

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008**

| TAB | DESCRIPTION | ACTION |
|------------|--|-------------------|
| 1 | NURSING WORKFORCE ADVISORY COUNCIL PRESENTATION | Information Item |
| 2 | THIS ITEM HAS BEEN PULLED FROM AGENDA | |
| 3 | APPROVAL OF NOTICE OF INTENT TO REPLACE A MASTER OF ARTS IN ENGLISH, ENGLISH EDUCATION DEGREE WITH A MASTER OF ARTS IN TEACHING ENGLISH LANGUAGE ARTS DEGREE – BOISE STATE UNIVERSITY | Motion to Approve |
| 4 | APPROVAL OF NOTICE OF INTENT TO SUSPEND ADMISSION TO THE ASSOCIATES OF ARTS IN NURSING PROGRAM – BOISE STATE UNIVERSITY | Motion to Approve |
| 5 | RECOMMENDATIONS FOR THE EDUCATION OF STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED OR DEAF/HARD OF HEARING | Motion to Approve |

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008**

SUBJECT

Nursing Workforce Advisory Council Presentation

BACKGROUND/DISCUSSION

To gain an understanding of Idaho's nursing shortage, the Idaho Legislature passed House Bill 155 to establish the Governor's Nursing Workforce Advisory Council. The Council was created within the Department of Labor with the purpose of advising the Governor, Legislature, State Board of Education, state colleges and universities as well as other agencies and organizations on nursing workforce issues.

The Council is comprised of 22 members representing the Governor's office, Legislature, Office of the State Board of Education, Idaho's colleges and universities' nursing programs, rural and urban hospitals, Department of Labor, Idaho Board of Nursing, and Idaho Alliance of Leaders in Nursing. A membership list is provided in Attachment 1.

The Council has held several meetings since November 2007 and most recently held a meeting on September 15, 2008. The Council has reviewed substantial state and regional data and developed strategic priorities in anticipation of the release of a comprehensive report and strategic plan. The Department of Labor has prepared a one page summary of this information in Attachment 1.

Several members of the Nursing Workforce Advisory Council will review the progress the Council has made and present the report to the Board. Those members are: B.J. Swanson, Chair of the Council and Chair of the Board, Grittmann Memorial Hospital; Steve Millard, President of the Idaho Hospital Association; and Roger Madsen, Director of the Idaho Department of Labor. Representative Margaret Henbest will be participating by phone.

ATTACHMENT

Attachment 1 – October Update and Membership List

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

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

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Governor Otter's Nursing Workforce Advisory Council Update

October 9, 2008

Background

- By 2016 Idaho's population over the age of 54 will increase by nearly 50 percent.¹
- With fewer nurses per capita than any surrounding state except Nevada, the number of nurses per capita in Idaho falls more than 20 percent below the national average.²
- Only one in five nurses currently practicing in Idaho is under age 35, and two in five are over age 50.³
- Employment projections up until 2016 find seven of the 10 hottest jobs in Idaho are in health care, with nursing at the top of the list.⁴
- By 2013, 25 percent of the state's current nursing faculty are expected to leave the labor force.⁵
- Only one in 10 of Idaho's current nursing faculty members is under 40 years of age.⁵

Seeking Solutions

In the Fall of 2007 Governor Otter appointed 22 of Idaho's top health care practitioners, academics and policymakers to the Idaho Nursing Workforce Advisory Council. The council's charge is to define the scope of the perceived problem, address supply / demand and develop strategies to ensure Idaho has an adequate supply of nurses for future expansions. In the meantime, several buildings are being built to expand nursing education in Idaho. Efforts to fund the faculty positions needed to carry the programs are critical. Without the ability to educate, recruit and hire additional nursing faculty, Idaho will have great difficulty addressing the shortage of nurses.



Progress to Date

- Leaders in education, government and industry are working together to define the issue, streamline data collection and develop workable recommendations. Their efforts have resulted in substantial savings and improved data.
- A statistical picture of the current status of the nursing occupation in Idaho will be finalized in October.
- A full report and recommendations will be delivered to Governor Otter in November.

Draft Goals / Objectives / Recommendations

- Address faculty needs.
- Expand educational capacity.
- Incorporate innovative practices involving the private sector.
- Establish employment practices that encourage work force retention in all sectors.
- Ensure the availability of critical work force data and informed planning.

Plans for FY09

- Finalize and implement the council's recommendations.
- Seek an investment of Workforce Investment Act funds to match Idaho Hospital Association scholarships for advanced degrees.
- Educate legislators on the need to address nursing faculty issues.
- Upgrade the data collection process at the Idaho Nursing Licensing Board, continue gathering information from healthcare and educational institutions and monitor the supply / demand.

Immediate Needs

The current charter and funding for the Idaho Nursing Workforce Advisory Council expires in June of 2009. To continue the progress of the council, legislation will be required this next legislative session to remove the sunset and continue funding. Also, Idaho's nursing programs and the state's higher education institutions need to share additional data with the Idaho Department of Labor so the agency can identify where graduates receive their degrees and where they are ultimately employed. Graduate migrations, emigrations and current education pipeline and capacity plans will allow for more accurate supply /demand information and data driven decisions when targeting the allocation of limited resources.

1. EMSI Complete Employment - March 2008. 2. Health Resources and Services Administration. 3. Idaho Board of Nursing Licensure Database 4. Idaho Department of Labor 2006-2016 Employment Projections 5. Idaho Nursing Workforce Center RN Satisfaction Survey, September 2007.

