
P.O. Box 443151
Moscow, Idaho 83844-3151

Dean Donald Burnett
The University of Idaho
College of Law
P.O. Box 442321
Moscow, Idaho 83844-2321

Dear President Daley-Laursen and Dean Burnett:

Thanks for the opportunity to review and comment on the latest documents that you will soon submit to the Idaho Board of Regents (State Board of Education) in connection with College of Law's plan to improve its educational and community service for the 21st century. These documents (a plan, dated July 24, 2008 and entitled "Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education", with accompanying spreadsheets detailing or summarizing anticipated changes in revenue, expense, assets, facilities, students, staff and faculty) have been prepared by the College of Law pursuant to the authority, granted to it by the Board of Regents last April, to prepare a plan to implement the concept of a dual location public law school for the State of Idaho.

In previous letters, dated October 27, 2007, and March 17, 2008, respectively, I recommended the dual location approach and commented favorably on the document, entitled "Let Our Minds Be Bold", that was considered by the Board of Regents last April. Those letters provide important background information, assumptions and caveats concerning my assessments.

In the second of those letters, I stated that:

"The dual location approach, if appropriately funded and implemented, will provide substantial educational opportunities and community service in northern and southern Idaho; will better connect the College of Law to the seat of Idaho government in Boise; will continue the important role that the law school has played over the years in the life of the University of Idaho in Moscow; will provide opportunities for program differentiation between the Boise and Moscow programs; will avoid substantial legal and community problems that might arise in connection

with a relocation of the law school; and will take advantage of a unique opportunity to partner with the Idaho Supreme Court in bringing legal educational resources to the Treasure Valley. The dual location approach also provides an opportunity for the University of Idaho College of Law to provide a national model for serving an entire state through dual campuses of a single state law school.”

The implementation plan, dated July 24, 2008, is a thoughtful and comprehensive plan that seeks to identify the funding, provide the roadmap and establish the timetable by which the law school can achieve the benefits described in the preceding paragraph. I believe that the plan is thorough and reasonable in its approach and coverage; and that, when and if implemented as proposed, it will result in a sound and efficient program of legal education. Because of the history, quality and high standards of the University of Idaho College of Law, I have little doubt that the academic and operational aspects of the program will be of high quality and that the program will develop quickly to meet the accreditation standards of the American Bar Association and the membership standards of the Association of American Law Schools.. The people who comprise the College of Law want to improve legal education in Idaho, and they will insist on a program of high-quality that accomplishes that goal.

I commend Dean Burnett and his colleagues for their hard work on this exciting plan. And I commend President Daley-Laursen for supporting this important initiative in improving the educational and community services that the University of Idaho provides to its state.

I hope that this letter is useful to you. Please let me know if you want to discuss this matter further.

Best regards.

Very truly yours,

Richard J. Morgan, Consultant

August 7, 2008

University of Idaho Board of Regents
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Economic Impacts of University of Idaho's
Proposed Statewide Legal Education Initiative
(to be considered at the Board Meeting on August 21, 2008)

To the Honorable Regents of the University of Idaho:

I am writing to present for the Board's consideration the results of an economic assessment of the University of Idaho's proposed statewide legal education initiative (which I will hereafter refer to as the "Second Century initiative"). The Second Century initiative calls for the University of Idaho to offer a full (three-year) J.D. program in Boise, as well as in Moscow. This economic assessment of the initiative was completed in August, 2008. It is based on the detailed description of the initiative in the Implementation Plan that the UI has submitted to the Board for consideration at its meeting on August 21, 2008. The attached economic impacts analysis lists other sources of information as well.

By way of background, my name is Steven Peterson, and I am a Research Economist and Instructor in the College of Business and Economics at the University of Idaho. My research expertise is local and regional economic analysis. I have conducted over 30 economic studies in Idaho over the last twenty years, involving nearly every major industry in the state.

In the balance of this letter, I will summarize the highlights of the attached report.

Current Economic Assessment

The University of Idaho, College of Law contributes substantially to the local and state economies of Idaho. In FY 2009, the combined college expenditures and law student community spending in Moscow will create a total of \$18.26 million in sales transactions; \$8.41 million in wage and salary earnings; 186 community jobs; and \$718,235 in indirect business tax payments (which are mostly property and sales tax payments, and will hereafter be referred to as such), including the multiplier effects.

For Boise (FY 2009), the UI College of Law creates a total of \$733,419 in sales transactions; \$434,426 in wage and salary earnings; 6 community jobs; and \$19,035 in property and sales tax payments, including the multiplier effects.

In addition to the community economic impacts, lawyers who are graduates of the University of Idaho, College of Law, and who are practicing throughout the state, are generating substantial annual contributions to Idaho's economy. Income (including wage and salary payments) to 2,112 practicing UI alumni attorneys and staff totaled \$149.05 million in FY 2009; which are received from an estimated \$288.68 million in sales transactions for legal services. This economic activity contributes an estimated \$6.40 million in property and sales taxes to Idaho's coffers.

Economic Assessment: Forecast 2017

A forecast of the economic impacts of the Second Century initiative is included in this analysis for FY 2017, when the Boise branch campus, if approved by the Board, is expected to be fully operational:

For Moscow: The combined college expenditures and law student community spending will create a total of \$18.78 million in sales transactions; \$8.99 million in wage and salary earnings; 181 community jobs; and \$705,014 in property and sales tax payments — all in constant 2008 dollars including the multiplier effects. These forecasted totals exceed the FY 2009 Moscow economic impacts in all measures in real terms (i.e., after adjusting for inflation) except community jobs and property and sales taxes. The modest decrease in community jobs and property and sales taxes is attributable to an adjustment of student enrollment at the Moscow campus from its current level of about 297 students to approximately 250. That adjustment — which is intended to fit the current functional capacity of the Menard Law Building — is more than offset by the favorable impact of an increase in College of Law staff and faculty in Moscow.

For Boise: The combined college expenditures and law student community spending will create a total of \$17.00 million in sales transactions; \$7.64 million in wage and salary earnings; 158 community jobs; and \$677,952 in property and sales tax payments to Idaho's coffers — all in constant 2008 dollars, including the multiplier effects.

In FY 2017, income (including wage and salary payments) to a projected 2,494 practicing UI alumni/ae attorneys in Idaho and staff will total \$186.81 million; which will be received from an estimated \$361.82 million in sales transactions for legal services. This economic activity will contribute an estimated \$8.02 million in property and sales taxes. Compared to FY 2009, this represents an increase in sales transactions (for example) of approximately \$73 million. Of course, this increase in economic activity by an increase in the number of lawyers could presumably occur even if the College of Law did not expand in size. As explained in the University's Implementation Plan, lawyers from outside the state would presumably come into the state and generate this additional economic activity, in the absence (or to the extent there is a shortage) of College of Law graduates to do so. The issue is not whether there will be additional lawyers in 2017 generating additional economic activity. Rather, the issue is whether those additional lawyers will be College of Law graduates — consisting of Idahoans and others who have taken advantage of the affordable, quality education offered by Idaho's public law school.

Additional One-Time Economic Impacts Related to Facilities Construction/Improvement in Boise and Moscow

During Fiscal Years 2011 through 2013, it is anticipated that the Boise facility (Idaho Law Learning Center) will be constructed and that expansion in improvements to the Menard Law Building in Moscow also will occur. These construction projects will create substantial one-time community economic impacts.

The estimated one-time economic impacts of the Boise facility:

FY 2011: \$702,359 sales; \$246,315 earnings; 6 jobs; \$19,799 property and sales taxes.

FY 2012: \$17.46 million sales; \$6.12 million earnings; 155 jobs; \$492,151 in property and sales taxes.

FY 2013: \$16.86 million sales; \$5.91 million earnings; 150 jobs; \$475,180 property and sales taxes.

The estimated one-time economic impacts of the Moscow Menard Law Building:

FY 2011: \$1.92 million sales; \$638,145 earnings; 17 jobs; \$49,696 property and sales taxes.

FY2012: \$1.79 million sales; \$595,417 earnings; 16 jobs; \$46,368 in property and sales taxes.

Additional Economic Implications of the Second Century Initiative:

- The provision of opportunities for legal education in Idaho builds human capital among Idaho's citizens. The price structure of Idaho public legal education provides an attractive opportunity to Idaho residents, and the College of Law's admissions data indicate that Idaho residents receive a higher percentage of admissions offers from the College of Law than do non-residents. This cost-effective opportunity for in-state graduate education will be more widely available to Idahoans if a branch campus is established in Boise.
- The State of Idaho is a tale of two worlds: One urban — one rural. The economy also reflects two contrasts: One based on agriculture and other natural resource industries and one based on rapidly growing high technology, service industries, tourism, and other emerging industries. These two separate realities and economies reflect the past, present, and future of all of Idaho. The educational opportunities of Idaho need to serve both worlds: Urban and rural. The Second Century initiative serves this need by establishing an urban (Boise) campus in addition to the rural (Moscow) campus.
- Idaho's new high technology and service industries need strong supporting legal services to assist in new start-up companies; to issue new patents and copyrights; make complicated contracts; and to assist in facilitating national and international trade.
- Population and income growth has occurred primarily in the urban regions. Nine of Idaho's 44 counties are classified as urban. They contain approximately 12% of Idaho's land area but have 70% of the state's population, up from 59% in 1969. Much of this growth has been in the Treasure Valley (Boise) which is approximately 300 miles from the UI College of Law in Moscow. In addition, approximately 73% of all personal income is generated from the urban counties, up from 61% in 1969. Having a branch of the UI College of Law in the heart of Idaho's urban center makes economic sense.
- The Boise Branch of the UI College of Law will focus on providing legal educational opportunities to the urban center of the state: the Treasure Valley and much of southern Idaho. However, the Boise branch campus will extend legal education educational opportunities to all Idaho, urban and rural. Total UI College of Law enrollment will rise from approximately 300 students per year to 500 students per year, *statewide*. Thus building a branch campus in Boise will also extend legal educational opportunities to rural Idaho, especially southern rural Idaho.
- An argument has been presented: *Why spend Idaho taxpayer dollars providing law student educational services when you can simply import lawyers from out-of-state?* Answer: By providing educational opportunities to Idaho's residents, the taxpayers are actually increasing the net human capital stock of the economy, building for the future; as opposed to simply supplying a company's operation with the services of an out-of-state lawyer. Further, resident lawyers are more likely to serve the rural regions and poorer urban areas as opposed to out-of-state lawyers. Importing nonresident lawyers will not build Idaho's human capital.
- Another proposal that has been suggested is to allow a private law school to build in Boise rather than expand the UI College of Law. The difficulty with this argument is that the private law

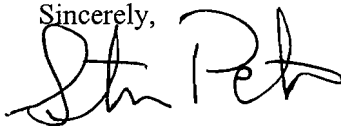
school will likely focus on educating nonresidents who have the means to pay for their services. This will not necessarily build Idaho's human capital.

- Idaho needs educational opportunities. In 2006, Idaho was ranked last in the nation by *The National Center for Public Policy and Higher Education* in college participation rates (portion of young adults attending college), the same ranking as in 1994. Idaho was also ranked below the national average in terms of overall college accessibility. Building Idaho's future depends on increasing and broadening the opportunities for post-secondary education, including graduate education.
- Affordability is a key issue. In 2006, the state of Idaho ranked 45th in the nation (including the District of Columbia) in per capita personal income; down from 35th place in the nation in 1969. The UI College of Law offers an extremely affordable, quality education, and the Second Century initiative will make this education more available to Idahoans.
- There is a wide disparity in average incomes within Idaho. The state of Idaho's 2006 per capita personal income (PCPI) was 81% (\$29,290) of the U.S. (\$36,714). Boise/Ada County (\$40,445), an urban region, was 110% of the U.S. In contrast for Idaho County, a rural region, the PCPI was 79% (\$23,753) of the state of Idaho, 65% of the U.S., and 59% of Ada County. Extending affordable legal educational opportunities to all of Idaho's citizens requires state support of a law school (UI College of Law). Multiple law campuses will extend opportunities.
- Extending educational opportunities to Idaho residents also promotes fairness. It gives Idaho residents the opportunity for the higher paying occupations, rather than simply importing those individuals and services from out-of-state.

In sum, the College of Law's Second Century initiative makes economic sense and will provide significant economic benefits to benefits to Idaho.

Thank you for considering this submission.

Sincerely,



Steven Peterson
Research Economist and Instructor
College of Business and Economics
University of Idaho

Enclosure: Report: "The Economic Impacts of the University of Idaho College of Law and the Proposed Statewide Legal Education Initiative"

The Economic Impacts of the University of Idaho College of Law, and the Proposed Statewide Legal Education Initiative,

**On the Latah County, Ada County, and
Idaho Economy**

Sponsored by the University of Idaho

Steven Peterson*
Research Economist and Instructor
College of Business and Economics
University of Idaho
Moscow, Idaho

August 4, 2008

Terms

- **Export activity:** Any product or service whose sales bring money into a community from outside. Sales of wood products to a firm in another state would be an example of export activity. Out of region tourists is another example.
- **Sales:** Total transactions in dollars from direct and indirect economic activity.
- **Wage and salary earnings:** Wage and salary earnings, proprietor's income, and fringe benefits accruing to employees and workers.
- **Value-added (value-output):** This is a local measure of Gross Domestic Product (at the county level). Value added is a measure of total economic net production and activity.
- **Jobs:** Total employment resulting from economic activity. The economic model reports these as full-time and part-time jobs.
- **Indirect taxes:** All taxes generated from economic activity excluding personal and corporate income taxes. These consist of mostly sales taxes and property taxes.
- **Base industries:** Any economic activity that brings money into the local economy from the outside is considered a base industry. For example, Ada County base industries include high-technology companies, medical services, retail services, federal government, as well as other manufacturing and service firms.
- **Nonbase industries:** Any economic activity within a region that support's local consumers and businesses within the base sector, re-circulating incomes generated within the region. These activities include shopping malls that serve the local population, business and personal services consumed locally, and local construction contracts. Nonbase industries support the base industries.
- **Economic impacts:** Economic impacts measure the magnitude or importance of the expenditures of base (export) industries. Our economic model estimates multipliers for each industry. If you have a multiplier of 1.5, for example, every dollar of *base* expenditures creates \$1.5 dollars of new spending in the community. The total multiplier effect has three components: direct spending, indirect spending, and induced spending.
- **Direct spending (effects):** This represents the actual sales, income, and jobs from operations.
- **Indirect effects:** These are the downstream economic effects on sales, income, jobs, and indirect taxes in the regional economy from direct spending. For example, a medical center purchases goods and services in the community, which supports other area businesses. They in turn purchase even more goods and services as the effects ripple through the economy. These are part of the multiplier effects of direct spending.
- **Induced effects:** These are downstream effects of employee and consumer spending on the economy. They are part of the multiplier effects.
- **Full-time equivalent jobs:** The economic model is measuring full-time equivalent jobs. The actual number of workers for any given firm depends on the full-time/part-time worker mix.

The Economic Impacts of the University of Idaho College of Law, and the Statewide Legal Education Initiative, on Latah County, Ada County, and the Idaho Economy.

Overview of Study

This is a report of a study titled: The Economic Impacts of the University of Idaho, College of Law and the Proposed Statewide Legal Education Initiative, on Latah County, Ada County, and the Idaho Economy. It is sponsored by the University of Idaho College of Law, initiated in May, 2008, and completed in August, 2008.¹ The author of the study is Steven Peterson, Research Economist and Instructor, College of Business and Economics, University of Idaho. This study expands on a partial analysis of the economic impacts of the College of Law, as a component of an overall 2005 University of Idaho economic impact study.²

The University of Idaho, College of Law was founded in 1909 and is Idaho's only law school. It was originally situated in the Administration Building where UI Information Technology Services (ITS) is located today. The college moved into the new Menard Law Building in 1973, its current location.³

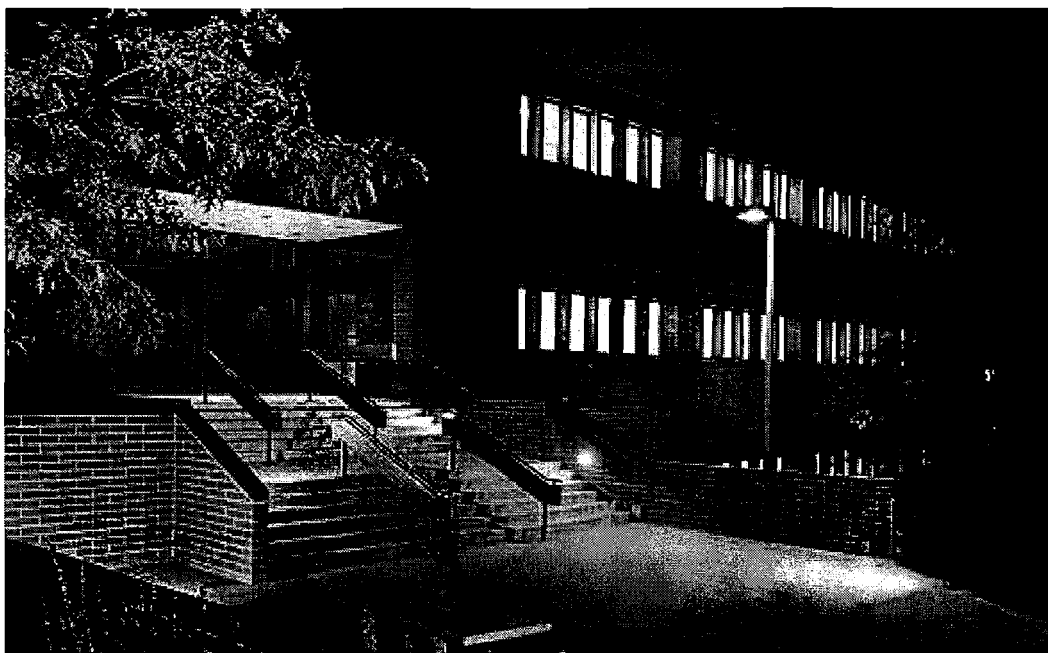
Purpose of Study

This study analyzes the economic impacts of the University of Idaho (UI) College of Law on local and regional economies of Idaho. It also reports the annual contributions of those practicing attorneys who reside in Idaho and who are UI College of Law alumni/ae on Idaho's economy.

This study also reports a 2017 forecast (eight-year) of the economic impacts of the UI College of Law on local and regional economies of Idaho. It also reports a forecast of the annual contributions of those practicing attorneys residing in Idaho (who are UI alumni/ae) on Idaho's economy in 2017.⁴

This study, including its forecast, is designed to assess the economic impacts of the University of Idaho College of Law currently, as well as under the proposed statewide legal education initiative that is detailed in the document that the University has prepared for the Board of Regents of the University of Idaho. That document is entitled "Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education," and dated July 24, 2008, for the expansion of the UI College of Law to the Treasure Valley (Boise, Idaho) as a branch campus within the coming decade. It is hoped that the study will provide information to assist in the Second Century decision-making process.

Figure 1



Source: University of Idaho,
<http://www.law.uidaho.edu/default.aspx?pid=65202>;
<http://www.lib.uidaho.edu/special-collections/pics/I-162-09.jpg>

Results: Outputs of Study

Reporting of Results

The UI College of Law contributes to Idaho's state and local economies in two primary ways (**Figure 2**):

FY2009

- 1) Flow of expenditures from the College of Law and law student community spending. These expenditures occur mostly in Moscow, Idaho (Latah County) with some expenditures occurring in Boise, Idaho (Ada County). They constitute the inputs to regional (county) input/output models. These models provide estimations of the economic impacts, including as outputs, the direct, indirect, and induced effects (i.e. the multiplier effects).
- 2) Active attorneys who are alumni/ae of the University of Idaho College of Law and who practice law in Idaho (and their staffs) contribute substantial annual contributions to sales; wage and salary earnings; employment; and property and sales taxes to Idaho's economy.

FY2017

- 1) Forecast of FY 2017 flow of expenditures from the College of Law expenditures and law student community spending. These expenditures occur in both Moscow, Idaho (Latah County), and Boise, Idaho (Ada County). They constitute the inputs to regional (county) input/output models. These models provide estimations of the economic impacts, including as outputs the direct, indirect, and induced effects (i.e. the multiplier effects).
- 2) Forecast of active attorneys who are alumni/ae of the University of Idaho, College of Law and who the extent to which are practicing in Idaho (and their staffs) will contribute substantial annual contributions to sales; wage and salary earnings; employment; and property and sales taxes to Idaho's economy.

Summary Totals

Summary totals for FY 2009 and FY 2017 are provided in the results section of this report for the purposes of illustration. Caution should be employed in the interpretation of the totals as the individual components (of the totals) are based on different methodologies in their calculations. The economic impacts are *community based* on Moscow (Latah County) and Boise (Ada County). They represent the outputs of IMPLAN input/output models, formulated on economic base theory. In contrast, the *annual contributions to the Idaho economy by UI College of Law alumni/ae* represent contributions to the Idaho economy from the wage and salary payments of UI College of Law alumni/ae. These are size measures rather than economic

Figure 2

FY 2009

Annual Economic Impacts of the UI College of Law Expenditures on Idaho Economies

Includes the Direct, Indirect, and Induced Effects (i.e. Multiplier Effects)

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
UI College of Law FY 2009	Moscow	\$ 10,147,855	\$ 6,221,716	100	\$ 244,190
Moscow Student Community Spending	Moscow	\$ 8,107,716	\$ 2,185,050	86	\$ 474,044
Moscow (Sub-Total)	Moscow	\$ 18,255,570	\$ 8,406,766	186	\$ 718,235
UI College of Law School FY 2009	Boise	\$ 733,419	\$ 434,426	6	\$ 19,035
Total	All	\$ 18,988,989	\$ 8,841,192	192	\$ 737,269

(Annual) Contributions to the Idaho Economy
By Attorneys who Graduated from the UI College of Law

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
Attorneys (UI College of Law Graduates in Idaho)	Idaho	\$ 253,153,583	\$ 130,705,506	1,588	\$ 5,614,669
Legal Services Support (Law Offices)	Idaho	\$ 35,524,067	\$ 18,341,400	524	\$ 787,885
Total	Idaho	\$ 288,677,650	\$ 149,046,906	2,112	\$ 6,402,554
Grand Total (FY 2009)*	Idaho	\$ 306,933,220	\$ 157,453,672	2,298	\$ 7,120,788

FY 2017

Annual Economic Impacts of the UI College of Law Expenditures on Idaho Economies

Includes the Direct, Indirect, and Induced Effects (i.e. Multiplier Effects)

Activity FY 2017	Economy	Sales	Earnings	Employment	Taxes
UI College of Law FY 2017	Moscow	\$ 11,429,453	\$ 7,007,472	103	\$ 275,029
Moscow Student Community Spending	Moscow	\$ 7,354,152	\$ 1,981,963	78	\$ 429,985
Moscow (Sub-Total)	Moscow	\$ 18,783,605	\$ 8,989,435	181	\$ 705,014
UI College of Law School FY 2017	Boise	\$ 8,810,280	\$ 5,218,587	69	\$ 228,658
Boise Student Community Spending	Boise	\$ 8,190,949	\$ 2,418,487	89	\$ 449,294
Boise (Sub-Total)	Boise	\$ 17,001,229	\$ 7,637,074	158	\$ 677,952
Total	All	\$ 35,784,834	\$ 16,626,509	339	\$ 1,382,966

FY 2017 (Annual) Contributions to the Idaho Economy
By Attorneys who Graduated from the UI College of Law

Activity FY 2009	Economy	Sales	Earnings	Employment	Taxes
Attorneys (UI College of Law Graduates in Idaho)	Idaho	\$ 317,292,052	\$ 163,820,784	1,875	\$ 7,037,190
Legal Services Support (Law Offices)	Idaho	\$ 44,524,371	\$ 22,988,339	619	\$ 987,502
Total	Idaho	\$ 361,816,423	\$ 186,809,123	2,494	\$ 8,024,692
Grand Total (FY 2017)*	Idaho	\$ 397,601,257	\$ 203,435,632	2,833	\$ 9,407,658

* Summary totals are provided for the purposes of illustration. See *Summary Totals* in the report for methodology.

impacts. From these payments, the sales and indirect business taxes are estimated using industry ratios.

An additional word of caution is necessary when reviewing the forecasted increase, between 2009 and 2017, of annual contributions to the Idaho economy by attorneys who have graduated from the UI College of Law and who practice in Idaho. We do not mean to imply that this forecasted increase of sales, earnings, and employment will occur only if the College of Law's proposed expansion takes place. To the contrary, if this increase were not generated by additional College of Law graduates, it could presumably be generated by additional lawyers who graduate from other law schools coming into the state. Thus, the question is simply whether or not this forecasted increase in economic activity will be generated by Idahoans and others who have taken advantage of the affordable, high-quality public legal education provided by the College of Law.

The Idaho Law Learning Center and UI Boise Branch Campus: Construction Economic Impacts (Figure 3)

As part of the Second Century initiative, the UI College of Law's Boise campus would be housed in a new facility in the proposed "Idaho Law Learning Center". It will provide an expanded and improved state law library in Boise. There are two alternatives under consideration: 1) The construction of a new building east of the Supreme Court, or 2) renovating the Capitol Annex (i.e. the old Ada County Courthouse) that is situated between the Supreme Court and the Statehouse in Boise. The construction would occur in the years FY 2011 to FY2013. The majority of the construction expenditures would occur in FY2012 -FY2013. These are "one time" economic impacts and although calculated and reported, they are not included in the overall economic impact totals.

The Menard Law Building in Moscow will also undergo renovation as part of the Second Century initiative. These are also "one time" expenditures; they will occur primarily in FY 2011 and FY 2012.

Results of Study: FY2009

1) FY2009 Total Annual Economic Impacts from Flow of College of Law Expenditures and Law Student Spending:

\$18.99 million in sales; \$8.84 million wage and salary earnings; 192 jobs; and \$737,269 in property and sales taxes (indirect business taxes).

Sales are defined as the total market transactions and payments (in dollars) from the economic activity associated with the UI College of Law (law student community spending is also included in these expenditures). Earnings are defined throughout this analysis as the *wage, salary, sole proprietors' income, and fringe benefits* accruing to employees from the

flow of expenditures. Jobs are defined as the full-time and part-time employees dependent on the stream of the College of Law expenditures. Finally, the economic activity of the UI College of Law creates a significant amount of property and sales taxes, which represent the majority of the indirect business tax measure that is estimated from the College of Law expenditures. The reported results are economic impacts, include the direct expenditures of the UI College of Law and the community spending of law students. They also include the backward linkages, the estimated College of Law expenditures spending in the local economy; and the induced impacts, the employee and consumer spending in the local economy.

Sub-Totals Annual Economic Impacts from Flow of Program Expenditures:

- a) College of Law (Moscow): \$10.15 million sales; \$6.22 million earnings; 100 jobs; \$244,190 property and sales taxes.
- b) Law Student Spending- Outside the UI (Moscow): \$8.11 million sales; \$2.19 million earnings; 86 jobs; \$474,044 in property and sales taxes.
- c) College of Law (Boise): \$733,419 sales; \$434,426 earnings; 6 jobs; \$19,035 property and sales taxes.

2) Annual Contributions to the Idaho Economy from Active College of Law Alumni/ae Attorneys and staff:

Sub-Total (Statewide): \$288.68 million sales; \$149.05 million earnings (including *wage, salary, sole proprietors' income, and fringe benefits* accruing to employees); 2,112 jobs; \$6.4 million property and taxes.

- a) UI College of Law Alumni/ae Attorneys Actively Practicing in Idaho (Statewide): \$253.15 million sales; \$130.71 million earnings; 1,588 jobs; \$5.6 million property and taxes.
- b) Office Support (Statewide) for These Attorneys: \$35.52 million sales; \$18.34 million in earnings; 524 jobs; \$787,885 property and taxes.

Grand Total 2009 College of Law Economic Impacts and Contributions to Idaho's Economy: \$306.9 million sales; \$157.45 million earnings; 2,298 jobs; \$7.12 million property and taxes.

Results of Study: FY2017

1) FY 2017 Forecasted Total Annual Economic Impacts from Flow of College of Law Expenditures and Law Student Spending:

\$35.78 million in sales; \$16.63 million wage and salary earnings; 339 jobs; and \$1.38 million in property and sales taxes (indirect business taxes).

Sub-Totals Annual Economic Impacts from Flow of Program Expenditures:

a) College of Law (Moscow): \$11.43 million sales; \$7.0 million earnings; 103 jobs; \$275,029 property and sales taxes.

b) Law Student Spending- Outside the UI (Moscow): \$7.35 million sales; \$1.98 million earnings; 78 jobs; \$429,985 in property and sales taxes.

Total Moscow: \$18.78 million sales; \$8.99 million earnings; 181 jobs; \$705,014 in property and sales taxes. These forecasted totals exceed the FY2009 Moscow economic impacts in all measures in real terms (i.e. after adjusting for inflation) except jobs (which is slightly less due to modest adjustments in law student enrollment on the Moscow campus).

c) College of Law (Boise): \$8.81 million sales; \$5.22 million earnings; 69 jobs; \$228,658 property and sales taxes.

d) Law Student Spending- Outside the UI (Boise): \$8.19 million sales; \$2.42 million earnings; 89 jobs; \$449,294 in property and sales taxes.

Total Boise: \$17.00 million sales; \$7.64 million earnings; 158 jobs; \$677,952 in property and sales taxes.

2) Annual Contributions to the Economy from Active College of Law Alumni/ae Attorneys who practice law in Idaho (and their staff):

Sub-Total (Statewide): \$361.82 million sales; \$186.81 million earnings (including wage, salary, sole proprietors' income, and fringe benefits accruing to employees); 2,494 jobs; \$8.02 million property and taxes.

a) College of Law Alumni/ae Attorneys who Practice Law in Idaho (Statewide): \$317.29 million sales; \$163.82 million earnings; 1,875 jobs; \$7.04 million property and taxes.

b) Office Support for those Attorneys (Statewide): \$44.5 million sales; \$22.98 million in earnings; 619 jobs; \$987,502 property and sales taxes.

Grand Total 2017 College of Law Economic Impacts and Contributions to Idaho's Economy: \$397.60 million sales; \$203.44 million earnings; 2,833 jobs; \$9.41 million property and taxes.

Idaho Law Learning Center and UI College of Law Branch Campus Construction Economic Impacts (One Time Impacts Not Included in Previous Totals)

Fiscal Year 2011: \$702,359 sales; \$246,315 earnings; 6 jobs; \$19,799 property and sales taxes.

Fiscal Year 2012: \$17.46 million sales; \$6.12 million earnings; 155 jobs; \$492,151 in property and sales taxes.

Fiscal Year 2013: \$16.86 million sales; \$5.91 million earnings; 150 jobs; \$475,180 property and sales taxes.

Menard Law Building in Moscow Renovation

Fiscal Year 2011: \$1.92 million sales; \$638,145 earnings; 17 jobs; \$49,696 property and sales taxes.

Fiscal Year 2012: \$1.79 million sales; \$595,417 earnings; 16 jobs; \$46,368 in property and sales taxes.

Figure 3

One Time Economic Impacts of the UI Law Facility Construction (Boise and Moscow)

Year	Economy	Sales	Earnings	Employment	Taxes
Year FY 2011	Boise	\$ 702,359	\$ 246,315	6	\$ 19,799
Year FY 2012	Boise	\$ 17,458,635	\$ 6,122,683	155	\$ 492,151
Year FY 2013	Boise	\$ 16,856,613	\$ 5,911,556	150	\$ 475,180
Year FY 2011	Moscow	\$ 1,919,886	\$ 638,145	17	\$ 49,696
Year FY 2012	Moscow	\$ 1,791,337	\$ 595,417	16	\$ 46,368

Methodology and Inputs to Study **(Budgets, Expenditures, and Personnel)**

Methodology and Data for the Calculation of the Economic Impacts

The UI College of Law supplied the primary financial and facility use data for the years FY 2008- FY 2017. This data included revenues and expenditures of the current law school operations and the projected forecasts of future operations. The economic impact assessment focuses on two years: FY 2009 and FY 2017 which best represent the current and future economic impacts of the UI College of Law (before and after the new branch campus is built and situated in Boise). The majority of the “inputs” for the economic impacts of the law school are derived from these budgets

UI College of Law currently has an approximate \$8.01 million dollar operating budget (FY 2008). It is projected to grow to \$14.0 million in constant 2008 dollars by FY 2017. Currently, virtually all of the expenditures originate from the Moscow campus. By FY 2017 approximately 60% of the expenditures will originate from the campus in Moscow and 40% will originate from the campus in Boise. A summary of the budget forecasts in constant 2008 dollars can be seen in Figure 4 and Figure 5. Approximately 64%-65% (depending on the year) of all expenditures are in wages, salaries, and fringe benefits. The library budget is approximately 11% to 12% of total expenditures. Student aid represents 10% to 11% of total expenditures. The remaining expenditures are allocated to faculty and administrative travel, supplies and equipment, student and faculty functions, and various capital expenditures.

In addition to the yearly operating budgets, there is a large capital (construction) project for the fiscal years 2011-2013 to construct the Idaho Law Learning Center (and the UI College of Law Boise campus). There are two alternatives: 1) Building a new facility, or 2) remodeling an existing faculty. The approximate budget for the project is \$29-\$30 million dollars, although this estimate could change depending on the final plans of the new facility. The majority of the construction expenditures are expected to occur in 2012 and 2013. Given that these plans are not yet finalized, the “confidence interval” for the construction impacts could vary considerably.

In addition to the construction in Boise, construction will occur on the Moscow campus, as the Menard law facility is modestly expanded to make it fully functional for 21st century legal education needs and to maintain competitiveness with peer law schools. These construction plans for Moscow, like those for Boise, are not yet finalized.

The total direct employment of the UI College of Law is 45 employees (FY2009). This total *does not* include employment counted elsewhere in the UI originating from the College of Law expenditures, employment from outside vendors. In FY 2017 the Mos-

Figure 4

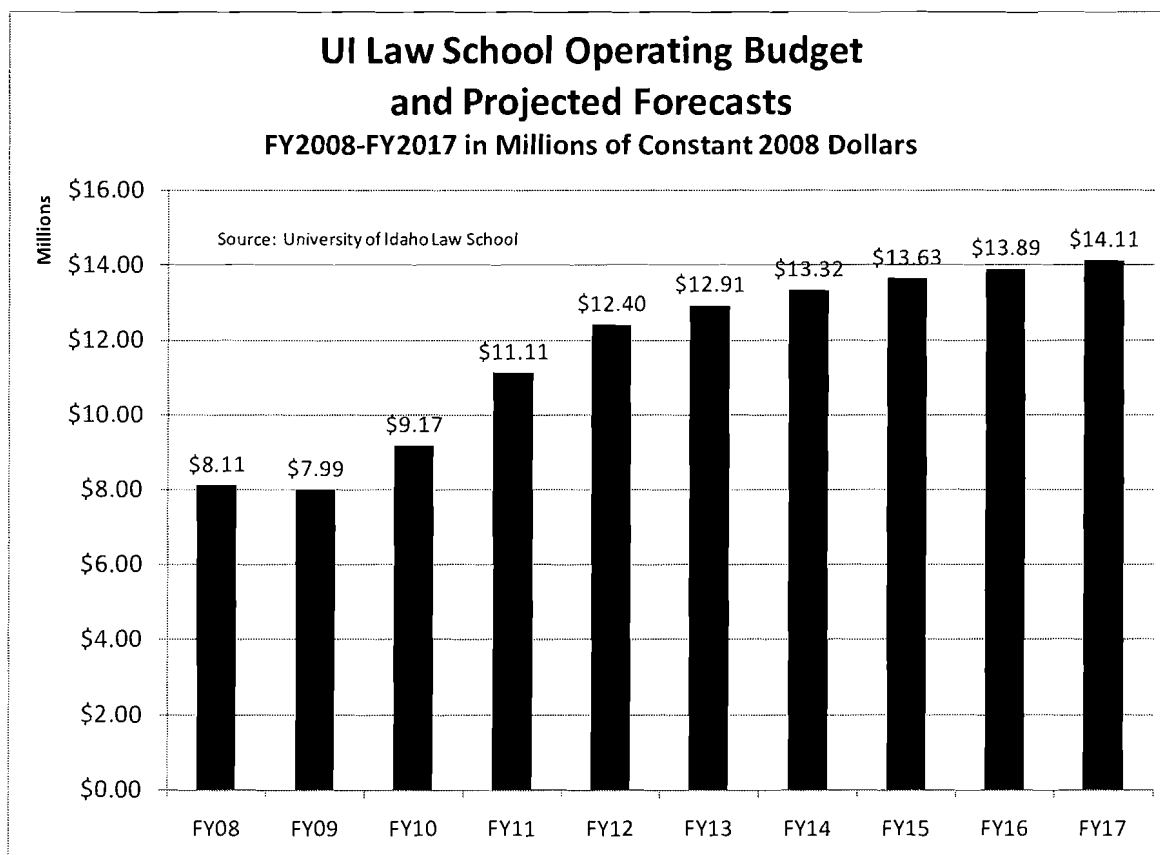
University of Idaho Current Operating Budget and Projected Forecasts
FY 2008 to 2017 in Constant 2008 Dollars

	FY08	FY 09	FY 10	FY 11	FY 12
Revenues	\$8,106,678	\$7,989,266	\$9,116,581	\$10,996,139	\$12,620,712
Expenses	\$7,589,632	\$7,608,519	\$8,751,123	\$11,366,022	\$12,837,252
Net Operating Revenues for FY	\$517,045	\$380,746	\$365,457	(\$369,883)	(\$216,541)
Reserve Carry forward	\$517,045	\$897,792	\$1,263,249	\$893,366	\$676,825

	FY 13	FY 14	FY 15	FY 16	FY 17
Revenues	\$13,130,616	\$13,541,956	\$13,844,314	\$14,106,573	\$14,034,075
Expenses	\$13,662,514	\$13,543,486	\$13,743,883	\$13,950,447	\$14,020,045
Net Operating Revenues for FY	(\$531,898)	(\$1,530)	\$100,430	\$156,126	\$14,030
Reserve Carry forward	\$144,927	\$143,397	\$243,828	\$399,954	\$413,983

Source: University of Idaho Law School

Figure 5



cow campus will employ an estimated 49 direct employees, and the Boise campus will employ 49 direct employees, for a total of 94 direct employees.

Methodology and Data for Contributions to the Idaho Economy

Idaho has approximately 3,159 active practicing attorneys (or a total 5,069 including inactive and out-of-state attorneys). There are 1,985 total UI College of Law graduates (alumni/ae) who live or work in Idaho (or both), including inactive attorneys and 1,588 active, practicing, alumni/ae attorneys in Idaho; Those 1,588 practicing alumni/ae represent approximately 50% of all practicing attorneys in Idaho. It is estimated that the average attorney in Idaho makes approximately \$68,590 per year in income. If we attach a 20% fringe benefit rate the "employer cost" is \$82,308. Annual gross wages and salaries for all UI College of Law alumni/ae practicing in Idaho is approximately \$130.71 million ($\$82,308 * 1,588$).⁵

The Bureau of Labor Statistics provided a check for the average attorney salary used in this analysis. They estimated the annual wage of attorneys in Idaho at \$92,950 (not including fringe benefits) and \$73,950 for all legal occupations including paralegals, court reporters, etc.⁶ The Idaho State Bar Association did a survey of its membership in 2006. Of the respondents, 48% made less than \$75,000, and another 26% made between \$75,000 and \$125,000 (not including fringe benefits). In addition, the Idaho Chapter of the Association of Legal Administrators conducted a 2005 survey of Boise (Treasure Valley) law firms. They found that the average salaries for a partner track associate were approximately \$70,000 for private law firms (not including fringe benefits). On the lower end of wage estimations, the U.S. 2002 Economic Census (2002) estimated the average compensation of Idaho attorneys at approximately \$41,000, which appears to be quite low, even for 2002.⁷ Thus the wage estimates utilized in this analysis fall within known averages in Idaho. *Note: The magnitude of these estimations are a function of (and sensitive to) the assumed average attorney salary and average salary of the support staff.*

Using parameters from the Idaho IMPLAN input/output model, the total sales needed to generate the wage and salary earnings of UI College of Law alumni/ae who are practicing attorneys are estimated. The IMPLAN sales/earnings ratio for legal services is 1.9368. The total sales created annually by these alumni is \$253.1 million ($1.937 * \130.7 million).