Idaho Nursing Workforce Advisory Council Membership

Established November 2007

B.J. Swanson

Council Chair, Chairman of the Board
of Gritman Medical Center, Moscow

Dr. Carol Ashton

Associate Dean and Director of the
School of Nursing, Idaho State
University, Pocatello

Susan Ault

Executive Director of the Idaho
Alliance of Leaders in Nursing, Boise

Sen. Diane Bilyeu

Pocatello

Dr. Claudeen Buettner

Executive Vice President and Chief
Academic Officer for the College of
Southern Idaho

Rep. Margaret Henbest

Boise

Karen Hodge

Director of Women's and Children's
Services at St. Alphonsus Regional
Medical Center, Boise

Roger B. Madsen

Director of the Idaho Department of
Labor, Boise

Sen. John McGee

Marketing Director for West Valley
Medical Center, Caldwell

Steve Millard

President of the Idaho Hospital
Association, Boise

Kathleen Nelson

Division Manager for Health
Professions at Eastern Idaho
Technical College, Idaho Falls

Tammy Perkins

Office of the Governor, Boise

Dr. Mike Rush

Executive Director of the State Board of
Education, Boise

Dr. David Schmitz

President of the Idaho Academy of
Family Physicians, Boise

Dr. Pamela Springer

Associate Dean of the College of Health
Sciences and Chair of the Department of
Nursing at Boise State University, Boise

Robert Vande Merwe

Executive Director of the Idaho Health
Care Association, Boise

Rep. Fred Wood

Medical Director for the Cassia Regional
Medical Center, Burley

Dr. Manuelita Burns

Director of Health Professions and
Nursing at North Idaho College,
Coeur d'Alene

Noreen Davis

Vice President of Nursing and Patient
Care Services for St. Luke's Health
System, Boise

Sandra Evans

Executive Director of the Idaho Board of
Nursing, Boise

Dr. Tony Fernandez

Provost and Vice President for Academic
Affairs at Lewis-Clark State College,
Lewiston

Steve Frei

Chief Nursing Officer for Syringa
General Hospital, Grangeville

THIS ITEM HAS BEEN PULLED FROM THE AGENDA

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BOISE STATE UNIVERSITY

SUBJECT

Replace a Master of Arts in English, English Education degree with a Master of Arts in Teaching English Language Arts degree – Boise 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 – Boise State University

BACKGROUND/ DISCUSSION

In accordance with Board Policy III.G.5.(a) (2), *Board Approval Procedures*, 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.

Boise State University (BSU) is proposing a Master of Arts in Teaching English Language Arts degree program, which would replace the university's current Master of Arts in English, English Education degree. The first aspect of the proposed change is to discontinue the Master of Arts in English, English Education degree, which was intended for students with baccalaureate degrees who have returned to the university to seek secondary school teaching certification in English. Recently, to better serve the needs of such students, the College of Education created a Graduate Certificate in Secondary/K-12 Teaching. Therefore, the MA in English, English Education is no longer needed.

The second aspect of the proposed change is to replace the discontinued program with a new Master of Arts in Teaching English Language Arts. The new program is designed to meet the needs of practicing teachers from elementary through high school who are interested in learning more about how to support the achievement of their students in writing, reading, literary study, language, and general literacy. In addition, the program is set up to be more flexible than traditional programs, including offerings during weekends and summers, possibly in various locations, to accommodate teachers' schedules. The program of study and many courses will address literacy-related subject matter and teaching skills within the teacher's current instructional context.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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IMPACT

There is no fiscal impact with the request to discontinue the Master of Arts in English, English Education degree (see page 14); however, there is some fiscal impact with the request to replace this degree with a Master of Arts in Teaching English Language Arts degree as depicted below.

| | FY 2009 | FY 2010 | FY 2011 |
|---------------------------------------|----------------|----------------|----------------|
| Expenditures | | | |
| A. Personnel*** | \$5,460 | \$5,623 | \$5,792 |
| B. Operating Expenditures | 0 | 0 | 0 |
| C. Capital Outlay | 0 | 0 | 0 |
| D. Physical Facilities | 0 | 0 | 0 |
| E. Indirect Costs | 0 | 0 | 0 |
| Total Expenditures | \$5,460 | \$5,623 | \$5,792 |
| Revenue | | | |
| A. Source of Funds | | | |
| 1. Appropriated funds -- Reallocation | \$5,460 | \$5,623 | \$5,792 |
| 2. Appropriated funds -- New MCO | 0 | 0 | 0 |
| 3. Federal funds | 0 | 0 | 0 |
| 4. Other grants | 0 | 0 | 0 |
| 5. Fees | 0 | 0 | 0 |
| 6. Other: | 0 | 0 | 0 |
| Total Revenues | \$5,460 | \$5,623 | \$5,792 |
| B. Nature of Funds | | | |
| 1. Recurring* | \$5,460 | \$5,623 | \$5,792 |
| 2. Non-recurring** | 0 | 0 | 0 |
| Total Revenues | \$5,460 | \$5,623 | \$5,792 |

* 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.

*** Students in the proposed degree program would draw their course work from existing graduate courses, of which at least eight are offered each fall and spring semester. With an average of 10 students per course now, there is sufficient room for the additional 10-15 students expected in the new program, or one or two additional students in each course. The exception is the need for one additional summer or weekend course specifically designed for the students (teachers) in this degree program.