The indirect business taxes (mostly property and sales taxes) are estimated using the same process. The sales-to-indirect business tax ratio for legal services is 0.022. The annual indirect business taxes generated by practicing UI alumni/ae attorneys are \$5.6 million ($0.022 * \253.1 million sales).⁸

Attorney Office Support

Estimations of attorney support personnel are between 1/3 and 1 office support personnel per lawyer (from surveys and government data). This study employs a ratio of 0.33 support personnel for each attorney, to be conservative. These include clerical help, paralegals, accounting services, etc., totaling 524 personnel ($1,588$ UI Alumni attorneys $* 0.33$). The average

annual salary for support personnel is conservatively estimated at \$35,000 including fringe benefits or \$29,167 without fringes. The total wage and salary earnings of the support personnel are \$18.34 million dollars ($\$35,000 * 524$). Using the appropriate IMPLAN ratios, total sales created by the support personnel are estimated at \$35.5 million and the indirect business taxes are \$787,885.⁹

Student Spending

There are 297 law students at the UI. They are typically in their early twenties, seeking a post-bachelor's degree, and can be categorized as nontraditional students. Many have spouses, some with children. Thus, the average living cost is higher than the typical college student. The average yearly law student expenditures (excluding fees and tuition) for living expenses used in this analysis is \$19,107 per student or a total of \$5.67 million per year ($297 * \$19,107$). In comparison, the University of Idaho estimates the average annual undergraduate expenditures of \$12,738 and \$15,838 for law students (excluding fees and tuition).¹⁰ Some recent analyses suggest that this may understate the true annual student expenditure average, especially for nontraditional students.¹¹

Forecast 2017

The Second Century initiative calls for the construction of a branch College of Law campus at Boise. An eight-year forecast was conducted to estimate the future economic impacts and contributions of the UI College of Law on the Idaho economy (FY 2009-FY 2017). The forecast year for analysis was 2017, when the Boise program will be in full operation.

Forecasts for Economic Impact Estimations

Enrollments at Boise will increase steadily, reaching 250 students in 2017. Total enrollment will reach 500 students in 2017 for both campuses combined. It is assumed that student spending will rise at a little less than 1% per year in real terms for eight years (or 7.758% cumulative).¹² Annual per student spending will rise to from \$19,107 (FY 09) in real terms to \$20,589 (FY 17). Across all students it will sum to 5,147,342 ($\$20,589 * 250$) for each campus community or \$10,294,685 total.

Total UI College of Law revenues will increase from approximately \$8.01 million in FY 2008 to \$14.0 million in real terms by FY 2017. About 60% of the revenues/expenditures will occur in Moscow, and 40% in Boise in 2017. The budget projections are in real dollars (constant 2008 dollars) and the economic impacts are reported in real 2008 dollars. It is important to remember that in 2017, the actual reported budgets will be nominal dollars (with inflation included).

Forecasts: Contributions of UI College of Law Alumni to the Idaho Economy

We estimate the total number of UI College of Law alumni/ae who are active Idaho attorneys in 2017. We begin by examining the growth rate of all Idaho active attorneys over the last several decades.

Historically, the total number of active attorneys in Idaho grew from 1,097 in 1976 to 3,159 in 2008 (over 32 years), which is an approximate annual growth rate of 3.4%. Applying this growth rate over the next 8 years, by FY 2017 Idaho will have approximately 4,115 active attorneys. Subtracting (4,115 - 3,159 current attorneys), Idaho will have 956 new attorneys in 8 years.

If we assume that 30% of these new attorneys will UI College of Law alumni, ($956 * 30\%$), the UI will add 287 UI lawyers to Idaho by FY 2017. The 30% figure is conservative. It reflects that, in 2005, 30% of the people newly admitted to the Idaho bar were UI College of Law graduates. Under this proposal, that 30% figure would rise as the College of Law expanded by establishing a Boise campus that, together with the Moscow campus, would have a total of about 500 students in the three-year J.D. program and would graduate approximately 150-155 students each year. (Currently, the College of Law graduates 90-100 students each year.) Adding these new 287 additions to the 1,588 existing lawyers, produces a total of 1,875 graduate attorneys practicing in Idaho by 2017. This represents a cumulative 18% growth rate $((1,875-1,588)/1,588)$.¹³

It was assumed that wage and salary earnings by UI practicing attorneys would grow in real terms by 0.75% per year over the forecast period (or 6.16% cumulative in eight years). Average earnings per attorney will rise from \$82,308 (FY 09) to \$87,378 (FY 17).

The increase in UI alumni attorneys (by 2017) will also increase the support personnel to 619 ($1,875 * .33$). Their average salary will also increase a cumulative 6.16% over the forecast period (\$35,000 FY09 to \$37,156 FY17).

Economic Models

The study employed IMPLAN economic input/output models. County models were constructed for Ada County (Boise) and Latah County (Moscow). Price indexes were applied to adjust the data to FY2009. For a mathematical discussion of the economic models see: M. C. Guaderrama, N. Meyer, and R. G. Taylor, Developing Coefficients and Building Input–Output Models.¹⁴

The 2017 forecasts are made with existing IMPLAN models. This assumes that the economy maintains the same structure, and thus the same multipliers. The magni-

tude of these multipliers could change if the structure of the economy changes over the forecast period.

Economic Base Theory

The economic impact analysis portion of this study is founded on economic base theory. A county economy has two types of industries: base industries and nonbase industries. Any economic activity that brings money into the local economy from the outside is considered a base industry (also defined as an export industry). Firms providing services or selling goods to individuals living outside the region's trade center, such as educational and legal services, are included in the region's base and are export industries. Payments from state and federal governments (including Social Security, Medicare, university funding, and welfare payments) are sources of outside income to businesses and residents. These are counted as part of the economic base.

Nonbase industries are defined as economic activity within a region that support local consumers and businesses within the base sector. They re-circulate incomes generated within the region from the base industries. Such activities include shopping malls that serve the local population, business and personal services consumed locally, and local construction contracts. Nonbase industries support the base industries.

Economic base analysis is important for identifying the vital export industries of a region. Nonbase industries, on the other hand, are important for keeping money within a region and stimulating local economic activity for residents. In this respect, nonbase industries can function in the same manner as an export industry. The substitution of local services for an imported service represents an increase in the demand for local business services. Keeping income in the community enhances the multiplier effects of the export industries. The overall effect of import substitution can be viewed as an analogous increase in demand for an export industry. Ultimately, however, nonbase industries depend on the base industries for their survival.

Defining Economic Impacts

Economic impacts measure the magnitude or importance of the expenditures of basic (export) industries. Our economic model estimates multipliers for each industry. Suppose you have a (hypothetical) multiplier of 2.0. Every dollar of direct expenditures creates \$2.00 dollars of total new spending in the community economy.

Impacts are apportioned into two levels. The first level is the direct impact of expenditures on each respective county economy – the jobs, payroll and earnings, and sales that are directly created by the export businesses. The second is comprised of two parts: a) the impacts on other regional businesses that provide goods or services to the College of Law – the indirect impacts - and b) the effect of employee and related consumer spending on the economy -- the induced impacts. The indirect and induced impacts are the so-called “ripple” or multiplier effects of the exports of each respective economy.

Multipliers

The IMPLAN models generate multipliers for each respective industry. Overall, the average sales (output) multiplier for Boise (Ada County) model was 2.25. The average sales (output) multiplier for Moscow (Latah County) was 1.71. The magnitudes of these multipliers are within economic standards for economies of their respective economic size and composition.

Notes

¹ The author is solely responsible for the findings of this study and they do not necessarily reflect the views of the University of Idaho or any other individuals or organizations.

² Peterson, Steve, Jim Nelson and Ismail Genc, "The Economic Impacts of the University of Idaho on Idaho's Economy (by County and by College)" Sponsored by the University of Idaho, March 2005.

³ Menard Law Building, Completed in 1972-1973. Picture: UI Law College.

⁴ "State Board Receives Update on Development of "Second Century" Plan," 'First Monday', University of Idaho College of Law, July 7, 2008, <<http://www.law.uidaho.edu/default.aspx?pid=%20107996#state>>.

⁵ $\$130,705,506 = (\$82,308.25 * 1,588)$.

⁶ U.S. Department of Labor, Bureau of Labor Statistics, May 2007, State Occupational Employment and Wage Estimates, Idaho <http://www.bls.gov/oes/current/oes_id.htm#b23-0000>

⁷ Diane Minnich, Idaho State Bar Association, per email correspondence, 7/10/2008.
Also: 2002 Economic Census, U.S. Department of the Commerce, Bureau of the Census, <http://www.census.gov/econ/census02/data/id/ID000_54.HTM>.

Note: Government databases (Bureau of Economic Analysis, U.S. Department of Commerce) were used as a comparison and a check to the estimation of the annual contributions of active UI alumni/ae attorneys practicing in Idaho and staff: Gross State product *for legal services* (GSP) in Idaho (2006) was \$341 million. Estimated 2008 GSP for legal services is \$383 million, applying the average recent growth rate. Fifty percent of GSP from active UI alumni/ae attorneys practicing in Idaho and their staff equals- \$191 million. Applying an IMPLAN sales-to-value added ratio of 1.49 equals \$285 million in sales in FY 2009.

⁸ More specifically: $1.936824163 * \$130,705,506 = \$253,153,583$. The IMPLAN sales-to-earnings ratio was calculated by: $[\text{sales}/(\text{wage and salary earnings} + \text{proprietor's income})]$

⁹ $524 \text{ support personnel} * \$35,000 = \$18,341,400$. Wage and salary earnings; $\$18,341,400 * 1.936824163 = \$35,524,067$ sales; $\$35,524,067 * 0.022178904$ (sales to indirect business tax ratio) = \$787,885 indirect business taxes.

¹⁰ University of Idaho.

¹¹ Peterson, Steve, et al., “The Economic Impacts of the University of Idaho on Idaho’s Economy.” It was found in this study that the estimates of student spending have a wide confidence interval. Students typically do not keep accurate records of their spending which creates problems in surveys of student spending. Op. cit.

¹² 0.938% per year, an estimate derived from previous work.

¹³ One limitation to this analysis is that the current active attorneys that retire between FY2009 to FY2017 (the next 8 years) are not factored into the analysis. However, the growth rates employed in the analysis are likely to be lower than the actual growth rates over the next 8 years. In addition the UI College of Law will be increasing its enrollment to 500 students over this period of time.

¹⁴ M. C. Guaderrama, N. Meyer, and R. G. Taylor, Developing Coefficients and Building Input–Output Models, University of Idaho Department of Agricultural Economics and Rural Sociology, September 2000.

See also: Miller, Ronald E., and Peter D. Blair. 1985. Input-Output Analysis: Foundations and Extensions. Englewood Cliffs, NJ: Prentice-Hall.

Minnesota IMPLAN Group, Inc. (1999). IMPLAN Professional User’s Guide, Analysis Guide, and Data Guide. MIG, Inc., Stillwater, Minnesota.

THIS PAGE LEFT INTENTIONALLY BLANK

THE STATE OF IDAHO
SUPREME COURT



LINDA COPPLE TROUT
JUSTICE (Ret.)

SUPREME COURT BUILDING
P.O. BOX 83720
BOISE, IDAHO 83720-0101

August 7, 2008

Don Burnett
Dean, University of Idaho College of Law
PO Box 442321
Moscow, Idaho 83844-2321

RE: Submission of Second Century Plan

Dear Dean Burnett,

It is my pleasure to have the opportunity to comment, as Chair of the University of Idaho College of Law Advisory Council, on the College of Law Second Century Plan being submitted for consideration by the Board of Regents. It is my hope that this letter, indicating the continuing support of the Council, may be submitted and considered by the Board at the August 21, 2008 meeting.

Quality and accessibility of legal education in Idaho are matters of paramount interest to the Law Advisory Council. The Council brings to these subjects the perspectives of judges, private practitioners, public sector attorneys and businesspeople, most of whom are alumni of the College and all of whom share a commitment to the College's future. The Council has been pleased to take an active role in the College's strategic planning for a "second century" of legal education in Idaho, which will begin in 2009.

The Council began a long period of intensive study of strategic planning issues at a time when attorney Tim Hopkins from Idaho Falls chaired the Council. At a meeting on October 22, 2007, the Council concluded (with no dissenting votes) that Idaho's future needs would best be served by developing a two-location model of legal education in which the Juris Doctor degree would be offered at Boise as well as in Moscow. We realized that there can be no perfect solution to challenges posed by Idaho's diverse geography and growing needs, but we came to a very strong consensus and recommendation that the two-location approach offers the greatest advantages to our students and our state.

Accordingly, on October 29, 2007, on behalf of the Council, I wrote a letter (a copy of which is attached) explaining that our recommendation was based on the following conditions:

- * That the University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.
- * That the College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as at Boise.
- * That the Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

Since writing that letter, I have presented the Council's position to the Board of Regents in April, and Council members have been closely involved this year in developing a plan to implement the two-location concept. I am pleased to say that the plan development process has been exceptionally thorough and rigorous. The resulting document ("Bold Minds, Practical Measures: An Implementation Plan for Strengthening Statewide Legal Education") is very detailed and is entirely consistent with the conditions expressed by the Law Advisory Council in making our recommendation. In particular:

- * The plan reflects the University Administration's strong continuing commitment to the College of Law. This commitment, declared during the planning process by former President Tim White, has been emphatically re-affirmed by current President Steve Daley-Laursen.
- * The plan contains a detailed timeline and carefully constructed set of financial projections, addressing current and future needs at both Moscow and Boise. The plan underscores and protects the pivotal role of Moscow in Idaho's legal education future.
- * The plan addresses the applicable accreditation standards, the resource needs of both locations and the enhanced applicant pool that will be attracted by the two-location law school. The plan will strengthen the College of Law and will enable the University to serve the state more fully.

On behalf of the Law Advisory Council, I urge the State Board to approve the plan, enabling the College of Law to move forward.

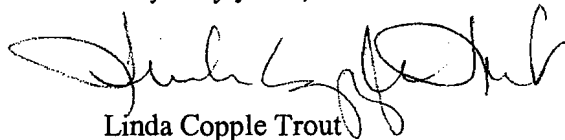
Before I conclude my comments, I also want to address one issue about which I have heard concerns expressed, and that is, "whether Idaho needs more lawyers." First, the underlying concern seems to be more about the number of lawsuits than about the number of lawyers. The two are not the same. Despite media coverage of lawsuits, the courts are experiencing an overall decline in civil litigation, especially in cases that actually go to trial. This is due, at least in part, to increasing effectiveness of mediation and other dispute resolution mechanisms.

Second, the number of lawyers in Idaho, or any state, is a function of the market for legal services in that state. If Idaho limits its own legal education opportunities, lawyers will come to Idaho from elsewhere. As the plan document notes, the College of Law has not grown substantially for 35 years, despite the fact that Idaho's population has doubled during that same period. One result is that approximately 70% of Idaho's new lawyers are now receiving their legal education at out-of-state schools, where tuition and debt loads are generally higher. Surveys have shown that providing legal education opportunities in both Moscow and Boise would appeal to a significantly larger group of prospective law students, enabling both residents and non-residents to attend the University of Idaho and graduate with a strong background in Idaho law, an orientation toward pro bono service and a more manageable debt load.

Third, the number of law graduates does not equate to the number of practicing lawyers, which, in turn does not equate to the number of attorneys bringing lawsuits. A law degree demonstrates a tested ability to think and reason and is an excellent springboard to many different career opportunities. As noted in the College's plan document, students today seek the benefits of a legal education for many career reasons. Even those who do go into practice are increasingly engaged in business transactions, other non-litigation services, and various forms of law-related public service.

The College of Law is, and should remain, rooted in Moscow; however, it cannot remain competitive, nor can it fully serve a statewide mission, if it remains solely in Moscow. Providing an affordable legal education would be enhanced, and the state's century-long investment in the College of Law in Moscow would be secured, by linking the College's land-grant location with a metropolitan location. After thoughtful study and consideration, the Law Advisory Council remains fully supportive of the two-location approach and strongly endorses the plan being submitted for consideration by the State Board. We appreciate very much the countless hours and effort that this plan reflects and we stand ready to assist in this exciting vision for the College's second century.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Linda Copple Trout", written over a horizontal line.

Linda Copple Trout

LCT/jrj
enclosure

THIS PAGE LEFT INTENTIONALLY BLANK

THE STATE OF IDAHO
SUPREME COURT



LINDA COPPLE TROUT
JUSTICE (Ret.)

SUPREME COURT BUILDING
P.O. BOX 83720
BOISE, IDAHO 83720-0101

October 29, 2007

Don Burnett
Dean, University of Idaho College of Law
PO Box 442321
Moscow, ID 83844-2321

Re: College of Law Advisory Council Recommendations

Dear Dean Burnett,

In my role as chair of the University of Idaho College of Law Advisory Council, I have been asked to send a letter memorializing the thoughts and recommendation of the Council as an outcome of our recent meeting in Moscow on October 22, 2007. We are well aware that the College of Law will celebrate its centennial in 2009, and is currently engaged in strategic planning for its "second century." The Law Advisory Council has been closely involved in this effort and is very grateful for the opportunity to participate in this process and to have its views considered.

Before discussing the recommendation of the Council, some introductory comments and thanks are appropriate. First of all, to the Dean and the faculty of the College of Law, we are very appreciative of the extraordinary efforts and hours devoted to this project. We congratulate all of you on your hard work throughout this past year in developing the strategic planning issues and in providing detailed, expert analyses of them. We also appreciate the data gathered by, and the insights received from, the consultants engaged by the College of Law. The depth and breadth of Dean Richard Morgan's experience gave us a national perspective on the strategic planning issues.

We also wish to thank President White, Provost Baker, and the other members of their leadership team for recognizing the importance of these issues, for participating in key discussions during the year, and for bringing their valuable perspectives to the Council meeting on October 22. Their participation on behalf of the Administration of the

University of Idaho helped to inform our discussions about the importance of the College of Law's presence on the University campus.

As a result of these meetings and discussions, we reaffirm that the College of Law is a critical part of Idaho's land-grant university and of the university community in Moscow. The University of Idaho's exclusive statewide mission in legal education, as prescribed by the Board of Regents/State Board of Education, is fundamentally important to – and an institutional responsibility of – the University. We are also mindful that the College of Law must continue to be responsive to the needs of the Idaho Bench and Bar as key members of our constituency.

In order to continue fulfilling its statewide mission, the University must take account of rapid growth and changes in Idaho, as well as emerging trends in American legal education. The status quo will not be adequate in the "second century" of the College of Law, as it prepares its students to provide guidance, advice and knowledge in an expanding global and highly complex environment. Students at the College of Law need and deserve an education which will provide a solid basis from which they can face a vast array of career and life challenges in Idaho as well as throughout the country.

With these considerations in mind, and after extensive thought and discussion, the Law Advisory Council recommends that the College of Law and the University of Idaho create, and take to the State Board, a proposal that expresses a bold vision of high-quality legal education in Idaho. This education should be delivered by the University of Idaho at Moscow and at Boise, with courses of study leading to the J.D. degree at both locations. The locations may offer different emphases within an overall curriculum shaped by a unified faculty in the College of Law, and administered as an integral part of the University of Idaho. Planning for the Boise location should include continued exploration of possible collaboration between the College and the Idaho Supreme Court in an "Idaho Law Learning Center."

In making this recommendation, the following conditions are critical to the Council's understanding and support:

- * The University Administration has committed its best efforts to provide, and will vigorously support the College of Law in obtaining, the resources necessary to achieve high quality at both the Moscow and Boise locations.
- * The College and the University will craft a business plan that addresses current and future needs of the College of Law at Moscow as well as needs at Boise.
- * The Boise location will be developed as a satellite or branch in phases consistent with accreditation standards, the overall adequacy of resources, and the depth and quality of the student applicant pool.

On behalf of the Law Advisory Council, I want to again extend our thanks and appreciation to the Dean, the law faculty, President White and the leadership team, for the time, effort and thought that have been devoted to this strategic planning process.

October 29, 2007
Page 3

That effort has resulted, we believe, in the Council's ability to make a strong and thoughtful recommendation for the College of Law as it moves into its next century of providing an unparalleled legal education to its students. We are appreciative of having been included in the process and we stand ready to contribute in any way we can to assist in this bold and exciting vision for the University of Idaho.

Very truly yours,

A handwritten signature in black ink, appearing to read "Linda Copple Trout", with a large, stylized initial "L" and "C".

Linda Copple Trout

THIS PAGE LEFT INTENTIONALLY BLANK



STATE OF IDAHO
OFFICE OF THE ATTORNEY GENERAL
LAWRENCE G. WASDEN

August 7, 2008

Milford Terrell
President
State Board of Education
P O Box 83720
Boise, ID 83720-0037

RE: University of Idaho Law School Dual Location Plan

Dear President Terrell:

This letter is intended as a restatement of my April 15, 2008 letter supporting the University of Idaho's proposed law school campus in Boise. Having attended the University of Idaho Law School, I believe strongly in the opportunities it creates for Idaho to retain its "best and brightest." Expansion of the offerings of the Law School into the Boise market will continue to ensure that Idaho's "best and brightest" remain in Idaho, while also delivering critical legal services throughout Idaho.

A Boise campus will also enhance the opportunities for students within the law school. The Boise presence, with its multiple practical skills opportunities, will provide an appropriate balance to the Moscow campus's abundant academic opportunities. The addition of the Boise campus will enable law students to capture the very best features of both locations, while ensuring the continued progress of Idaho's legal knowledge.

As I stated in my previous letter, one of the most important features of a Boise campus will be the increased access to the law school by students, particularly those with families, or a need to balance work and school in order to meet the costs of attending law school. A centrally located campus in Boise would serve the Southern portion of the State and greatly assist in meeting the legal needs of Idaho's rural communities.

Milford Terrell, President
August 7, 2008
Page 2

I hope that you will join me in supporting the University of Idaho Law School's Boise Campus. This addition will improve the quality and availability of legal services and education throughout Idaho through increased access for students, citizens, and government.

Please support the Boise campus for the betterment of Idaho law, education, and citizenship.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lawrence G. Wasden', with a stylized, flowing script.

LAWRENCE G. WASDEN
Attorney General

LGW/sb

c: Paul Agidius, Vice President
Sue Thilo, Secretary
Rod Lewis, Board Member
Blake Hall, Board Member
Tom Luna, Superintendent
Richard Westerberg

July 29, 2008

To the Idaho Board of Education:

As current law students as well as President and Vice-President of the Student Bar Association, we write to lend our support to the two-location proposal for the Boise branch of the University of Idaho College of Law. We believe that the expansion project proposed by the College of Law will encourage students to attend the University of Idaho, and both the University and the State of Idaho will benefit.

Internships and externships are vital to developing proficiency in law. A location in Boise will provide greater professional learning opportunities for students, increasing collaboration between the University of Idaho and local businesses, non-profit organizations, and governmental agencies. Population is dense in the Treasure Valley, with many possible support organizations in Mountain Home, Boise, Meridian, Eagle, Nampa, and Caldwell. From a potential student's inability to move a business or family, to the enhanced legal learning opportunities, a Boise campus will attract new students to the University of Idaho College of Law.

In addition to fostering a stronger educational experience for students, a Boise location will also benefit local and state government as well as other legal arenas. While current Idaho Law students are limited to their summer breaks by the lack of opportunities for professional engagement in the Palouse, a Boise location would be able to incorporate these opportunities into the school year curriculum. These experiences would, over time, enhance the existing law school program. Additionally, every upcoming graduate of the College of Law is required to complete at least 40 hours of Pro Bono service to earn his or her degree. A location in Boise would provide ready-and-willing aid to social justice and volunteer-based legal groups, mediation programs, and will ease the strain on overworked courthouse employees.

For the benefits to the State of Idaho and the University of Idaho College of Law, we urge you to support this two-location proposal.

Best Regards,

A handwritten signature in black ink, reading "Lacey Rammell-O'Brien". The signature is fluid and cursive, with the first name "Lacey" being the most prominent.

Lacey Rammell-O'Brien
University of Idaho College of Law
Student Bar Association President, 2008-2009
(Signing for myself and SBA Vice-President Elizabeth Schwantor)

THIS PAGE LEFT INTENTIONALLY BLANK

Law Offices of
BAKER & HARRIS

Dwight E. Baker
Jared M. Harris*
Jonathan W. Harris
* Also Admitted in Utah

266 W. BRIDGE STREET
BLACKFOOT, ID 83221
Telephone (208) 785-2310
Facsimile (208) 785-6749
E-Mail — debaker@bakerharrislaw.com

August 7, 2008

Milford Terrell, President
Idaho State Board of Education and Board of Regents
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Terrell:

This letter conveys the perspective of an Idaho practitioner on issues relating to the structure of legal education in Idaho. (Although the author currently serves as President of the Idaho State Bar, this letter expresses individual views only. The organized Bar does not take an official position on any political issue, and has taken no position on the legal education issues, although it has collaborated with the College of Law through annual visits to the College by the Bar Commissioners, and through co-sponsorship with the College of a Conclave on Legal Education in 2007. The Conclave, attended by more than approximately 100 professional leaders and academics, provided a venue for all perspectives and an in-depth examination of future alternatives in Idaho legal education.)

The issues are complex, but certain facts stand out. The University of Idaho's current law building in Moscow was constructed in 1972-73, just after the author graduated from a program with classes conducted in the Administration Building. The program increased at that time to meet the then-existing demand, but it has not increased substantially in the subsequent 35 years. Meanwhile, the population of the state has doubled and the economy has more than doubled.

Although all parts of the state have grown, the growth has been especially dramatic in the Treasure Valley. Boise is now America's largest metropolitan area that contains a state capital and does not have a law school within its boundaries or within a short drive. The need and demand are clear. Putting it bluntly, there will be legal education in Boise; the only question is who will provide it. The provider should be the University of Idaho, which has the statewide mission and which has crafted a very thorough proposal to create a branch location and operate a statewide law school with a coordinated curriculum.

J:\DWIGHT\Bar Commission\correspondence\Terrell, Milford.wpd

August 7, 2008

Page - 2

It is especially important that public legal education should answer this challenge. For most students, private legal education is much more expensive, burdening them with additional debt that interferes with their ability to take jobs at Idaho salary levels. This author knows first-hand how difficult it is for law firms in Eastern Idaho to hire and retain young lawyers at salaries which enable young lawyers to support their families while servicing their educational debt load. Conversations with county commissioners and other local officials have revealed that the problem in the public sector is even more serious. Rural counties either are not in a position to, or simply will not, pay assistant county attorneys or public defenders enough to support a family while servicing their education debt. State supported legal education is a necessary part of the solution to this dilemma. Idaho will always attract out-of-state lawyers, of course, but they are not always coming here with the desire or financial flexibility to provide the legal services that ordinary Idahoans need.

It is also important to note that increasing the size of the aggregate law student body, as would occur under the phased two-location plan, would not produce a commensurate increase in law practitioners or lawsuits. Students these days seek the J.D. degree for business and other careers outside of the practice of law. Even within the practice, litigation -- although still important in those cases that cannot be settled by other means -- is being supplanted by mediation, arbitration, and other dispute resolution processes. This author's practice is an example, having shifted largely from litigation to mediation in recent years. Moreover, increasing numbers of lawyers are engaged in transactional work and various forms of public service, contributing to the economic, cultural, and civic advancement of Idaho communities.

Because the issues in legal education are complex, there is no perfect solution. Every alternative has advantages and disadvantages. The dual location proposal, however, offers the best overall prospects for implementing a coherent plan for affordable statewide legal education. The State Board should approve it.

Very truly yours,

BAKER & HARRIS

Dwight E. Baker

DEB/lis

cc: Donald Burnett

J:\DWIGHT\Bar Commission\correspondence\Terrell, Milford.wpd



Holden Kidwell
Hahn & Crapo P.L.L.C.
L A W O F F I C E S

1000 Riverwalk Drive, Suite 200
PO Box 50130
Idaho Falls, Idaho 83405

Tel: (208) 523-0620
Fax: (208) 523-9518
www.holdenlegal.com

August 7, 2008

Milford Terrell
President, of Idaho State Board of Education
and Board of Regents
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Terrell:

I am the managing partner of Holden, Kidwell, Hahn & Crapo, P.L.L.C. located in Idaho Falls. I am also a graduate of the University of Idaho Law School. My law school class was the first class to move into the law school building located on the University of Idaho-Moscow Campus. At that time construction of the new law school building was a substantial improvement to the University of Idaho law school and the surrounding campus. At the time the new law school building was constructed and for several years thereafter, it has made sense for the University of Idaho to provide legal education only at the location in Moscow. Over the past several years all parts of Idaho have grown and the overall economy of the State has expanded dramatically. In my opinion, the rise in demand for legal education throughout the State can no longer be satisfied solely from the Moscow campus. Therefore, I am writing to express my full support to establishing a new branch location for the law school in Boise so that legal education for the state of Idaho may be offered at both the Moscow location and the Boise location. I believe the branch location in Boise will substantially enhance access to legal education for law students and substantially enhance access to the job market for law students across southern Idaho.

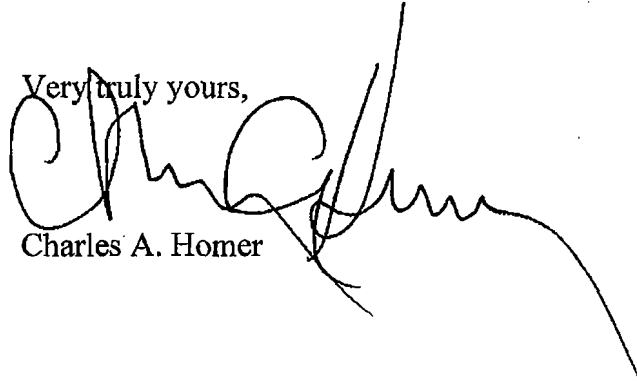
It is highly significant that the Idaho Supreme Court seeks to collaborate with the College of Law on an Idaho Learning Center in Boise. The collaboration with the Idaho Supreme Court will substantially increase the quality of the Idaho State Law Library which serves the public as well as the Courts and legal profession. I recognize and fully agree that the College of Law should remain based in Moscow, Idaho. However, it should be recognized that the College of Law cannot remain competitive, nor fully serve the State if the College of Law remains solely based in Moscow. There is a strong need and demand for legal education in the Boise area. I believe Idaho's legal education program will be substantially enhanced through the addition of a branch location in Boise as part of the two-location plan which has been proposed to the State Board of Education.

Established in 1896

Milford Terrell
August 7, 2008
Page 2

I appreciate your full consideration of this important issue to the citizens of the state of Idaho and strongly urge you to support the enhancement of the University of Idaho's College of Law by establishing a branch office in Boise.

Very truly yours,

A handwritten signature in black ink, appearing to read "Charles A. Homer", written over the closing "Very truly yours,".

Charles A. Homer

G:\WPDATA\CAH\State Board of Education.20080807.ltr.vpd:sm



877 Main Street, Suite 1000
P O. Box 1617
Boise, Idaho 83701-1617
(208) 344-6000 Fax (208) 342-3829
www.hteh.com

CRAIG L. MEADOWS
ADMITTED TO PRACTICE LAW IN IDAHO
EMAIL: CLM@HTEH.COM
DIRECT DIAL: (208) 388-4866

July 17, 2008

Dean Donald Burnett
University of Idaho College of Law
P O. Box 442321
Moscow, Idaho 83844-2321

Re: *One Statewide Law School, Two Places of Opportunity*

Dear Dean Burnett:

Hawley Troxell Ennis & Hawley LLP, is pleased to fully support the University of Idaho College of Law in its implementation and planning for the two-location concept of a law school located at Moscow, Idaho and Boise, Idaho.

The unique opportunity that the College of Law can have with the "Idaho Law Learning Center" truly does offer a one time opportunity for the people of the State of Idaho. We believe that the renovation and expansion of the old Ada County Courthouse to an Idaho Law Learning Center presents a unique opportunity for the College of Law to fulfill its statewide mission in providing legal education to Idaho citizens.

The vision and idea that you and the College of Law have presented provides an opportunity that is unique to Idaho and will truly present an opportunity that may never present itself again.

With Concordia announcing its intent to start a law school in Boise, it is critical that the U of I College of Law have a place in Southern Idaho. The U of I College of Law can better serve the public and the legal education community and train better lawyers and judges far better than Concordia.

Dean Donald Burnett
July 17, 2008
Page 2

You may share our thoughts and views to the State Board of Education at your meeting in August and please let the State Board of Education know that we fully and unequivocally support this concept.

Yours very truly,

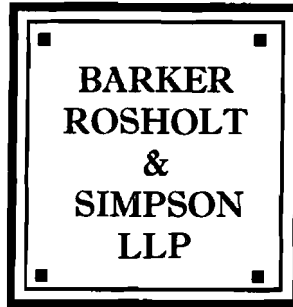
HAWLEY TROXELL ENNIS & HAWLEY LLP

A handwritten signature in cursive script that reads "Craig L. Meadows". The signature is fluid and extends to the right.

Craig L. Meadows

CLM/tb

*Albert P. Barker
John A. Rosholt
John K. Simpson
Travis L. Thompson
Shelley M. Davis
Paul L. Arrington*



John A. Rosholt
jar@idahowaters.com

113 Main Avenue West, Suite 303
Post Office Box 485
Twin Falls, Idaho 83303-0485
(208) 733-0700 telephone
(208) 735-2444 facsimile
jar@idahowaters.com

1010 W. Jefferson St., Suite 102
Post Office Box 2139
Boise, Idaho 83701-2139
(208) 336-0700 telephone
(208) 344-6034 facsimile
brs@idahowaters.com

August 6, 2008

Milford Terrell, President
University of Idaho Board of Regents
P.O. Box 83720
Boise, Idaho 83720-0037

RE: UI Law in Boise

Dear Board Members:

As a North Idaho son originally from Lewiston, a UI law graduate, and a member of the Idaho Bar for 44 years residing in Twin Falls, I have finally forgiven South Idaho for stealing the Idaho Territorial Seal at night in the 1860's.

Since the subject of a UI Boise Law School was broached, I have been less than enthusiastic about the issue. But realities must prevail. Lewiston really lost the capitol to Boise because there were ten times more residents there than in Lewiston at the time. The same ratios still exist today between north and south and we all know about Highway 95.

Life in 2008 is more complicated and the demand for lawyers remains high. On a personal note, having practiced in "water law" for nearly my whole career, I can recall about ten lawyers in the field in 1964. Now there are 94 as members of the Idaho State Bar Association's Water Section, and probably another 200 that must deal with the subject in other fields of practice. I commend UI on their enhanced emphasis on natural resources education. With global climate, clean water, and energy issues facing the planet, what better way to participate?

The Idaho Law School had 60 students in the fall of 1964. Approximately 30 of those students graduated and 25 of us practiced our whole careers in Idaho. We were given an opportunity and a subsidized law school education. The State, County and Cities provided all kinds of assistance for us to represent our clients and protect a wonderful legal system. We can never totally repay but we can encourage and support the opportunity for others in today's circumstances.

Legal education and the State of Idaho will both be losers if the Law School's horizons are not increased to meet today's needs of the State's people. Dean Burnett and his following have a well prepared and focused proposal. I encourage the Board's favorable consideration.

Respectfully Submitted,

John A. Rosholt

JAR/jf

THIS PAGE LEFT INTENTIONALLY BLANK



LAW OFFICES
601 W. Bannock Street
PO Box 2720, Boise, Idaho 83701
TELEPHONE: 208 388-1200
FACSIMILE: 208 388-1300
WEBSITE: www.givenspursley.com

DIRECT DIAL: (208) 388-1247
EMAIL: MCC@givenspursley.com

Gary G. Allen	Debra K. Kristensen	Kelsey J. Nunez
Peter G. Barton	Anne C. Kunkel	W. Hugh O'Riordan, LL.M.
Christopher J. Beeson	Jeremy G. Ladle	G. Andrew Page
Clint R. Bolinder	Michael P. Lawrence	Terri R. Pickens
Erik J. Bolinder	Franklin G. Lee	Angela M. Reed
Jeremy C. Chou	David R. Lombardi	Scott A. Tschirgi, LL.M.
William C. Cole	John M. Marshall	J. Will Varin
Michael C. Creamer	Kenneth R. McClure	Conley E. Ward
Amber N. Dina	Kelly Greene McConnell	Robert B. White
Kristin Bjorkman Dunn	Cynthia A. Melillo	
Thomas E. Dvorak	Christopher H. Meyer	RETIRED
Jeffrey C. Fereday	L. Edward Miller	Kenneth L. Pursley
Justin M. Fredin	Patrick J. Miller	Raymond D. Givens
Martin C. Hendrickson	Judson B. Montgomery	James A. McClure
Steven J. Hippler	Deborah E. Nelson	

August 6, 2008

Milford Terrell
President
Idaho State Board of Education and Board of Regents
P.O. Box 83720
Boise, ID 83720-0037

Re: *University of Idaho, College of Law*

Dear Mr. Terrell:

I am writing to urge my support for the University of Idaho's proposal to implement a two-location concept of legal education in Idaho. I am a senior partner in Givens Pursley LLP, one of Idaho's largest law firms. Our attorneys represent clients in a wide range of commercial, business, natural resources, public policy, and litigation matters. We routinely hire two new associates and two to three summer interns each year. This gives us a unique perspective on the availability and quality of young attorneys coming out of law schools in Idaho and elsewhere, and the need for the University of Idaho J.D. program to have a solid presence in the Boise metropolitan area.

I participated in the 2007 Conclave on Legal Education co-sponsored by the Idaho State Bar and University of Idaho College of Law, and I can say that the plan being presented to your Board emerged from a sound process and is backed by substantial economic, business, and market research conducted by the Bar and law school. The issues presented to the Conclave participants were not easy ones, and they fostered vigorous discussion among the 100-plus lawyers, judges, and law school staff and faculty who participated. I came away from the three-day Conclave, however, impressed that careful thought had been given to how public legal education should be structured and how it should meet the needs of our entire state. I believe the two-location plan represents a general consensus of the Conclave participants' thinking at its conclusion.

Milford Terrell, President
August 6, 2008
Page 2

The current plan for implementing a two-location concept will provide a foundation for building high-quality areas of emphasis that are important to Idaho. My law practice encompasses environmental, water, public lands, and natural resources law. These all are identified as emphases for the Moscow location, where there is a connection to land grant research and where the interdisciplinary Waters of the West program is headquartered. My practice also includes real estate, real estate financing, telecommunications, utilities, and regulatory affairs—topics that appear closely related to the Boise emphasis on business law and to curricular offerings that take advantage of a location in a state capital. With two coordinated locations, the College of Law will have a stronger academic program than it would in just one location by itself. The law school and its students also will have better access to some of the most experienced business, commercial, real estate, and litigation attorneys in the state. This will enhance the recruitment of top-drawer faculty and students.