ATTACHMENTS

Attachment 1 – Notices of Intent

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request for an M.A. in Teaching English Language Arts was not listed in their Eight-year Plan for Delivery of Academic Programs in the Southwest Region. BSU indicated that the need to make the program change did not become apparent until after formulation of the Eight-Year plan; however, the

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change is consistent with identified needs. IRSA, CAAP, and Board staff recommends approval as presented.

BOARD ACTION

A motion to approve the request by Boise State University to discontinue their M.A. in English, English Education and replace it with an M.A. in Teaching English Language Arts as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

Vice President

JUN 04 2008

NOTICE OF INTENT

To initiate a

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

Finance and
InstructionInstitution Submitting Proposal: Boise State UniversityName of College, School, or Division: College of Arts and SciencesName of Department(s) or Area(s): Department of English

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
 (indicate one) leading to:

Master of Arts in Teaching English Language Arts

(Degree or Certificate)

Proposed Starting Date: Fall 2008**For New Programs:**
**MASTER OF ARTS IN TEACHING
 ENGLISH LANGUAGE ARTS**

Program (i.e., degree) Title & CIP 2000
 CIP 2000 13.1305

For Other Activity:

- ☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

McDermott 6-4-08
 College Dean (Institution) Date

Joe Pearson 6-5-08
 Chief Fiscal Officer (Institution) Date

Mark Anderson 6/6/08
 Chief Academic Officer (Institution) Date

Robert H. Kuntz 6/23/08
 President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

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

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).

The proposed new Master of Arts in Teaching English Language Arts is designed to meet the needs of practicing teachers from elementary through high school who are interested in learning more about how to support their students' achievement in writing, reading, literary study, language, and general literacy.

The field of literacy teaching is broad, and this program acknowledges and reflects this breadth by combining course work from several existing university resources, including: courses offered by the English department, the Literacy Education department in the College of Education, and the Boise State Writing Project. Also reflecting our teacher population, the program is set up to be relatively more flexible than traditional programs, including offerings during weekends and summers, possibly in various locations, to accommodate teachers' schedules. The program is designed with the practicing teacher in mind: the program of study itself and many particular courses will address literacy-related subject matter and teaching skills within the teacher's current instructional context. The dominant theme of the program is that of connecting research and theory in literacy learning with effective classroom teaching practices.

The proposed new M. A. will replace the existing English Education emphasis of the Master of Arts in English, which is being discontinued via a separate Notice of Intent. The existing M. A. emphasis was designed for post-baccalaureate students who return to the university to earn a secondary school English teaching certificate. The recently established Graduate Certificate Program in the College of Education now provides for this need and so the existing English Education emphasis is no longer needed. At the same time, the original English Masters degree which was long ago intended mainly for teachers has since then become much more specialized in the study of literature or rhetoric and composition, not secondary level teaching. The proposed M. A. would bring us back to our original purpose.

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.).

This program fills a gap because English and literacy teachers in the Boise area (and indeed throughout southwestern Idaho) lack many continuous high-quality professional development opportunities and graduate programs of study that meet their specific needs as teachers of literacy and the English language arts. Other programs, such as those offered by the University of Phoenix or Leslie College, are completed largely on-line and do not offer extended specific coursework in the language arts, or the rigor and personal relationships that will be offered through this proposed degree.

Local teacher interest in professional development opportunities and graduate study at Boise State University has been apparent during the past three years, over 450 area teachers applied for admission into the invitational National Writing Project program held at Boise State. All 25 invitees in 2005, and all 27 in 2006 and 2007 accepted their invitation. Of these 79 teachers, about 40 indicated serious interest in pursuing an M.A. in English/language arts at Boise State. We believe that the Boise State Writing Project, then, could act as a springboard for further graduate work and professional development with the general goal of improvement of teaching effectiveness in literacy.

While one incentive for students to enroll in the proposed Masters program stems from the fact that local teachers can move up the salary scale by earning graduate credits and degrees, we have found that good teachers are always looking for high-quality professional development programs that address their teaching questions and needs. Currently the Boise State Writing Project has a database of over 450 teachers who

have attended or indicated interest in our professional development activities – this provides a rich starting point for recruitment for the proposed program. Also, several studies over the past thirty years indicate that up to 50% of new teachers leave the profession in the first five years due in large part to lack of mentorship and professional development –making this a top concern for schools and school leaders, and a need, we believe, that can be addressed in part by the proposed degree program.

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

The three major strands (writing/composing, reading/literature, language) in the program of study reflect the three areas of concentration required by the national standards for English language arts teachers articulated by the National Council of Teachers of English (NCTE) and National Council for Accreditation of Teacher Education (NCATE), and required by the National Professional Board of Teaching Standards (NPBTS).

Quality will be ensured by accreditation of the academic program by three entities. The English department regularly undergoes accreditation review, and all English degree programs (including the proposed program) are evaluated in this review. In addition, since teacher education is a main focus of this degree, it will also be reviewed by both the Idaho State Department of Education and the National Council for Accreditation of Teacher Education (NCATE) whenever teacher education units at Boise State University undergo accreditation review.

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.

Idaho State University's Master of Education with Literacy Emphasis is a much more general education degree than the proposed BSU degree. A College of Education degree, the ISU program requires, among other courses, Applied Educational Statistics and Theories of Learning. Even ISU's courses like Psychology of Literacy, Remediation of Literacy Problems, Clinical Methods in Literacy, Developmental Literacy reflect a central focus on educational psychology. Instead, the BSU program would be derived more from best teaching approaches and teaching practices in literacy/ English language arts, applied within the classroom settings of the teachers in the program.

University of Idaho's Master of Arts in Teaching (M.A.T.) is an English department degree. Its culminating project is somewhat similar to the BSU portfolio in its emphasis on classroom-based, hands-on applications of learning, but the mode of assessment (project vs. portfolio) is different. A more significant difference is that coursework at U of I requires only one course on teaching writing, and only one on language/linguistics (without teaching applications), and all the rest are literature courses. The BSU Masters in Teaching English Language Arts requires students to spread their coursework more evenly across the three literacy areas of reading/literature, writing, and language, and each area specifically requires advanced study of teaching skills in that area. In addition, the BSU program is intended for teachers of any subject (not just English), and any grade level (not just high school) whose teaching effectiveness would be enhanced by advanced understanding of methods for teaching literacy to their K-12 students. Finally, although the University of Idaho does have the only other National Writing Project site in the state, their M.A.T. does not make room to use credits earned in their writing project. The BSU proposal, however, assumes that the writing project experience, shown by research to be a more effective model of teacher professional development than university course work alone, deserves a legitimate place in our Masters degree.

Finally, of course, many potential Master's students who are teachers in or near the Treasure Valley

cannot travel to Pocatello or Moscow for course work and rely upon programs offered by Boise State University or its private competitors in the Treasure Valley.

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

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|-------------|--------------------------|---------------|---------------|---------------------|---------------|---------------|
| | Current | Previous Year | Previous Year | Current | Previous Year | Previous Year |
| BSU | | | | | | |
| CSI | | | | | | |
| EITC | | | | | | |
| ISU | | | | | | |
| LCSC | | | | | | |
| NIC | | | | | | |
| UI | | | | | | |

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 Existing program to be discontinued: MA English, English Education Emphasis | | English Education | English Education |
| CSI | NA | | |
| EITC | NA | | |
| ISU | M. Ed. | Education/ Behavioral Psychology | Master of Education with Literacy Emphasis |
| LCSC | NA | | |
| NIC | NA | | |
| UI | M. A. T. | Literature/ English | 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).

Included in Boise State University's academic and program plan is a primary emphasis on teacher education. We believe that the proposed program will enhance teacher education for practicing teachers, thereby enhancing the education of thousands of K-12 students. In addition, the institutional mission highlights offering graduate degrees that are consistent with state needs; these needs, we believe, include enhancing teachers' professional knowledge and teaching skills. The proposed program at the same time provides continuing education and technical and workforce training, which are also central to Boise State University's institutional mission.

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

Yes ____ No X

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

We are essentially replacing one program with another that is better designed and more closely focused on the prospective students. The need for this adjustment in programs did not become apparent until after formulation of the 8-year plan.

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

| Estimated Fiscal Impact | FY 2008- 2009 | FY 2009- 2010 | FY 2010- 2011 | Total |
|----------------------------------|------------------|------------------|------------------|--------|
| A. Expenditures | | | | |
| 1. Personnel*** | 5460 | 5623 | 5792 | 16,876 |
| 2. Operating | 0 | 0 | 0 | 0 |
| 3. Capital Outlay | 0 | 0 | 0 | 0 |
| 4. Facilities | 0 | 0 | 0 | 0 |
| TOTAL: | 5460 | 5623 | 5792 | 16,876 |
| B. Source of Funds | | | | |
| 1. Appropriated- reallocation | 5460 | 5623 | 5792 | 16,876 |
| 2. Appropriated – New | 0 | 0 | 0 | 0 |
| 3. Federal | 0 | 0 | 0 | 0 |
| 4. Other: | 0 | 0 | 0 | 0 |
| TOTAL: | 5460 | 5623 | 5792 | 16,876 |
| B. Nature of Funds | | | | |
| 1. Recurring * | 5460 | 5623 | 5792 | 16,876 |
| 2. Non-recurring ** | 0 | 0 | 0 | 0 |
| TOTAL: | 5460 | 5623 | 5792 | 16,876 |

* 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.

***Students in the proposed degree program would draw their course work from existing graduate courses, of which at least eight are offered each fall and spring semester. With an average of 10 students per course now, there is sufficient room for the additional 10-15 students expected in the new program, or one or two additional students in each course. The exception is the need for one additional summer or weekend course specifically designed for the students (teachers) in this degree program.

IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

Vice President

NOTICE OF INTENT

JUN 04 2008

To initiate a

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

Instructional and
Administration

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: College of Arts and Sciences

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

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

Academic X Professional - Technical _____

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

Master of Arts in English, English Education (discontinuance)

(Degree or Certificate)

Proposed Starting Date: Fall 2008

For New Programs:

For Other Activity:

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

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

☐ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☐ Addition/Expansion

☒ Discontinuance/consolidation

☐ Contract Program

☐ Other

McDermott
College Dean (Institution)

6-4-08
Date

Steve Pearson
Chief Fiscal Officer (Institution)

6-5-08
Date

Mike Anderson
Chief Academic Officer (Institution)

6/6/08
Date

Robert W. Kenna
President

6/23/08
Date

VP Research & Graduate Studies

Date

State Administrator, SDPTE

Date

Chief Academic Officer, OSBE

Date

SBOE/OSBE Approval

Date

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

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).

Boise State University proposes to DISCONTINUE the program leading to the degree of Master of Arts in English, English Education.

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.).

The Master of Arts in English, English Education degree was intended for students with Bachelors degrees who have returned to the university to seek secondary school teaching certification in English. Recently, to better serve the needs of such students, the College of Education has created a Graduate Certificate in Secondary/K-12 Teaching. Deleting our current degree program puts us in line with parallel secondary-level teacher education programs across Boise State University that have also conformed to the College of Education's graduate certificate program.