With respect to student placement, our firm and others in the Boise metropolitan area would benefit from improved access to the law school, its faculty, and its students. Treasure Valley law firms and University of Idaho law students would benefit from the opportunity for second and third year students to establish relationships with area firms throughout the school term and the summer. This would improve their opportunities to obtain employment in Idaho firms. It also would provide firms such as ours better access to young attorneys who have acquired the unique practical skills that allow them to “hit the ground running” as they begin their practices in our area.

I hope that you and your Board will give the University’s plan to locate a legal education program in Boise your open-minded consideration and support.

Sincerely,



Michael C. Creamer

MCC:ch

S:\CLIENTS\991025\MCC Letter to M Terrell.DOC

WAKEFIELD & DWELLE, PLLC

ATTORNEYS AT LAW

Anne Dwelle
Robert E. Wakefield

Licensed in Idaho, Washington and Colorado

609 S. WASHINGTON, SUITE 206
MOSCOW, IDAHO 83843
Telephones (208) 882-5939
Fax (208) 882-9072
e-mail: anne@moscow.com
colbob@moscow.com

August 6, 2008

Mike Rush, Executive Director
Idaho State Board of Education
PO Box 83720
Boise ID 83720-0037

Dear Mr. Rush:

I write in support of the implementation of the two-location law school concept. I am a proud graduate of the College of Law, with a general practice in Moscow. I attended as a "non-traditional" student, and I have kept my ties close over the years by serving as an adjunct instructor for a variety of classes. Our daughter is also a graduate of the College, practicing in Boise; so our family has a "legal footprint" in each location. I participated in the 2007 Conclave on Legal Education, co-sponsored by the College of Law and the Idaho State Bar, where we examined in detail strategic planning for the College's future and engaged in a wide-open discussion of all perspectives.

I am a Vandal and I love Moscow, so I can understand the anxieties that arise whenever the words "future" and "Boise" are used in the same sentence. I am protective of the College, for I value the entire "Moscow experience" that comprised my legal education. Further, as a practitioner in the northern part of the state, I value the contribution that the College and its faculty make to the practicing bar by virtue of their proximity. But I also recognize that Idaho is growing and changing. There is now an undeniable demand for legal education in our state capital, and a population base to support it. Someone or some institution will fill that demand; it should be our College of Law!

As a land grant institution, the University of Idaho has always engaged in outreach throughout the state, and it has the statewide mission to provide legal education. The time has come for the University to establish a branch law program in the Treasure Valley -- not only to serve the state more fully, but also to safeguard the future of the Moscow program which is so important to the University as a whole. I have to say that some of my colleagues here fear that if a branch program is established in Boise, it will eventually swallow up the Moscow program or will be taken over by another institution. In my view, however, the risk of the State Board allowing either of those things to happen is smaller than the risk of serious harm to the College if it is confined to Moscow while legal education takes a different direction in Boise.

Mike Rush
Page Two
8/6/08

Although I chose for family and professional reasons to remain in Moscow after graduating from law school, our daughter did not. Our graduates seek employment throughout the state, region, and nation. A branch location in Boise would elevate the College of Law's presence and visibility, expanding the opportunities available to all UI law students – during their tenure in law school and upon graduation.

I urge the Board of Education to adopt the proposed plan for a phased development of the legal education program in Boise, together with the continuation and enhancement of the College's home campus in Moscow.

Sincerely,

WAKEFIELD & DWELLE, PLLC.

A handwritten signature in cursive script, appearing to read "Anne Dwelle".

Anne Dwelle

ELAM & BURKE
ATTORNEYS AT LAW

JAMES D. LaRUE

251 East Front Street, Suite 300
Post Office Box 1539
Boise, Idaho 83701
Telephone 208 343-5454
Fax 208 384-5844
E-mail jdl@elamburke.com

July 23, 2008

Via Email to: dburnett@uidaho.edu

Dean Donald L. Burnett
University of Idaho
College of Law
P.O. Box 442321
Moscow, ID 83844

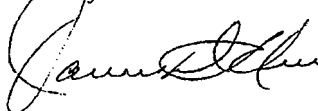
Re: Legal Education in Idaho

Dear Dean Burnett:

On behalf of Elam & Burke, P.A., I would like to compliment you and your team on the well thought-out dual location solution to Idaho's expanding need for legal education. Elam & Burke fully supports the dual location concept and believes and hopes that others will see its benefit not only to the legal community but to the state as a whole. We believe the concept is reasonable, supportable and a meritorious approach to the successful delivery of state wide legal education services. We believe that, when armed with the research and information you and your team have gathered, others will come to view this as the single best and most viable approach to the future of legal education in Idaho.

Very truly yours,

ELAM & BURKE
A Professional Association



James D. LaRue
Managing Director

JDL/JAT:nlp

cc: Michele Bartlett (via email to: bartlett@uidaho.edu)

THIS PAGE LEFT INTENTIONALLY BLANK

WITHERSPOON, KELLEY, DAVENPORT & TOOLE

A PROFESSIONAL SERVICE CORPORATION
ATTORNEYS & COUNSELORS

COEUR D'ALENE OFFICE

EDWARD J. ANSON**
DENNIS M. DAVIS**
MARK A. ELLINGSEN**
JOEL P. HAZEL*
ROBERT J. CALDWELL*
JENNIFER M. SIMPSON**

SPOKANE OFFICE

ROBERT L. MAGNUSON
NED M. BARNES
WILLIAM D. SYMMES**
ROBERT H. LAMP
K. THOMAS CONNOLLY
THOMAS D. COCHRAN
DUANE M. SWINTON
JOSEPH H. WESSMAN
JEFFREY L. SUPINGER*
LESLIE E. WEATHERHEAD*
MICHAEL D. CURRIN
BRIAN T. REKOFKE*
E. MAX ETTER, JR.*
MICHAEL F. NIENSTEDT*
JOHN M. BULEY III
F.J. DILLANTY, JR.
DANIEL E. FINNEY
MARY R. GLASBEY**
TIMOTHY M. LAWLOR
WILLIAM H. SYMMES*
STANLEY M. SCHWARTZ*
DAVID M. KRUTSON
JODY M. McORMICK*
MICHAEL L. LOFT*
ROSS P. WHITE
RICHARD L. MOUNT
ANDREW J. SCHULTHEIS**
SHELLEY N. RIPLEY
CHRISTOPHER O. VARALLO*
KIMBERLY A. KAMEL*
RYAN M. BEAUDIN*
PATRICIA L. JOHNSON
LARA L. HEMINGWAY
RICHARD A. REFF*
BENJAMIN S. COLEMAN
RYAN K. JENSEN
JULIE H. OLDS*
CELANA VAN DERBEL
STEVEN J. DIXON
MATTHEW W. DALEY
BENJAMIN J. GROEBNER
NATHAN G. SMITH
NATHAN E. DEEN
JACLYN R. CLABBY

+-Admitted in Idaho only
*Also admitted in Washington
*Also admitted in Idaho
*Also admitted in Oregon
*Also admitted in Montana
** Also admitted in California
**Also admitted in New York

THE SPOKESMAN REVIEW BUILDING
608 NORTHWEST BOULEVARD, SUITE 401
COEUR D'ALENE, IDAHO 83814-2146
Telephone: (208) 667-4000
Fax: (208) 667-8470

SPOKANE OFFICE
1100 U.S. BANK BUILDING
422 WEST RIVERSIDE AVENUE
SPOKANE, WASHINGTON 99201-0300
(509) 624-3265

PORTLAND OFFICE
1515 SW FIFTH AVENUE, SUITE 600
PORTLAND, OREGON 97201
Telephone: (503) 546-2391
Fax: (503) 546-3889

RETIRED
JOHN E. HEATH, JR.
ALLAN H. TOOLE

OF COUNSEL
STANLEY R. SCHULTZ
DONALD J. LUKES

August 7, 2008

Idaho State Board of Education Regents
University of Idaho
Attention: Sue Thilo, Member and Secretary
P.O. Box 83720
Boise, ID 83720-0037

Dear State Board Members:

I write in support of the University of Idaho College of Law's Second Century proposal you have under consideration. I am an Idaho native, having been raised in Fruitland. I attended both undergraduate and law school at the University of Idaho. I am currently a shareholder in Witherspoon, Kelley, Davenport & Toole, P.S., manage the Coeur d'Alene office and serve on the firm's Board of Directors. In that capacity, I play an active role in the hiring of new law school graduates.

Witherspoon, Kelley, as the oldest law firm in Washington and the Inland Northwest, is of course steeped in traditions of integrity, competence and professionalism, not unlike the University that provided my education. However, we also understand the need to adapt and change to meet the ever evolving needs of our clients. That understanding is what drove the firm's decision to open a Coeur d'Alene office some 22 years ago and a Portland, Oregon office in the last few years.

The State of Idaho has an investment of nearly 100 years in the College of Law at Moscow. The College now finds itself challenged to serve the entire state in light of the rapid growth in the Treasure Valley as well as Eastern Idaho and the Spokane-Coeur d'Alene corridor. Creating a branch location in Boise, while maintaining the home location in Moscow, is a sensible and timely idea.

When I was a student at the College of Law in the mid-1970s, I was fortunate in my second and third years of study to have had the opportunity to gain legal experience through a part-time position in the Office of Student Affairs. Most of my classmates had little or no practical school year opportunities. Moreover, although most legal education even today requires a focused environment that the Moscow campus offers, real world experiences are gaining greater importance in today's competitive hiring environment. A residential campus meets the needs of many law students, but not those of all qualified law students.

Idaho State Board of Education Regents
August 7, 2008
Page 2

It is undeniable that there is a growing need for a legal education program at the state capitol that serves, and draws strength from a major center of population and economic growth. The University of Idaho should provide that program, coordinating it with the program in Moscow in order to serve the state efficiently. It is equally important to maintain the strong program that currently exists on the main campus. This is especially true given the growing number of initiatives that are tied to the University's research and science education resources, (e.g., in the area of water resources).

Our law firm hires law students from various law schools nearly every year. Idaho students will benefit from the College of Law's current proposal to deliver a basic, quality law program in Moscow and in Boise while also developing distinctive teaching and research emphases at each location, such as natural resources in Moscow and business law in Boise. The Moscow emphasis can be particularly helpful to the University's research efforts in Coeur d'Alene and Post Falls.

Finally, our firm is acutely aware of the debt law graduates are incurring these days. Public legal education helps keep the debt manageable, so that graduates can take jobs at Idaho salaries. Some law students are able to attend school without the financial need to defer living expenses by working, or having a spouse that works. Others do not have that luxury. Even at our large multi-state firm, this is a concern and it will be an increasing concern for all legal employers in the future.

In closing, it is my firm belief that outreach of the University's academic and research programs is increasingly vital to the future of higher education in Idaho. This proposal advances that objective. Please give favorable consideration to this forward thinking proposal that is the work of many talented and dedicated supporters and users of legal education in Idaho.

Very truly yours,

WITHERSPOON, KELLEY, DAVENPORT
& TOOLE, P.S.


Dennis M. Davis

cc: Don Burnett, Dean,
College of Law

Q:\CLIENTS-DMD\UofI Northern Advisory Bd\State Board Member Lt.doc



Washington Division

August 5, 2008

Milford Terrell, President
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

RE: University of Idaho College of Law
Proposed Plan for Legal Education in Boise and Moscow

Dear President Terrell:

I am writing to share with the Board the perspective of a lawyer who has practiced in Boise with a large firm (Hawley Troxell Ennis & Hawley), where I was managing partner, and with the law department of a multinational company (Washington Division of URS Corporation, successor to Washington Group International), where I now serve as Vice President, Litigation and Claims. My work includes mediation and arbitration as well as litigation.

The proposal by the University of Idaho to create a second location for legal education, in Boise, will be good for economic development throughout Idaho. Lawyers play a vital role in structuring complex commercial transactions and in resolving disputes relating to them. As I read the summary of the College of Law plan for Boise, it emphasizes business law and will take advantage of this metropolitan location. It also keeps the historic tie to the Moscow campus, where science-based natural resources and sustainability programs are becoming increasingly important to future economic development.

My corporate law department and my former law firm are major employers of law school graduates. Law students will benefit from close proximity to such employers in a Boise program. In addition, a law faculty with business law expertise will be an important asset to the Boise legal profession and business community, and will be in an ideal position to collaborate with the business school faculty at Boise State University.

Let me add that I started my legal career as a law clerk at the Idaho Supreme Court. The proposal to create an Idaho Law Learning Center, bringing the College of Law together with the Supreme Court, is an exciting one. Both institutions will benefit, and the Center will provide a unique educational resource for the public. We need better public understanding of our legal system, and this proposal can make Idaho a leader in that regard.

I respectfully urge the State Board to approve the University of Idaho's plan. Please let me know if I can provide any further information to help the Board's decision.

Sincerely,

P. Craig Storti
Vice President Litigation and Claims
Washington Division of URS Corporation

cc: Don Burnett, Dean, University of Idaho College of Law

URS Corporation
720 Park Boulevard
Boise, ID 83712-7714
Tel: 208.386.5000
Fax: 208.386.7186

IRSA

TAB 1 Page 171

THIS PAGE LEFT INTENTIONALLY BLANK

LAW OFFICES
**BENOIT, ALEXANDER, HARWOOD,
HIGH & VALDEZ, L.L.P.**

HARRY BENOIT 1893 - 1966
EDWARD L. BENOIT 1921 - 1998

J. ROBERT ALEXANDER
ROBERT M. HARWOOD
THOMAS B. HIGH, P.A.
ANTHONY M. VALDEZ*

* Also licensed in Colorado

126 SECOND AVENUE NORTH
POST OFFICE BOX 366
TWIN FALLS, IDAHO 83303-0366
TELEPHONE (208) 733-5463
FACSIMILE (208) 734-1438
WEB PAGE: www.benoitlaw.com

KETCHUM OFFICE

160 SECOND ST. E., SUITE 218
POST OFFICE BOX 2246
KETCHUM, ID 83340-2246
TELEPHONE (208) 726-4900
FACSIMILE (208) 726-3101

August 6, 2008

Milford Terrell, President
University of Idaho Board of Regents
P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Terrell:

As a practicing lawyer in Twin Falls for more than forty years, and as a past president of the University of Idaho Foundation, I have participated in the dialogues, within and outside the University community, on Idaho legal education and the current proposal to establish in Boise a second location for the delivery of the J.D. degree. Loyalty to the University has moved me to scrutinize the current proposal closely to make sure that it will truly serve the state without harming the Moscow campus. I believe that the two-location proposal meets those requirements.

There can be no denying the demand for a J.D. degree program in the Treasure Valley. With more than 600,000 people, a state capital and a rapidly growing economy, the Treasure Valley is a magnet for legal expertise, especially for expertise in business law, intellectual property, international business transactions, and related specialties. The Treasure Valley also has a need, as do all parts of the state, for lawyers in criminal justice, regulatory law and practice areas relating to the lives and problems of people. A J.D. program in Boise is inevitable. I believe that as Idaho's leader in legal education, the University of Idaho, with State Board approval, must meet that need.

The University's leadership (past president Tim White and Current president Steve Daley Laursen) fully comprehends the importance of this undertaking. Indeed, I believe that the University would be seriously diminished if it failed to address, or were precluded from addressing, the challenge.

LAW OFFICES
**BENOIT, ALEXANDER, HARWOOD,
HIGH & VALDEZ, L.L.P.**

Dr. Milford Terrell, President
Page - 2
August 6, 2008

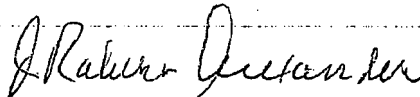
The two-location plan provides for the phased-in operation at Boise and for coordination of the curriculum and faculty strengths at both locations. Each location will have a general program and distinctive specialties that cause the two campuses to complement each other. This is a bold long-term approach to statewide legal education; it is not short-term device to diminish the Moscow campus. In fact, students in Moscow as well as Boise will benefit from the improved curriculum made possible by the two-location plan.

Access to justice and to legal services, whether for individuals or organizations, depends in large part upon the affordability of legal education. Private law schools, with the relatively high tuition costs and student debt loads, have their place in American legal education, but they are no substitute for quality public education in achieving the goals for accessibility and affordability.

Idaho's legal education challenge requires a public investment, enhanced with private giving and reasonable increases in student fees. That is what the College of Law plan provides. It should be approved.

Thank you for your continued efforts on behalf of education in the State of Idaho.

Very truly yours,



J. Robert Alexander

JRA/ka
(Bob\Terrell-ltr)

HALL | FARLEY

HALL, FARLEY, OBERRECHT & BLANTON, P.A.

702 WEST IDAHO STREET, SUITE 700
KEY FINANCIAL CENTER
BOISE, IDAHO 83702

POST OFFICE BOX 1271
BOISE, IDAHO 83701

TELEPHONE (208) 395-8500
FACSIMILE (208) 395-8585
V:\REH\Univ of Idaho-Boise facility.doc

E-MAIL: contact@hallfarley.com
WEB PAGE: www.hallfarley.com

RICHARD E. HALL
DONALD J. FARLEY
PHILLIP S. OBERRECHT
J. CHARLES BLANTON
J. KEVIN WEST
BART W. HARWOOD
JOHN J. BURKE
KEVIN J. SCANLAN
KEELY E. DUKE
BRYAN A. NICKELS

CHRIS D. COMSTOCK
KAREN O. SHEEHAN
JEFFREY R. TOWNSEND
ROBERT A. BERRY
SARAH H. ARNETT
DYLAN A. EATON
SALLY I. REYNOLDS
RANDALL L. SCHMITZ
COLLEEN D. ZAHN

*With Attorneys Admitted to Practice Law in
Idaho, California, Oregon, Utah and Washington*

July 21, 2008

Idaho State Board of Education
650 W. State Street, Ste. 307
Boise, Idaho 83702

Dear Board Members:

My name is Richard Hall and I am one of the founders of the law firm of Hall, Farley, Oberrecht & Blanton, P.A. I was formerly a partner of the firm Moffatt, Thomas, Barrett & Blanton for approximately 20 years, and our new firm is going to be celebrating its 20th anniversary this December.

I have practiced law as is indicated for approximately 39 years in Boise. I feel that I am familiar with the Boise legal market and legal system to the degree that the opinions I might have regarding whether the University of Idaho should locate a law school in Boise are fully informed.

I am not a graduate of the University of Idaho College of Law. I am a graduate of Harvard Law School and, since coming to Idaho, have been supportive of the University of Idaho College of Law and have always been impressed with its faculty and students. Many of the partners in my law firm are law graduates of the University and I have certainly had occasion to appear in court both with and against its graduates.

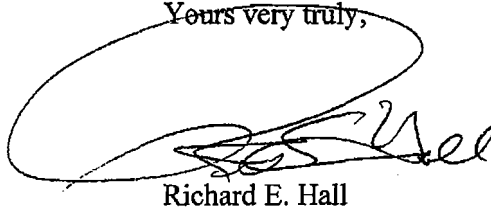
I feel very strongly that the University of Idaho needs to initiate, as quickly as possible, a presence for a legal teaching facility in Boise, Idaho. I read this week that Concordia College has apparently decided to locate a law school in Boise. I do not think that that should be an extremely significant factor in this decision, but I feel it is something that is certainly worthy of serving as an

July 21, 2008
Page 2

indication that the Boise Metropolitan area is certainly a good place to locate a legal education facility. Boise offers many advantageous aspects to a legal education school. I strongly urge the State Board to decide that the University of Idaho College of Law be authorized and permitted to take the steps necessary to accomplish the creation and establishment of an adjunct law school in Boise. I fully support that idea and certainly would be willing to support it with my efforts and services if that should prove necessary in the future.

Thank you for your consideration of my letter.

Yours very truly,

A handwritten signature in black ink, appearing to read "REH", is written over a large, loopy oval that serves as a decorative flourish or underline.

Richard E. Hall

REH/kat

COOPER & LARSEN

GARY L. COOPER
REED W. LARSEN

JAMES D. RUCHTI
JAVIER L. GABIOLA

151 NORTH 3rd AVE. - 2nd FLOOR
P.O. BOX 4229
POCATELLO, ID 83205-4229

RON KERL - Of Counsel

TELEPHONE (208) 235-1145
FAX (208) 235-1182
EMAIL ron@cooper-larsen.com

Attorneys at Law

August 7, 2008

Milford Terrell, President
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Re: University of Idaho College of Law

Dear President Terrell:

I am a 1975 graduate of the University of Idaho's College of Law and have followed closely the University's "Second Century" Plan now before the Board of Regents. I offer this perspective from one who has fond memories of my University of Idaho undergraduate and law school experiences, tempered now by over 33 years of practicing law in southeast Idaho.

I graduated from the University of Idaho's College of Letters and Science with high honors, and was ranked near the top of my law school graduating class and served as Editor-in-Chief of the College's Law Review. Since entering private practice I have served on a multitude of local and state bar committees and served a three year term as a member of its Board of Commissioners, including one year as President of the Idaho State Bar.

The University of Idaho and the city of Moscow were home for me during the 7 years I spent seeking my B.A. and J.D. degrees. I found Moscow and the University to be the perfect setting to pursue my college studies as well as engage in a wide variety of university related extra-curricular activities. The residential setting of the University fostered a close and active student/faculty relationship. I always believed that this collegial atmosphere was not available to those who matriculated from an urban university. I firmly believe that my maturation within this environment gave me the academic and social tools necessary to become a productive member of the bar and my community.

Dean Burnett is now faced with the unenviable task of melding the best attributes of the Moscow campus with the reality of today's educational marketplace. I fear that the qualities and values of a residential campus - which I cherished most while a U of I student between 1968 and 1975 - can no longer be given the same weight and importance - be that right or be that wrong.

The College of Law is, and should remain, rooted in Moscow; however, it has become apparent to me and others that the College of Law will not remain competitive, or fully serve the state, if it remains solely in Moscow. Concordia College has already announced that it will begin providing

August 7, 2008

Page 2

legal education in Boise. This competitive law school will divert students and private resources away from the University of Idaho's legal education program. The state's century-long investment in the College of Law in Moscow would be secured and enhanced by linking the College's land-grant location with the metropolitan location provided by Boise.

In this setting, Dean Burnett and his faculty, along with the University's administration, have proposed a thoroughly vetted plan to meet the needs of all students interested in an affordable public legal education in Idaho. I have come to realize that the two campus approach will utilize the best of Idaho's limited resources, and make the College of Law relevant and affordable for the next generations of Idaho law students.

I fully support the University's plan, whereby one campus will continue to be located in Moscow and a new campus erected in Boise. Both campuses must deliver a core J.D. program. Both campuses must provide for a similarly sized student body. Each campus, however should be able to feature their own distinctive and complementary education in law related specialties.

For example, legal education in Moscow might take greater advantage of the other academic colleges located on the Moscow campus and offer J.D. curriculums specializing in natural resource law, environmental law, public lands, and federal/state tribal law and relations. The curriculum in Boise could take advantage of its metropolitan location and emphasize government and business-related legal specialties, including intellectual property law.

I understand that the Idaho Supreme Court has invited the College of Law to join it in forming the 'Idaho Law Learning Center.' in Boise. This opportunity exists because of the long cordial and productive relationship the College of Law has had with the judiciary and the Idaho bar. The Supreme Court's proposal demonstrates what is not ordinarily seen in government - the multiple use of limited resources to serve the widest range of constituents possible. This unique opportunity may be lost forever if the University and the College of Law does not act immediately in a way which will make the Idaho Law Learning Center a reality. The 'two-campus' plan proposed by the University will seize this opportunity.

Sincerely,

COOPER & LARSEN, CHTD.

Ron Kerl

pc: Dean Donald Burnett

August 6, 2008

Mr. Mike Rush, Executive Director
University of Idaho Board of Regents
and State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

SUBJECT: University of Idaho "Second Century" Plan

Dear Mr. Rush:

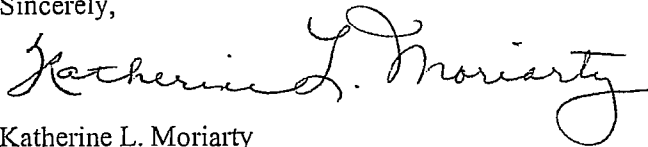
I respectfully offer these comments on the University of Idaho legal education proposal, drawing upon my perspectives as in-house counsel to Battelle Energy Alliance, LLC, at the Idaho National Laboratory, and as an attorney formerly in private practice at Hopkins Roden Crockett Hansen & Hoopes in Idaho Falls.

Each of these work settings has made me mindful of the need for lawyers who can contribute to commercial activity and economic growth through their transactional work and their help to businesses on questions of regulatory compliance and intellectual property. These are areas of legal expertise that will receive increased attention from the University of Idaho if the College of Law is allowed to proceed with its two-location plan, including the proposed emphases at the Boise location on business-related specialties, entrepreneurship and intellectual property.

Under the plan, both locations will have relatively small student bodies, compared to most law schools in the West. This will keep the College of Law selective and competitive. It also will promote the kind of close student-faculty relationships that have been the traditional hallmark of quality in Idaho legal education. Further, this plan offers affordable public legal education, resulting in lower student debt. This enables our graduates to stay and practice in Idaho communities, or in the public and nonprofit sectors.

The two-location model, with basic J.D. programs at both places and complementary specialties at each place, is a well-conceived approach to meeting Idaho's needs and providing opportunities for Idaho students. The model is a logical outgrowth of the far-ranging discussions that occurred in the 2007 Conclave on Legal Education, in which I participated. The consensus then was that the University of Idaho must fully address the growing need for J.D. education in southern Idaho, particularly in the Treasure Valley, but it should not relinquish its strong program in Moscow. The proposed plan achieves these objectives and is worthy of approval by the State Board.

Sincerely,

A handwritten signature in cursive script, reading "Katherine L. Moriarty". The signature is fluid and elegant, with a large, stylized "K" and "M".

Katherine L. Moriarty
Senior Counsel

KLM:swp

THIS PAGE LEFT INTENTIONALLY BLANK



IDAHO LEGAL AID SERVICES

Administrative Office
www.idaholegalaid.org

310 North 5th Street
P.O. Box 913
Boise, ID 83701-0913
208 / 336 / 8980
Fax 208 / 342 / 2561
www.idaholegalaid.org

Ernesto G. Sanchez
Executive Director

Howard A. Belodoff
Associate Director

James Cook
Deputy Director

Mary Zimmerman
Administrator

Camille A. Cameron
Technology Project Developer

Bev Allen
Executive Assistant

Gale Lacey
Accounting Assistant

MEMO

TO: Idaho State Board of Education

FROM: Ernesto G. Sanchez, Executive Director

RE: University of Idaho College of Law

DATE: August 6, 2008

Idaho Legal Aid Services, Inc. (ILAS) strongly supports the University of Idaho College of Law in its efforts to establish a branch in Boise. ILAS provides free civil legal services to low income Idahoans through its seven office locations. ILAS currently employs twenty-two attorneys statewide with eight practicing attorneys in its Boise and Caldwell offices.

ILAS and the community we serve would benefit greatly by having a second law school located in Boise. ILAS staff have met with law school representatives to discuss potential joint programs that would allow law students to partner with our attorneys to expand the services we provide in the Treasure Valley. ILAS is in a crisis and is only able to provide services to one of four people who request our services. Having law students supplement our current services in the Boise area would benefit our client community tremendously.

I would be pleased to provide you with further particulars as you may need. Thank you.

EGS:B

Administrative Office Area Offices

P.O. Box 913
Boise, ID 83701
208 / 336 / 8980

P.O. Box 1683
Boise, ID 83701
208 / 345 / 0106

IRSA

P.O. Box 1116
Caldwell, ID 83606
208 / 454 / 2591

P.O. Box 1439
Coeur d'Alene, ID 83814
208 / 667 / 9559

482 Constitution Way
Idaho Falls, ID 83402
208 / 524 / 3660

P.O. Box 973
Lewiston, ID 83501
208 / 743 / 1556

P.O. Box 1785
Pocatello, ID 83204
208 / 233 / 0979

P.O. Box 1296
Twin Falls, ID 83303
208 / 734 / 7024

THIS PAGE LEFT INTENTIONALLY BLANK



101 S. Capitol Boulevard, Suite 1900
Boise, Idaho 83702
main 208.389.9000
fax 208.389.9040
www.stoel.com

July 23, 2008

JAMES C. DALE
Direct (208) 387-4282
jcdale@stoel.com

VIA HAND DELIVERY

Secretary
Idaho State Board of Education
650 West State Ste. 307
Boise, ID 83720

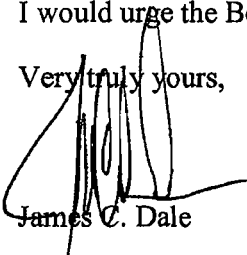
Re: University of Idaho College of Law/Law Learning Center

Dear Board Members:

I write to express my unqualified support for the proposal to create a two-location law school for the University of Idaho College of Law. Having been a member of the College of Law Advisory Council for several years, I have witnessed first hand the evolution and adoption of this visionary plan. It has truly been a collaborative process focused on what is best not just for the law students in the State of Idaho, but all of its citizens.

I would urge the Board to move this proposal forward.

Very truly yours,



James C. Dale

JCD/kj

Boise-214159.1 0099865-00002

Oregon
Washington
California
Utah
Idaho

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

This item has been pulled from agenda.

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

SUBJECT

Approval of the Eight-Year Plan – Two-Year Update

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In accordance with Board Policy Section III.Z., Delivery of Postsecondary Education - Coordination and Planning of Academic Programs, institutions are required to create an Eight-Year Plan for the development of academic programs.

Board Policy III.Z., stipulates that the plan will be updated every two years. The Council on Academic Affairs and Programs (CAAP) committee has been given the responsibility for updating the plan and adopted a timeline developed by Board staff to use as a guide for ensuring the Eight-Year Plan was updated with appropriate input from institutions.

In October 2007, an institution representative was identified in each region that was responsible for organizing their respective regional meeting. The purpose of the meetings was to review potential changes to academic plans and discuss potential collaborations. Regional meetings were held between November 2007 and February 2008. In March 2008, a work session to review statewide needs was held during CAAP's meeting, which included a presentation by the Department of Labor. Draft institutional eight-year plans were submitted to the State Board Office on May 16th. All of the changes were incorporated and merged into a single Eight-Year Plan document that was reviewed at CAAP's June 5, 2008 meeting. Institutions were given one final opportunity to review their plans at their July 17, 2008 meeting in preparation for the August Board meeting.

The Eight-Year Plan has been changed to cover academic years 2008-09 through 2015-16. The Introduction to the plan was revised to align with policy. Plans for the southwest, southeast, north, and south central regions and statewide have been updated. New programs were added; some programs on the original plan were removed because of changing academic needs or moved to another year for implementation; programs that have already gone through the review and approval process were removed; and names of some programs were changed.

CAAP agreed that inclusion of a program on the eight-plan does not constitute agreement on the part of all institutions that the program should be offered, but rather, the programs on the plan are an indication by the colleges and universities of the programs they have identified for potential development. CAAP recognized that further discussion may be needed when a Notice of Intent (NOI) form is filed with the Board office. At that time, a more thorough analysis

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

will be done by each institution to determine how the program under consideration impacts existing offerings in a given region and to identify any issues related to implementing the proposed program identified in the NOI.

IMPACT

The Eight-Year Plan – Two-year Update provides a clear picture of institutional plans to develop academic programs over the next eight years. The Board may use this outline as a guide in the development of strategic issues such as budgets and capital plans.

The assignment of statewide missions will also provide focus points for each institution as they continue to establish their unique presence in the state.

ATTACHMENTS

Attachment 1 – Eight-Year Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

IRSA, CAAP, and Board staff recommends Board approval of the updated eight-year plan as outlined in Attachment 1.

BOARD ACTION

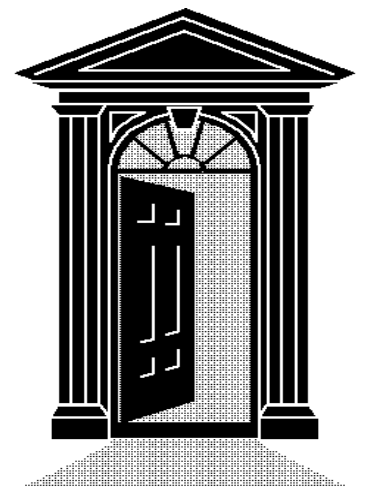
A motion to approve the updated Eight-Year Plan for academic years 2008-09 to 2015-16.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Eight-Year Plan for Delivery of Academic Programs

Prepared by
The Office of the State Board of Education



STATE of IDAHO
BOARD of EDUCATION

Two-Year Update 8/21/08

Table of Contents

Introduction	Page 5
--------------------	--------

Eight-Year Plan of Proposed Programs by Region, Year, and Institution

Southwest.....	Page 9
Southeast	Page 17
Northern	Page 27
South Central	Page 35
Statewide.....	Page 39

Program Inventory

Boise State University	Page 41
Idaho State University	Page 47
Lewis-Clark State College.....	Page 53
University of Idaho	Page 57
College of Southern Idaho	Page 69
College of Western Idaho (programs pending transfer from BSU's Seland College of Technology)	Page 73
North Idaho College	Page 75
Eastern Idaho Technical College	Page 77

Eight-Year Plan for Delivery of Academic Programs

The State Board of Education has adopted, through Board Policy III.Z., a comprehensive planning process for the coordination and delivery of postsecondary education. The Eight-Year Plan outlines the programs institutions have identified they will be pursuing for the ensuing eight years. The plans are updated every two years. It is intended that the plans provide guidance to the State Board of Education in the creation of funding and capital budget proposals.

As these programs are developed, institutions must follow procedures outlined in Board Policy Section III.G. to acquire Board approval prior to implementation. If the program is to be delivered outside the institution's immediate region, a Memorandum of Understanding (MOU) must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Eight-Year Plan of proposed programs divides academic programs by statewide and regional distribution. The state is divided into four regions: north, southwest, southeast, and south central.

The Program Inventory displays programs approved by the State Board of Education and that are currently being offered at Idaho's postsecondary institutions. The list is divided into the four regions. Programs are listed alphabetically by institution. The list includes programs and degrees offered through various departments and colleges.

Statewide Mission

In accordance with Board Policy III.Z.1.(a), 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.

Regional Mission

In accordance with Board Policy III.Z.1.(b), 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.

The Council on Academic Affairs and Programs (CAAP), in conjunction with each institution's statewide mission, created the following list for each institution.

Boise State University

Statewide Mission Programs: Primarily responsible for Public Policy and Urban Regional Planning

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Regional Planning	M.S., Ph.D.
Social Work (Southeast Region—shared emphasis with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University

Statewide Mission Programs: Primarily Responsible for Health Professions

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.
Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared emphasis w/ BSU)	M.S.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S.
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
Clinical Lab Science	B.S., M.S.

University of Idaho

Statewide Mission Programs: Primarily Responsible for Agriculture, Architecture, Law and Natural Resources

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch
Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> Animal Science Plant Science Agricultural Economics Food Science Veterinary Science 	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM
Natural Resources <ul style="list-style-type: none"> Forestry & Forest Products Wildlife Fisheries (Resources) Conservation Science Range Science 	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

Lewis-Clark State College

Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy, and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and vocational technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

Eastern Idaho Technical College

Type of Institution

Eastern Idaho Technical College is a two-year regional, technical college that also offers limited statewide services and embraces an open-door policy for all citizens.

Eastern Idaho Technical College will formulate its instructional plan and generate programs with primary emphasis on technical programs, customized industry training and retraining, developmental and basic skills instruction, workforce and community education, economic development and distance education. Eastern Idaho Technical College provides a wide range of student services to support instructional programming and enhance student success.