The deleted program will be replaced by a new program leading to the degree of Master of Arts in Teaching English Language Arts, focused on enhancing the knowledge and skills of practicing teachers of literacy.

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

The Department of English will ensure that the program will be discontinued in a manner that allows all current students to finish in a manner that ensures the quality of their degree and does not delay them in any way.

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.

NA

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|-------------|--------------------------|---------------|---------------|---------------------|---------------|---------------|
| | Current | Previous Year | Previous Year | Current | Previous Year | Previous Year |
| BSU | | | | | | |
| CSI | | | | | | |
| EITC | | | | | | |
| ISU | | | | | | |
| LCSC | | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| NIC | | | | | | |
| UI | | | | | | |

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

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-----------------------------|-------|--|--|
| BSU | | | |
| CSI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

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).

NA

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

Yes ____ No X

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

Discontinued programs are not typically listed on the 8-year plan.

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

| Estimated Fiscal Impact | FY _____ | FY _____ | FY _____ | Total |
|----------------------------------|----------|----------|----------|-------|
| A. Expenditures | | | | |
| 1. Personnel | | | | |
| 2. Operating | | | | |
| 3. Capital Outlay | | | | |
| 4. Facilities | | | | |
| TOTAL: | | | | |
| B. Source of Funds | | | | |
| 1. Appropriated- reallocation | | | | |
| 2. Appropriated – New | | | | |
| 3. Federal | | | | |
| 4. Other: | | | | |
| TOTAL: | | | | |
| B. Nature of Funds | | | | |
| 1. Recurring * | | | | |
| 2. Non-recurring ** | | | | |
| TOTAL: | | | | |

* 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.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008

BOISE STATE UNIVERSITY

SUBJECT

Approval of Notice of Intent to Suspend Admission to the Associate of Science in Nursing Program – Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4(b) and 5(a), Program Approval and Discontinuance
Section 33-107 (7) and 33-4005, Idaho Code
Role and Mission – Boise State University

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.4(b) and III.G.5(a), “Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation. “ 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.

Boise State University (BSU) anticipates that during the next 18 months, the College of Western Idaho will begin to offer an associates-level nursing degree program. In anticipation, BSU proposes to suspend admission to the AS Nursing program effective fall 2008, and to remove the program from the Department of Nursing section of the BSU undergraduate catalog. No additional students will be admitted to the BSU ASN program, and those that have been admitted will be given sufficient advising to enable them to complete the five-semester program by December 2010. Any students who have not completed the ASN program by December 2010 will be given the option of transitioning into the Baccalaureate nursing program offered by BSU's Department of Nursing. It is Boise State's desire that students still wishing to receive an associates-level degree would be able to do so at the College of Western Idaho.

Because of the current and future nursing shortage, careful attention has been paid to student numbers, and taken as a whole the changes Boise State is undertaking will yield a greater number of nursing graduates. A short-term decrease in the number of enrolled ASN students will occur during the transition. However, because of an increased capacity in the baccalaureate nursing program, there will not be a decrease in the number of licensed nurses produced by BSU: the number of baccalaureate nursing graduates from BSU will more than double, from 90 a year to 240 a year. Additionally, Boise State will graduate approximately 10 masters-level students per year. See chart illustrated on page 6 of the NOI.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008**

IMPACT

All resources made available by the suspension of our AS Nursing program will be invested in the BS Nursing program. Because the responsibilities of faculty members are multi-faceted, it is not possible to give a detailed estimate of the amount of funds that would be made available by the suspension of the AS nursing program. However, for the purposes of providing an approximation, BSU took the entire appropriated budget of the Department of Nursing and divided it in half to produce the numbers in the table above. Dividing the budget in half makes sense in that the Department of Nursing will be more than doubling its output of BS Nursing graduates.

| | FY 2009 | FY 2010 | FY 2011 |
|---------------------------------------|--------------------|--------------------|--------------------|
| Expenditures | | | |
| A. Personnel | \$1,500,000 | \$1,500,000 | \$1,500,000 |
| B. Operating Expenditures | \$42,000 | \$42,000 | \$42,000 |
| C. Capital Outlay | \$5,000 | \$5,000 | \$5,000 |
| D. Physical Facilities | 0 | 0 | 0 |
| E. Indirect Costs | 0 | 0 | 0 |
| Total Expenditures | \$1,547,000 | \$1,547,000 | \$1,547,000 |
| Revenue | | | |
| A. Source of Funds | | | |
| 1. Appropriated funds -- Reallocation | \$1,547,000 | \$1,547,000 | \$1,547,000 |
| 2. Appropriated funds -- New MCO | 0 | 0 | 0 |
| 3. Federal funds | 0 | 0 | 0 |
| 4. Other grants | 0 | 0 | 0 |
| 5. Fees | 0 | 0 | 0 |
| 6. Other: | 0 | 0 | 0 |
| Total Revenues | \$1,547,000 | \$1,547,000 | \$1,547,000 |
| B. Nature of Funds | | | |
| 1. Recurring* | \$1,547,000 | \$1,547,000 | \$1,547,000 |
| 2. Non-recurring** | 0 | 0 | 0 |
| Total Revenues | \$1,547,000 | \$1,547,000 | \$1,547,000 |

* 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.

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to suspend admissions in their A.S. Nursing program, while at the same time increasing the number of baccalaureate graduates, is consistent with identified needs. IRSA, CAAP, and Board staff recommends approval as presented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008

BOARD ACTION

A motion to approve the request by Boise State University to suspend admissions into their Associate of Science Nursing program effective fall 2008.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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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: Boise State University

Name of College, School, or Division: Health Sciences

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

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

Academic X Professional - Technical _____

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

(Degree or Certificate)

Proposed Starting Date: _____

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 Suspend admissions and remove program from the catalog

James T. Girvan
College Dean (Institution)

9/18/07
Date

Shay Pearson
Chief Fiscal Officer (Institution)

9/24/07
Date

Ma K. Anderson
Chief Academic Officer (Institution)

12/5/07
Date

Robert R. Rasmussen
President

12/11/07
Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06

Page 1

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

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).

In anticipation of the impending development of an associates-level nursing degree program to be offered by the College of Western Idaho (CWI), Boise State University (BSU) proposes to suspend admission to the program, effective May 1, 2008, and to remove the program from the Department of Nursing section of the BSU undergraduate catalog. No additional students will be admitted to the BSU AS Nursing program. Any students who have not completed the AS Nursing program by December 2010 will be transitioned into the baccalaureate nursing program offered by the Department of Nursing.

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.).

It is anticipated that during the next 18 months, the College of Western Idaho will create and offer an associates-level nursing degree. By suspending admissions to Boise State's AS program at this time, we will reduce the number of students enrolled in BSU's AS program who would need to transfer to the College of Western Idaho program.

Because of the current and future nursing shortage, careful attention has been paid to student numbers, and taken as a whole, the changes we are undertaking will yield a greater number of nursing graduates. A short-term decrease in the number of enrolled AS Nursing students will occur during the transition. However, because of an increased capacity in the baccalaureate nursing program, there will not be a decrease in the number of licensed nurses produced by BSU. As can be seen by the table below, the number of baccalaureate nursing graduates will more than double, from 90 a year to 240 a year. Additionally, Boise State will graduate approximately 10 masters-level students per year.

| Admits to BSU Nursing Programs | Graduates from BSU Nursing Programs |
|-----------------------------------|--|
| <u>Prior to Fall 2008:</u> | |
| 120 with no prior nursing degree | 65 from BSU with an AS in Nursing |
| 35 with an AS in Nursing | |
| | 90 from BSU with a BS in Nursing |
| <u>After Fall 2008</u> | |
| 150 with no prior nursing degree | 240 from BSU with a BS in Nursing |
| 100 with an AS in Nursing | |
| 10 with a BS in Nursing | 10 with a Masters in Nursing |

As noted above, it is anticipated that the College of Western Idaho will take on the responsibility of graduating associate-level nurses and licensed practical nurses (LPN).

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

Not applicable because this is a program suspension.

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.

N/A; not a new program.

Enrollment and Graduates (i.e., number of majors or other relevant data)

Last three years beginning with the current year and the 2 previous years

Numbers from the Idaho State Board of Nursing reports

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|--------------------------|--------------------------|-----------------------|-----------------------|---------------------|--------------------------|--------------------------|
| RN admits and graduates | Current Year 2006 | Previous Year 2005 | Previous Year 2004 | Current 2006 | Previous Year 2005 | Previous Year 2004 |
| BSU | 141 | | | 120 | 110 | 137 |
| CSI | 50 | | | 84 | 51 | 58 |
| College of Western Idaho | (proposed) | | | | | |
| EITC | | | | | | |
| ISU | 119 | | | 140 | 97 | 98 |
| LCSC | 62 | | | 65 | 59 | 50 |
| NIC | 60 | | | 49 | 45 | 49 |
| UI | | | | | | |

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 | LPN, AS, BS, MS | | |
| CSI | LPN, AS | | |
| College of Western Idaho | Associates-level (proposed) | | |
| EITC | LPN, AS | | |
| ISU | LPN, AS, BS, MS | | |
| LCSC | LPN, BS | | |
| NIC | LPN, AS | | |
| UI | | | |

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).

This proposal does not involve the addition of any new programs. The request is consistent with BSU transitioning its AS programs to CWI.

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

Yes _____ No _____
 Not applicable: Program suspension

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

| Estimated Fiscal Impact | FY <u>09</u> | FY <u>10</u> | FY <u>11</u> | <u>Total</u> |
|------------------------------|--------------|--------------|--------------|--------------|
| A. Expenditures | | | | |
| 1. Personnel | 1,500,000 | 1,500,000 | 1,500,000 | 4,500,000 |
| 2. Operating | 42,000 | 42,000 | 42,000 | 126,000 |
| 3. Capital Outlay | 5,000 | 5,000 | 5,000 | 15,000 |
| 4. Facilities | | | | |
| TOTAL: | 1,547,000 | 1,547,000 | 1,547,000 | 4,671,000 |
| B. Source of Funds | | | | |
| 1. Appropriated-reallocation | 1,547,000 | 1,547,000 | 1,547,000 | 4,671,000 |
| 2. Appropriated – New | | | | |
| 3. Federal | | | | |
| 4. Other: | | | | |
| TOTAL: | 1,547,000 | 1,547,000 | 1,547,000 | 4,671,000 |
| B. Nature of Funds | | | | |
| 1. Recurring * | 1,547,000 | 1,547,000 | 1,547,000 | 4,671,000 |
| 2. Non-recurring ** | | | | |
| TOTAL: | 1,547,000 | 1,547,000 | 1,547,000 | 4,671,000 |

Please note:

All resources made available by the suspension of our AS Nursing program will be invested in the BS Nursing program. Because the responsibilities of faculty members are multi-faceted, it is not possible to give a detailed estimate of the amount of funds that would be made available by the suspension of the AS nursing program. However, for the purposes of providing an approximation, we have simply taken the entire appropriated budget of the Department of Nursing, divided it in half, and entered the resulting numbers in the table above. Dividing the budget in half makes sense in that the Department of Nursing will be more than doubling its output of BS Nursing graduates.