THIS PAGE LEFT INTENTIONALLY BLANK

Southwest Region

Eight-Year Plan for Educational Program Development
Potential New or Expanded Programs by Year
Academic Years 2006-07 2008-09 through 2013-14 2015-16
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
2006-07				
BSU	Applied Technology	T.C.	Heavy Equipment Maintenance Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Process and Control Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Telecommunication Technician	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Geoscience	Treasure Valley
BSU	Arts & Sciences	M.S.	Hydrologic Science	Treasure Valley
BSU	Business & Economics	Masters	Executive MBA	Treasure Valley
BSU	Education	A.A.	Special Education	Treasure Valley
BSU	Education	Master's	Educational Leadership	Treasure Valley
BSU	Engineering	M.S.	Biomedical Engineering	Treasure Valley
BSU	Health Sciences	M.S.	Nursing (Public Health Nursing)	Treasure Valley
ISU	Technology	Certificate	EMT-Basic	Boise
ISU	Technology	BS	Survey/Geomatics	Boise
ISU	Technology	AS	Biomedical Engineering Technology (moved to FY08-09)	Pocatello, Boise
ISU	Technology	BS	Electronic Engineering Technology (moved to FY08-09)	Boise
2007-08				
BSU	Applied Technology	T.C., A.T.C., A.A.S.	Floriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Home Integration Specialist	Treasure Valley
BSU	Applied Technology	Advanced A.A.S.	Internetworking Specialist	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Equipment Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Network Communications Technician, CNT Option	Treasure Valley
BSU	Applied Technology	A.A.S.	Water & Wastewater Treatment	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Avionics Technician	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 7
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2007-08				
BSU	Arts & Sciences – Engineering	Ph.D.	Biomolecular Science (moved to 2009-10)	Treasure Valley
BSU	Education	Ph.D.	Counseling & Ed. Psychology	Treasure Valley
BSU	Engineering	Ph.D.	Instructional & Performance Technology (moved to FY09-10)	Online
BSU	Engineering	Ph.D.	Materials Science and Engineering (moved to FY09-10)	Treasure Valley
BSU	Engineering	M.S.	Biomedical Engineering (moved to FY08-09)	Treasure Valley
BSU	Health Sciences/Social Sciences & Public Affairs	Masters	Gerontology	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Anthropology and Applied Anthropology	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Political Science (moved to FY08-09)	Treasure Valley
BSU	Social Sciences & Public Affairs – Business & Economics	B.S.	Advertising	Treasure Valley
ISU	Health Professions	MPAS	Physician Assistant	Boise
ISU	Health Professions	MSDH	Dental Hygiene – program expansion to Boise	Boise
ISU	Health Professions	Pre-Prof to MS	Online Speech Language Pathology: Pre-Professional Year	Pocatello, Boise
ISU	Health Professions	RN to MSN	Nursing (program expansion)	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide
ISU	Technology	Certificate/AS	Medical Informatics	Pocatello, Boise
ISU	Technology	AS	Pharmacy Technician	Pocatello, Boise
ISU	Technology	AAS	Physical Therapist Assistant (moved to FY10-11)	Boise
ISU	Technology	AS	Emergency Management	Boise
UI	Agricultural & Life Sciences	M.Sc.	Agricultural Sciences (moved to FY09-10)	Boise
UI	Letters, Arts & Social Sciences	M.Sc.	Bioregional Planning and Design	Boise

2008-09				
BSU	Applied Technology	P.T.C.	Auto Maintenance & Light Repair	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Administrative Assistant Option	Treasure Valley
BSU	Applied Technology	T.C.	Medical Assistant	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Network Security Technician, CNT Option	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biology (moved to FY10-11)	Treasure Valley
BSU	Arts & Sciences	M.S.	Bioinformatics (moved to FY11-12)	Treasure Valley
BSU	Arts & Sciences	BS	Biomedical Sciences	Treasure Valley
BSU	Arts & Sciences	M.A.	Spanish (moved to FY11-12)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 8
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2008-09				
BSU	Arts & Sciences	M.S.	Chemistry	Treasure Valley
BSU	Education	Ph.D.	Educational Leadership (moved to FY12-13)	Treasure Valley
BSU	Education	Ph.D.	Educational Technology (moved to FY10-11)	On-line
BSU	Engineering	MS, M. Engr.	Biomedical Engineering (moved from FY07-08)	Treasure Valley
BSU	Engineering	M.S.	Construction Management (moved to FY09-10)	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering (moved to FY11-12)	Treasure Valley
BSU	Social Sciences & Public Affairs	M.A.	Political Science (moved from FY07-08)	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley/ Statewide
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene (moved to FY2011-12)	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting (moved to FY09-10)	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise

2009-10				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley
BSU	Arts & Sciences	Masters	Physics (moved to FY10-11)	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Rhetoric and Composition (moved to FY11-12)	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biomolecular Science (moved from FY07-08)	Treasure Valley
BSU	Arts & Sciences	Masters	Chemistry – Professional Masters	Treasure Valley
BSU	Arts & Sciences	MA	Teaching English Language Arts	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 9
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
BSU	Arts & Sciences	BA	Physics	Treasure Valley
BSU	Arts & Sciences-Social Sciences & Public Affairs	M.S.	Environmental Studies	Treasure Valley
BSU	Business & Economics	BBA, BA, BS	Entrepreneurship Management	Treasure Valley
BSU	Business & Economics	BBA., BA, BS	Human Resources Management	Treasure Valley
BSU	Engineering	Ph.D.	Civil Engineering (moved to FY10-11)	Treasure Valley
BSU	Engineering	PhD	Materials Science and Engineering (moved from FY07-08)	Treasure Valley
BSU	Engineering	PhD	Human Performance Technology (moved from FY07-08)	Online
BSU	Engineering	Masters	Construction Management (Master of) (moved from FY08-09)	Treasure Valley
BSU	Health Science & Applied Technology	A.T.C., A.A.S.	Health Information Technology	Treasure Valley
BSU	Health Sciences	M.S.	Nursing—Informatics & Administration	Treasure Valley
BSU	Interdisciplinary Social Sciences & Public Affairs	B.A. Bachelors	Bachelor of General Studies	Treasure Valley
CWI		TC, ATC, AAS	Digital Home Systems Technology	Treasure Valley
CWI		ATC, AAS	Heavy Equipment Operator	Treasure Valley
CWI		ATC, AAS	Information Security & Forensics	Treasure Valley
CWI		ATC, AAS	Internetworking and Communication Technologies	Treasure Valley
CWI		ATC, AAS	IT Technician	Treasure Valley
CWI		ATC, AAS	Network Administrator	Treasure Valley
CWI		AAS	Nursing	Treasure Valley
CWI		TC, ATC, AAS	Printing & Document Imaging	Treasure Valley
CWI		ATC, AAS	Web Development	Treasure Valley
CWI		ATC, AAS	Cardiac Sonographer	Treasure Valley
CWI		AAS	Surgical Assistant	Treasure Valley
CWI		TC	Medical Assistant	Treasure Valley
ISU	Health Professions	BSDH	Dental Hygiene-BS Satellite Program (moved to FY10-11)	Expand to Boise
ISU	Health Professions	BS	Educational Interpreting (moved from FY07-08)	Treasure Valley
ISU	Health Professions	O.D.	Optometry	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southwest Region - Page 10
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
ISU	Health Professions	New Clinical Site(s)	Physician Assistant-Primary Care Clinic	Treasure Valley
ISU	Technology	Master's or Graduate Certificate	Emergency Management	Boise
ISU	Technology	AS	Biomedical Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	BS	Electronic Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	AS	Pharmacy Technician (moved from FY07-08)	Pocatello, Treasure Valley
UI	Graduate Studies	M.S.	Bioregional Planning and Community Design	Boise
UI	Agricultural & Life Sciences	M.Sc.	Agricultural Sciences (moved from FY07-08)	Boise

2010-11				
BSU	Applied Technology	A.T.C., A.A.S.	Turf Management	Treasure Valley
BSU	Social Sciences & Public Affairs — Applied Technology	A.A.S.	Law Enforcement	Treasure Valley
BSU	Arts & Sciences	Ph.D.	Biology (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences	M.S.	Physics (moved from FY09-10)	Treasure Valley
BSU	Arts & Sciences	MFA	Dramatic Writing	Treasure Valley
BSU	Education	PhD	Educational Technology (moved from FY08-09)	Online
BSU	Engineering	PhD	Civil Engineering (moved from FY09-10)	Treasure Valley
BSU	Engineering	Ph.D.	Computer Science (moved to FY12-13)	Treasure Valley
BSU	Social Sciences & Public Affairs	MS	Public Relations	Treasure Valley
BSU	Social Sciences & Public Affairs	MA	Sociology	Treasure Valley
CWI		ATC, AAS	Dental Hygiene	Treasure Valley
CWI		ATC, AAS	Landscape & Maintenance Technician	Treasure Valley
CWI		TC	Pastry Chef	Treasure Valley
CWI		AAS	Physical Therapy Assistant (2 yr accreditation process)	Treasure Valley
CWI		ATC, AAS	Process and Control Technician	Treasure Valley
ISU	Health Professions	BSDH	Dental Hygiene – BS Satellite Program (moved from FY09-10)	Expand to Treasure Valley
ISU	Health Professions	MOT	Occupational Therapy (Hybrid Program)	Treasure Valley
ISU	Health Professions	DPT	Doctorate Physical Therapy (Hybrid Program)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 11
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2010-11				
ISU	Health Professions	Residency	Physician Assistant: Geriatrics	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: International Medicine	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: Psychiatry	Treasure Valley
ISU	Health Professions	Residency	Physician Assistant: Sports Med/Orthopedics PA	Treasure Valley
ISU	Pharmacy	PharmD	Pharmacy – expand to full program in Treasure Valley	Treasure Valley
ISU	Technology	AAS	Physical Therapist Assistant (moved from FY07-08)	Treasure Valley
UI	Graduate Studies	MLA	Landscape Architecture	Boise
UI	WWAMI Medical Education	M.D. (UW)	Years 3 & 4 of Medical Education (UW awards the degree)	Boise
UI/BSU	Law/Business & Economics	Concurrent JD/MS	Law/Accounting	Boise
UI/BSU	Law/Business & Economics	Concurrent JD/MBA	Law/Business	Boise
UI	Law	JD	Law	Boise

2011-12				
BSU	Arts & Sciences	Ph.D.	Rhetoric and Composition (moved from FY09-10)	Treasure Valley
BSU	Arts & Sciences	MA	Spanish (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences/Engineering	MS	Bioinformatics (moved from FY08-09)	Treasure Valley
BSU	Arts & Sciences	Graduate Cert.	TESOL (Teaching English to Speakers of Other Languages)	Treasure Valley
BSU	Business & Economics/Engineering	MBA/MS	Business/Engineering	Treasure Valley
BSU	Education	Ph.D.	Early Childhood	Treasure Valley
BSU	Education	Ph.D.	Language, Literacy, and Culture	Treasure Valley
BSU	Engineering	PhD	Mechanical Engineering (moved from FY08-09)	Treasure Valley
BSU	Health Sciences	Masters	Health Informatics Management	Treasure Valley
BSU	Social Sciences & Public Affairs	BA	Conflict Resolution & Peace Studies	Treasure Valley
CWI		AAS	Law Enforcement	Treasure Valley
CWI		ATC, AAS	Medical Lab Technician	Treasure Valley
CWI		AAS	Pharmacy Technician	Treasure Valley
CWI		ATC, AAS	Telecommunication Technician	Treasure Valley
CWI		TC	Therapeutic Massage Technician	Treasure Valley
CWI		ATC, AAS	Turf Management Technician	Treasure Valley
ISU	Health Professions	B.S. (completion)	Dental Hygiene (moved from FY2008-09)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southwest Region - Page 12
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2012-13				
BSU	Arts & Sciences	BS	Wildlife Ecology	Treasure Valley
BSU	Business & Economics	Ph.D.	Economics	Treasure Valley
BSU	Business & Economics	Ph.D.	Business (moved to FY15-16)	Treasure Valley
BSU	Business & Economics	MS/JD	Accounting – Taxation and law	SW and Northern Regions
BSU	Business & Economics	MS	Policy and Financial Economics	Treasure Valley
BSU	Education	Ph.D.	Educational Leadership (moved from FY08-09)	Treasure Valley
BSU	Engineering	Ph.D.	Computer Science (moved from FY10-11)	Treasure Valley
CWI		AAS	Medical Forensics Technician	Treasure Valley
CWI		AAS	Vet Technician	Treasure Valley
2013-14				
BSU	Business & Economics	M.S.	Real Estate (*Further Discussion btwn BSU/UI needed)	Treasure Valley
BSU	Business & Economics	BBA, BA, BS	Real Estate (*Further Discussion btwn BSU/UI needed)	Treasure Valley
BSU	Engineering	Ph.D.	Biomedical Engineering	Treasure Valley
CWI		AAS	Nuclear Medical Technician	Treasure Valley
ISU	Health Professions	Ph.D.	Dental Hygiene	Pocatello; Treasure Valley
UI	Art & Architecture	M.S.	Real Estate Development (*Further Discussion btwn UI/BSU needed)	Boise
2014-15				
BSU	Health Sciences	B.S.	Polysomnography	Treasure Valley
2015-16				
BSU	Business & Economics	PhD	Business (moved from FY12-13)	Treasure Valley

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southwest Region - Page 13
Two-Year Update Draft 8-5-08

THIS PAGE INTENTIONALLY LEFT BLANK

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

*Southwest Region - Page 14
Two-Year Update Draft 8-5-08*

Southeast Region

Eight-Year Plan for Educational Program Development

Potential New or Expanded Programs by Year

Academic Years 2006-07 2008-09 through 2013-14 2015-16

(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
2006-07				
EITC	Business	AAS	Hospitality Management (moved to 08-09)	Idaho Falls
EITC	Business	AAS	Law Enforcement (moved to 08-09)	Idaho Falls
EITC	Health Professions	AAS	Registered Nurse	Idaho Falls
EITC	Industrial	AAS	Construction Management (moved to 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation Safety Tech	Idaho Falls
ISU	Arts & Sciences	MS	Chemistry (reinstate stand alone MS from BS/MS in Chemistry)	Pocatello
ISU	Arts & Sciences	Minor	Folk Lore (Interdisciplinary)	Pocatello
ISU	Arts & Sciences	MA	History (moved to FY13-14)	Pocatello
ISU	Arts & Sciences	BA-emphasis in Visual Communic.	Mass Communication	Pocatello
ISU	Arts & Sciences	Certificate	Teaching English as a Second Language (English)	Pocatello
ISU	Business	BBA	Native American Business Administration	Pocatello
ISU	Education	BA, BS—Cert	Special Education Teaching Certificate	Pocatello
ISU	Education	Ph.D.	Instructional Design—stand alone PhD program (currently a major area w/in Ed.D. Educ Leadership)	Pocatello, Idaho Falls
ISU	Engineering	MS – Emphasis	Nuclear Applications for Medicine (Nuclear Science & Eng and Measurement & Control) (moved to FY09-10)	Pocatello, Idaho Falls
ISU	Health Professions	Minor	Nutrition (Health & Nutrition Sciences) (moved to FY09-10)	Pocatello
ISU	Interdisciplinary	MS	Materials Science	Pocatello, ID Falls
ISU	Technology	PSTC	Administrative Information Technology—Basic	Pocatello
ISU	Technology	PSTC	Basic Business Applications	Pocatello
ISU	Technology	AS	Biomedical Engineering Technology (moved to FY09-10)	Pocatello, Boise
ISU	Technology	AAS	Cosmetology (moved to FY08-09)	Pocatello
ISU	Technology	BS	Electronic Engineering Technology (moved to FY09-10)	Pocatello
ISU	Technology	Certificate	EMT-Basic (moved to FY08-09)	Pocatello
ISU	Technology	Certificate	Instrumentation & Automation Assistant	Pocatello
ISU	Technology	AAS	Massage Therapy	Pocatello
ISU	Technology	AAS	Medical Transcription	Pocatello
ISU	Technology	Certificate/AAS	Web Site Design & Management	Pocatello
UI	Graduate Studies	MSc, PhD	Bioinformatics & Computational Biology (moved to FY09-10)	Idaho Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 15

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2007-08				
EITC	Business	AAS	Computer Game Programming (moved to 09-10)	Idaho Falls
EITC	Business	AAS	Telecommunications Tech (moved to 09-10)	Idaho Falls
EITC	Business	AAS	Veterinary Tech (moved to 09-10)	Idaho Falls
EITC	Industrial	Certificate	RV Service and Repair (moved to 09-10)	Idaho Falls
EITC	Industrial	Certificate	Small Engine Repair (moved to 09-10)	Idaho Falls
EITC	Health Professions	Certificate	Pharmacy Technician (moved to 09-10)	Idaho Falls
EITC	Health Professions	Certificate	Personal Trainer (moved to 09-10)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Hazardous Materials Technology (moved to 09-10)	Idaho Falls
EITC	Workforce Education	Certificate	Quality Assurance (moved to 09-10)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved to 10-11)	Idaho Falls
ISU	Arts & Sciences	BS, Certificate	Actuarial Science (moved to FY10-11)	Pocatello
ISU	Arts & Sciences	PhD	Applied Physics (Physics)	Pocatello
ISU	Arts & Sciences	BA	Dance (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Post-Bacc Cert	Engineering Geology (joint btwn Engineering & Geosciences) (moved to FY09-10)	Pocatello, Idaho Falls
ISU	Arts & Sciences	Ph.D. (rename current DA degree)	English and Pedagogy (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	MS	Forensic Studies (Interdisciplinary)	Pocatello, Idaho Falls
ISU	Arts & Sciences	MA	Mass Communications (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	MA	Mathematics for Secondary Teachers	Pocatello
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY09-10)	Expand to Idaho Falls
ISU	Arts & Sciences	BS	Statistics (Mathematics) (moved to FY08-09)	Pocatello
ISU	Arts & Sciences	MS	Watershed Science (Interdisciplinary) (moved to FY09-10)	Pocatello
ISU	Education	Ed D Emphasis	Adult Education (moved to FY10-11)	Pocatello, ID Falls, Twin Falls
ISU	Education	Ed D Emphasis	Curriculum and Instruction	Pocatello, ID Falls, Twin Falls
ISU	Education	Ed D Emphasis	Literacy (moved to FY13-14)	Pocatello, ID Falls, Twin Falls
ISU	Education	M Ed Emphasis	Seminary Instruction	Pocatello
ISU	Education	Ph.D.	Special Education (moved to FY09-10)	Pocatello
ISU	Engineering	MS	Bio Engineering and/or Medical Physics (moved to FY12-13)	Pocatello
ISU	Engineering	BS, MS	Computer Engineering (moved to FY12-13)	Pocatello
ISU	Engineering	MS	Computer Science (moved to FY 08-09)	Pocatello
ISU	Health Professions	RN to MSN	Nursing	Statewide
ISU	Health Professions	Pre-Prof to MS	Online Speech Language Pathology: Pre-Professional Year	Pocatello
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 16

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2007-08				
ISU	Interdisciplinary	MA	Conflict Resolution	Pocatello, ID Falls
ISU	Technology	Ph.D.	Adult Learning and Development (HRTD) (moved to FY09-10)	Pocatello, ID Falls, Twin Falls
ISU	Technology	AAS	Energy Systems Technology	Pocatello
ISU	Technology	Certificate/AS	Medical Informatics	Pocatello, Boise
ISU	Technology	BS	Paralegal (moved to FY08-09)	Pocatello
ISU	Technology	AS	Pharmacy Technician (moved to FY09-10)	Pocatello, Boise
ISU	Technology	BS	Travel, Tourism, & Hospitality Management (moved to FY08-09)	Pocatello
UI	Agricultural & Life Sciences	Masters, M.S.	Agricultural Sciences (moved to FY09-10)	Idaho Falls

2008-09				
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs [approved by SBOE 4-17-08]	Treasure Valley, Statewide
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning [approved by SBOE 4-17-08]	Treasure Valley, Statewide
EITC	Business	AAS	Medical Equipment Repair (moved to 15-16)	Idaho Falls
EITC	Health Professions	AAS	Respiratory Therapy (moved to 10-11)	Idaho Falls
EITC	Industrial	AAS	Heating Ventilation & Air Cond.(moved to 14-15)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved to 10-11)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation/Respiratory Security Training (moved to 10-11)	Idaho Falls
EITC	Business	AAS	Hospitality Management (moved from 06-07)	Idaho Falls
EITC	Business	AAS	Law Enforcement (moved from 06-07)	Idaho Falls
EITC	Industrial	AAS	Construction Management (moved from 06-07)	Idaho falls
ISU	Arts & Sciences	MS, MA	Applied Economics (Economics) (moved to FY10-11)	Pocatello
ISU	Arts & Sciences	Certificate	Applied Ethics (Philosophy)	Pocatello
ISU	Arts & Sciences	BS	Applied Mathematics (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Certificate	Child Welfare (Sociology) (moved to FY10-11)	Pocatello
ISU	Arts & Sciences	BA, BS	Criminal Justice (Sociology) (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	AA	Foreign Languages: Arabic, Japanese, Chinese	Pocatello
ISU	Arts & Sciences	MA	Foreign Language – Spanish (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Ph.D.	Geology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	BA	Mathematics (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Certificate, MA, MS	Medical/Bioethics (moved to FY09-10)	Pocatello, ID Falls
ISU	Arts & Sciences	Graduate Certificate	Medical Anthropology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	Ph.D.	Microbiology (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	MA	Philosophy (moved to FY11-12)	Pocatello

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 17

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2008-09				
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY10-11)	Expand to Twin Falls
ISU	Arts & Sciences	PhD	Psychology-Experimental (moved to FY09-10)	Pocatello
ISU	Arts & Sciences	BS/Major/Minor	Statistics (Mathematics) (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Emphasis	French/German/Spanish for Business and the Professions (Foreign Language)	Pocatello
ISU	Arts & Sciences	Minor	Leadership Studies	Pocatello
ISU	Arts & Sciences	Emphasis	Separate current advertising/public relations emphasis into two tracks (advertising, and public relations)	Pocatello
ISU	Arts & Sciences	Minor	Secondary Education Teaching Minor in Japanese	Pocatello
ISU	Engineering	MS	Computer Science (moved from FY07-08)	Pocatello, ID Falls
ISU	Engineering	BS	Manufacturing Engineering Technology	Pocatello (Joint/Tech)
ISU	Health Professions and Education	MS or MAT	Athletic Training (Interdisciplinary) (moved to FY09-10)	Pocatello
ISU	Health Professions	Post-graduate Certificate	Family Medicine, Rural Training Track	Rexburg
ISU	Health Professions	Minor; Certificate	Geriatrics (Interdisciplinary)	Pocatello
ISU	Health Professions	BS	Health Sciences	Pocatello
ISU	Health Professions	MPH emphasis	Concentration in Nutrition and Health Administration (Dept. of Health and Nutrition Sciences)	Pocatello
ISU	Health Professions	Post-Graduate Certificate	Physical Therapy: Orthopedic Residency (moved to FY10-11)	Pocatello
ISU	Technology	TC, ATC	Computer Network Technician	Pocatello
ISU	Technology	AAS	Cosmetology (moved from FY06-07)	Pocatello
ISU	Technology	Certificate	EMT-Basic (moved from FY06-07)	Pocatello
ISU	Technology	AAS	Energy Systems Electrical Engineering Technology	Pocatello
ISU	Technology	AAS	Information Technology Systems	Pocatello
ISU	Technology	BS	Paralegal (moved from FY07-08)	Pocatello
ISU	Technology	BS	Travel, Tourism, & Hospitality Management (moved from FY07-08)	Pocatello

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 18
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
EITC	Health Professions	AAS	Mental Health Technician (moved to 11-12)	Idaho Falls
EITC	Industrial	AAS	Auto Collision Repair (moved to 11-12)	Idaho Falls
EITC	Business	AAS	Computer Game Programming (moved from 07-08)	Idaho Falls
EITC	Business	AAS	Telecommunications Tech (moved from 07-08)	Idaho Falls
EITC	Business	AAS	Veterinary Tech (moved from 07-08)	Idaho Falls
EITC	Industrial	Certificate	RV Service and Repair (moved from 07-08)	Idaho Falls
EITC	Industrial	Certificate	Small Engine Repair (moved from 07-08)	Idaho Falls
EITC	Health Professions	Certificate	Pharmacy Technician (moved from 07-08)	Idaho Falls
EITC	Health Professions	Certificate	Personal Trainer (moved from 07-08)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Hazardous Materials Technology (moved from 07-08)	Idaho Falls
EITC	Workforce Education	Certificate	Quality Assurance (moved from 07-08)	Idaho Falls
ISU	Arts & Sciences	PhD	Mathematics	Pocatello
ISU	Arts & Sciences	DA	Sociology	Pocatello
ISU	Arts & Sciences	BS	Applied Mathematics (moved from FY08-09)	Pocatello
ISU	Education	MPE	Athletic Administration/Assistant Principal	Pocatello
ISU	Arts & Sciences	Minor	Book Arts – Mass Communication	Pocatello
ISU	Arts & Sciences	BS	Cell and Molecular Biology	Pocatello
ISU	Arts & Sciences	BA, BS	Criminology (Sociology, Criminal Justice) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BA, BS	Dance (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Post-Baccalaureate Certificate	Engineering Geology (joint program between Engineering & Geosciences) (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	Ph.D. (to replace current DA)	English & Pedagogy (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	MA	Foreign Language – Spanish (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Ph.D.	Geology (moved from FY08-09)	Pocatello
ISU	Business	BBA	Insurance	Pocatello
ISU	Arts & Sciences	MA	Mass Communication (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	BA	Mathematics (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate, MA, MS	Medical/Bioethics (moved from FY08-09)	Pocatello, ID Falls
ISU	Arts & Sciences	Graduate Certificate	Medical Anthropology (moved to FY08-09)	Pocatello
ISU	Arts & Sciences	Ph.D.	Microbiology (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BS	Museum Science –Biology	Pocatello
ISU	Arts & Sciences	BM	Music—Composition (moved to FY11-12)	Pocatello

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 19

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
ISU	Arts & Sciences	MM	Music—Performance (moved to FY11-12)	Pocatello
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY07-08)	Extend to ID Falls
ISU	Arts & Sciences	Ph.D.	Psychology-Experimental (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	MSW	Social Work (moved from FY10-11)	Pocatello
ISU	Arts & Sciences	BA	Theatre, Film, & Video (Theatre & Dance and Mass Comm. Depts)	Pocatello
ISU	Arts & Sciences	MS	Watershed Science (Interdisciplinary) (moved from FY07-08)	Pocatello
ISU	Business	MS	Computer Information Systems	Pocatello
ISU	Education	Ph.D.	Special Education (moved from FY07-08)	Pocatello
ISU	Engineering	MS	Electrical Engineering	Pocatello
ISU	Engineering	MS—Emphasis	Nano-technology (Mechanical Engineering, Computer Engineering, Measurement & Control) (moved to FY12-13)	Pocatello
ISU	Engineering	MS – Emphasis	Nuclear Applications for Medicine (Nuclear Science and Engineering and Measurement & Control) (moved from FY06-07)	Pocatello, Idaho Falls
ISU	Health Professions	OD	Optometry	Pocatello
ISU	Health Professions	OTD	Occupational Therapy Doctorate	Pocatello
ISU	Health Professions	MHA	Health Care Administration:5-year MHA program (moved to FY11-12)	Pocatello
ISU	Health Professions	Professional Degree-Level Fellowship	Certificate in Hospitalist Medicine (Medical Residency)	Pocatello
ISU	Health Professions	M.Coun. (option)	Substance Abuse Counseling	Pocatello
ISU	Health Professions	Minor	Nutrition (Health and Nutrition Sciences) (moved from FY06-07)	Pocatello
ISU	Health Professions and Education	MS or MAT	Athletic Training (Interdisciplinary) (moved from FY08-09)	Pocatello
ISU	Interdisciplinary	MS	Environmental Health (Interdisciplinary)	Pocatello, ID Falls
ISU	Pharmacy	MS/Ph.D.	Neurosciences	Pocatello
ISU	Technology	Ph.D.	Adult Learning and Development (HRTD) (moved from FY07-08)	Pocatello, Twin Falls, ID Falls
ISU	Technology	AS	Biomedical Engineering Technology (moved from FY06-07)	Pocatello, Treasure Valley
ISU	Technology	BS	Child Development	Pocatello
ISU	Technology	BS	Electrical Engineering Technology (moved from FY06-07)	Pocatello

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 20

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
ISU	Technology	AAS	Energy Systems Mechanical Engineering Technology	Pocatello
ISU	Technology	BS	Health Informatics/Information Administrator (RHIA)	Pocatello
ISU	Technology	AS	Pharmacy Technician (moved from FY07-08)	Pocatello, Treasure Valley
ISU	Technology	BS	Web Site Design & Management	Pocatello
UI	Graduate Studies	MSc, PhD	Bioinformatics & Computational Biology (moved from FY06-07)	Idaho Falls
UI	Agricultural & Life Sciences	Masters, M.S.	Agricultural Sciences (moved from FY07-08)	Idaho Falls
2010-11				
EITC	Potential: Business	AAS	Outdoor Recreation Mgmt.	Idaho Falls
EITC	Health Professions	AAS	Respiratory Therapy (moved from 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Process Technology (moved from 08-09)	Idaho Falls
EITC	Workforce Education	AAS/Certificate	Radiation/Respirator Security Training (moved from 08-09)	Idaho Falls
ISU	Arts & Sciences	BS, Certificate	Actuarial Science (moved from FY07-08)	Pocatello
ISU	Arts & Sciences	MS, MA	Applied Economics (Economics) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate	Applied Ethics (Philosophy) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	Certificate	Child Welfare (Sociology) (Social Work) (moved from FY08-09)	Pocatello
ISU	Arts & Sciences	BA/BS emphasis	Corporate Communication	Pocatello
ISU	Arts & Sciences	Grad Emphasis	Health Psychology	Pocatello
ISU	Arts & Sciences	MS	Neuroscience (Interdisciplinary)	Pocatello, ID Falls
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY08-09)	Expand to Twin Falls
ISU	Arts & Sciences	Ph.D.	Social Dynamics & Biocomplexity (Interdisciplinary)	Pocatello
ISU	Arts & Sciences	MSW	Social Work (moved to FY09-10)	Pocatello
ISU	Education	Ed D Emphasis	Adult Education (moved from FY07-08)	Pocatello, ID Falls, Twin Falls
ISU	Education	BA/BS	Athletic Training	Pocatello
ISU	Technology	MS	Geomatics	Pocatello, Treasure Valley
ISU	Health Professions	HCA	Graduate Minor in HCA	Pocatello
ISU	Health Professions	HCA	Undergraduate Minor in HCA	Pocatello
ISU	Health Professions	MHA	MS-emphasis in Health Administration	Pocatello
ISU	Health Professions	MHA	Health Information Systems Management	Pocatello
ISU	Health Professions	Certificate	Hearing Instrument Specialist (Audiology)	Pocatello
ISU	Health Professions	PhD	Nursing (moved to statewide plan)	Statewide

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 21

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2010-11				
ISU	Health Professions	Post-Graduate Certificate	PT; Orthopedic Residency (moved from FY08-09)	Pocatello
ISU	Health Professions	Residency	PA; Orthopedic Residency	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Geriatrics/Long Term Care (moved from FY11-12)	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Psychiatry (moved from FY11-12)	Pocatello
ISU	Health Professions	Residency	Physician Assistant – International Medicine	Pocatello
ISU	Health Professions	PhD	Rehabilitation Science	Pocatello
ISU	Pharmacy	MS/PhD	Biomedical Sciences	Pocatello
ISU	Health Professions	AA	Speech Language Pathology Assistant	Pocatello
ISU	Health Professions	MS	Speech Language Pathology: Hybrid (part online/onsite)	Pocatello, Boise
ISU	Medicine	MD	Medical Education	Statewide
2011-12				
EITC	Business	AAS	Broadcast Production Mgmt	Idaho Falls
EITC	Health Professions	AAS	Mental Health Technician (moved from 09-10)	Idaho Falls
EITC	Industrial	AAS	Auto Collision Repair (moved from 09-10)	Idaho Falls
ISU	Arts & Sciences	BM``	Music-Composition (moved from FY09-10)	Pocatello
ISU	Arts & Sciences	MM	Music – Performance (moved from FY09-10)	Pocatello
ISU	Arts & Sciences	MA	Philosophy (moved from 08-09)	Pocatello
ISU	Arts & Sciences	MS	Biochemistry	Pocatello
ISU	Health Professions	MS	HCA: Health Information Systems Management	Pocatello
ISU	Health Professions	BS	Pre-Physician Assistant Major	Pocatello
ISU	Health Professions	5 year MHA	Health Care Administration	Pocatello
ISU	Health Professions	MD Fellowship	Internal Medicine (Hospitalist)	Pocatello
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite program)	Expand to Twin Falls
ISU	Arts & Sciences	MA	Dance	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Geriatrics/Long Term Care	Pocatello
ISU	Health Professions	Residency	Physician Assistant – Psychiatry	Pocatello

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 22
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2012-13				
EITC	Business	AAS	Outdoor Recreation Mgmt. (moved from FY10-11)	Idaho Falls
ISU	Arts & Sciences	MFA	Theatre and Dance (moved to 13-14)	Pocatello
ISU	Arts & Sciences	MA	Dance (moved from 11-12)	Pocatello
ISU	Engineering	BS, MS	Computer Engineering (moved from FY07-08)	Pocatello
ISU	Engineering	MS—Emphasis	Nano-technology (Mechanical Engineering, Computer Engineering, Measurement and Control) (moved from FY09-10)	Pocatello
ISU	Engineering	MS	Biomedical Engineering (moved from 07-08)	Pocatello
ISU	Engineering	PhD	Civil Engineering	Pocatello, ID Falls
ISU	Engineering	PhD	Computer Science	Pocatello, ID Falls
ISU	Engineering	PhD	Electrical Engineering	Pocatello, ID Falls
ISU	Engineering	PhD	Mechanical Engineering	Pocatello, ID Falls
ISU	Health Professions	PhD	Dental Hygiene	Pocatello
ISU	Health Professions	MD Fellowship	Psychiatry	Pocatello
2013-14				
EITC	Business	AAS	Broadcast Management (moved from FY11-12)	Idaho Falls
ISU	Health Professions	PhD	Dental Hygiene	Pocatello
ISU	Arts & Sciences	MA	History (moved from FY06-07)	Pocatello
ISU	Arts & Sciences	MFA	Theatre & Dance (moved from 12-13)	Pocatello
ISU	Education	Ed D Emphasis	Literacy (moved from FY07-08)	Pocatello, ID Falls, Twin Falls
ISU	Health Professions	MS	Dietetics	Pocatello, Treasure Valley
ISU	Health Professions	Residency Cert.	Psychiatry	Pocatello
2014-15				
EITC	Industrial	AAS	Heating Ventilation and Air Cond. (moved from FY08-09)	Idaho Falls
ISU	Health Professions	Certificate	Rural Underserved Health (Institute of Rural Health)	Pocatello
2015-16				
EITC	Business	AAS	Medical Equipment Repair (moved from FY08-09)	Idaho Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 23
Two-Year Update Draft 8-5-08

THIS PAGE INTENTIONALLY LEFT BLANK

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 24
Two-Year Update Draft 8-5-08

Northern Region

Eight-Year Plan for Educational Program Development
Potential New or Expanded Programs by Year
Academic Years 2006-07 2008-09 through 2013-14 2015-16
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
2006-07				
UI	Agricultural & Life Sciences	M.Sci., Masters	Agricultural Sciences	Coeur d'Alene
UI	Education	B.S.	Secondary	Coeur d'Alene
UI	Letters, Arts and Social Sciences	Certificate	Organizational Leadership	Moscow
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Biology w/secondary certification	Lewiston
LCSC	Academic	AS	Business Administration	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification	Lewiston
LCSC	Academic	Alternative Teacher Certification - BS	Education	Coeur d'Alene
LCSC	Academic	AS	Entrepreneurship	Lewiston
LCSC	Academic	Minor	Marketing	Lewiston
LCSC	Academic	BA/BS	Management w/Radiographic Emphasis	Lewiston
LCSC	Academic	BS	Medical Technology	Lewiston, Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration	Lewiston
LCSC	Academic	BS	Public Administration	Lewiston, Coeur d'Alene
LCSC	Academic	20 credit minor	Special Ed w/o certification	Lewiston
LCSC	Professional-Technical	AAS	Dental Hygiene (moved to FY09-10)	Lewiston
NIC	Professional-Technical	Certificate	Graphic Arts	Coeur d'Alene
NIC	Professional-Technical	AAS	Radiographic Technology	Coeur d'Alene
NIC	Professional-Technical	TC,AAS	Resort/Recreation Management	Coeur d'Alene
NIC	Professional-Technical	TC, AAS	Medical Equipment Repair (moved to FY08-09)	Coeur d'Alene
NIC	Professional-Technical	TC, AAS	Turf Management	Coeur d'Alene

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 25
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2007-08				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Biological & Agricultural Engineering	Post Falls
UI	Agriculture & Life Sciences	B.Sc.	Early Childhood Dev & Education (moved to FY08-09)	Coeur d'Alene
UI	Agriculture & Life Sciences	B.Sc.	Medical Technology (moved to FY08-9)	Coeur d'Alene
UI	Education	Ph.D.	Education (moved to FY08-09)	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Computer Science	Coeur d'Alene
UI	Graduate Studies	M.S., Certificate	Bioregional Planning & Community Design	Moscow
UI	Graduate Studies	Ph.D.	Environmental Sciences (moved to FY09-10)	Post Falls
UI	Graduate Studies	M.S./J.D., Ph.D./J.D.	Water Resources	Moscow
UI	Graduate Studies	M.S., Ph.D.	Water Resources (3 options)	Moscow
UI	Letters, Arts & Social Sciences	M.M.	Conducting (moved to FY08-09)	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing (moved to FY08-09)	Moscow
UI	Letters, Arts & Social Sciences	Ph.D.	Experimental Psychology (moved to FY08-09)	Moscow
UI	WWAMI Medical Education	n/a	1 st year Medical Education (moved to FY08-09)	Moscow
LCSC	Academic	BA/BS	Applied Psychology	Coeur d'Alene
LCSC	Academic	BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
LCSC	Academic	BA/BS	Biology w/secondary certification (moved to FY08-09)	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification (moved to FY08-09)	Lewiston
LCSC	Academic	BA/BS	Environmental Science (moved to FY10-11)	Lewiston
LCSC	Academic	Minor	Human Resource Management (moved to 08-09)	Lewiston
LCSC	Academic	Minor	Marketing (moved to 08-09)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved to 10-11)	Lewiston, Coeur d'Alene
LCSC	Academic	BS	Medical Technology (moved to FY09-10)	Lewiston
LCSC	Academic	BA	Publishing Arts	Lewiston
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration (moved to FY08-09)	Lewiston
LCSC	Academic	MAT	Secondary Education (moved to FY09-10)	Lewiston
LCSC	Academic	BA/BS	Special Education – DLT degree	Lewiston
LCSC	Academic	BA/BS	Sports & Rec Management	Lewiston
LCSC	Professional-Technical	AAS	Automobile Hybrid Technology	Lewiston
LCSC	Professional-Technical	AAS	Communication & Media (moved to FY09-10)	Lewiston
LCSC	Professional-Technical	AAS	Human Resource Management (moved to FY08-09)	Lewiston
NIC	Professional Technical	TC	Dental Assistant (moved to FY09-10)	Coeur d'Alene
NIC	Professional Technical	AAS	Dental Hygiene (moved to FY09-10)	Coeur d'Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Controls Technology (moved to FY12-13)	Coeur d'Alene

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 26

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2008-2009				
UI	Graduate Studies	Grad. Degree/ cert.	Bionanoscience	Moscow
UI	Graduate Studies	Certificate	Bioregional Planning	Coeur d'Alene
UI	Art & Architecture	B.A.	Art History and Visual Culture	Moscow
UI	Agricultural & Life Sciences	BS	Foods and Nutrition – Nutrition Option	Coeur d'Alene
UI	Letters, Arts & Social Sciences	M.S.	Organizational Dynamics	Coeur d'Alene
UI	Letters, Arts & Social Sciences	M.A., M.S.	Specialized Reporting (Moved to 10-11)	Moscow
UI	Agricultural & Life Sciences	B.Sc.	Early Childhood development & Education (moved from FY07-08)	Coeur d' Alene
UI	Agricultural & Life Sciences	B. Sc.	Medical Technology (moved from FY07-08)	Coeur d' Alene
UI	Agricultural & Life Sciences	MS Med Tech	Medical Technology	Moscow
UI	Education	EdD	Education	Coeur d' Alene
UI	Education	PhD	Education (moved from FY07-08)	Coeur d' Alene
UI	Graduate Studies	MS, Certificate	Bioregional Planning & Community Design	Moscow, statewide
UI	Graduate Studies	MLA	Landscape Architecture	Moscow, Boise
UI	Letters, Arts & Social Sciences	M.M.	Conducting (moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing (moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	PhD	Experimental Psychology (moved from FY07-08)	Moscow
UI	Letters, Arts & Social Sciences	BA/BS	Interpersonal and Organizational Relations	Coeur d' Alene
UI	Science	BS	Chemistry- Forensic Option	Moscow
UI	Science	Certificate	Reproductive Biology	Moscow
UI	WWAMI	n/a	1 st Year Medical Education (moved from FY07-08)	Moscow
LCSC	Academic	Certificates/minors	American Indian Education	Lewiston
LCSC	Academic	Certificates/minors	E-Learning & distance learning tech	Lewiston
LCSC	Academic	Certificates/minors	Health/aging/fitness	Lewiston
LCSC	Academic	Certificates/minors	Home based schooling	Lewiston
LCSC	Academic	Certificates/minors	Prison Education	Lewiston
LCSC	Academic	Minor	Human Resource Management (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Marketing (moved from 06-07)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved to FY10-11)	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Biology w/ Secondary Certification (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Chemistry w/ Secondary Certification (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS	Earth Science w/ Secondary Certification	Lewiston
LCSC	Academic	AS	Respiratory Therapy	Lewiston

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 27

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2008-2009				
NIC	Professional-Technical	TC	Gerontology Care Specialist	Coeur d'Alene
NIC	Professional-Technical	TC, ATC, AAS	Instrumentation Technology	Coeur d'Alene
NIC	Professional-Technical	TC, ATC, AAS	Medical Equipment Repair (moved from FY06-07 then moved to FY13-14)	Coeur d'Alene
NIC	Professional-Technical	AAS	Respiratory Therapy (moved to FY11-12)	Coeur d'Alene
NIC	Professional-Technical	AAS	Veterinary Assistant (moved to FY14-15)	Coeur d'Alene
NIC	Trades & Industry	TC, ATC	Home Technology Integration	Coeur d'Alene
NIC	Health Professions	TC	EMT	Coeur d'Alene
NIC	Health Professions	AAS	Paramedic	Coeur d'Alene
NIC	Business & Professional	TC, ATC	Law Enforcement Patrol	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Welding Program (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Diesel Electrical Systems (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Automotive Maintenance Technicians (evenings)	Coeur d'Alene
NIC	Trades & Industry	ATC, AAS	Welding Technology (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Diesel Hydraulic Systems (evenings)	Coeur d'Alene
NIC	Trades & Industry	PTC	Basic Power Equipment	Coeur d'Alene
2009-10				
UI	Graduate Studies	M.Sc., Ph.D.	Bioinformatics & Computational Biology	Coeur d'Alene
UI	Agricultural & Life Sciences	MSc.	Agricultural Sciences (moved from FY07-08)	Coeur d'Alene
UI	Graduate Studies	Ph.D.	Environmental Sciences (moved from FY09-10)	Post Falls
UI	Education	BS Tech	Professional-Technical and Technology Education	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	Certificate	Global Justice	Moscow
UI	Letters, Arts, & Social Sciences	BA	Interdisciplinary Studies	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	BS	Interdisciplinary Studies	Coeur d'Alene
UI	Letters, Arts, & Social Sciences	Certificate	Professional Ethics, Diversity & Intercultural Relations	Moscow
UI	Engineering	M.Sc., Ph.D.	Mechanical Engineering	Post Falls
UI	WWAMI Medical Education	n/a	1 st year Medical Education (moved to FY10-11)	Moscow
UI	Graduate Studies	PhD	Environmental Sciences (moved from FY07-08)	Coeur d'Alene
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite BS Program) (moved to FY10-11)	North Idaho and Boise

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 28

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2009-10				
LCSC	Academic	Minor	Middle Level Education	Lewiston
LCSC	Academic	BS	Medical Technology (moved from FY07-08)	Lewiston
LCSC	Academic	MAT	Secondary Education (moved from FY07-08)	Lewiston
LCSC	Academic	BA/BS & minor	Exercise Science	Lewiston
LCSC	Academic	BA/BS	Accounting	Lewiston
LCSC	Academic	BA/BS	Management Information Systems	Lewiston
LCSC	Academic	BFA	Creative Writing	Lewiston
LCSC	Academic	BA/BS	Secondary Education: Speech/Drama	Lewiston
LCSC	Professional Technical	AAS	Dental Hygiene (moved from FY06-07)	Lewiston
LCSC	Professional Technical	AAS	Communication & Media (moved from FY07-08)	Lewiston
NIC	Health Professions	AAS	Dental Hygiene (moved from FY07-08)	Coeur d' Alene
NIC	Health Professions	TC	Dental Assistant (moved from FY07-08)	Coeur d' Alene
NIC	Health Professions	AAS	PTA	Coeur d' Alene
NIC	Trades & Industry	TC	Basic Motorcycle Systems	Coeur d' Alene
NIC	Trades & industry	TC	Customer Service Specialist	Coeur d' Alene
NIC	Trades & industry	AAS	Carpentry	Coeur d' Alene
NIC	PE & RRM	TC, AAS	Fitness Specialist	Coeur d' Alene
NIC	Business & Professional	TC	Culinary Arts Bakery	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Warehouse/Distribution Specialist	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Industrial Electrical Technology	Coeur d' Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Electricity Technology	Coeur d' Alene
NIC	Professional Technical	AAS	Massage Therapy	Coeur d' Alene
NIC	Professional Technical	AAS	Surgical Technician	Coeur d' Alene

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion~~.