- * 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.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008

SUBJECT

Recommendations for the Education of Students who are Blind/Visually Impaired and 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. |
| August 2008 | The State Board of Education was updated on the outcome and recommendations from the summit for the education of the blind or visually impaired or deaf or hard of hearing held July 30-31 and Aug 1. |

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-101; 33-3401-3409, Idaho Code

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 9-10, 2008**

BACKGROUND/DISCUSSION

The outcome of the summit included seven recommendations, group cohesion, and increased trust (among stakeholders that Idaho's leaders will continue the work of the summit). Given the depth of the recommendations and the climate in the State at this time, the following action is recommended as an initial step for the further development and implementation of the summit recommendations.

1. Create an Advisory Council
2. Develop proposals for implementing recommendations

The Advisory Council

An Advisory Council, henceforth the Council, will be created in alignment with standard 19 in the Standards for the blind/visually impaired and standard 18 in the Standards for the deaf/hard of hearing. The Advisory Council will work under the direction of the Board. The staff of ISDB will play a close and vital role in the process as well.

See Attachment **Advisory Council Detail** for: Nomination process, Council representation (number of positions), a timeline, and the role of council.

Development of Proposals for Implementing Recommendations

The Transition Coordinator and the Idaho School for the Deaf and the Blind, with the advice of the Advisory Council, will prepare proposals for the State Board of Education for the remaining summit recommendations (Attachment 2).

IMPACT

The Advisory Council meeting costs would be limited to fit existing budgets.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Advisory Council Detail | Page 3 |
| Attachment 2 – Summit Recommendations and Discussion | Page 5 |

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the implementation of the Advisory Council as detailed. The Idaho School for the Deaf and the Blind will implement changes based on the summit recommendations as aligned with the Standards, statute, and current operating budget.

BOARD ACTION

A motion to create an Advisory Council that will be overseen by the Idaho State Board of Education and the Office of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to direct the Transition Coordinator and the Idaho School for the Deaf and the Blind, with the advice of the Advisory Council, to develop a proposal for each of the summit recommendations for review by the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Advisory Council Detail

The Advisory Council will have 20 positions, comprised of summit participants. The Council appointments will be made by the Executive Committee of the State Board of Education, with recommendation from the Executive Director and Transition Coordinator of the Office of the State Board of Education. Nominations for the Council will be sent to the Transition Coordinator at the Office of the State Board of Education by October 31, 2008. The appointments will be made by November 14, 2008.

The Council will have equal representation for the blind/visually impaired and for the deaf/hard of hearing. The Council will function as two separate groups – one for the blind/visually impaired and one for the deaf/hard of hearing to achieve disability specific advisory work while collaborating on topics of similarity (e. g. statewide structure for increasing resources and support for parents).

The Council will be facilitated by the Transition Coordinator and will hold its first meeting no later than December 15, 2008. The Superintendent of the Idaho School for the Deaf and the Blind will assist with the Council in organization and facilitation. ISDB will provide clerical functions, accessible materials, utilize video-conferencing and assistive technology for enhanced efficiency, and incorporate relevant findings/recommendations into the current system for immediate benefit.

The Advisory Council will select their leadership and meeting dates.

Advisory Council Representation

Total Seats for Appointment - 20

Parents – 4 Total

- 2 - Deaf/Hard of Hearing
- 2 - Blind/Visually Impaired

Educators - 4 Total

- 2 - for the Deaf/HH (Teacher Of the Deaf)
- 2 - for the Blind/VI (Teacher of the Visually Impaired)
- * In each subcategory, one must be a certified educator for the area, the other can be a regular education, special education teacher, director, or LEA administrator

Related Service Providers – 2 Total

- 1 - for the Deaf/HH (e. g. Audiologist, Speech-Language Pathologist)
- 1 - for the Blind/VI (e. g. Certified Orientation and Mobility Specialist, Certified Vision Rehabilitation Therapist, or Low Vision Therapist)

Agencies – 5 Total

For the Deaf/HH

- 1 - representative of the Council for the Deaf and Hard of Hearing
- 1 - representative of the Idaho Division of Vocational Rehabilitation

For the Blind/VI

- 1 - representative of the Idaho Commission for the Blind and Visually Impaired

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Representing Both

- 1 - representative of the Department of Health and Welfare
- 1 - representative of the Idaho Project for Infants and Youth with Deafblindness
- 1 - other

Advocates – 2 Total

University Preparation Program/Professional Preparation – 2 Total

Responsibilities of Advisory Council

- Provide researched advice and feedback to the State Board of Education, the Transition Coordinator, and the administration of the Idaho School for the Deaf and the Blind.
- Carry out directives of the State Board of Education as needed.

Summit Recommendations and Discussion

Recommendation One

Create an Advisory Council

Summit recommendation

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 SBOE.

** See standard 19 in the standards for the blind/visually impaired and standard 18 in the standards for the deaf/hard of hearing.*

Recommendation Two

Differentiate Services for the Education of Students who are Blind/Visually Impaired and Deaf/Hard of Hearing

Summit Recommendation

1. Differentiate services for the blind/visually impaired and deaf/hard of hearing.
2. Consistent services will be provided through the regional programs for the blind/visually impaired and for the deaf/hard of hearing.
3. Separate identities will be created for the deaf/hard of hearing and for the blind/visually impaired.
4. Collaboration will occur with the local education agencies.