Southeast Region - Page 29

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2010-11				
UI	Agricultural & Life Sciences	BS	Foods and Nutrition - Culinology Option	Coeur d'Alene
UI	Letters, Arts & Social Sciences	M.A.	Media Management, Journalism & Mass Media	Moscow/Coeur d'Alene
UI	Graduate Studies	MLA	Landscape Architecture	Moscow, statewide
UI	Letters, Arts, & Social Sciences	MA , MS	Specialized Reporting (moved from FY08-09)	Moscow
UI	WWAMI Medical Education	n/a	1 st Year Medical Education (moved from 2009-10)	Moscow
UI	Art & Architecture	MS	Virtual Technology & Design	Moscow
LCSC	Academic	BA/BSBS	Early Childhood Education	Lewiston
LCSC	Academic	BA/BS	Environmental Science (moved from FY07-08)	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging (moved from FY08-09)	Coeur d' Alene
LCSC	Academic	BA/BS	Health Care Administration	Lewiston, Coeur d'Alene
LCSC	Professional Technical	TC/AAS	Dental Assistant	Lewiston
NIC	Professional Technical	TC	Nail Technician	Coeur d'Alene
NIC	Professional Technical	AAS	Ultrasound Technician	Coeur d'Alene
NIC	Health Professions	AAS	Ultrasound Technologist	Coeur d'Alene
NIC	Health Professions	AAS	Surgical Technologist	Coeur d' Alene
NIC	Business & Professional	TC, ATC	Legal Administrative Assistant	Coeur d'Alene
NIC	Trades & industry	AAS	Transportation & Logistics Mgmt.	Coeur d' Alene
ISU	Health Professions	BSDH	Dental Hygiene (to add satellite BS Prog) (moved from FY09-10)	North Idaho /Treasure Valley
ISU	Health Professions	PG Certificate	Family Medicine Residency	Coeur d' Alene

2011-12				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Microbiology, Molecular Biology & Biochemistry	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Material Sciences & Engineering	Post Falls
UI	Business & Economics	M Acct	Accountancy	Coeur d' Alene
UI	Business & Economics	MBA	Master of Business Administration	Moscow
NIC	Professional Technical	AAS	Cosmetology	Coeur d'Alene
NIC	Professional Technical	TC	Emergency Medical Technician	Coeur d'Alene
NIC	Professional Technical	AAS	Medical Assistant	Coeur d'Alene
NIC	Health Professions	AAS	Respiratory Therapist (moved from FY 07-08)	Coeur d' Alene
NIC	PE & RRM	TC, AAS	Professional Golf Management	Coeur d' Alene
NIC	Business & Professional	ATC, AAS	Culinary Arts- Culinology	Coeur d' Alene
NIC	Business & Professional	TC	Medical Administrative Assistant	Coeur d' Alene
NIC	Business & Professional	TC	Medical Billing Specialist	Coeur d' Alene
NIC	Business & Professional	TC	Medical Transcriptionist	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Instrumentation Technology	Coeur d' Alene
LCSC	Professional Technical	TC/AAS	Certified Nursing Assistant	Lewiston

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 30

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2012-13				
BSU	Business & Economics	MS/JD	Accounting – Taxation and law	SW and Northern Regions
LCSC	Academic	Certificate	GIS	Lewiston
NIC	Professional Technical	AAS	Nuclear Medicine Technician-Technologist	Coeur d'Alene
NIC	Health Professions	AAS	Nuclear Medicine Technologist	Coeur d'Alene
NIC	PE & RRM	TC, ATC	Athletic Trainer Aide	Coeur d' Alene
NIC	Trades & Industry	TC, ATC, AAS	Industrial Controls Technology (moved from FY07-08)	Coeur d' Alene
ISU	Health Professions	MPAS	Physician Assistant (expansion)	Coeur d' Alene
ISU	Health Professions	Graduate Residency Cert.	Clinical training Site for Resident Dentists	Coeur d' Alene
UI	Education	BS Tech	Professional-technical and Technology Education	Sandpoint
UI	Agricultural & Life Sciences	MS	Family And Consumer Sciences	Sandpoint
UI	Agricultural & Life Sciences	MS	Food Science	Sandpoint
UI	Agricultural & Life Sciences	BS	Foods and Nutrition-Culinology Option	Sandpoint
UI	Agricultural & Life Sciences	BS	Foods and Nutrition-Nutrition Option	Sandpoint
UI	Agricultural & Life Sciences	MS	Plant Science	Sandpoint
UI	Education	M.Ed	Counseling and Human Services	Sandpoint
UI	Education	MS	Counseling and Human Services	Sandpoint
UI	Education	M.Ed	Curriculum and Instruction	Sandpoint
UI	Education	MS	Curriculum and Instruction	Sandpoint
UI	Education	Ed.S	Educational Leadership	Sandpoint
UI	Education	M.Ed	Educational Leadership	Sandpoint
UI	Education	BS Ed	Elementary Education	Sandpoint
UI	Education	M Ed	Professional-Technical and Technology Education	Sandpoint
UI	Education	BS	Recreation	Sandpoint
UI	Education	BS Ed	Secondary Education	Sandpoint
UI	Education	BS Ed	Special Education	Sandpoint
UI	Education	Ed. S.	Special Education	Sandpoint
UI	Education	M. Ed	Special Education	Sandpoint

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

Southeast Region - Page 31

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2012-13				
UI	Letters, Arts, & Social Sciences	BS	Psychology	Sandpoint
UI	Graduate Studies	MS	Environmental Sciences	Sandpoint
UI	Letters, Arts, & Social Sciences	BS	Environmental Sciences	Sandpoint
UI	Letters, Arts, & Social Sciences	BGS	General Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BA	Interdisciplinary Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BS	Interdisciplinary Studies	Sandpoint
UI	Letters, Arts, & Social Sciences	BFA	Music Theater	Sandpoint
UI	Letters, Arts, & Social Sciences	MFA	Music Theater	Sandpoint
UI	Letters, Arts, & Social Sciences	MS	Organizational Leadership	Sandpoint
UI	Natural Resources	M.S.	Natural Resources Conservation Admin	Sandpoint
UI	Education	BS Ed	Professional-Technical and Technology Education	Sandpoint

Academic Year	College	Degree Level	Program	Location
2013-14				
LCSC	Academic/Prof-Tech	Certificate	K-12	Lewiston
NIC	Trades & Industry	TC, ATC, AAS	Medical Equipment Repair Tech	Coeur d Alene

2014-15				
LCSC			Nothing panned at this time	
NIC	Business & Professional	ATC, AAS	Veterinary Technician (moved from FY07-08)	Coeur d Alene
NIC	Trades & Industry	TC, ATC, AAS	Electronics Technician	Coeur d Alene
NIC	Trades & Industry	TC, ATC	Equipment Operations	Coeur d Alene

2015-16				
LCSC			Nothing panned at this time	
NIC	Trades & Industry	ATC, AAS	Electrical Power/Process Automation	Coeur d' Alene

2016-17				
LCSC			Nothing panned at this time	

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 32
Two-Year Update Draft 8-5-08

South Central Idaho

Eight-Year Plan for Educational Program Development
 Potential New or Expanded Programs by Year
 Academic Years 2006-07 2008-09 through 2013-14 2015-16
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
2006-07				
CSI		A.A./A.A.S.	Agriculture – Animal Science	Twin Falls
CSI		A.A.S.	Greenhouse Management (moved to FY09-10)	Twin Falls
CSI		A.A.S.	Convergent and Telecommunications Technology	Twin Falls
CSI		A.A.	Special Education (approved)	Twin Falls
CSI		A.A.S.	Residential Construction	Twin Falls
CSI		B.A./B.S.	Psychology in cooperation with 4 yr school (ISU) (moved to FY08-09)	Twin Falls
CSI		B.A.	Social Work in cooperation with 4 yr school (ISU or BSU)	Twin Falls
2007-08				
CSI		A.A.S.	Music Performance	Twin Falls
CSI		A.A.S.	Turf Management (moved to FY-11-12)	Twin Falls
CSI		A.A.S.	Nursery Management (moved to FY10-11)	Twin Falls
CSI		TC	Grooming	Twin Falls
CSI		A.A./A.A.S.	Computer Information Systems	Twin Falls
ISU	Education	Ed.D. Emphasis	Seminary Instruction	Twin Falls
ISU	Education	Ed.D. Emphasis	Curriculum and Instruction	Twin Falls
ISU	Education	Ed.D. Emphasis	Adult Education (moved to FY10-11)	Twin Falls
ISU	Technology	Ph.D.	Adult Learning and Development HRTD (moved to FY09-10)	Twin Falls
2008-09				
CSI		A.A.S.	Cyber Security (articulation w/ISU, UI, BSU)	Twin Falls
CSI		A.S.	Bioinformatics (articulation w/ISU, UI, BSU)	Twin Falls
CSI		A.A.	Dance	Twin Falls
CSI		A.A.	Music Education	Twin Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 33
 Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2008-09				
CSi		B.A/B.S	Psychology in cooperation with 4 yr school (ISU) (moved from FY06-07)	Twin Falls
CSI		A.A	Mass Communication	Twin Falls
CSI		TC	Herdsman	Twin Falls
CSI		TC	Turf Management	Twin Falls
CSI		AAS, TC	Renewable Energy	Twin Falls
CSI		AAS, TC	Medical Coding Specialist	Twin Falls
CSI		A.A.S.	Forensic Specialist	Twin Falls
CSI		A.A.S.	Criminal Justice Administration	Twin Falls
ISU	Arts & Sciences	BA, BS	Psychology (moved to FY09-10)	Twin Falls
BSU	Social Sciences & Public Affairs	BSW	Social Work	Twin Falls
BSU	Social Sciences & Public Affairs	MSW	Social Work	Twin Falls
2009-10				
CSI		A.S.	Chemistry Lab Technician	Twin Falls
CSI		A.A.	K-12 Physical Education	Twin Falls
CSI		A.A.	Sport Management	Twin Falls
CSI		A.A.S	Greenhouse Management (moved from FY06-07)	Twin Falls
CSI		AAS	Dairy Science	Twin Falls
CSI		TC	Farrier	Twin Falls
CSI		AA	Outdoor Recreation	Twin Falls
CSi		AAS, AS, Cert	Gerontology	Twin Falls
ISU	Health Professions	Ph.D.	Nursing	Statewide
ISU	Arts & Sciences	BA, BS	Psychology (moved from FY08-09)	Twin Falls
ISU	Technology	Ph.D.	Adult Learning and Development HRTD (moved from FY07-08)	Twin Falls
2010-11				
CSI		AAS, AS, Cert	Physical Therapy Assistant	Twin Falls
CSI		A.A.S	Nursery Management (moved from FY07-08)	Twin Falls
ISU	Education	Ed.D. Emphasis	Adult Education (moved from FY07-08)	Twin Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and Strikeout--deletion.

Southeast Region - Page 34
Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2011-12				
CSI		AAS, AS, Cert	Dietetic Technology	Twin Falls
CSI		A.A.S	Turf Management (moved from FY07-08)	Twin Falls
2012-13				
CSI		AAS, AS, Cert	Dental Hygiene	Twin Falls
CSI		AAS, AS, Cert	Pharmacy Technology	Twin Falls
CSI		TC	Viticulture	Twin Falls
CSI		AAS	Health Information Technology	Twin Falls
2013-14				
CSI		AAS, AS, Cert	Medical Laboratory Assistant	Twin Falls
CSI		TC	Silviculture	Twin Falls
2014-15				
CSI		AAS, AS, Cert	Diagnostic Sonography	Twin Falls
CSI		AAS	Viticulture	Twin Falls
2015-16				
CSI		AAS	Silviculture	Twin Falls

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

*Southeast Region - Page 35
Two-Year Update Draft 8-5-08*

THIS PAGE INTENTIONALLY LEFT BLANK

Red indicates new additions, Green--change in delivery timeframe, Blue--correction and ~~Strikeout--deletion.~~

*Southeast Region - Page 36
Two-Year Update Draft 8-5-08*

Statewide

Eight-Year Plan for Educational Program Development
Potential New or Expanded Programs by Year
Academic Years 2006-07 2008-09 through 2013-14 2015-16
(Plans reflect the year the program would be proposed for implementation)

Academic Year	College	Degree Level	Program	Location
2007-08				
ISU	Health Professions	RN to MSN	Nursing	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP (moved to FY09-10)	Statewide
ISU	Technology	AS (online)	Emergency Management (Online Program) (moved to FY09-10)	Statewide
UI	Graduate Studies	MS, Certificate	Bioregional Planning & Community Design	Statewide
2008-2009				
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs [approved by SBOE 4-17-08]	Statewide
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning [approved by SBOE 4-17-08]	Statewide
BSU	Social Sciences & Public Affairs	Masters	Urban Studies	Statewide
ISU	Health Professions	DNP	Doctorate of Nursing Practice (moved to 10-11)	Statewide
UI	Graduate Studies	MS, Certificate	Bioregional Planning & Community Design (moved from FY07-08)	Statewide
2009-10				
ISU	Health Professions	MS (online)	Deaf Education (Online Program)	Statewide
ISU	Health Professions	NP	Psychiatric/Mental Health NP (moved from FY07-08)	Statewide
ISU	Technology	BS (online)	Fire Services Administration (Online Program)	Statewide
ISU	Technology	AS (online)	Emergency Management (Online Program) (moved from FY07-08)	Statewide

Indicates new additions, indicates a change in delivery timeframe, indicates a correction and indicates a deletion.

Statewide - Page 37

Two-Year Update Draft 8-5-08

Academic Year	College	Degree Level	Program	Location
2010-11				
ISU	Health Professions	Ph.D. (online)	Nursing (Online Program)	Statewide
ISU	Health Professions	MS	Speech Language Pathology (Hybrid Program)	Statewide
ISU	Health Professions	Certificate (online)	Speech-Language Pathology Assistant (Online Program) (moved from SE Idaho Plan)	Statewide
ISU	Health Professions	DNP	Doctorate of Nursing Practice (moved from 08-09)	Statewide
ISU	Health Professions	BS (online)	Radiographic Science Bachelor's completion (Online)	Statewide
ISU	Medicine	M.D.	Medical Education	Statewide
ISU	Pharmacy	MS/PHD	Clinical Pharmacotherapy	Statewide
ISU	Technology	BS (online)	Emergency Management (Online Program) (moved from 08-09)	Statewide
ISU	Health Professions	Ph.D. (online)	Nursing (Online Program)	Statewide
ISU	Health Professions	MS	Speech Language Pathology (Hybrid Program)	Statewide
UI	Graduate Studies	MLA	Landscape Architecture	Statewide
2011-12				
ISU	Technology	Master's/Graduate Certificate (online)	Emergency Management (Online Program) (moved from 08-09)	Boise Statewide
2012-13				
ISU	Health Professions	DNP	CRNA Specialization	Statewide
2013-14				
ISU	Health Professions	DNP	Forensics Specialization	Statewide

Indicates new additions, indicates a change in delivery timeframe, indicates a correction and indicates a deletion.

Statewide - Page 38

Two-Year Update Draft 8-5-08

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	Addiction Studies	Graduate Certificate	Education/Health Sciences	Counselor Education & Community & Enviro
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	Applied Mathematics	BS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Applied Historical Research	Master's	Soc Sci & Public Affairs	Histrory
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	Biological Sciences
BSU	3	BSU Campus	Boise	Biology	MA	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Biology	BS	Arts & Sciences	Biological Sciences
BSU	3	BSU Campus	Boise	Biology, Secondary Education	BS	Arts & Sciences	Biological Sciences
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

updated 8/6/08

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	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	BA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Literature	MA	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	Administration
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	General Studies	Bachelor's	Soc Sci & Public Affairs	
BSU	3	BSU Campus	Boise	Geoarchaeology	BA	Arts & Sciences, Soc Sci & Pu	Geosciences, Anthropology
BSU	3	BSU Campus	Boise	Geosciences	BS	Arts & Sciences	Geosciences

updated 8/6/08

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Geosciences Joint/ISU	MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	MS, PhD	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	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	Health Science Studies	BS	Health Sciences	Community & Environmental Health
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

updated 8/6/08

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Mathematics	BA	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics	BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mechanical Engineering	BSME, ME, MS	Engineering	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	Nursing	BS completion (online)	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Nursing (Scheduled to start Fall 2009)	AAS	College of Applied Tech	Center for Health and Human Services
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 Policy and Administration	Ph.D.	Soc Sci & Public Affairs	Public Policy & 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	Biological Sciences
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

updated 8/6/08

Program Inventory List - Boise State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
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
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	BS	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BS	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business	BBA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business	BA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business	BA	Business & Economics	Management

updated 8/6/08

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU		Statewide	Online	Pharmacy: Non-Traditional Pharm.D.	PharmD	Pharmacy	Pharmacy Prac & Admin. Sciences
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	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	3	ISU-Boise Ctr	Boise	Audiology (second 2 years)	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	Communication Sciences and Disorders	BS-Pre-Speech Pathology	Health Professions	Communication Sciences and Disorders
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	Communication Sciences and Disorders
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	Idaho Advanced General Dentistry Prog.	Post-Doc. Cert.	Health Professions	Dental Sciences
ISU	3	ISU-Boise Ctr	Boise	Marital, Couple and Family Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Mental Health Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Nursing (Fast-track)	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing (BSRN Completion)	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Paramedic	ATC, AS	Technology	Health Occupations
ISU	3	ISU-Boise Ctr	Boise	Pharmacy (3rd & 4th years)	PharmD	Pharmacy	Pharmacy Prac. & Admin. Science
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 & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	School Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Speech-Language Pathology	MS	Health Professions	Communication Sciences and Disorders
ISU	3	ISU-Boise Ctr	Boise	Student Affairs Counseling	M Coun	Health Professions	Counseling
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 (BSRN Completion)	BS	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	Technology	Health Occupations
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Accounting	BBA	Business	Accounting
ISU	5	ISU Campus	Pocatello	Administrative Information Technology	TC	Technology	

updated 8/6/08

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
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 (first 2 years)	AuD	Health Professions	Communication Sciences and Disorders
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 Science	BAS	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
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 Sience 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	Communication Sciences & Disorders	Academic Certificate	Health Professions	Communication Science & Disorders
ISU	5	ISU Campus	Pocatello	Communication Sciences and Disorders	BS-Pre-Audiology	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Communication and Rhetorical Studies	BA, BS, MA, AA	Arts & Sciences	Communication & Rhetorical Studies
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

updated 8/6/08

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Deaf Education	MS	Health Professions	Communication Sciences and Disorders
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	Communication Sciences and Disorders
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 Management (Online)	AS	Technology	Institute of EMT
ISU	5	ISU Campus	Pocatello	Emergency Medical Technician - Basic	Postsecondary Tech Cert	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Energy Systems Electrical Engineering Technology	AAS	Technology	Electronics
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
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 Administration (online)	BS, AS	Technology	Institute of EMT
ISU	5	ISU Campus	Pocatello	Fire Service Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	French	BA, AA	Arts & Sciences	Languages & Literature
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

updated 8/6/08

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
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	Languages & Literature
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	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Health Information Technology	PTC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Health Science	BS	Technology	Health Occupations
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	Insurance	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	International Studies	BA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Japanese	AA	Arts & Sciences	Languages & Literature
ISU	5	ISU Campus	Pocatello	Laser/Electro-Optics Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Latin	AA	Arts & Sciences	Languages & Literature
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 Technology	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, AAS	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	Medical Office Technology	ATC	Technology	
ISU	5	ISU Campus	Pocatello	Medical Transcription	PTC	Technology	
ISU	5	ISU Campus	Pocatello	Medical Informatics	AAS, PTC	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mental Health Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Microbiology	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Music Education	BME	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, General	BA, BS	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, Performance	BM	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Nuclear Science and Engineering/(Co-op)	MS, PhD	Engineering	Nuclear Engineering

updated 8/6/08

Program Inventory List - Idaho State University

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Nuclear Engineering	BS	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nursing	BS, MS, PM Cert	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	AS	Technology	Health Occupations
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 (1st-4th years)	PharmD	Pharmacy	Pharmacy Prac & Admin. Sciences
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 Occupations
ISU	5	ISU Campus	Pocatello	Physical Therapy	DPT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Physician Assistant Studies	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 Occupations
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	Public Health	MPH	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Radiographic Science	AAS, 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	Languages & Literature
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	Languages & Literature
ISU	5	ISU Campus	Pocatello	Sign Language Studies	AS	Health Professions	Communication Sciences and Disorders
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	Languages & Literature
ISU	5	ISU Campus	Pocatello	Special Education	Ed S	Education	Special Education
ISU	5	ISU Campus	Pocatello	Speech-Language Pathology	MS	Health Professions	Communication Sciences and Disorders
ISU	5	ISU Campus	Pocatello	Statistics	BS	Arts & Sciences	Mathematics
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
ISU	5		Soda Springs	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	ADMINISTRATIVE MEDICAL ASSISTANT	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	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 & Communication	BA/BS	Academic Programs	Business and Humanities Divisions
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	2	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

updated 8/6/08

Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Fire Service Technology	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	General Studies	BA/BS	Academic Programs	Business, Educ, Humanities, Natural Sci & Mathematics
LCSC	2	LCSC Campus	Lewiston	GRAPHIC ARTS/PRINTING TECHNOLOGY	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Digital Imaging	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Offset Press	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	HEATING, AIR CONDITIONING & APPLIANCE TECH	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-B	TC	Professional Technical	Technical & Industrial
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 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	Publishing Arts	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Radiographic Science	AS	Academic Programs	Nursing & Health Sciences

updated 8/6/08

Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Social Sciences	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences: Secondary Education	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Work	BSW	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Social Work	BSW	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Sports Administration	BA/BS	Academic Programs	Business Division and Education Division
LCSC	2	LCSC Campus	Lewiston	Special Education	BA/BS	Academic Programs	Education
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

updated 8/6/08

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	Ed S Ad Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Education (Secondary Education	BS	Education	Curriculum and Instruction
UI	1	NICHE	Coeur d'Alene	Education	Ed Sp Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Educational Leadership	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Elementary Education	BS Ed	Education	Curriculum and Instruction
UI	1	NICHE	Coeur d'Alene	Environmental Science	MS	Graduate	Interdisciplinary Studies
UI	1	NICHE	Coeur d'Alene	Executive Master of Business Administration	EMBA	Business & Economics	Business
UI	1	NICHE	Sandpoint	Executive Master of Business Administration	EMBA	Business & Economics	Business
UI	1	NICHE	Coeur d'Alene	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Food Science and Technology	Certificate	Agricultural & Life Sci	Food Science & Toxicology
UI	1	NICHE	Coeur d'Alene	Geographic Information Systems (GIS)	Certificate	Science	Geography
UI	1	NICHE	Coeur d'Alene	Organizational Dynamics	Certificate	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Psychology	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Psychology	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	BS Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	Ed S Sp Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	M Ed	Education	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Special Education	MS	Education	Graduate Programs
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 Basic Education/GED Instructor	Certificate	Education	Adult, Career, and Technology Education
UI	2	UI Campus	Moscow	Adult/Organizational Learning and Leadership	Ed S Ad Ed	Education	Graduate Programs
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	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Advanced Materials Technology	Certificate	Engineering	Materials Science & Engineering
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 Argo, Hort, & Env Qual	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	Agri Economics & Rural Soc
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	Agricultural & Life Sci	Biological & Agricultural Engineering

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Analog Integrated Circuit Design	Certificate	Engineering	Electrical & Computer Engineering
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 Economics	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Applied Economics	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Geotechnics	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Archaeological Technician	Certificate	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Architecture	BS Arch	Art and Architecture	Architecture
UI	2	UI Campus	Moscow	Architecture	M Arch	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Architecture	MS	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Army Officer Education	No Degree		
UI	2	UI Campus	Moscow	Art	BA	Art and Architecture	Art & Design
UI	2	UI Campus	Moscow	Art	MAT	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Art	MFA	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Art Education	BS Art Ed	Art and Architecture	Art & Design
UI	2	UI Campus	Moscow	Athletic Training	BS PE	Education	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Biochemistry	BS Biochem	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	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-BioSys Engineering Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Env Engineering Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Food & Bioprocess Engrg Opt	BS BAE	Agricultural & Life Sci/Eng	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Soil & Water Engrg Opt	BS BAE	Agricultural & Life Sci/Eng	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 BAE	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	Bioregional Planning and Community Design	MS		
UI	2	UI Campus	Moscow	Bioregional Planning and Community Design	Certificate		
UI	2	UI Campus	Moscow	Business Administration (Executive)	EMBA	Business & Economics	
UI	2	UI Campus	Moscow	Business Econ-Financial Econ	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Business Econ-General	BS Bus	Business & Economics	Business
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		

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
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	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	Chemistry-Forensics Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Civil Engineering	BS CE	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	Certificate	Engineering	Civil Engineering
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	Engineering	Electrical & Computer Engineering
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	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	Graduate Programs
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	Health, Physical Education, Recreation, and Dance
UI	2	UI Campus	Moscow	Diversity and Stratification	Certificate	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Early Childhood Development and Education	BS Erly Chldhd Dev Ed	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Earth Science	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Ecology and Conservation Biology	BS Ecol Cons Biol	Natural Resources	Natural Resources
UI	2	UI Campus	Moscow	Economics	BA	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	BS	Business & Economics	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	Graduate Programs

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Education	PhD	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
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	Electric Machines and Drives	Certificate	Engineering	Electrical & Computer Engineering
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	Curriculum and Instruction
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 Contamination Assessment	Certificate		
UI	2	UI Campus	Moscow	Environmental Education	Certificate	Natural Resources	Conservation Social Sciences
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	Letters, Arts & Soc Sci	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	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Physical Science	BS Env S	Letters, Arts & Soc Sci	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Social Science	BS Env S	Letters, Arts & Soc Sci	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	Business
UI	2	UI Campus	Moscow	Fire Ecology and Management	BS	Natural Resources	Forest Resources/Rangeland Ecology and Mgmt
UI	2	UI Campus	Moscow	Fire Ecology and Management	Graduate Certificate	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Fire Ecology and Management	Undergrad Certificate	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Fishery Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Food Science	BS FS	Agricultural & Life Sci	Food Science & Toxicology
UI	2	UI Campus	Moscow	Food Science	MS FS	Agricultural & Life Sci	Food Science & Toxicology
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

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Forest Products	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Forest Products-Business Mgmt	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Products-Forest Operations	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Products-Wood Con Design	BS For Prod	Natural Resources	Forest Products
UI	2	UI Campus	Moscow	Forest Resources	BS for Prod	Natural Resources	Forest Resources
UI	2	UI Campus	Moscow	Forest Resources	MS	Natural Resources	Graduate Programs
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	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 & Regional 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	Science	Geography
UI	2	UI Campus	Moscow	Heating, Ventilation, and Air Conditioning Systems	Certificate	Engineering	Mechanical Engineering
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	Business
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, BID	Art and Architecture	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	Landscape Architecture	B L Arch	Art and Architecture	Architecture
UI	2	UI Campus	Moscow	Landscape Architecture	MS	Art and Architecture	Graduate Programs
UI	2	UI Campus	Moscow	Latin-American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
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

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Management and Human Resources	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Marketing	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Marketing-Pro Golf Mgmt	BS Bus	Business & Economics	Business
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	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 Education	MD (WWAMI)	WWAMI	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	Mining/Metallurgical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Molecular Biology and Biotechnology	BS MBB	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Music	M Music	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music Education: 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: Musical 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	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		

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Neuroscience	MS	Graduate Studies	Graduate Programs
UI	2	UI Campus	Moscow	Neuroscience	PhD	Graduate Studies	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	Health, Physical Education, 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	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Production/Operations Management	BS Bus	Business & Economics	Business
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	BS Ed	Education	Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
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	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 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	Health, Physical Education, Recreation, & Dance
UI	2	UI Campus	Moscow	Recreation	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Reproductive Biology	Certificate	Science	Biological Sciences
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	BS Res Rec	Natural Resources	Conservation Social Sciences
UI	2	UI Campus	Moscow	Restoration Ecology	Certificate	Natural Resources	Rangeland Ecology and Management
UI	2	UI Campus	Moscow	School Psychology	ED S Sch Psych	Education	Graduate Programs
UI	2	UI Campus	Moscow	Sec-Art	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Biological Sciences	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Chemistry	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Earth Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-English	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-French	BS Ed	Education	Curriculum and Instruction

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Sec-Geography	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-German	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-History	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Journalism	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Latin	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Mathematics	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physcial Sciences	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physical Sci-Life Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Physics	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Political Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Psychology	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Social Science	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Spanish	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Speech	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Theatre Arts	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Sec-Theatre Arts-Speech	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Secondary Education	BS Ed	Education	Curriculum and Instruction
UI	2	UI Campus	Moscow	Secure & Dependable Computing Systems	Certificate	Engineering	Computer Science
UI	2	UI Campus	Moscow	Semiconductor Theory and Devices	Certificate	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Six Sigma Innovation & Design	Grad Certificate	Science	Statistics
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	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	Graduate Programs
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	Statistics	Grad Certificate	Science	Statistics
UI	2	UI Campus	Moscow	Statistics	Minor	Science	Statistics
UI	2	UI Campus	Moscow	Structural Engineering	Certificate	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Studio Art	BFA	Art and Architecture	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 (Business)	BS	Education	Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Technology Education	BS Ed	Education	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	Technical Workforce Certificate	Certificate	Education	Adult, Career, and Technology Education
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

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
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	Art and Architecture	Interdisciplinary 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
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	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Wildlife Resources	BS Wildlife Res	Natural Resources	Fish and Wildlife Resources
UI	2	UI Campus	Moscow	Wildlife Resources	MS	Natural Resources	Graduate Programs
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	Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Graduate Programs
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 & Leadership	Ed S Ad Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning & Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning & Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	M Arch	Art and Architecture	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	MS	Art and Architecture	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	2	UI-Boise Center	Boise	Bioregional Planning and Community Design (design & physical planning (i.e. landscape, architectural, interior design planning))	MS		Graduate Programs
UI	2	UI-Boise Center	Boise	Bioregional Planning and Community Design (design & physical planning (i.e. landscape, architectural, interior design planning))	Certificate		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	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	PhD	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	Ed Spec Ed Ldrshp	Education	Graduate Programs
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

updated 8/6/2008

Program Inventory List - University of Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI-Boise Center	Boise	Geographic Information Systems (GIS)	Certificate	Science	Geography
UI	3	UI-Boise Center	Boise	Landscape Architecture	B L Arch	Art and Architecture	Architecture
UI	3	UI-Boise Center	Boise	Landscape Architecture	MS	Art and Architecture	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	Graduate Programs
UI	3	UI-Boise Center	Boise	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Water Resources Engineering & Science	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Engineering & Science	PhD	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Law, Mgmt & Policy	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Law, Mgmt & Policy	PhD	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Science & Mgmt	MS	Graduate Studies	Water Resources
UI	3	UI-Boise Center	Boise	Water Resources Science & Mgmt	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Agricultural Education	MS	Agricultural & Life Sci	Agricultural & Extension Educ
UI	4	CSI Campus	Twin Falls	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	4	CSI Campus	Twin Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	Family & Consumer Sciences
UI	4	CSI Campus	Twin Falls	GIS Certificate	Certificate	Science	Geography
UI	4	CSI Campus	Twin Falls	Water Resources Engineering & Science	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Engineering & Science	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Law, Mgmt & Policy	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Law, Mgmt & Policy	PhD	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Science & Mgmt	MS	Graduate Studies	Water Resources
UI	4	CSI Campus	Twin Falls	Water Resources Science & Mgmt	PhD	Graduate Studies	Water Resources
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Chemistry	MS	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Chemistry	PhD	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Science	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Computer Science	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Education	Ed D	Education	Graduate Programs
UI	6	University Place	Idaho Falls	Education	Ed Sp Ed	Education	Graduate Programs
UI	6	University Place	Idaho Falls	Education	PhD	Education	Graduate Programs

updated 8/6/2008

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	6	University Place	Idaho Falls	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Electrical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Environmental Science-Physical Science	BS Env S	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	6	University Place	Idaho Falls	Food Science and Technology	Certificate	Agricultural & Life Sci	Food Science & Toxicology
UI	6	IFCHE	Idaho Falls	General Studies	BGS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Geological Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Geology	PhD	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Hydrology	MS	Science	Graduate Programs
UI	6	University Place	Idaho Falls	Industrial Technology	BS Tech	Education	
UI	6	University Place	Idaho Falls	Industrial Technology Education	MS	Education	Graduate Programs
UI	6	IFCHE	Idaho Falls	Interdisciplinary Studies	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	6	University Place	Idaho Falls	Interdisciplinary Studies-Waste Mgt	MS	Graduate	Graduate Programs
UI	6	University Place	Idaho Falls	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	M Engr	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	MS	Engineering	Graduate Programs
UI	6	University Place	Idaho Falls	Nuclear Engineering	PhD	Engineering	Graduate Programs
UI	6	IFCHE	Idaho Falls	Psychology	MS	Letters, Arts & Soc Sci	Graduate Programs

updated 8/6/2008

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Administrative Assistant Program	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Administrative Assistant Program - Legal Assistant Opt	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Accounting/Bookkeeping	AAS		Business
CSI	4	CSI Campus	Twin Falls	Addiction Studies	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 Science	AS		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Support Technician	TC		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	Dance	AA		
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	Digital Media	AAS, TC		Information Tech
CSI	4	CSI Campus	Twin Falls	Digital Media - Graphic Design for Print opt	AAS		Information Tech
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, Generalist	AAS, PC, TC		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
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

updated 8/6/08

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, 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 Information Technology (Starting Fall '08)	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Health Promotion	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Health Workforce Training (CAN, phlebotomy, Asst w/ Meds)			
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	TC		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		Information Tech
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 Systems Technician	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	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
CSI	4	CSI Campus	Twin Falls	Political Science	AA		Social Science
CSI	4	CSI Campus	Twin Falls	Psychology	AA		Social Science

updated 8/6/08

Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Radiologic Technology	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Range Science	AS		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	Surgical First Assisting (Starting Fall '08)	AAS		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/Assistant	TC, AAS		Agriculture/Veterinary Tec
CSI	4	CSI Campus	Twin Falls	Water Resource Mgmt	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Web Developer	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Welding Technology	AAS, TC, CC		Trade & Industry
BSU	3	CSI Campus	Twin Falls	Social Work	BA	Social Science& Public Affairs	School of Social Work
BSU	3	CSI Campus	Twin Falls	Social Work	MA	Social Science& Public Affairs	School of Social Work

updated 8/6/08

THIS PAGE LEFT INTENTIONALLY BLANK

Program Inventory List - College of Western Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
Programs pending transfer from Boise State University's Seland College of Technology							

THIS PAGE LEFT INTENTIONALLY BLANK

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, Certificate		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, Certificate		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	Emergency Medical Technician	TC, AAS		Nursing & Health Professions
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 Assistant (Starting in Jan 09)	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Billing Specialist	AAS		Business & Professional Programs

updated 8/6/08

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 Receptionist	TC		Business & Professional Programs
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

updated 8/6/08

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	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	AAS		Health Professions Division-Nursing
EITC	6	EITC Campus	Idaho Falls	Office Professional	AAS		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		

updated 8/6/08

THIS PAGE LEFT INTENTIONALLY BLANK

IDAHO STATE UNIVERSITY

SUBJECT

Approval of Notice of Intent to Replace the D.A. in English with a Ph.D. in English and the Teaching of English – Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4(a) and 5(a), Program Approval and Discontinuance
Section 33-107 (7) and 33-4005, Idaho Code
Role and Mission – Idaho State University

BACKGROUND/DISCUSSION

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

Idaho State University (ISU) is proposing a Ph.D. program in English and the Teaching of English, which would replace the university's current Doctor of Arts (D.A.) offering in English. ISU's English Department views the change in degree level as an opportunity to enhance the visibility of its doctoral degree; to attract more students; to align its doctoral offering with disciplinary norms; and to revise the curriculum to use faculty expertise and time more effectively and efficiently. This change can be accomplished without additional resources.

ISU currently offers the only doctorate in English in the state of Idaho. Since the inception of the D.A. degree, the discipline of English has changed considerably, and the D.A. has become less visible and viable. According to the U.S. Department of Education, National Science Foundation, Modern Language Association, and Association of Departments of English, the D.A. degree is equivalent to the Ph.D. degree. The proposed Ph.D. is a response to this shift, and will help ISU increase the strength and status of this doctoral offering and to align this program with English disciplinary norms. The proposed Ph.D. better communicates the kind of graduate training the English Department is prepared to provide.

No similar programs are currently offered in Idaho or the region (see Table 1 and Table 2 of the NOI, pages 13 and 14). Boise State University (BSU) has a Ph.D. in Composition and Rhetoric listed in their eight-year plan and is currently in the planning stages. BSU and ISU's proposed Ph.D. programs will not be in competition with each other; they will train students for different types of professions and serve different needs within the state and nation.

The only universities in the region that offer a Ph.D. in English are University of Utah and Washington State University (Montana State, University of Montana, University of Wyoming, and Utah State do not offer a Ph.D. in English). The

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

University of Utah has an excellent program, but will not be in competition with ISU's program as the focus will be on training students to teach.

IMPACT

There is no fiscal impact with this request.

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's request to offer a Ph.D. in English and the Teaching of English is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southeast Region. The D.A. curriculum is the same or similar to the proposed Ph.D. program allowing for realignment with no fiscal impact. IRSA, CAAP, and Board staff recommends approval as presented.

BOARD ACTION

A motion to approve the request by Idaho State University to replace their current D.A. in English with a Ph.D. in English and the Teaching of English.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT

To initiate a

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

Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: College of Arts and Sciences

Name of Department(s) or Area(s): Department of English and Philosophy

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

Academic X Professional - Technical _____

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

Replacement of D.A. in English with Ph.D. in English and the Teaching of English

(Degree or Certificate)

Proposed Starting Date: August 2009

For New Programs:

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

For Other Activity:

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

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☒ Other – Simultaneous program addition & program discontinuance

Maurice Brandon 3/7/08

College Dean (Institution) Date

James A. Ditcher 5/30/08

Chief Fiscal Officer (Institution) Date

Barbara Adair A. (for R. Wharton) 5/22/08

Chief Academic Officer (Institution) Date

Arthur Vailas 6/3/08

President Date

John Jackson 5-07-08

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

NOI Table of Contents

Nature of Request	Page	3
Need for Program	Page	4
Quality	Page	10
In-State Program Duplication	Page	11
Contribution to ISU and State Mission	Page	13
Program Listed in Eight-Year Plan	Page	13
Resource Needs	Page	14
Appendices		
A. Program Description and Curriculum (proposed <i>Catalog</i> Copy)	Page	15
B. Proposed 4-year Program Completion Timeline	Page	19
C. Graduate Faculty in English	Page	20
D. Library Resources	Page	22
E. Space and Technology Resources	Page	27
F. Assurances	Page	28
Information Technology		
Library		

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

This NOI proposes a Ph.D. program in English and the Teaching of English at ISU, which would replace the university's current doctoral degree offering in English, the Doctor of Arts (D.A.). Upon start-up of the Ph.D. in 2009, the D.A. would be discontinued.

The English Department views the change to a Ph.D. program as an opportunity to enhance the visibility of its doctoral degree, to attract more students, to align its doctoral offering with disciplinary norms, to revise the curriculum to use faculty expertise and time more effectively and efficiently, and to do all of this without additional resources. (Each of these elements is addressed in the "statement of need" in part 2.)

This is not a proposal for a dramatic change; it is rather the logical extension and outcome of a transition that has occurred over the past 30 years in ISU's English D.A. In many ways, the current English D.A. program looks more like a Ph.D. than the D.A. (as it was originally conceived) and the proposed Ph.D. better communicates the kind of graduate training the English Department is prepared to provide.

In 1970, when it was established, ISU's English D.A. was a two-year degree, which was significantly less rigorous than a Ph.D. It consisted of coursework in teaching, literature, and the humanities (art, philosophy, history, and the like). There was no qualifying or comprehensive exam and, instead of a dissertation, students had a final evaluation based on papers written for two seminars.¹ Over the years, the ISU English D.A. has developed into something more like a Ph.D. It is now a three-year program, requiring coursework in literature, language, teaching, and an interdisciplinary area (related to English). In addition, students take a comprehensive exam and write two substantial research projects, which are independent of seminar work and roughly equivalent to theses (typically the papers are 50-90 pages each).

Thus, in terms of the amount of English-related coursework, the comprehensive exam requirement, and the substantive final projects, the English D.A. now has a rigor and discipline-specific concentration that is far more like a Ph.D. than the D.A. (as it was originally conceived).² Of course, ISU's English D.A. is not a Ph.D. and so the English Department has developed a Ph.D. curriculum, consisting of two years of coursework, a new comprehensive exam structure, and a single and substantive final research project (175-225 pp.), requirements that are in line with disciplinary expectations for a Ph.D. (See Appendix A.) For now, it is important to note that the English department and library have been able to support the coursework and the substantive and lengthy final projects of current D.A. students, which indicates that ISU has the faculty and resources to support a Ph.D. program. (On library resources, see Appendices D and F.)

1 "Major in English Leading to the Degree of Doctor of Arts in English." *Idaho State University Bulletin* 26:2 (1971), ISU University Archives, p. 119 and "Doctor of Arts Degree Program in English, Biology, Mathematics and Government." (Original NOI) *Idaho State University* (1970). ISU Graduate School, DA Programs Archive.

2 The changing rigor of the degree is reflected as well in the changing standards for substituting coursework. According to the *Idaho State University Bulletin* (1971) English D.A. students once could petition to use undergraduate coursework to fulfill some of the doctoral requirements. Now, D.A. students in English may only use graduate coursework to fulfill program requirements.

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

ISU currently offers the only doctorate in English in the state of Idaho. Yet since the inception of the D.A. degree, the discipline of English has changed considerably, and the D.A. has become less visible and viable. The proposed Ph.D. is a response to this shift, and the new degree is critical, since it will help ISU to increase the strength and status of this doctoral offering and to align this program with English disciplinary norms.

More specifically, ISU needs to replace the D.A. in English (a combined degree in English studies and English-specific pedagogy) with a Ph.D. in English and the Teaching of English for four reasons. Without additional cost, such a program will:

1. increase graduate enrollment in the English Department;
2. create a nationally distinctive program in English and the Teaching of English;
3. train students who are more competitive applicants for teaching positions in higher education; and
4. use English faculty time and research strengths more efficiently and effectively, while improving student performance.

We discuss these reasons further below. Yet in order to understand the need for this program change, it is important to begin with some background on the history of the D.A. and its changing status relative to the Ph.D. in general and in the discipline of English.

Conceived in the late 1960s at Carnegie-Mellon University, and originally funded by the Carnegie Foundation, D.A. programs were established to address a perceived shortage of teachers for community and small liberal arts colleges. The D.A., or the “teaching doctorate” as it was (and is) often called, provides broad rather than specialized training (for instance, coursework in English and the humanities for an English D.A.), as well as theoretical and practical work in discipline-specific pedagogy. D.A. graduates usually seek (and get) positions at small two- and four-year colleges, although many of ISU’s D.A. graduates have obtained jobs at large, four-year universities.

While a number of D.A. programs exist around the country, the degree is not as visible as it once was. Indeed, one challenge faced by such programs is that universities nationwide now routinely provide graduate students at all levels with the sort of teacher education that only the D.A. used to offer. To give just two examples: the University of California at Santa Barbara offers to graduate students in any field a series of workshops and supervised teaching experiences, which culminate in a “Certificate of College and University Teaching,” and the University of California at Davis offers a “Program in College Teaching” to its graduate students.

English D.A. programs face an acute challenge, since Ph.D. programs in the discipline have been very responsive to the need to develop the teaching skills of future faculty, and most now offer some kind of teacher training for their students (usually some combination of T.A. training, supervised teaching experiences, and/or seminars in teaching). For, except at the most rarified Research I institutions, faculty in English routinely teach a range of courses, from first-year general education classes in composition and introduction to literature to upper-division and graduate classes in literature and writing. At the same time, most English programs (even those at community colleges) aim to hire faculty with a Ph.D. Most job ads explicitly state that applicants must have a Ph.D. This past fall, the

MLA Job Information List (the professional newsletter where most jobs in literature, language, and composition are publicized) advertised over 1,000 jobs, only one of which mentioned the D.A. degree explicitly as a possible qualification. Moreover, the degree does not even appear in the MLA's most recent survey and report on hiring. Chairs were asked to list the highest degree of their most recently employed tenure-track faculty member with the options being Ph.D., A.B.D., M.F.A., and "master's or other degree." Notably, nearly 90% of hires were in the Ph.D. and A.B.D. categories, and only 2.7% of held a "master's or other" degree.³ Thus, as the MLA's job list and report indicate, in English today, Ph.D. programs now provide the most expected training and credentialing for the sort of positions once targeted by D.A. programs. And, not surprisingly, the most successful applicants in English academic job searches (from community college through Research I) have a Ph.D. in English, as well as some pedagogical training, and a demonstrated record of success in teaching a range of courses.

In response to the hiring expectations of English Departments across the country, English Ph.D. programs now routinely provide workshops on teaching, as well as supervised TAs, to their students, and in the face of the changing needs and expectations of the discipline, the English D.A. degree has become less viable. Thus, in the mid-1970s at the height of interest in the D.A., at least twelve institutions offered the D.A. in English: Carnegie-Mellon, Catholic, Drake, Idaho State, Middle Tennessee State, SUNY-Albany, University of Michigan, University of Mississippi, University of the Pacific, Syracuse, Illinois State, and University of Oregon (the last of which granted a D.A. to ABD candidates).⁴ Since then, St. John's University in New York City and the University of Miami adopted the degree.⁵ Yet today only ISU and St. John's offer an English D.A. Even at Carnegie-Mellon (the school where the D.A. degree originated), the English department no longer offers a D.A. (it has several Ph.D. programs), although the university still has D.A. degrees in a few math- and science-related fields.

Not surprisingly, all but two of the institutions that once offered an English D.A. now have a Ph.D., having phased out the D.A. degree in favor of existing Ph.D. programs or having converted the D.A. in English into a new Ph.D. program (often with a teaching emphasis). Only Drake and Pacific eliminated the D.A. altogether (along with all graduate programs in English).

As a result of these changes in higher education, in the discipline of English, and in the English D.A. at ISU, the English Department now seeks to replace the degree with a Ph.D. As we mention at the beginning of this section, offering a Ph.D. has several advantages. Without additional resources, it would allow the English Department to: 1) attract more students; 2) respond intelligently to trends in our discipline by offering a distinctive program that integrates teacher training into the Ph.D.; 3) create more competitive applicants for jobs in our discipline today; and 4) use English faculty time and research strengths more efficiently and effectively, while improving student performance.

3 Of recent hires in the surveyed English Departments, 82.6% had a Ph.D., 5.5% were ABD, 9.2% held an M.F.A., and 2.7% had an M.A. or other degree. David Laurence, "Report on the MLA's 2004 Survey of Hiring Departments." *Modern Language Association* (2004). Accessed January 31, 2008. <http://www.ade.org/reports/Rpt_2004SHD_ADE_138-39.pdf>, p.97.

4 Paul Dressel and Mary Thompson, "The Doctor of Arts: A Decade of Development, 1967-1977." *Journal of Higher Education* 49:4 (1978): 329-36.

5 "Phases of Development and Discontinuance of the D.A. by Institution, Field, and Year, 1967-1990." Idaho State University Graduate School (1991). ISU Graduate School, DA Programs Archive.

(1) *Attracting More Students.* The Ph.D. will allow ISU to attract more graduate students. We should note first that, in the midst of these disciplinary changes, ISU's D.A. has been relatively successful. ISU has routinely recruited about 2-4 students per year into the English D.A., and the school has placed graduates in college-level teaching positions. (In the past ten years, all of our graduates who have sought college and university teaching jobs have obtained them.) But the department is having difficulty growing the program, since the D.A. is not as attractive as the Ph.D. to potential applicants and, despite ISU's success with English D.A. job placement, students worry about needing to explain the degree to future employers (something that we advise them to do in job letters, and that faculty members do routinely in letters of recommendation).

The English department at Middle Tennessee State University (MTSU) provides an example of a program in which the shift from D.A. to Ph.D. produced increased numbers of applicants. In 2003, MTSU replaced the D.A. with the Ph.D. In the first year of the new program (2003), MTSU had 10 applicants to the Ph.D. (a number similar to the D.A.). By 2005, the school had 38 applicants and by 2006, it had 42. Moreover, in the period from 2003 to 2006, the Ph.D. applicant pool became more competitive: the average GPA of applicants rose from 3.5 to 3.78.⁶

Each year the ISU English Department receives inquiries about a Ph.D. program (and more potential applicants probably look for this information on our web site), and so we expect that the program change at ISU will produce a similar increase to the one experienced by MTSU. The English Department hopes to draw initially on a new pool of applicants from the College of Southern Idaho and BYU-Idaho, that is from professors and instructors who want to upgrade their credentials from an M.A. to a Ph.D. (In early March, Karen Holt, the chair of English at BYU-I reported that at least six of the school's full-time English faculty and several more of its adjuncts would be interested in such a program.) Yet in the long run, the English Department will draw on a broader regional, national, and even international applicant pool (as the current program does).

Indeed, the English Graduate Committee plans to increase our doctoral enrollment through advertising and networking, and we plan to pursue such advertising vigorously with the Ph.D. In the main, this advertising involves mailings or e-mails to M.A. students in the region, as well as to faculty with M.A. degrees, who are currently teaching at community colleges in surrounding states and California. Moreover, the English Department currently co-sponsors a graduate student conference each year with Utah State, and the conference takes place every other year at ISU. We will also use this conference as an opportunity to recruit current M.A. students and spread the word about the program. Finally, our web site serves as one of our best recruiting tools: In applications, students frequently mention that they found out about the D.A. when searching the web for graduate programs. The English Department has recently revamped its site to make it more user-friendly and to provide more information about its programs and faculty, and we will continue to update and improve this site with the Ph.D. in place.

We should reiterate that English Department can increase graduate applications (and enrollment) without additional resources, since it already has the faculty and library resources in place to offer doctoral training.

⁶ *Graduate Program Review Self-Study.* Department of English, Middle Tennessee State University (spring 2008), pp. 661-68.

(2) *Offering a Nationally-Distinctive Program*: Because of its experience with the D.A., ISU is in an excellent position to create a nationally distinctive program that focuses on the research and study of literature, while building the teaching of English into the curriculum in more extensive and innovative way than at other schools.

As we mentioned above, the trend in English has been to include more teacher training in Ph.D. offerings. The extent of this training varies greatly (ranging from a few teaching workshops to required coursework and internships in teaching). Still, the most current trend in English graduate programs is to integrate theoretical and practical training in the teaching of English into Ph.D. programs. For obvious reasons, this trend is evident at several schools that once offered the D.A. For instance, the Ph.D. in English at Suny-Albany offers a course in composition theory as well as a concentration in “Writing Practices” and the English Department at Illinois State offers a “Certificate in Community College [English] Teaching,” and describes itself as a program that specializes in “the teaching of English.”⁷ Perhaps the best examples of such integration have occurred in programs that specialize in composition and rhetoric. For instance, since 1988, the English Department at the University of Arizona has offered a Ph.D. in “Composition, Rhetoric, and the Teaching of English.” Peer institutions aim to offer even more doctoral-level teacher training as well. At North Dakota State, the Department of English has a proposal for a Ph.D. in “Practical Writing” before the N.D. State Board of Education, one that requires several courses in literature, eighteen credits in composition and rhetoric, as well as six credits of teaching internships.⁸

Because of the strength of the English D.A. in teacher training, ISU is in the position to capitalize on this trend and to create a Ph.D. that makes teaching (that is, the study of the history, theory, and methods of teaching English) a central part of the degree. Yet ISU will not duplicate these other programs. What will make the Ph.D. in English and the Teaching of English distinctive is that it will be one of the few programs where (1) the study of literature remains at the heart of the program and where (2) the study of the history, theory, and methods of teaching English is more fully integrated into the program than at other schools. While most other literature-oriented departments offer or require some supervised teaching experiences and coursework, the ISU English Department will require two seminars in English pedagogy, two supervised teaching experiences, and an exam focusing on an area in the teaching of English. Moreover, in their dissertations, students will be asked to include a section exploring the implications of their research for teaching of English (that is, a section that makes their research relevant to what they do in the classroom). For instance, a student might write a dissertation on witchcraft in Shakespeare’s plays that incorporates a section discussing how she might develop an undergraduate course on the topic, or how she might foster a class’ understanding of the crucial interplay between literature and history in a Renaissance or Shakespeare survey. Thus, historical, theoretical, and practical work in the teaching of English will be integrated into the program at every level, helping ISU to graduate conscientious and reflective scholars and teachers in English, who can make their research skills and knowledge applicable to what they do in the classroom.

Moreover, while other programs (such as the one in English Studies at Illinois State or the proposed program at NDSU) emphasize composition, rhetoric, and writing mainly, and train students who will primarily teach courses in this area, ISU will train students for the many jobs in English that demand

7 It is interesting to note that at Illinois, the 1997 change from D.A. to Ph.D. was a shift in name only, to “reflect the scholarly nature of the degree,” even though the requirements of the two degrees “remained effectively the same.” See “Ph.D. in English Studies Program.” Illinois State University Department of English. Accessed January 29, 2008. <<http://www.english.ilstu.edu/graduate/phdengstudies.htm>>.

8 See “Proposal for Doctoral Program in English: Practical Writing.” North Dakota State Department of English (2007). Accessed January 30, 2008. <http://www.ndsu.nodak.edu/ndsu/dasulliv/phd/Engl_pw_ttl_pge_toc.pdf>.

more versatility, that is the knowledge and skills to teach in multiple areas: literature, writing, and even English as a second language.

The *MLA Job Information List (JIL)* advertises many jobs that demand these qualifications. Because of the quirky search features on the *JIL* web site, it is difficult to figure out precisely how many, but a survey of jobs appearing under a “composition” and “generalist” key-word search yields about 100 departments in need of faculty with such versatility. To give a sense of the institutions that need such instructors, we can turn to a few ads for examples: CUNY Bronx Community College wants an assistant professor to teach “composition, developmental writing or ESL, and literature electives.” Contra Costa Community College (Martinez, CA) needs an assistant professor to teach “the full range of community college English courses.” Mount Vernon Nazarene University (Mt. Vernon, OH) is hiring a full-time faculty member to teach “in writing and in literature.” Northwestern College (Orange City, IA) wants an assistant professor to teach “Freshman Composition, and courses in rhetoric and/or creative writing and/or journalism, and/or introduction to literary study, depending upon the candidates areas of expertise.” While in some eyes, these may not be the most prestigious jobs, they are jobs nonetheless and ones at institutions that want and deserve well-qualified Ph.D. applicants, who have a depth and breadth of training in literature and composition, and who are trained in and dedicated to teaching the classes and students these institutions serve. Such ads give a sense of the national need for Ph.D.s who are versatile and well-trained in undergraduate teaching. Of course, Idaho needs such teachers too, and we are confident that our graduates will be excellent candidates for positions at Lewis & Clark College and the College of Southern Idaho (where one of our D.A. graduates currently teaches), as well as at any institution in the region or nation that needs a Ph.D. for a job primarily focused on undergraduate teaching.

(3) Developing More Competitive Graduates: ISU has successfully placed English D.A. graduates in college-level teaching positions. As we mentioned in (1), in the past ten years all of the English D.A. graduates who have sought college and university teaching jobs have obtained them, a fact that speaks to a need for the sort of training in literature and English teaching we already offer. Our Ph.D. graduates will remain excellent candidates for such jobs, and we expect that they will continue to fill the need for versatile teachers at small colleges, a quality that our D.A. graduates say their institutions praise about their training. The Ph.D. graduates should be more competitive, however, since they will have (as we mentioned above) the credential, training, and degree that employers most expect, as well as a degree title (“English and the Teaching of English”) that will highlight their skill set and interests in a distinctive way.

(4) Using Faculty Time and Expertise More Efficiently and Improving Student Performance: A Ph.D. program will use faculty time and expertise more efficiently. As the D.A. program is currently configured, after the completion of coursework, the efforts of up to 14 graduate faculty are required to graduate one English D.A. student: one advisor, six exam committee members, four paper committee members (two for each of the papers), and three Graduate Faculty Representatives (GFRs) from other programs. While students rarely use so many, they routinely call on the resources of nine to ten (again, after having finished their coursework). For the proposed Ph.D., after coursework, only four graduate faculty – one advisor, two additional committee members, and one GFR – will be required.

At the same time, the Ph.D. program will encourage students to take more courses in the areas in which the department is strongest. As it is, the D.A. encourages students to pursue coursework and final projects in disparate areas within English studies and related fields (literature, linguistics, creative writing, as well as folklore, history, comparative literature, etc.). In the new curriculum, students will be urged to focus their studies in literature and the teaching of English, the two areas in which the

English faculty is strongest. Moreover, the new program combats “curriculum creep,” the constant addition of courses and required credits to programs over time. While the D.A. requires 48 credits of coursework, the new Ph.D. curriculum will require 39 (about two-years work of courses, including two internships), and these credits will be used more effectively, since students will be advised to take their credits in areas that align with a specific field of interest (which is currently not the case with the more generalist-oriented D.A.). Moreover, the credit reduction will free students to spend more time studying for exams and working on dissertations, which should help them to develop more depth in their chosen sub-fields. (It should be noted that two years of coursework for the Ph.D. is in line with the requirements in English Ph.D. programs across the country, for instance at University of Utah.)

The Ph.D. program will not only use faculty more efficiently and effectively, but also improve student performance. Since students will work with fewer faculty more extensively, they will have more consistent advising throughout the degree, something that should help them to focus and move through the degree quickly and smoothly. In addition, changing the coursework requirement should help students in a number of ways, allowing them to focus their studies in literature and the teaching of English (rather than pursuing a 12-credit interdisciplinary component) and providing them more time to develop thoughtful exam lists, to study for their exams, and to research and write their dissertations.⁹ Finally, the exam structure will encourage students to develop more depth in one area. Currently, students in the D.A. take exams in very broad areas (on literary history, language, English pedagogy, and a genre of their choice). In the new curriculum, students will design exam lists in a dissertation area, in a related field or period, and in an area of English pedagogy (for instance, a dissertation list on Shakespeare, a field list on Renaissance literature, and teaching list on teaching early literature). This three-part exam (based on student-generated lists) is common in English Ph.D. programs across the country. It is useful, since it increases students’ depth of knowledge in their dissertation and field areas, something that should enhance their ability to research their dissertations and position their contributions in terms of a specific area of English studies and in terms of their teaching.

In conclusion, the ISU English Department is not proposing a dramatic change, but an extension of and improvement on what the ISU English Department already does. The Ph.D. in English and the Teaching of English offers an opportunity to enhance the visibility of ISU’s English doctoral degree, to attract more students, to align ISU’s English doctoral offering with disciplinary norms, to revise the curriculum to use faculty expertise and time more effectively and efficiently, while improving student performance, and to do all of this without additional resources. Indeed, a Ph.D. program may be one of the few ways the department has to increase departmental resources through fundraising, since many donors are more likely to endow a department with a strong Ph.D. program with such things as graduate fellowships, faculty chairs, and research and travel money.¹⁰

9 It should be noted that the reduction in credit hours should not result in a loss of FTE, since the decrease in hours should be offset in two ways: (1) by having increased numbers of students in the program and (2) by having students take more of these hours in the English Department than is currently the case with the D.A., which forces students to take 12 credits outside of the department (39 credits in English with the Ph.D. vs. only 36 out of 48 in English with the D.A.).

10 The external reviewer of Middle Tennessee’s proposal to convert from a D.A. to a Ph.D. also observes that the Ph.D. raises the possibility of attracting donor funds to the department. The external reviewer notes: “Ph.D.-granting status is very apt to boost the possibilities for success in this area.” *Graduate Program Review Self-Study*. Department of English, Middle Tennessee State University (spring 2008), p. 28

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

The English Department will ensure the quality of its doctoral program by continuing to do what it already does. While there are no accrediting bodies in English, the professional organizations in English – the Modern Language Association (MLA) and Association of Departments of English (ADE) – have policy statements and guidelines (for instance, on class size, faculty workload, and faculty evaluation), and the English Department aligns its practices with these policies. Moreover, the English Department's graduate programs fall under the university's accreditation by the Northwest Commission on Colleges and Universities. External review teams also periodically evaluate the program, looking at faculty qualifications and curricula.

In order to ensure the quality of the Ph.D., the English Department has developed a Ph.D. curriculum that is in line with disciplinary norms. As part of the departmental deliberations about the Ph.D., the English Department approved and will propose a 54-credit Ph.D. curriculum, which includes 39 credits of coursework in English and teaching (including two supervised teaching experiences), a comprehensive exam (with a section on English pedagogy), and a 15-credit dissertation. Although there are no national or international standards for the coursework for the Ph.D. (in Britain students do no coursework, while at some American institutions up to 48 credits-worth can be required), these coursework, exam, and dissertation requirements are in line with those of most Ph.D. programs around the country (for instance, the program at the University of Utah). (For a copy of the proposed curriculum as well as a suggested student timeline for the program, please see Appendices A and B.)

Faculty members are also critical to creating a rigorous and valuable degree, and the quality of the graduate faculty in English is very high. During the past calendar year (2006) the department has had four books accepted for publication at university presses, twelve refereed articles accepted, two non-refereed scholarly articles accepted, four book reviews published, and twenty-three grants submitted. The department's graduate faculty is also active in conference presentations (11), creative readings (2), and producing creative works (1) and scholarly introductions (1). During 2006 three faculty members served as editors for scholarly periodicals, and the department is the editorial home for the peer-reviewed international *Journal of the Fantastic in the Arts*. Moreover, the faculty is very strong in teaching. Four of our faculty members (Susan Swetnam, Roger Schmidt, Curtis Whitaker, and Jessica Winston) have received ISU teaching awards, and several faculty members (Margaret Johnson, Curtis Whitaker, Susan Swetnam, Tracy Montgomery, Brent Wolter, Sonja Launspach, Brian Attebery, and Terry Engebretsen) have the background to teach courses in English-specific pedagogy, including teaching writing, teaching literature, teaching professional writing, teaching English as a Second Language, teaching children's literature, and teaching science fiction.

The English Department will, of course, continue to ensure the quality of faculty through a rigorous hiring process that examines candidates' peer-reviewed research, teaching experience, and potential for service to the university and profession. Also, our tenure, promotion, and periodic performance reviews are guided by the new standards for the College of Arts and Sciences, but are more rigorous and specific to our discipline. It should be noted that except for replacing faculty who retire or move to other jobs, no additional faculty will be required for the program. (For a full list of English graduate faculty, please see Appendix C.)

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

No similar programs are currently offered in Idaho or the region (see Table 1 and Table 2 below). On the eight-year plan, BSU has Ph.D. in Composition and Rhetoric, and that program is now in the planning stages. The English Graduate Committee at ISU has contacted Dr. Bruce Ballenger, Director of Composition and Rhetoric in the English Department at BSU, who is developing the NOI for BSU's Ph.D. In an e-mail to our Graduate Committee in late-February, Ballenger observed that ISU is "making a very wise move from the D.A. to a Ph.D." Moreover, he concurred that BSU and ISU's proposed Ph.D. programs will not be competition with each other, since they train students for different sorts of jobs and serve different needs within the state and nationally. More specifically, BSU will train students to teach composition and rhetoric and, given the demand for professors in this area, that program will likely place its graduates at four-year institutions with large writing programs. By contrast, ISU will train students more generally in English studies and aims to place students in the many jobs in English that involve primarily undergraduate teaching in literature *and* writing. In addition, both programs are part of each institution's regional mission, although in each case, the institutions should draw on national and international students (as is currently the case with the English M.A. and D.A. at ISU).

The only universities in the region that offer a Ph.D. in English are University of Utah and Washington State (Montana State, University of Montana, University of Wyoming, and Utah State do not offer a Ph.D. in English). University of Utah has an excellent program, but this will not be in competition with ISU, since ISU's will focus on training students to teach, and since we see our students as more qualified for jobs that demand a Ph.D. but primarily involve breadth and versatility in undergraduate teaching.

Table 1: Enrollment and Graduates (i.e., number of majors or other relevant data).

By Institution for the Proposed Program. Last three years beginning with the current year and the 2 previous years.

Institution	Relevant Enrollment Data			Number of Graduates		
	Current Fall 2007	Previous Year Fall 2006	Previous Year Fall 2005	Current 2007	Previous Year 2006	Previous Year 2005
BSU	0	0	0	0	0	0
CSI	0	0	0	0	0	0
EITC	0	0	0	0	0	0
ISU	DA – 11	DA – 7	DA – 8	DA – 1	DA - 2	DA - 2
LCSC	0	0	0	0	0	0
NIC	0	0	0	0	0	0
UI	0	0	0	0	0	0

Table 2: Degrees offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	B.A.	English Technical Communication	Certificate in Technical Communication
	M.A.	English Technical Communication	
	M.F.A.	Creative Writing	
CSI	A.A.	English	
EITC	None		
ISU	A.A.	English	Emphases: Literature, Professional Writing, Creative Writing Minors in English, Folklore, Linguistics Certificate in Teaching English as a Second Language (TESL) Certificate in Teaching English as a Second Language (TESL)
	B.A.	English	
	M.A.	English	
	D.A.	English	
LCSC	B.A.	English English – Creative Writing	Minors in English, Creative Writing, ESL
NIC	A.A.	English	
UI	B.A.	English	Emphases: Literature, Creative Writing, Professional, Teaching Minors in English, TESL, Writing Note: program for teachers in secondary ed.
	M.A.	English TESL	
	M.F.A.	Creative Writing	
	M.A.T.	Master of Arts in Teaching	

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Historically, ISU has been the only institution in Idaho with a doctoral degree in English, and the Ph.D. is a better way to serve our established departmental mission at this level, which is to train teachers of English for jobs higher education.

Shifting the degree from the D.A. to the Ph.D. also contributes to ISU's mission. The degree strengthens one of the university's areas of "primary emphasis" in "teacher preparation,"¹¹ while helping to meet ISU's commitment to "advance scholarly endeavor" and "enhance...graduate education."¹² More specifically, the Ph.D. will help ISU to realize its vision (as articulated in the Strategic Plan) to achieve "growing sophistication" in its array of graduate programs, to increase doctoral enrollment, and to elicit increased institutional recognition.¹³

In addition, a Ph.D. program (that produces an increased number of graduates) should help ISU to increase its research profile and Carnegie classification, since one of the measures used to calculate this classification involves "the number of fields represented by [graduate] degrees awarded, and the mix or concentration of degrees by broad disciplinary domain."¹⁴

Finally, in an indirect way, the program supports ISU's health-professions mission. Schools that are strong in the health-professions tend to have robust undergraduate and graduate programs in core areas of the arts and sciences, including English.

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

Yes x No

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

11 "Institutional Role and Missions: Idaho State University" Idaho State Board of Education (2007). Accessed January 31, 2008. <<http://www.boardofed.idaho.gov/policies/mission/isu.asp>>.

12 "Institutional Mission Statement (Driven by SBOE Assigned Mission)." *Idaho State University Strategic Plan, 2004-2009: 2007 Update*. Idaho State University (2007). Accessed February 1, 2008. <<http://www.isu.edu/acadaff/stratplan.pdf>>, p. 4.

13 "Vision." *Idaho State University Strategic Plan*, p. 3.

14 Carnegie Institution for the the Advancement of Teaching. "Classifications: Graduate Instructional Program Description." Accessed February 20, 2008. <<http://www.carnegiefoundation.org/classifications/index.asp?key=787>>.

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

Estimated Fiscal Impact	FY <u>2010</u>	FY <u>2011</u>	FY <u>2012</u>	<u>2013</u>
A. Expenditures	0	0	0	0
1. Personnel	0	0	0	0
2. Operating	0	0	0	0
3. Capital Outlay	0	0	0	0
4. Facilities	0	0	0	0
TOTAL:	0	0	0	0
B. Source of Funds				
1. Appropriated- reallocation	0	0	0	0
2. Appropriated – New	0	0	0	0
3. Federal	0	0	0	0
4. Other:	0	0	0	0
TOTAL:	0	0	0	0
B. Nature of Funds				
1. Recurring *	0	0	0	0
2. Non-recurring **	0	0	0	0
TOTAL:	0	0	0	0

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

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

Appendix A

Proposed Graduate Catalog Description and Curriculum Ph.D. in English and the Teaching of English

Approved by Ballot Vote of the Graduate Faculty in English (December 3, 2007)

Learning Outcomes - Doctor of Philosophy

Stated Mission and Goals: The Ph.D. in English and the teaching of English is a terminal degree program that trains students for teaching careers in English at colleges and universities.

Student Learning Outcomes

1. Ph.D. students will have a professional understanding of the history of British and American literatures and the relationship of these literatures to other literatures.
2. Ph.D. students will understand and employ in their own work major theoretical approaches to literature and culture.
3. Ph.D. students will understand theories of college-level English teaching and will be able to effectively translate these theories into practice.
4. Ph.D. students will define, research, and complete a significant research project within English studies, and be prepared to conduct research independently once they graduate.
5. Ph.D. students will understand language as a medium of common linguistic principles; they will understand the relationship of these linguistic principles to communication and expression.
6. Ph.D. students will be prepared for future professional activities as college-level English teachers.

Doctor of Philosophy in English and the Teaching of English

The Doctor of Philosophy in English and the Teaching of English prepares students for teaching careers in English at colleges and universities. The program emphasizes the study of English and American literature, course work in content-specific pedagogy, and supervised teaching internships. Students also undertake directed, specialized research in a required dissertation.

Admission

For full consideration, applicants for classified admission to the Ph.D. program must submit the following materials by March 1:

1. An M.A. in English (or appropriate related field) with an accumulative grade point average of 3.5 in English courses.
2. Scores at or above the 50th percentile on the verbal section of the GRE general test. Scores on the analytical writing section will also be considered in admission decisions.
3. Three letters of recommendation, preferably from professors who know the student's recent academic work.
4. A writing sample (about 10-20 pages).
5. A brief statement (of about 500 words) describing the applicant's academic background, reasons for applying to the program, and professional goals.

The Graduate Committee in consultation with the department Chair evaluates these materials to determine admission to the program. Priority will be given to experienced, successful teachers.

Students admitted conditionally without GRE scores must take the tests the first time they are offered following their admission. Continuation in the program is subject to a student's meeting this requirement.

General Requirements

The Doctor of Philosophy in English requires a minimum of 54 semester credits beyond the M.A. A course completed as part of a student's M.A. program may be approved by the Graduate Director to satisfy a particular requirement of the Ph.D. program, up to a maximum of 9 credits; however, the substitution of course work does not waive the minimum credit requirement for the Ph.D. program.

With the approval of the Graduate Director, students may transfer up to 9 credits of coursework beyond the M.A. from other programs or institutions.

Three semesters of full-time residence study are required.

Students must maintain a 3.5 grade point average to qualify for the Ph.D. degree. Three grades below B- during the entire program will automatically disqualify a student.

Graduate students must follow the policy on incomplete grades as it is listed in the Idaho State University Graduate Catalog.

Teaching assistantships and Ph.D. fellowships will not be renewed for students with incomplete grades on their transcripts.

Special Requirements

1. Student must complete at least 42 credits at the 600 level or greater, including dissertation credits. (Students may take up to 12 credits at the 500 level.)

2. Students must complete two supervised teaching internships. The student must submit a detailed proposal for each internship to the Graduate Committee for approval prior to the semester of the internship. The proposal must be endorsed by the member of the graduate faculty, who has agreed to supervise the internship. An unacceptable Ph.D. internship will be interpreted the same as a course grade of C.

3. Students will write a 15-credit dissertation with a section exploring the dissertation's implications for the teaching of English.

This dissertation project will be designed in consultation with a member of the English graduate faculty, who will serve as chair of the dissertation committee. The dissertation committee shall consist of three members of the graduate faculty, at least two of whom are English graduate faculty. In consultation with the dissertation director, the student is responsible for assembling the dissertation committee. The dissertation proposal must be approved by all members of the student's dissertation committee and then submitted, with the comprehensive exam lists attached, to the Graduate Director for review, according to the guidelines in the *English Graduate Handbook*. A Graduate Faculty Representative (GFR) will be appointed after review of the proposal and exam lists.

4. Students must present a colloquium on the topic of the dissertation research, given in the last semester of their degree work, which will allow them to obtain experience in presenting the results of their research to their peers.

Course Work

Required Core Course

ENGL 612 Introduction to Graduate Studies in English 3 cr

Pre- and Post-1800 Literature Component

A minimum of six credits, fulfilling the following requirements:

One seminar in the 62x series that is focused on pre-1800 literature

One seminar in the 62x series that is focused on post-1800 literature

Teaching Component

A minimum of 12 semester credits, fulfilling the following requirements:

ENGL 631 Seminar in Teaching Writing 3 cr

ENGL 700 Supervised Teaching Internship 3 cr

An additional seminar in the teaching of English, approved by the department 3 cr

An additional supervised teaching experience, chosen from:

ENGL 700 Supervised Teaching Internship 3 cr

ENGL 783 Practicum in Second Language Teaching 3 cr

Language Component

Course work in language studies, chosen from the following list 3 cr

ENGL g501 Advanced Composition

ENGL g580 Varieties of American English

ENGL g581 Studies in Grammar

ENGL g584 Special Topics in Linguistics

ENGL g585 Linguistic Analysis

ENGL g586 Old English

ENGL g587 History of the English Language

ENGL g588 Introduction to Sociolinguistics

ENGL 680 Introduction to Linguistics

ENGL 685 Seminar in Linguistics

Electives

Students take 15 additional credits of electives (chosen in consultation with their advisor) that will contribute to knowledge and skills necessary for their dissertation topics and professional goals.

Course Work Limitations

A maximum of 6 semester credits taken outside of ENGL-prefixed courses may be counted toward degree requirements.

Comprehensive Examination

Students are eligible to take the comprehensive exam after completing 36 credits beyond the M.A. Students must take the exam before defending the dissertation.

The comprehensive examination is both written and oral. The examination tests the student in the general areas listed below, but the student in consultation with his/her dissertation committee will design the specific subjects and reading lists on which he/she will be tested. The exam lists must be approved by all members of the student's dissertation committee and then submitted, along with the dissertation proposal, to the Graduate Director for review, according to the guidelines in the *English Graduate Handbook*.

The exam areas are:

- a. the student's dissertation area
- b. a broader field or literary period
- c. an area in the teaching of English

The examining committee will consist of the three-member dissertation committee. In order to ensure that the examining committee has sufficient expertise to test the student in all three exam areas, the dissertation committee chair may propose to substitute a member of the dissertation committee with another member of the graduate faculty, so long as two members of the examining committee are English graduate faculty. The substitution must be approved by the Graduate Director.

The comprehensive examination may be repeated only once, and must be retaken within 12 months.

Foreign Language Requirement

Students must demonstrate proficiency in one foreign language, either modern or ancient, before the program of study is complete. The purpose of this requirement is for students to have a current knowledge of a language other than English and of its relation to the culture from which it originates.

Students may satisfy this requirement in one of the following ways:

1. By passing four semesters of one foreign language with an average grade of B, either during the course of study for the graduate degree or with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.
2. By passing with a grade of B a two-part examination administered by the Foreign Language Department.
3. By having completed a major in a foreign language, as verified by a college transcript.
4. By having satisfied a foreign language requirement as part of having completed an M.A. in English with an interval of no longer than two years between the completion of the last language course and the beginning of graduate study in English at Idaho State University.

Students who have a first language other than English will be considered to have satisfied this requirement.

Appendix B

Suggested plan for 4-year completion for the Ph.D.

year of study	Fall Semester	Spring Semester
Year 1	9 graduate credits: 1. ENGL 612 (3cr) 2. ENGL 631 (3cr) 3. Pre-1800 Seminar (3cr) Other --Meet with advisor to plan courses	9 graduate credits: 1. Second English Pedagogy Seminar or Elective Course (3cr) 2. Language Studies Course (3cr) 3. Post-1800 Seminar (3cr) Other: -- propose internship for spring of year 2
Year 2	9 graduate credits: 1. Elective Course (3cr) 2. Elective Course (3cr) 3. Elective Course (3cr) other: -- Non-English language (4 cr) --propose second internship for fall of year 3	9 graduate credits: 1. Elective Course or Second English Pedagogy Seminar (3cr) 2. Elective Course (3cr) 3. ENGL 700 Internship (3cr) other: -- Non-English language (4 cr) -- Define dissertation & exam committees, work on dissertation and exam proposals
Year 3	9 graduate credits: 1. ENGL 700 Internship or ENGL 783 TESL Practicum (3cr) 2. ENGL 698 Dissertation and Exam Preparation (6cr) Other: --Submit dissertation proposal and exam lists	9 graduate credits: 1. Dissertation (9cr) other: -- exams by mid-Feb. -- work on dissertation
Year 4	10 graduate credits: 1. Dissertation (9cr) 2. Career Preparation (1 cr) other: --Poss. participation in thesis/dissertation series	9 graduate credits: 1. Dissertation (9cr) other: --Poss. participation in thesis/dissertation series --dissertation defense and colloquium

**Appendix C – English Graduate Faculty
(Updated December 2007)**

Jennifer Adkison, Assistant Professor of English
Ph.D. in English (2000), University of Nevada – Reno
Specialties: 19th-Century American Women, Western American Literature, Literature & the Environment

Stephen Adkison, Associate Professor of English*
*Note: Currently Associate Provost of Academic Programming
Ph.D. in English (2000), University of Nevada – Reno
Specialties: Writing Across the Curriculum, Brain & Language. Writing Assessment

Brian Attebery, Professor of English
Ph.D. in American Civilization (1979), Brown University
Specialties: Science Fiction & Fantasy, Children's Literature, Gender & Literature, 19th-Century American Literature

Jennifer Eastman Attebery, Professor of English
Ph.D. in Folklore & American Studies (1985), Indiana University
Specialties: Folklore, American Studies, Ethnic Studies

Terry Engebretsen, Associate Professor of English, Department Chair
Ph.D. in American Studies (1982), Washington State University
Specialties: Contemporary Literature, Early American Literature, Business Communication

Susan Goslee, Assistant Professor in English
Ph.D. in Literature and Creative Writing (2007), University of Utah
Specialties: Creative Writing

Hal Hellwig, Associate Professor of English
Ph.D. in English (1985), University of California – Los Angeles
Specialties: 19th-Century American Literature, Advanced Composition, Methods of Scholarship

Alan Johnson, Associate Professor of English.
Ph.D. in English (1998), University of California – Riverside
Specialties: Post-Colonial Literature & Theory, Comparative Cultures & Literature, 19th-Century British Literature

Margaret Johnson, Associate Professor of English*
*Note: Currently Interim Associate Dean of Arts & Sciences
Ph.D. in English (1998), University of Oregon
Specialties: Composition & Rhetoric, Postmodern American Literature, Film

Tom Klein, Associate Professor of English
Ph.D. in English (1998), University of Toronto
Specialties: Old English, History of the English Language, Diachronic Semantics and Metaphors

Sonja Launspach, Associate Professor of English
Ph.D. in Linguistics (1998), University of South Carolina
Specialties: Conversation/Discourse Analysis, Sociolinguistics, Second Language Acquisition

Tracy Montgomery, Associate Professor of English
D.A. in English (1987), Idaho State University
Specialties: Pedagogy, Professional Writing, Genre Study

Brian Norman, Assistant Professor of English
Ph.D. in English (2004), Rutgers University
Specialties: 20th-Century American Literature, African-American Literature, Ethnic & Feminist Studies

Roger Schmidt, Professor of English
Ph.D. in English (1989), University of Washington
Specialties: 18th-Century Literature, Book Design

Lynn Shuttters, Assistant Professor of English
Ph.D. in English (2004), New York University
Specialties: Medieval Studies, Women's & Gender Studies, Postcolonial Studies

Susan Swetnam, Professor of English
Ph.D. in English (1979), University of Michigan
Specialties: Western American Literature & Culture, Creative Writing, Nonfiction, Narrative History & Theory

Curt Whitaker, Associate Professor of English
Ph.D. in English (2001), University of California – Los Angeles
Specialties: Literature of the Seventeenth Century (Late Renaissance), Aesthetics, Nature Writing

Jessica Winston, Associate Professor of English
Ph.D. in English (2002), University of California – Santa Barbara
Specialties: Renaissance Literature, Early British Literature, Drama

Brent Wolter, Assistant Professor of English
Ph.D. in Applied Language Studies (2005), University of Wales at Swansea
Specialties: TESOL Methodology, Second Language Acquisition, Linguistics

Note on percentage FTE each faculty will be assigned to the program: All faculty will be assigned to the Ph.D. program, as they currently are to the D.A. program, as part of their normal research, teaching, and service requirements.

Appendix D – Library Resources

ISU's library resources are sufficient to support the coursework and the dissertation for the Ph.D. in English and the Teaching of English.

Coursework: The library can support the coursework in the new Ph.D., since the course requirements are not that different from the D.A. Currently, the D.A. requires 48 credits of coursework in literature, language, English pedagogy, and an interdisciplinary area. The Ph.D. in English and the Teaching of English will consist of similar coursework to the D.A., although there is no requirement to take classes outside of the department. The removal of the interdisciplinary requirement means that students will do more of their coursework in English (thereby removing any impact that their work in other fields may have had on the library). Moreover, their work will be concentrated in literature and in the Teaching of English, areas in which the library's collections are already established as a result of the English Department's current undergraduate and graduate programs (A.A., B.A., M.A., and D.A.) and which are appropriate for the Ph.D. More specifically, in the Ph.D., we foresee that students will use primary texts from major literary periods, databases in English (such as the MLA database), journals in English literature and the teaching of English, important works of criticism and history on major literary periods, authors, works, and movements, as well as publications on teaching, such as those from the National Council of Teachers of English and the MLA's series on teaching. Therefore, we foresee that the coursework for the Ph.D. will have no impact on current library use.

Dissertation: In terms of the dissertation requirement, we anticipate some change in patterns of library use by our students, but as we show in the charts below, the library will still provide sufficient resources. As we have explained in the NOI, students in the current D.A. program write two substantial research projects (50-90 pages each), and these will be replaced by a single dissertation project (about 175-225 pages). In general, we expect that Ph.D. dissertations will require fewer total resources than two D.A. papers, and that with the new program we will see a more concentrated use of the literature and Teaching of English resources that the library already has.

To illustrate this point, the English Department did two case studies. In the first, we considered how our most recent D.A. graduate (Student #1) might turn one of his D.A. papers, on Shakespeare's *Midsummer Night's Dream*, into a Ph.D. thesis. We then compared the total number of resources he needed to write both D.A. papers to the number of resources we thought he would need, if he were to expand the *Midsummer's* study into a Ph.D. (For specifics, see Case 1 below.) In the second case, we compared the resources needed for this hypothetical Ph.D. to a Ph.D. thesis written by Student 2 (Ph.D. 1998), one of the first Ph.D. graduates from the English Department at Illinois State, which converted from a D.A. to a Ph.D. in the 1990s. (For specifics, see Case 2 below.)

As Table 1 shows, we found that Student 2's two papers used a total of 145 sources (primary and secondary works). His one hypothetical Ph.D. thesis would likely use fewer sources (75 primary and secondary works). This amount is comparable to the number used by Student 2 (86 primary and secondary sources). At most, we found that developing the Ph.D. might require students to draw more heavily on interlibrary loan, depending on their topic. In Student 1's case, the switch from two D.A. papers to one dissertation would slightly reduce the total number of ILed sources from 18 to 16, but if Student 2 had written her thesis here, she would have needed to ILL 33 of her sources.

Sandra Shropshire, Associate University Librarian for Collections and Technical Services, has confirmed that current library resources are sufficient. (Please see Appendix F below.)

Table 1: Comparison of Sources Currently Used in Producing 2 D.A. Papers to Sources Used in Producing a Dissertation

	Student 1's 2 D.A. papers (representing current use)	Hypothetical expansion of 1 of Student 1's D.A. papers as a dissertation	Ph.D. dissertation by Dozier at Illinois State University
Total number of sources	145	75	86
Number available at ISU Library	66 (46%)	51 (68%)	50 (58%)
Number available via Interlibrary Loan	18 (12%)	16 (21%)	33 (38%)
Number available via other means (mostly on-line)	61 (42%)	8 (11%)	3 (4%)

Case 1: Student 1 (D.A. in English, Idaho State University, 2007)

The following is our comparison and analysis of sources used for two D.A. papers and the sources that would be needed for expansion of one of the papers as a dissertation. This analysis reveals that fewer library resources would be needed for the dissertation than for the current system of two papers.

Student's 1 D.A. paper 1:

“ESL in Taiwan: an approach applying Paulo Friere’s pedagogy in political, economic, social and cultural contexts”

Resources used for paper 1: 84 sources

Those sources available at or on-line via ISU library

- 1 book used as primary source
- 13 books used as secondary sources
- 1 article from ERIC database
- 4 articles from 4 scholarly journals
- 1 article from newspaper archive

Those sources obtained from ILL

- 5 books used as secondary source
- 6 articles from 6 scholarly journals

Those sources from other on-line sites

- 39 articles from 6 on-line newspaper archives
- 2 reports from web site of 2 organizations
- 5 articles from 4 on-line journal
- 2 articles from 2 government web sites
- 1 article from university web site

- 1 entry from on-line dictionary
- 1 interview from a web site
- 2 articles from the BBC web site

Student 1's D.A. paper 2:

“Observing and Exploring the Dialogic World in *A Midsummer Night's Dream*”

Resources used for paper 2: 61 sources

Those sources available at or on-line via ISU library

- 3 books used as a primary sources
- 20 books uses as secondary sources
- 21 articles in 14 scholarly journals
- 2 chapters from 1 anthology

Those sources obtained from ILL

- 4 books used as a secondary sources
- 1 chapter from an anthology
- 2 articles from 2 scholarly journals

Those sources from other on-line sites

- 2 sources from 2 on-line communities
- 1 article from on-line text
- 1 article from on-line web site
- 1 entry from on-line dictionary
- 1 article from an on-line journal
- 1 entry from an on-line encyclopedia
- 1 primary source on-line (electronic text of the play)

Total of Resources used for D.A. Papers 1 and 2: 145 sources

66 (50%) from ISU library

18 (14%) from interlibrary loan

61 (36%) from other on-line sources

Expansion of paper 2 to a dissertation:

Student 1's Bakhtinian analysis of *A Midsummer Night's Dream* could be easily expanded to include more plays. Because he did a thorough search for secondary sources for his D.A. paper, only sources pertinent to a new play would be necessary. In order to expand the paper to a dissertation length project one would need to:

1. Pick one or more plays to add to the analysis. Find primary and secondary sources that relate to that play(s)—*The Tempest*, for example.
2. Add studies of *The Tempest* to the literature review section of the paper.
3. Do the same type of analysis for the new play(s) using a Bakhtinian framework as was done for *A Midsummer Night's Dream*, that is, add chapters on Polyphony, Chronotope and Carnival for *The Tempest* to parallel the analysis of *A Midsummer Night's Dream*.

4. Discuss the implications of such an analysis for the new play(s) and the new insights it would bring to the teaching of the play(s).

In such an expansion of the D.A. paper to a dissertation, one would likely need to include the following types of sources:

- a primary text—a version of the play *The Tempest*
- secondary sources (identified in a database search by the committee):
 - an anthology of critical essays on *The Tempest* (similar to the one used by Chang for *A Midsummer Night's Dream*)
 - 4 additional articles from 4 scholarly journals
 - 5 chapters in 5 anthologies
 - 1 book on Shakespeare and Bakhtin
 - 1 book on the teaching of Renaissance drama
 - 1 dissertation

Of these, 9 would have to be obtained through Interlibrary Loan, while the library has 5 of the proposed sources.

The resulting library resources required for this hypothetical dissertation would be:

Total of 75 sources

51 (68%) from ISU library

16 (21%) from interlibrary loan

8 (11%) other on-line sources

Case 2: Student 2's Ph.D. dissertation at Illinois State University, "Reading Vietnam: Teaching Literature Using Historically-Situated Texts," 1998

This dissertation of 252 pages represents scope and content very similar to the dissertations we expect our Ph.D. graduates in English and the Teaching of English to produce here at Idaho State University. It is therefore a good test of the resources currently available in our library. Again, in this second case study the dissertation requires fewer sources than the two D.A. papers.

Dozier used 86 sources. Had she completed the dissertation using the Idaho State University library's resources, the following would have been available in the library's collections:

- 9 books used as secondary sources
- 10 articles in scholarly anthologies
- 3 articles in magazines
- 23 articles in scholarly journals
- 5 books used as primary sources

The following would have required Interlibrary Loan services:

- 4 articles in scholarly journals
- 16 books used as secondary sources
- 10 articles in 3 scholarly anthologies
- 3 book used as primary sources

The following would have been obtained outside of library resources at both institutions:

- 2 films
- 1 on-line posting

50 (58%) available from ISU library

33 (38%) available from interlibrary loan

3 (4%) available other sources

Appendix E – Space and Technology Resources

ISU's space and technology resources are sufficient to support the coursework and the dissertation in the Ph.D. in English and the Teaching of English.

Space Needs

We expect that we will be offering the same number of seminars with the Ph.D. that we currently do with the M.A. and D.A. Thus, the Ph.D. will place no additional constraints on space. Currently, we provide teaching graduate students with shared offices. In the happy event that the program grows tremendously (say to a combined total of over 60 students in our M.A. and Ph.D. programs), we may find that we need to rethink this policy or find additional office space.

Technology Needs

In terms of technology, our D.A. students currently are on campus, and these students need only the same technology facilities usually used by our students and faculty: access to an ISU e-mail account, access to printers, access to computers with word processing and internet access capability, and the like. We expect that students in Ph.D. program will likewise be on campus and will pursue research projects to those currently undertaken by our D.A.'s. (We have no plans to offer distance courses at the doctoral level.) Therefore, the Ph.D. will put no additional strain on technology.

Randy Gaines has confirmed that ISU's current computing and technology infrastructure are sufficient to support the Ph.D. (Please see appendix F.)

Appendix F – Assurances

See attached reponses from:

Randy Gaines re: Technology

Sandra Shropshire re: Library

Subject RE: RE: ITS comment on
English Dept.'s proposed
Ph.D.
From Randy Gaines
<gainrand@its.wnet.isu.edu>
Date Tuesday, February 26, 2008
10:13 am
To Alan Johnson
<johnala2@isu.edu>

Alan,
As currently drafted, please consider this my indication that your
proposed Ph.D. in English will have no additional impact on ITS.
Just attach this to your proposal, when submitted. Thanks for
providing the information to me!
Randy

Randy Gaines
Chief Information Officer
Idaho State University
Campus Stop 8037
Pocatello, ID 83209
208-282-2499

From: Randy Gaines
Sent: Tuesday, February 26, 2008 8:49 AM
To: Alan Johnson
Subject: RE: RE: ITS comment on English Dept.'s proposed Ph.D.

Alan,
Got your paperwork..
I'll take a look mid to late morning and reply.
Randy

Randy Gaines
Chief Information Officer
Idaho State University
Campus Stop 8037
Pocatello, ID 83209
208-282-2499

From: johnala2@isu.edu [mailto:johnala2@isu.edu]
Sent: Friday, February 22, 2008 3:34 PM
To: Randy Gaines
Subject: Re: RE: ITS comment on English Dept.'s proposed Ph.D.

Dr. Terry Engebretson, Chair,
Dept. of English and Philosophy

March 24, 2008

Dr. Engebretson:

I have reviewed the NOI for the replacement of the D.A. in English with a Ph.D. in English and Teaching of English and offer an assessment of its effect upon the Library.

The Library is well-positioned to support this change. A healthy collection of monographic and serial material, as well as a reliable interlibrary loan service, serve the baccalaureate and graduate programs presently offered by the department. As the NOI argues, this change is, to some extent, one in name only, and represents a redirection of emphasis to existing department course resources. Details on the existing level of support are below.

Collections

For the 2007/2008 fiscal year, the Library allocated \$ 28, 595.00 to books and standing orders in the area of English literature and language. These funds are divided between the faculty in the department and the English bibliographer, who serves on the Library staff and are used to support the present suite of degrees offered by the department. The Library allocated \$ 15,119.00 to periodicals during the same period. Subscription decisions are primarily made by the faculty in the department. I note that all departments were required to undergo a 3/5 % cut in their journals base in fiscal year 2006/2007. English opted to cancel five journals, add two, and to transfer the different of \$88.00 to its book budget.

The Library provides current access to a number of interdisciplinary indexes and reference materials from an internal fund to support the existing and proposed programs. These include *MLA International Bibliography*, *ERIC (Educational Resources Information Center)*, *Humanities and Social Sciences Retrospective*, *Humanities International Index*, *Literary Reference Center*, *LitFinder*, *Novelist*, the *Oxford English Dictionary online*, and the *Muse* and *JSTOR Arts and Sciences I* electronic journal collections.

Services and Facilities

The ISU Library provides access to materials outside its collection by offering interlibrary loan services to students and faculty. Fees for the services vary, but include a minimum \$ 1.00 per transaction fee for students. Other services include reference service, introductory and customized instruction service and both print and electronic course reserve.

Please feel free to contact me if you have questions about this assessment.

Sincerely,

Sandra Shropshire
Associate University Librarian for Collections and Technical Services
Bibliographer, English
ISU Library

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

SUBJECT

Update on the Outcome of the Summit for Students who are Blind/Visually Impaired or Deaf/Hard of Hearing

REFERENCE

December 2005	IDSB Committee Recommendations Action: Accepted by the Board
February 2006	Idaho School for the Deaf and the Blind Committee Recommendations Action: Approved by the Board
October 2006	Deaf/Blind Education Workgroup Recommendations Action: Approved by the Board; Staff directed to develop standards
June 2007	Standards for the Deaf/Hard of Hearing and Standards for the Blind/Visually Impaired Action: Approved by the Board
August 2007	A service delivery model for the education of Blind or Visually Impaired Students was proposed to the Board on August 9, 2007. The Board unanimously agreed to postpone voting on the service delivery model.
October 2007	Pending Rule 08.02.03.004 Regarding Standards for the Deaf and Hard of Hearing and Pending Rule 08.02.03.004 Regarding Standards for the Blind and Visually Impaired Action: Approved
June 2008	The State Board of Education approved the organization of a summit for the education of the blind or visually impaired or deaf or hard of hearing for July 30-31 and Aug 1.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-101; 33-3401-3409, Idaho Code

BACKGROUND/DISCUSSION

In 2005, the State Board of Education formed a committee to examine issues regarding the education of deaf/hard of hearing students and blind/visually impaired students in the State. The Committee was commissioned to collect and analyze information regarding current services, policies, funding and statutory

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

responsibility, and to provide recommendations for improving the delivery of services to this population of Idaho students.

The committee created a workgroup for further examination and reporting on these issues. They deemed a need for change and for the formation of a Transition Committee to produce 1) Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired or who are Deaf or Hard of Hearing, and 2) a new service delivery model.

The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired and the Standards for the Education of Children who are Deaf or Hard of Hearing were approved by the State Board of Education on October 11, 2007. The Idaho State Legislature approved the Standards during the 2008 legislative session.

In response to Board member discussion during their meeting in August 2007, the Office of the State Board of Education worked on gathering additional information to determine the most effective actions for revising Idaho's service delivery model. In doing so, OSBE staff learned, over the three-year period of time the service delivery model had been analyzed, that 1) genuine, consensual stakeholder input had not been gathered throughout the process, and that 2) the data and information presented had gaps. To address these issues and to assist the Board in making an informed, thorough decision, OSBE staff generated a summative report and hosted a summit.

The summative report is a synthesis of the work, reports, and proposals completed thus far. Additionally, the summative report includes an analysis of the federal and state law, a review of our statewide service delivery model with current data, and best-practice information for students who are blind or visually impaired or deaf or hard of hearing.

The summit was held on July 30 - Aug 1. Over 140 participants attended. Attendance for the duration of the summit was required to maximize group cohesion and gain an understanding of the complexity of the issues. The design of the summit was not for public testimony, presentations, or for proposals to be brought forth. Input and ideas were generated by participants and agreed upon by the group step-by-step. The facilitators maintained forward momentum in assisting the participants to have authentic input without repeating the steps taken by committees and informal groups from the past.

The facilitators created an atmosphere for a trusting, open dialogue wherein participants voiced their perspectives. The two and a half day process yielded a collaborative product of seven general recommendations for further development. The consensus of the participants was that this was the first process where open input was gathered that will produce mutually agreed upon change.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

Stakeholder representation was diverse at the summit and included: parents; adults who are blind or visually impaired, deaf or hard of hearing; Representatives Shirley, Jaquet and Pence; staff of the Office of the Governor; the Idaho School for the Deaf and the Blind; the State Department of Education; the Council for the Deaf and Hard of Hearing; Idaho Parents Unlimited; Idaho State University; the University of Idaho; Boise State University; Idaho Vocational Rehabilitation; Stephen F. Austin State University; the Oregon State Department of Education; the Department of Health and Welfare; Service Providers (Audiologists, Certified Orientation and Mobility Specialists, Certified Teachers of the Visually Impaired, Certified Teachers of the Deaf, & Interpreters); the Idaho Commission for the Blind and Visually Impaired; the National Federation of the Blind; and the Idaho School Boards Association, among others.

Seven recommendations were created with consensus during the summit. These recommendations are listed below. They will be sent to participants of the summit for further input and development and then presented to the Board at their meeting in October 2008. The seven areas of recommendation from the summit include:

1. Personnel Preparation
 - a. Begin in-state Teacher of the Visually Impaired, Certified Orientation and Mobility, and Rehabilitation Teacher of the Blind programs
 - b. Strengthen Teacher of the Deaf and Interpreter Training programs (Current program with Idaho State University)
 - c. Competitive salary and benefit schedules for specialized professionals for the education of students who are deaf/hard of hearing and blind/visually impaired
2. Family and Mentor Involvement
 - a. Family and mentor involvement will be increased. Information and resources to families will be more easily accessible through centralized and shared resources.
3. Full Continuum of Services for Children and Youth
 - a. The full continuum of services will include a residential program and an outreach program with equitable funding.
4. Separation/Differentiation of Services in our Delivery System
 - a. Services and programs for the blind and visually impaired will be separated/differentiated from services and programs for the deaf and hard of hearing.
5. Do we need a Residential School? For the Deaf? For the Blind? Where?
 - a. Yes, a residential school is needed for the deaf/hard of hearing and for the blind/visually impaired.
 - b. The majority vote indicated the program should be relocated to a metropolitan area.
6. Best System for Collaborating and Networking of Resources

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

- a. Two committees (one for the deaf/hard of hearing and one for the blind/visually impaired) to plan efficient sharing and networking
7. Overall Administration of Services including Structure for how to Provide input to the Board of Education
 - a. At least one advisory committee should be formed to provide input, analysis, recommendations, and accountability to the Idaho State Board of Education regarding the education of students who are blind or visually impaired or deaf or hard of hearing. The committee should include a balanced representation of: interest groups from the deaf community, blind community, Local Education Agencies, administrators, parents, educators, and other stakeholder groups. Nominations should occur for appointments to be made by the Board.

IMPACT

The participants support the outcome of the summit and represent the greater population. The atmosphere of the community is positive following the summit.

ATTACHMENTS

Attachment 1 – Summit Agenda	Page 5
Attachment 2 – Participant List	Page 9
Attachment 3 – Feedback from Summit Participants	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

OSBE staff will be sending the recommendations from the summit to the participants for further input. The input will be gathered and formulated into a final set of recommendations for the October 2008 Board meeting.

BOARD ACTION

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

Educational Excellence: Collaboration in Action

Agenda Day One

Wednesday, July 30

8:00 - 9:00	Registration
9:00 - 9:30	Welcome, Objectives, and Introductions
9:30 - 10:00	Introduction to Appreciative Inquiry
10:00 - 12:00	Appreciative Interviews with Break
12:00 - 1:30	Working Lunch
1:30 - 1:45	More on AI: What is the Positive Core?
1:45 - 2:45	Table Groups: Introduce Partners & Share Stories
2:45 - 3:30	Table Presentations: Our Educational System at its Best
3:30 - 4:00	Break
4:00 - 4:45	Table Groups: Meaning of Time Lines and Positive Core
4:45 - 5:15	Table Presentations: What We Have to Celebrate
5:15 - 5:30	Closing

Agenda Day Two

Thursday, July 31

- 8:00 - 8:45 Welcome Back and Overview of the Day
- 8:45 - 9:30 More on AI: Positive Image – Positive Action
- 9:30 - 10:00 Table Groups: Dream Discussions
- 10:00 - 10:30 Prepare Creative Enactment of Dreams
- 10:30 - 10:45 Break**
- 10:45 - 11:30 Table Presentations
- 11:30 - 12:00 Group Discussions: What do our Dreams Tell Us?
- 12:00 - 1:30 Lunch**
- 1:30 - 2:00 Table Presentations: Opportunities
- 2:00 - 2:30 More AI: Dream to Design
- 2:30 - 3:15 Table Group: Craft Provocative Propositions
- 3:15 - 3:45 Break**
- 3:45 - 4:15 Table Presentations: Provocative Propositions
- 4:15 - 4:45 Walk About: Input to Provocative Propositions
- 4:45 - 5:00 Closing

Agenda Day Three

Friday, August 1

- | | |
|---------------|---|
| 8:00 - 8:45 | Welcome Back and Overview of the Day |
| 8:45 - 10:00 | Table Groups: Finalizing Our Provocative Propositions |
| 10:00 - 10:30 | Identifying What's Most Important with Break |
| 10:30 - 10:45 | Next Steps for Provocative Propositions |
| 10:45 - 11:15 | Closing Interview with Partner |
| 11:15 - 11:45 | Resourcing our Success - Quads |
| 11:45 - 2:15 | Closing Comments by Community
Wrap Up by Sponsors |

THIS PAGE INTENTIONALLY LEFT BLANK

Summit Participants by Pre-assigned Table Work Group*

1. David Wilding-PD*DA Lora Ireland-BA Ken Edmunds Mary Dunne ISDB Wendy Jaquet Frankie Swift-TVI Shelia Robertson-TOD Sara Simms-PB Robin Greenfield UI – DB Project	5. Tara Adams-PD*DA Mary Ellen Halverson -BA <i>Gayl Hargrove-BA</i> Heather Fultz-Int Janet Stout - ISDB Ludee Vermaas-Nampa SD Mary Jones H&W Erika Blancher-Aud	9. <i>Cheryl Robbins-PD</i> Bert Strom-BA April Nelson-DA*TOD Nanna Hanchett-ICBVI Kathryn Welsch-TVI LaVona Andrew-Int Doug Clapp-VR Cindy Schreiner-CDHH	13. Susie Jones-PD Robert Wood-ISU Angela Jones-ICBVI Mike Rush - Admin Steven Snow-Admin CDHH Kim Thomas-TVI Don Nepple - BA Blake Walsch - SD	17. Deborah Stengel-PB Walter Jastremsky-DA Shannon Garlitz-PAO <i>Gina Hemenway-TVI</i> Michael Gibson-BA <i>Norah Jehn-IATP, UI</i> Kelly Elliot-TOD Vel Sloten-BA
2. Elizabeth Cram-PD Larry Dickerson-BA William Andrew-DA*TOD Candi Harris-BA/ICBVI Timothy Chevalier-PEPNET <i>JoAnne Shopbell-Int</i> Jason Hancock - SDE Morgan Allen – OR SDE	6. Holly Thomas-Mowery-PD Ramona Walhof-BA Mikkel Nelson-DA*TOD Michael Kroth-UI Cathy Thornton-Meridian SD Brian Jaine-COMS/ICBVI Susan McCoy-TVI Pamela Snedigar-Gallaudet	10. Cathy Graffius-PD Carmaletta Youngdell-BA Michael Graham-BA*admin Emily Turner-ISU Rep. Mack Shirley Wes Maynard-Int Ila Cockrum-Sp. Ed Jeff Woods - ISDB	14. <i>Andrea Amestoy-PD</i> Wanda Jolley-BA Laine Steward-ICBVI <i>David Sparks</i> Jennifer Gregory-TOD Brenda Ireland-TVI	18. Maria Alvarez-PB Ray Lockary-DA Jennifer Hirai-PAO Mike Blackaller-ICBVI Jim Cobble-Jerome SD Shelly Sliman-TOD Marty Yopp-UI prof Paula Mason - ISDB
3. Faith Stein-PD Rod Howells-DA*admin Sue Thilo Gus Tropea - BA Dixie Mercer-TVI Patty Evans-TOD Adrienne Sexton – OR SDE Carolee Eslinger – H & W	7. Mary Sisson-PD Angela Bradley-BA Carol Baron-BA*ISDB Jana Dunnagan-TOD Ann Flannery-Int Clara Allred-Sp. Ed. Allison-Elks Aud Teresa Fritsch	11. Kristine Hyde-PD Jan Gawith-BA <i>Janette Lancaster-DA*other</i> Vicki Bizallion-TVI <i>Cynthia Elias-Int</i> David Jolley	15. Charolette Kreftmeyer-PB RuthAnna Spooner-DA <i>Paige Barber-PAO</i> Travis Beck-BA*ICBVI Sharon Larson-TVI Susan Bradley-BA Pat Nelson-ISDB Jessica Trussell-TOD	19. The following were added into tables with vacancies: Gordon Graff – Dept Labor Beth Eloie-Reep - SDE

Summit Participants by Pre-assigned Table Work Group*

<p>4. Deseret Baker-PD Milford Terrell Renee Higbee-PAO Kristen Nigelski-TAO Dana Ard-BA/ICBVI Nancy Luthe-TVI Joey Peutz - UI Cadey Hull-ISBA Elsie Lamp-BA</p>	<p>8. Shanille Moosman-PD James Solem-BA Britt R.-BA/ICBVI Gov. Office Allison McClintick OSBE Linda Humphreys-Int Sondra Koster-TOD <i>Hal Hargrove - TVI</i> Donna Pence</p>	<p>12. Crystal Maxwell-PD <i>Joan Downing-BA</i> <i>Lisa Baker-ICBVI</i> Ron Schow - ISU Janet Moses-TOD Duke Morton-Gooding Mayor Gretchen Spooner - ISDB Dusty Bauman – BA/DA/ISDB</p>	<p>16. <i>Laura Gillespie-PB</i> Camilla Wilding-BA <i>Pam Vannoy-PAO</i> Lisa VanRy-BA*ICBVI Harv Lyter Amber Mausling-advocate <i>Jeane Marie Kopeckey – TVI/COMS</i> Kerrie Weightman-Aud</p>	
--	--	--	--	--

* Each box contains a pre-assigned group of pre-registered participants of varying roles. These participants sat together at their assigned tables until Friday morning of the Summit.

Key :

DA – Deaf Adult

BA – Blind adult

PD – Parent of a Deaf Child

PAO – Parent of a child receiving auditory/oral instruction

PB – Parent of a child who is blind

TVI – Teacher of Students with Visual Impairments/Blindness

TAO – Teacher of the Deaf - Auditory/Oral

Int – Interpreter

VR – Vocational Rehabilitation

CDHH – Council for the Deaf and Hard of Hearing

Admin – Administrator

H&W – Department of Health and Welfare

ICBVI – Idaho Commission for the Blind and Visually Impaired

Aud – Audiologist

SD – School District

COMS – Certified Orientation and Mobility Specialist

Not present

Feedback from Summit Participants

1.

From: Joan Downing [<mailto:downjoan@gemstate.net>]

Sent: Thursday, July 31, 2008 7:16 AM

To: Board

Subject: School for the Deaf and Blind

At the age of 88, I suddenly lost most of my vision. I have learned a tremendous amount since then, and have very strong feelings about the education of of blind children. Children of normal intelligence who have severe impairments can grow into productive contributing citizens when they have truly good educations. It is much wiser to spend extra money to educate those children than to continue supporting them through long lives of dependency. While having teachers throughout the state trying to teach one child at a time is helpful, the value of peer contact and intensive immersion is FAR more effective. I had the privilege of spending time at a workshop in Boise for blind and visually impaired seniors. I learned so much in a short time, and more importantly, I was inspired by my fellow participants. We want our children to develop to their full abilities. They NEED the stimulus of others. The cost is really minimal, compared to the lifetime of contributions these people will make. PLEASE DO NOT CLOSE THE SCHOOL WHERE THEY CAN GET THE TRAINING AND SUPPORT THEY ARE ENTITLED TO.

Sincerely, Joan K. Downing, 960 Wayne Ave. Pocatello, Idaho, 83201
208-233-0585

2.

Dear State Board of Education:

I had the opportunity to attend part of the Deaf Education Summit this week. As I participated yesterday, I observed that it was the most positive, collaborative, open meeting on this topic I've seen in three years. I'm sure the rest of the Summit will continue to be a success.

There were many people from various cross sections of the field in attendance, and the level of collective competence and knowledge was amazing. You and your staff are to be commended for pulling the Summit together and setting the tone for positive outcomes.

Thank you for your willingness to devote extensive resources into bringing everyone together and for allowing Idaho's deaf and hard-of-hearing children to be the winners.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

Two thumbs up!

-Wes

Wes Maynard, MBA, CI/CT, NIC Master
Boise Center Manager
Sorenson Communications
Phone: 888-311-1303
VP: 888-311-1303
Fax: 208-855-4821
Cell: 208-850-8099
Email: wmaynard@sorenson.com
Web: www.sorensonvrs.com

3.

Aylee,

It was an honor to meet you Aylee.

Thank you again for all your dedication, expertise, and hard work in making the Summit an exceptional experience for everyone.

I believe we learned first hand that none of us is as smart as all of us.

Respectfully,

James L. Solem
208-798-3103

4.

Aylee,

I told you I would contact you to be sure to get on the distribution list for any information that will follow the Deaf & Blind Summit last week. Congratulations on the successful Summit! That was hard, hard work, but the Appreciative Inquiry got wonderful discussion and results.
I look forward to seeing what comes of it.

This week I will attend a new statewide leadership group. It is very clear to me that we have missed two important participants – parents who represent deafness and blindness. I may contact you again for possible names of some of the fantastic parents who attended the Summit.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

Thank you.

Beth Eloë-Reep
Southeast Regional Special Education Consultant
Idaho State Department of Education
Idaho State University
921 South 8th Ave. Stop 8059
Pocatello, Idaho 83209-8059
208-282-3610
eloebeth@isu.edu

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

SUBJECT

Statewide Assessment Committee Recommendation/Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04 – Section III Comprehensive Assessment System

BACKGROUND / DISCUSSION

President Terrell appointed Richard Westerberg and Superintendent Luna to convene a short-term Board Assessment Committee to review the Idaho Comprehensive Assessment System. The committee was to be comprised of a combination of the Office of the State Board of Education (OSBE) assessment managers, State Department of Education (SDE) content coordinators, and a broad group of educators from around the State. The committee convened in July and framed a survey to evaluate and improve the State's Comprehensive Assessment System.

From September to December 2007, the committee refined the scope of the questionnaire to include new developments such as the suspension of the 9th grade ISAT. The survey was conducted February 27 through March 20, 2008.

The Board Assessment Committee met twice in April 2008 to review survey results and combine that perspective with their own experience and knowledge of assessment in Idaho schools. The committee made 11 major recommendations, which are listed in detail on Attachment 1.

ATTACHMENTS

Attachment 1	Committee Recommendations	Page 3
Attachment 2	Brief Summary of the Complete Survey Results	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The Board Committee on Assessment gathered input from stakeholders in the educational community. Convening a committee and conducting the survey served two important purposes. First, committee members assisted OSBE staff and SDE staff in interpreting the survey results and made very practical recommendations to guide decisions for the Comprehensive Assessment System (CAS). Second, the educational community had an authentic opportunity to express their concerns to the Board in a direct and anonymous manner. The committee report and survey results will be referenced for future decisions regarding the Comprehensive Assessment System.

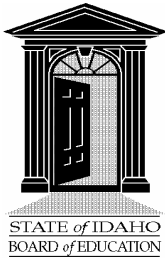
BOARD ACTION

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

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

Attachment 1: Committee Recommendations



Idaho State Board of Education Assessment Committee

April 30, 2008

Boise, Idaho

Boise School District Office
8169 Victory Road
Boise, ID 83709

Chairmen: Tom Luna, State Superintendent and Richard Westerberg, State Board Member

Committee Members: Brad Patzer, Cindy Bechinski, Cliff Hart, Don Coberly, Gary Johnston, Jackie Thomason, Joe Youren, Kathy Luras, Roger Stewart, Sherrie Wood

Excused: Brenda Walter, Patti O'Dell, Ron Bollinger, Jess McMurray, Karen Echeverria

Staff: Cindy Johnstone, Jenny Fisk, Liz Smith, Margo Healy, Mike Rush, Peter Kavouras, Rob Sauer, Wendy St. Michell

Contractors: Michael Willmorth, Clearwater Research; Liz Compton, BSU

Meeting

Welcome and Introductions Richard Westerberg & Tom Luna,

Format: Large Group Discussion Margo Healy, OSBE

The committee was asked to make recommendations to the State Board of Education (SBE) regarding each of these proposals. The issues were raised by the original committee of stakeholders, results of the survey and staff from the SBE and the Office of the State Board of Education (OSBE).

Summary of Recommendations

1. Fall ISAT Administration

The committee recommends that the Board of Education revise Administrative Rule to eliminate the requirement for the fall ISAT (Grades 3-8 & 10) and make the Fall ISAT optional. The recommendation asks that districts and schools have the choice of opting out (or in) at the district, school, student, or content level for grades 3-8 and 10. OSBE staff will research the possibilities and limitations.

2. Eliminate Grade 2 ISAT

The committee recommends that the Board of Education revise Administrative Rule to eliminate testing of 2nd grade students in the fall and spring ISAT, beginning in fall 2008. (The 2nd grade ISAT for spring 2008 is currently waived.)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

3. Reinstate Development Process for 9th Grade Test / Create a Different Kind of 9th Grade Test The committee discussed the options of a test to be given in 9th grade that would predict readiness for the High School ISAT or a traditional 9th grade test that would assess student proficiency on the 9th grade Idaho Content Standards. The committee was divided in the choice between these two options and made no recommendation as to the design of the 9th grade test.
4. Graduation Retest
The committee recommends that OSBE staff research the possibility of offering the 10th grade NCLB CORE plus Extender as the Graduation Retest for students who do not pass on their first opportunity in spring of 10th grade. The NCLB CORE plus Extender Test reports more detailed information than the current 45 item NCLB CORE, (High School ISAT). If the option is not available, the committee recommends continuing the 45 item High School ISAT as is.
5. End-of-Course Assessments (EOC)
The committee recommends that the SDE act as a clearinghouse for EOC's. Schools/districts will have the option of submitting EOC's to the SDE for review. EOC's judged to be appropriately aligned to Idaho Content Standards will be posted on a secure website. Schools/districts will have the option of using a SDE EOC. SDE will create the process for how this service will be offered. Superintendent Luna and Content Coordinators agreed to take on this project.
6. Direct Mathematics Assessment (DMA)
The committee recognizes that as the SDE moves forward with the work on the math initiative the DMA may be suspended or continued for the 2008-2009 school year. Committee members value the need for assessing math processes, in addition to the multiple choice nature of the ISAT math tests. The committee agreed to leave the decision to continue with the traditional DMA or suspend the DMA for 2008-2009 school year to the SDE staff, as there are valid arguments to both sides.
7. Direct Writing Assessment (DWA)
The committee recommends the SDE continue to offer the traditional DWA for the 2008-2009 school year, and conduct a pilot of at least one artificial intelligence product that might offer assessment to meet some of the concerns raised in the Comprehensive Assessment Survey, as well as offer more in-class support for writing instruction. Concerns included teacher's time away from classrooms, turnaround time for score reporting, and reliability / validity of assessment.
8. Idaho Reading Indicator (IRI)
The committee recommends that SDE continue to offer the current IRI as specified in Idaho Code. SDE reported there will be custom (and secure) benchmark passages for the fall IRI and the spring IRI. Since the winter IRI is not required by Idaho Code, it will be offered as optional with no reporting requirement IRI. The committee supports SDE in future work with the legislators and stakeholders to offer

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

flexibility for special education and limited English proficient and review the accountability component of the IRI, in general.

9. Statement of Purpose

The committee recommends that the statement of purpose of the Idaho Comprehensive Assessment System for Idaho include both NCLB requirements and overall evaluation of the educational system.

10. Requesting a “Start Over” for AYP

The committee supports the State Board of Education as they request the Consolidated State Accountability Workbook be revised to start the AYP progression to “start over” with the student achievement results from the 2007 spring administration of the ISAT. The former standards and assessments did not meet the federal standards of excellence. The USDE rejected the former system, and required Idaho to completely revise the standards and the assessments. Therefore, it seems incongruous to hold schools and districts accountable for a system USDE rejected. Note: The request was made and the US Department of Education denied the request.

11. Alternate Modified ISAT for 2% of Population of Students With Disabilities (SWD)

The committee recommends that OSBE seek grant funding to pursue the development of the optional Modified Assessment that will be available to 2% of the total population that are currently identified within the SWD subgroup. This assessment may be available to as many as 20% of SWD students. This is an optional assessment allowed by NCLB, and will be of help to districts meeting AYP within the SWD subgroup.

12. Participation in NAEP

Participation in NAEP is required by Board Rule. Although NCLB requires participation in 4th and 8th grade NAEP only, it may be advantageous to participate in the 12th grade NAEP. The committee turned this decision back to OSBE staff for review. Note: Idaho will participate in the optional 12th grade NAEP for 2008-2009.

13. LEP Subgroup Flexibility

The committee made no recommendation to pursue creation of a translated version of the ISAT.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008**

Board Committee on Assessment 2007-2008

Name	Position	Organization / School District
Brad Patzer	Teacher	St Maries
Brenda Walter	Test Coordinator	Bonner
Cindy Bechinski	Curriculum Director	Moscow
Cindy Johnstone	Math Coordinator	SDE
Cliff Heart	SpEd/ Alt HS Principal	American Falls
Don Coberly	Assistant Superintendent	Boise
Gary Johnston	Federal Programs	Vallivue
Jackie Thomason	Test Coordinator	Meridian
Jenny Fisk	Reading Coordinator	SDE
Jess McMurray	Teacher	Soda Springs
Joe Youren	Principal	Wilder
Karen Echeverria	Executive Director	ISBA
Kathy Luras	Test Coordinator	Pocatello
Liz Burlo	Consultant	Clearwater
Liz Smith	Language Arts Coordinator	SDE
Luci Willits	Chief of Staff	SDE
Margo Healy	Director of Assessment and Accountability	OSBE
Melvin Beutler	Superintendent	Westside
Michael Willmorth	Consultant	Clearwater
Mike Rush	Executive Director	OSBE
Patti O'Dell	Assistant Superintendent	Twin Falls
Peter Kavouras	Content Director	SDE
Richard Westerberg	Committee Chair	SBOE
Rob Sauer	Deputy Superintendent	SDE
Roger Stewart	Professor	BSU
Ron Bollinger	Superintendent	American Falls
Sharon McGuire	Administrator	BSU
Sherrie Wood	President	IEA
Tom Luna	State Superintendent/ Chair	SDE
Wendy St. Michell	IELA Program Manager	OSBE
Liz Compton	IAA Manager	BSU/SDE

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008**

ATTACHMENT 2: BRIEF SUMMARY OF THE COMPLETE SURVEY RESULTS, OSBE STAFF

The brief summary of the results of the statewide survey of the Comprehensive Assessment System is structured to answer 8 questions that are of current concern to the Board. Charts included in this summary are taken from the draft report submitted by Clearwater Research, Inc., the vendor that administered the survey to Idaho educator. The complete report is available upon request from the Office of the State Board of Education.

SURVEY QUESTIONS:

1. Who are the current Idaho educators?
2. Judging from the respondents, is the instruction aligned to the standards, and therefore, aligned to the test?
3. Do educators favor end-of-course testing?
4. Do schools in Idaho offer standards based system of instruction?
5. Do educators favor reinstating the fall ISAT?
6. Do educators favor reinstating the 9th grade test?
7. Do educators favor reinstating the 2nd grade ISAT?
8. What do educators say about the High School ISAT, also known as the Exit Test or the Graduation Test?

Note: No Child Left behind (NCLB) requires that a High School test be administered in grade 10-12. The Idaho 10th grade ISAT Core is the federally approved High School Test. This test is different from the 2 10th grade tests that have previously been administered in fall and spring of 10th grade. The fall 10th grade ISAT is an adaptive test and does not count for graduation requirements or NCLB accountability. The spring 10th Grade ISAT includes the CORE and an extender portion that is adaptive and allows for out of grade level test items. Retesting 11th and 12 grade students take the High School ISAT, also commonly known in Idaho as the Graduation Test or the Exit Test.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

I. Introduction

In December 2007, the Idaho Office of the State Board of Education (OSBE) contracted with Clearwater Research, Inc., (Clearwater) to conduct a Web survey of Idaho educators on issues relating to the Comprehensive Assessment System (CAS). Input from these stakeholders was desired to inform future policy discussions and decision-making involving the CAS.

II. Sample

Under a data sharing agreement, OSBE provided Clearwater with an extract of its database of educators in the Idaho public school system. Clearwater analyzed the distribution of educators along two dimensions important for the planned analyses: activity area (divided into administrators, teachers, and other staff) and grade level (divided into K–6, 7–8, and 9–12). OSBE was interested in a sample design that would provide enough cases for key respondent types. Clearwater developed a stratification plan to oversample groups that had relatively few cases and under sample ones that were relatively well represented in the population

III. Data Collection

Data were collected from February 27 through March 20, 2008. Clearwater collected 838 completed questionnaires from the original random sample of 2001 Idaho educators.

1. Who are the current Idaho educators ?

The three graphs below represent the statistically representative sample of the teachers in Idaho. The stratification of the random sample replicated the state demographic.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 21-22, 2008

Figure 1: Which of the following best describes the work you do?

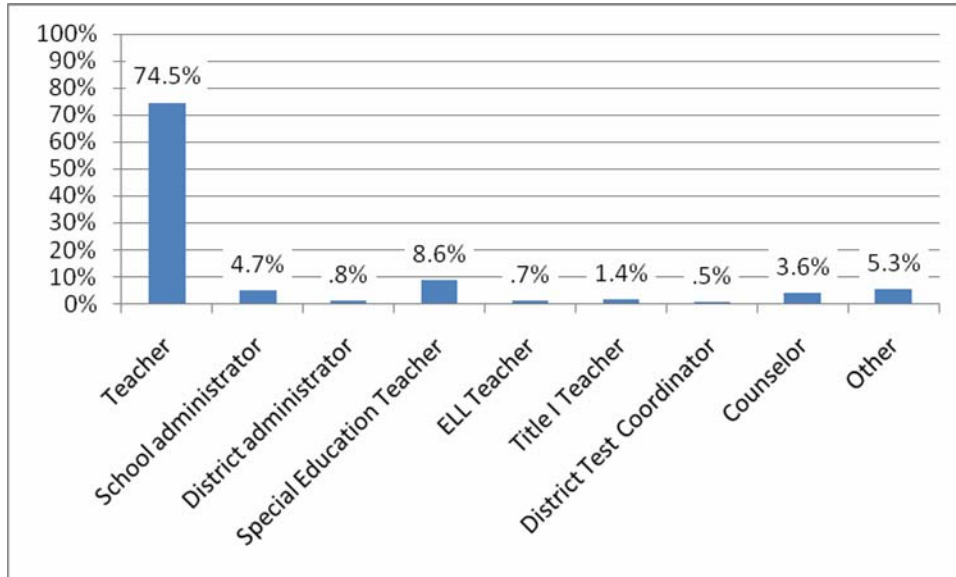


Figure 2: Did you receive your certification from an Idaho institution?

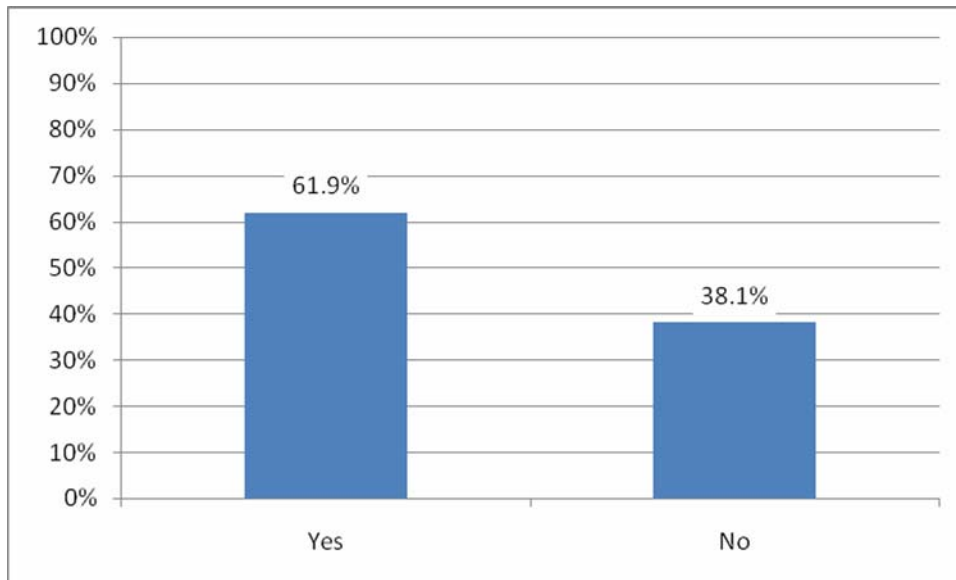
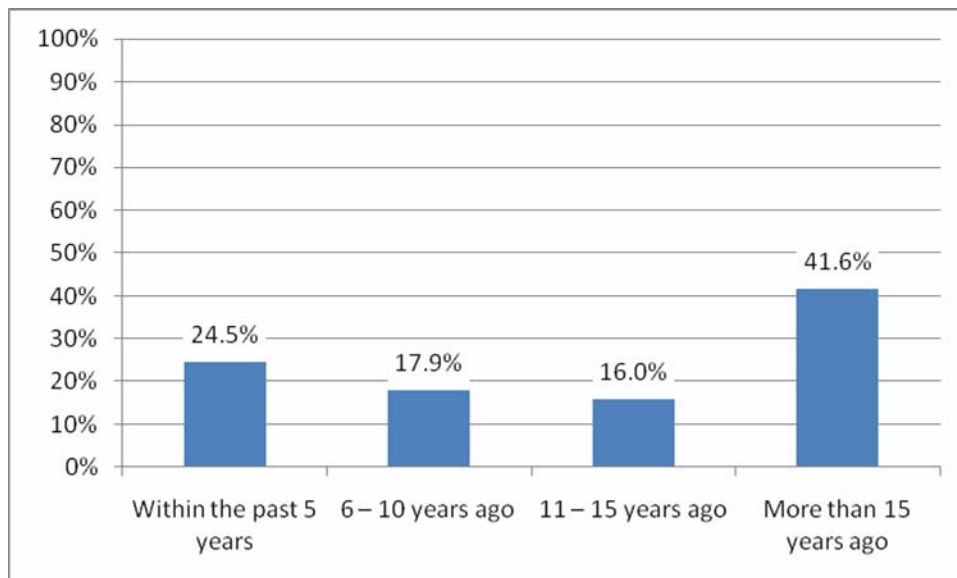


Figure 3: When did you receive your certification?



2. Is the instruction aligned to the standards and therefore, aligned to the test?

The next three graphs show that while 60% or more have read content standards with limits, they are not overwhelmingly using them to plan instruction. The Idaho Content Standards define the content students must know and be able to use.

Figure 4: The number of educators who have read ISAT Content Standards with Limits.

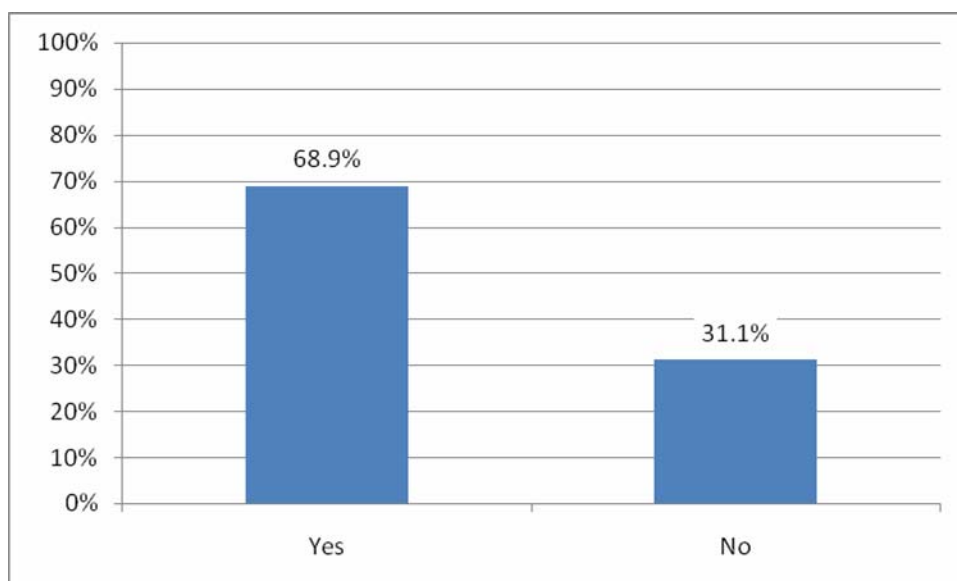


Figure 5: Influence of ISAT Content Standards with Limits

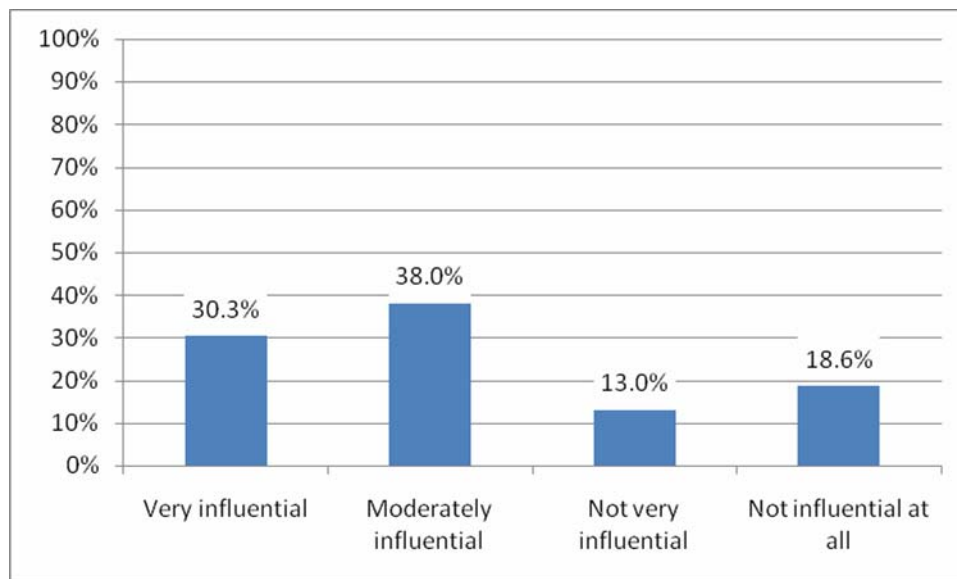
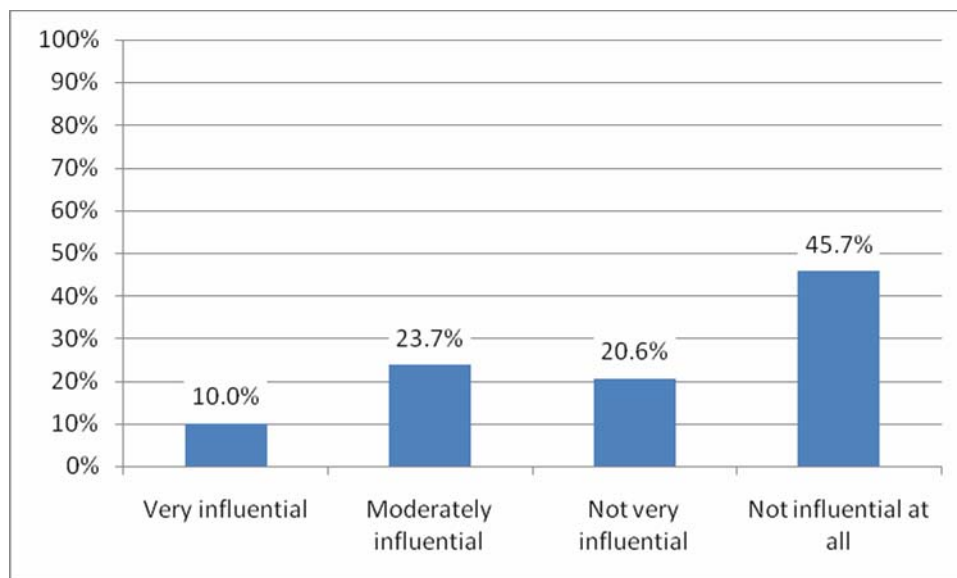


Figure 6: Influence of ISAT Test Blueprints



3. Do educators favor end-of-course testing?

The next two graphs represent the response to questions about having end-of-course assessments in middle schools and high schools. While there is a strong show of support for common end-of-course testing in middle and high school, there is little agreement about whether the state or the district should prepare the end-of-course assessments.

Figure 7: End-of-Course Assessments Important for Grades 6–8

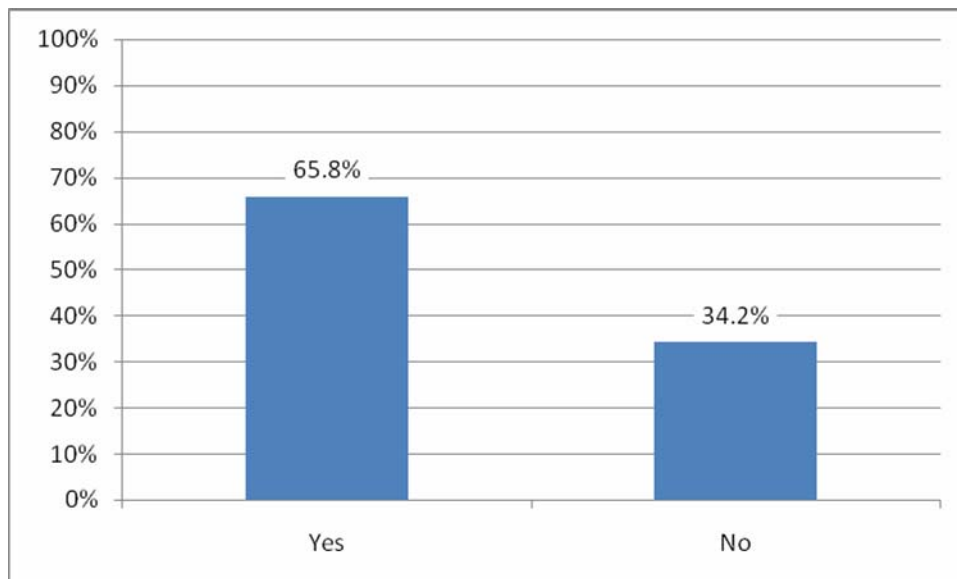
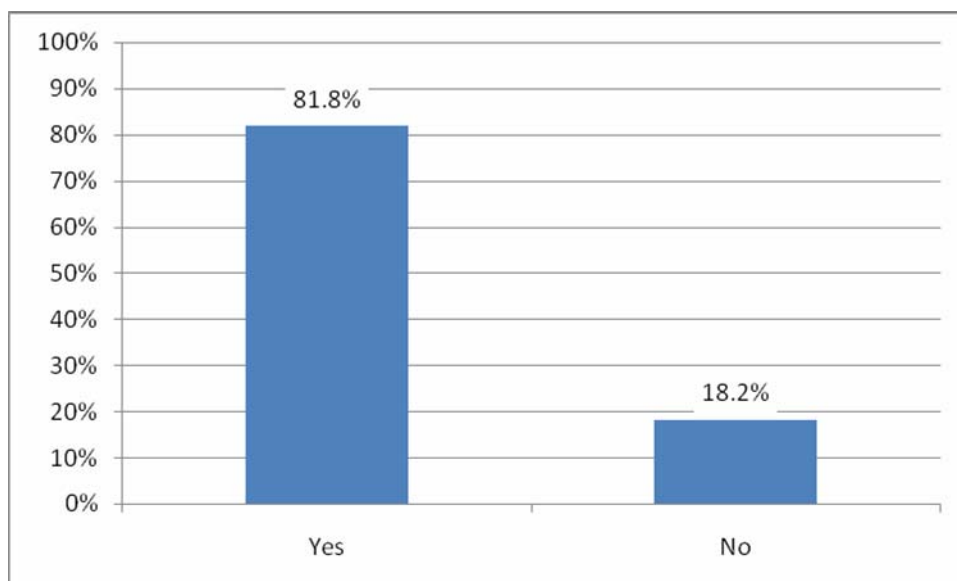


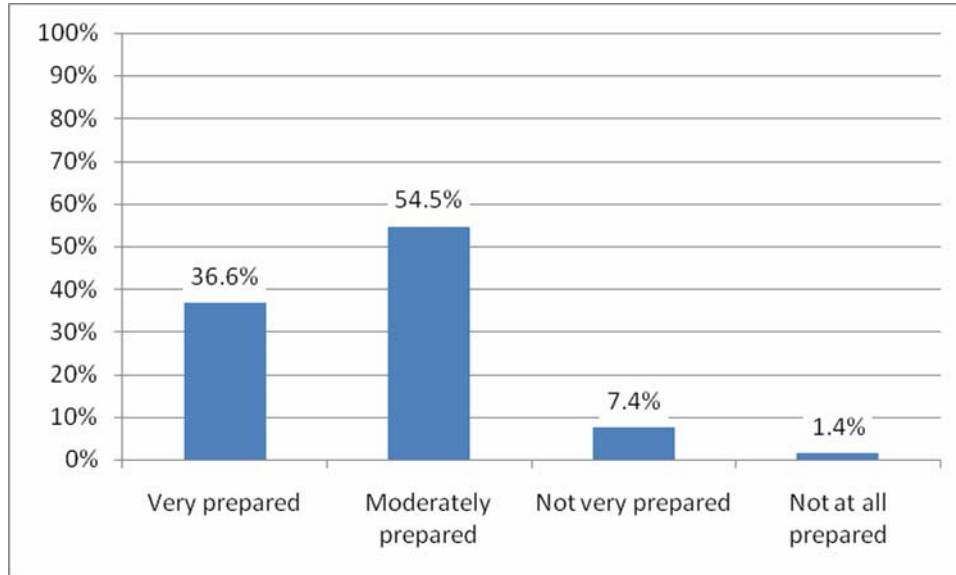
Figure 8: End-of-Course Assessments Important for Grades 9–12



4. Do schools in Idaho offer standards based system of instruction?

The Idaho Assessment and Accountability System is based on the Idaho Content Standards. The following graphs represent the educators' perceptions about whether they are prepared to offer standards based instruction. The graph indicates they are prepared, but the responses to question #2 above suggest they are not using all of the supports, including the standards with content limits, test blueprints and performance level descriptors to guide (influence) their instructional planning.

Figure 9: Preparedness to Teach in a Standards-Based Environment



5. Do educators favor reinstating the Fall ISAT?

The fall ISAT was waived for the 2008-2009 school year. The following two graphs show there is an even split in the educational community about whether they want the fall ISAT. Of those that answered YES, the second graph shows the reason the fall ISAT is important.

Figure 10: Favor Continuing to Offer Fall ISAT?

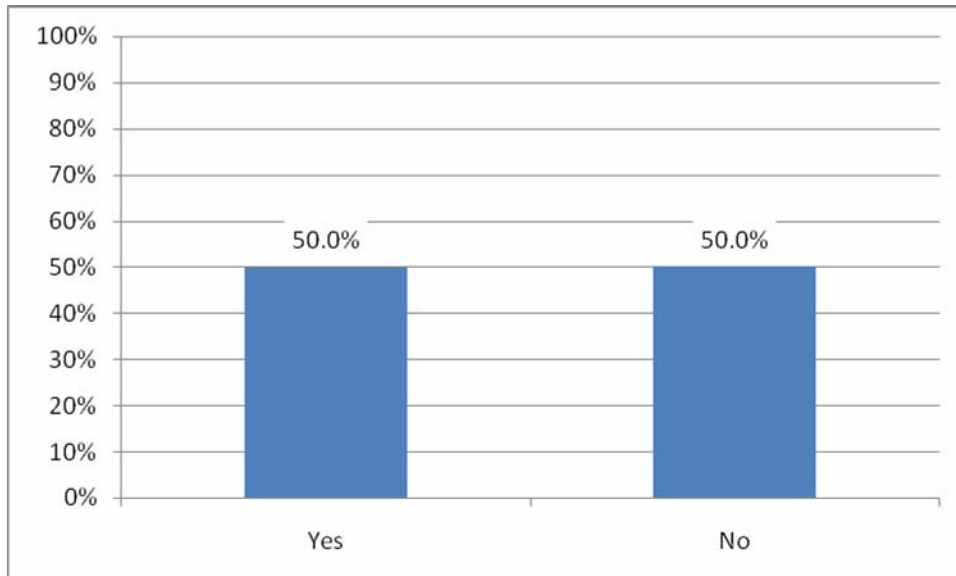
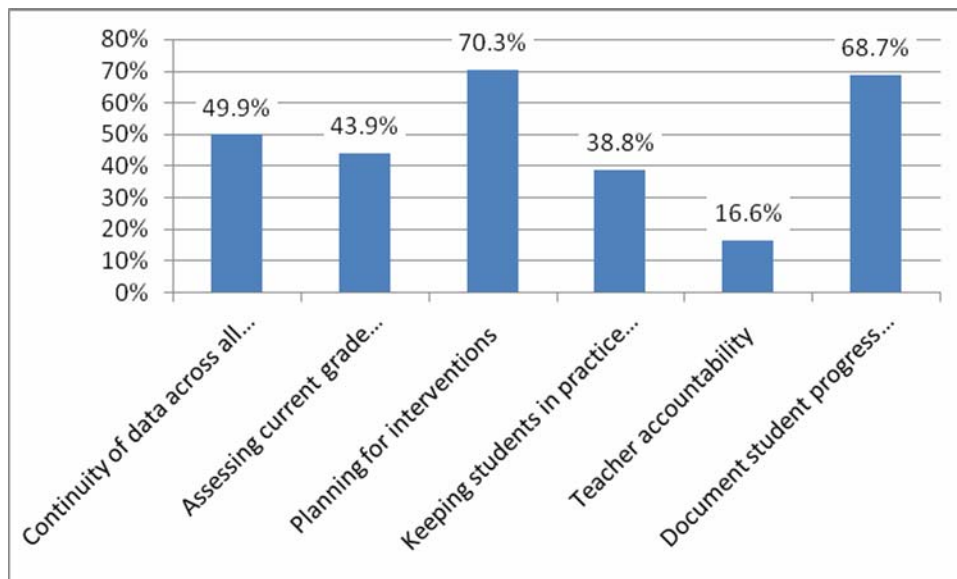


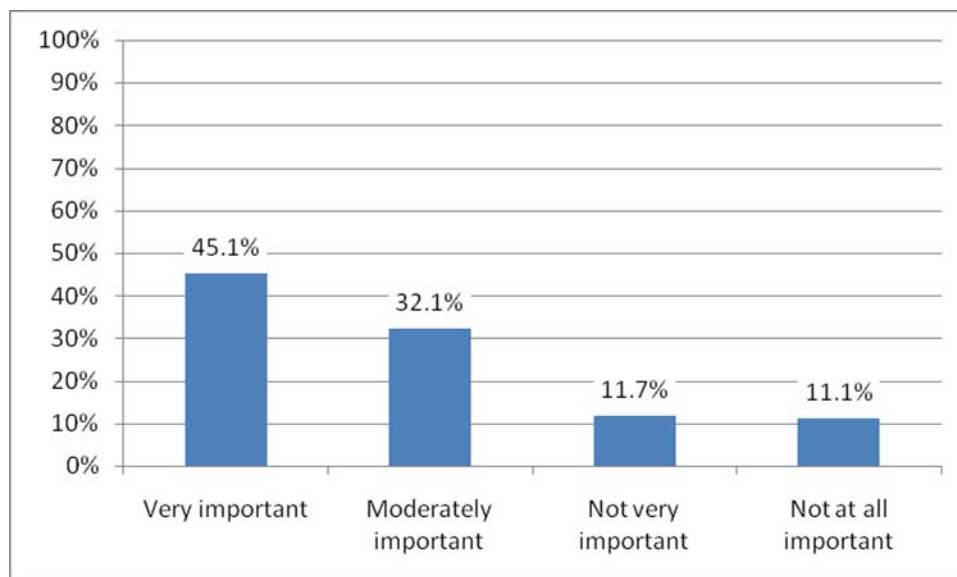
Figure 11: Reasons for Continuing to Offer the Fall ISAT



6. Do educators favor reinstating the 9th grade ISAT?

Reinstatement of the 9th grade ISAT is on the horizon for the Board. The funding has been requested for the next fiscal year.

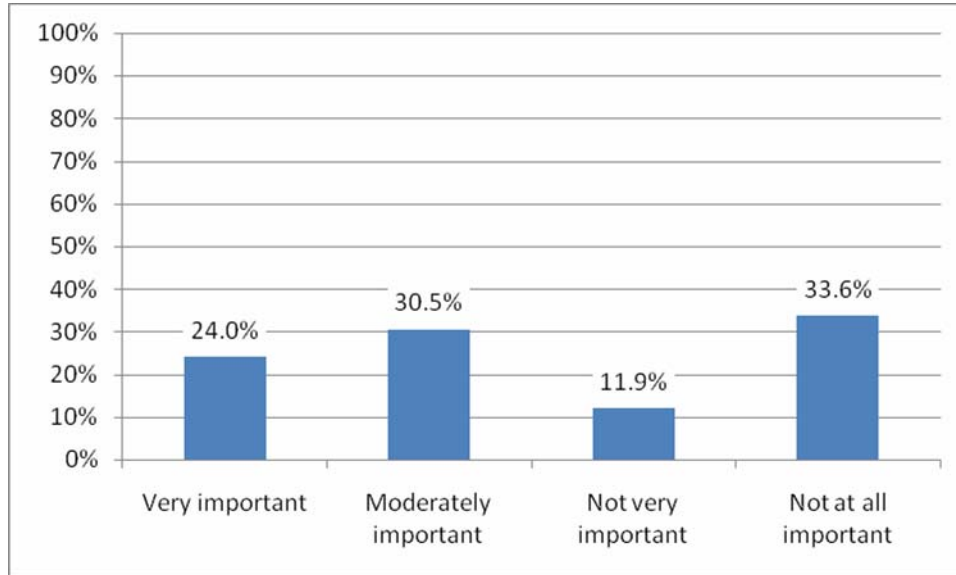
Figure 12: Importance of 9th Grade Spring ISAT



7. Do educators favor reinstating the 2nd grade ISAT?

Since the ISAT was only waived, not eliminated, the 2nd grade ISAT is a question the Board will be considering in the near future. The following graph represents the feedback on this survey.

Figure 13: Importance of 2nd Grade Spring ISAT



8. What do educators say about the High School ISAT, also known as the Exit Test or the Graduation Test?

The High School ISAT, also known as the Exit Test or the Graduation Test, is offered in 10th grade. While the passing rate runs 86% for reading, 77% for mathematics and 69% for language usage, 14-31% of 10th grade students are not passing the High School ISAT on the first try. The following graphs represent what the stakeholders want as support for these students who are not currently passing the test.

Figure 14: Usefulness of Study Guide for Retaking High School ISAT

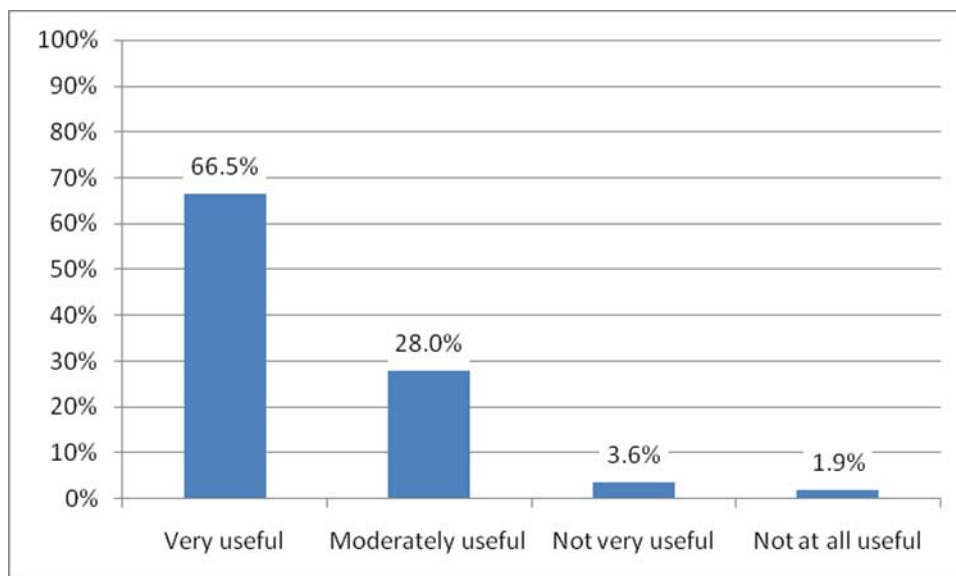


Figure 15: Usefulness of Online Practice Tests for Retaking High School ISAT

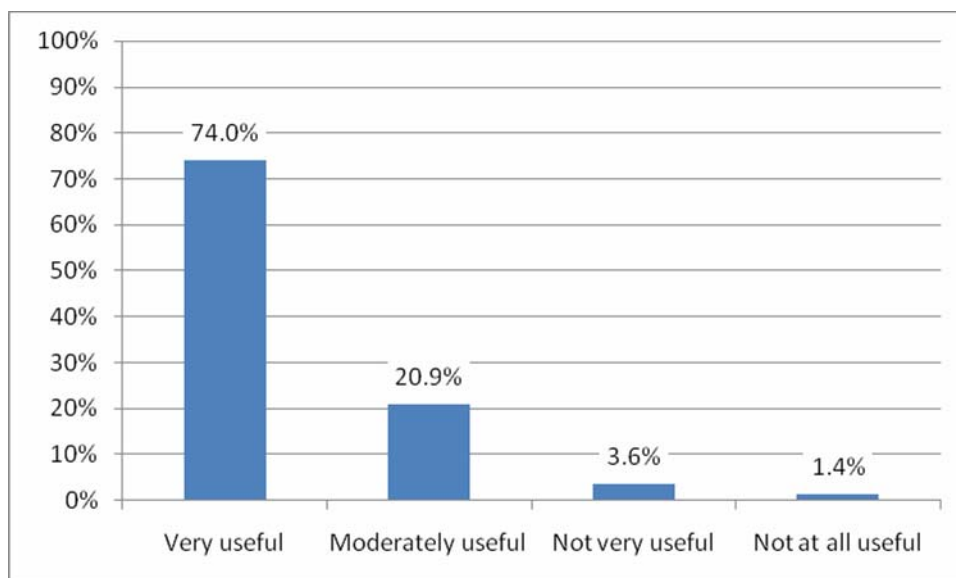
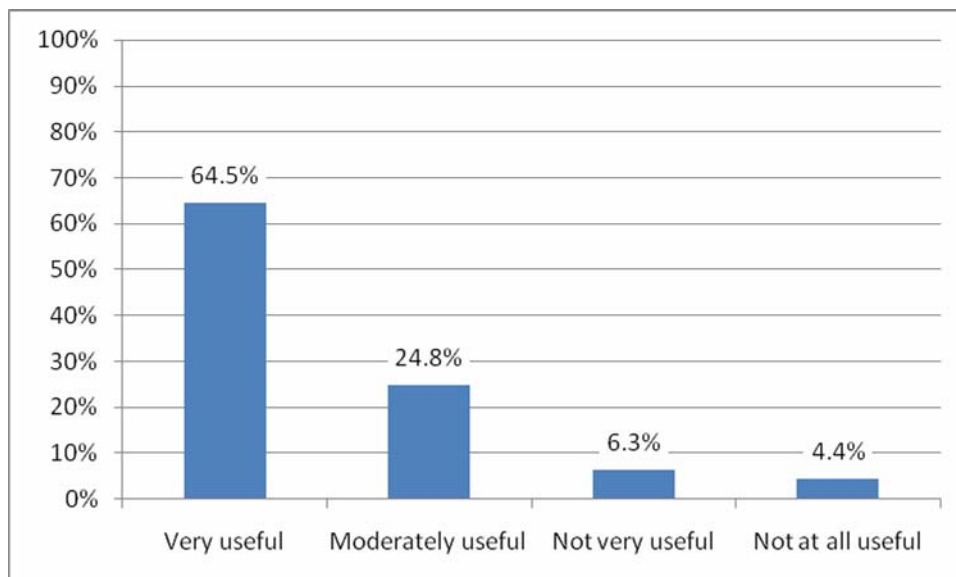


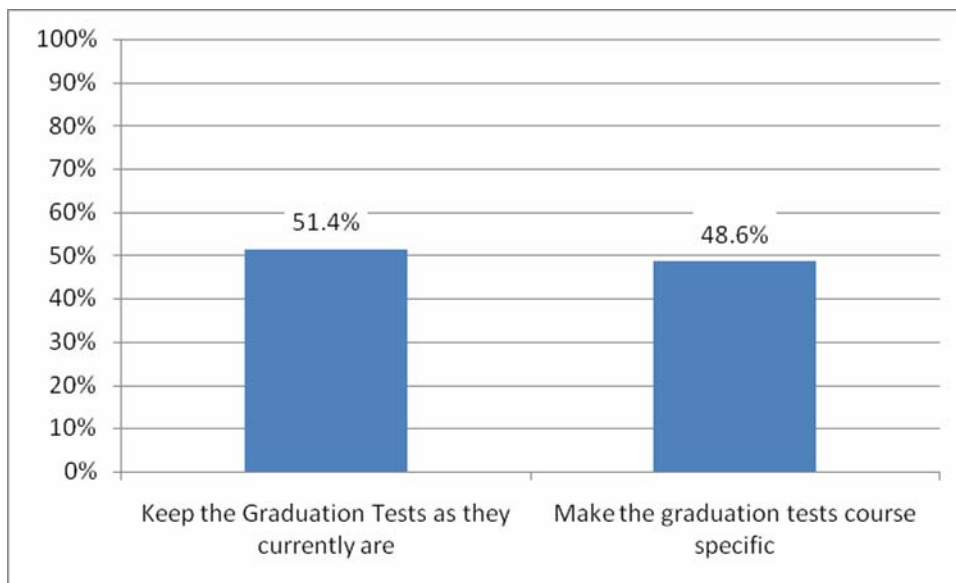
Figure 16: Usefulness of Other Support Mechanism for Retaking High School ISAT



Currently, the Idaho Content Standards for middle and high school math and science are integrated. Some states write course specific standards. Course specific standards may lead to a state curriculum where a single course test is selected for the High School ISAT. If the High School ISAT for math and science become an End-of-Course

for algebra and biology, then one assumes that all students will have taken those courses before the end of 10th grade. The following graph shows the response of the stakeholders when asked about an integrated test versus a course specific test. There is no agreement in the educational community on this question.

Figure 17: Preferred Option for Future of Graduation Test



THIS PAGE LEFT INTENTIONALLY BLANK