DISCUSSION

The Transition Coordinator and the Idaho School for the Deaf and the Blind, with the recommendations of the Advisory Council, will create a proposal for the differentiation of services that will be presented to the Board.

This recommendation will allow for growth, improvement upon a system already in place and for the differentiation of services between two separate populations of students.

Recommendation Three

Relocate the Residential School to a Metropolitan Area for Students who are Blind/Visually Impaired and for Students who are Deaf/Hard of Hearing

DISCUSSION

Recognizing the need to serve Idaho's students who are blind/visually impaired or deaf/hard of hearing in a residential facility, the operation of the current facility in Gooding should be maintained until the new facility(ies) are established. *This recommendation is in alignment with standard 21 in the Standards for the blind/visually impaired and standard 20 in the Standards for the deaf/hard of hearing.* Supporting this recommendation will align with recommendation number 4 of this document, Full Continuum of Services for Children and Youth.

To establish a new facility or facilities in a metropolitan area, a plan will need to be developed for seeking:

- a. Location/space
- b. Funding

A detailed plan for relocation, including whether one campus/location will house two separate buildings/residential programs (one for the blind/visually impaired and one for the deaf/hard of hearing) or if two separate locations will be secured. One campus does not necessarily mean that the two programs cannot be separate and differentiated. Consideration needs to be given on how to provide efficient services while maximizing differentiation.

Summit Recommendation

A residential school is needed for the deaf/hard of hearing and for the blind/visually impaired.

1. A vote was taken via a raise of hands of summit participants. The vote indicated the program should be relocated to a metropolitan area to better serve Idaho's students.
2. Why is a residential program needed? Examples include:
 - a. Education in the Expanded Core Curriculum for the Blind/visually impaired
 - b. Social opportunities for both populations
 - c. Extracurricular activities for both populations
 - d. Funding issues for rural areas
 - e. Serves students with multiple needs
 - f. Incidental learning opportunities
 - g. Unwritten curriculum opportunities
 - h. Intensive language development
 - i. Sense of belonging and its relation to success
 - j. Servicing individual needs
 - k. Provides a needed component to the full continuum of services

Recommendation Four

Adopt and Implement the Full Continuum of Service Delivery Options and Placements for Children and Youth Statewide

Summit Recommendation

1. The full continuum of services in Idaho will be based on the federal definition:
The Individuals with Disabilities Improvement Education Act (IDEIA) of 2004 states:
Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services [Sec. 300 (b)(300)(115)(a)] (2004).

Additionally,

The continuum required in paragraph (a) of this section must--

- (1) Include the alternative placements listed in the definition of special education under Sec. 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
- (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement [Sec. 300 (b)(300)(115)(b)](2004).

This recommendation is in alignment with standard 21 in the Standards for the blind/visually impaired and standard 20 in the Standards for the deaf/hard of hearing.

2. Recommendations for Early Intervention Services (Birth – 3)
 - a. Continue to include/increase:
 - i. Identification, family support/education
 1. Family involvement and support working well
 - ii. Delivery of services
 - iii. Infant/toddler program & services with the Department of Health and Welfare
 1. Memorandum of Understanding between agencies
 - iv. Use of technology
 - v. Centralized information available on a statewide level
3. Recommendations for Services for Children/Youth ages Three through Twenty-one
 - a. Standardize and avail transition services/process statewide
 - b. Services should be family-centered/student-focused
 - c. Improve family involvement/services from birth-3 to 3-21
 - d. Enforce standards with accountability
4. Recommendations for Post-secondary Services
 - a. Create centralized directory of services
 - b. Moving from family-centered to adult-client centered services
 - c. Intensive training around and in preparation for transitions
 - d. Collaborative services with higher education programs
5. Recommendations regarding the full continuum:
 - a. How to increase services and access to services so students/families have options
 - vi. Use 2-way video conferencing to increase family and educational support

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- vii. Regional centers become resource centers for the local education agency (families, teachers, etc.)
 - viii. Medicaid services may provide financial support
- b. Equitable funding regardless of student's placement (residential school, Local Education Agency)
- c. Year-round school calendar

Recommendation Five

Create and Increase Instate Personnel Preparation Programs

Summit Recommendation

1. Begin in-state personnel preparation program for Teacher of the Visually Impaired, Certified Orientation and Mobility, and Rehabilitation Teacher of the Blind (the new name is: vision rehabilitation therapists). The State of Idaho does not have a personnel preparation program for teachers of the visually impaired, certifiable orientation and mobility specialists and certifiable vision rehabilitation therapists.

This recommendation is in alignment with standard 26 in the Standards for the blind/visually impaired.

2. Use marketing techniques in order to recruit more highly capable professionals
3. Provide competitive salary and benefit schedules for professionals and/or recruitment packages
4. Strengthen Teacher of the Deaf and Interpreter Training programs (Current program is located at Idaho State University)
5. Quality of university personnel should be evaluated and approved

DISCUSSION

The state of Idaho requires that a teacher be certified as a Teacher of the Visually Impaired yet the state does not have a Teacher of the Visually Impaired preparation program available. In 2001 Stephen F. Austin State University began preparing teachers in the Northwest (Idaho, Washington, Montana, and Wyoming) via synchronous and asynchronous distance education through a federal grant. The grant was a five-year grant awarded from the U.S. Department of Education, which was extended one year. The grant concluded July 31, 2007.

Students with visual impairments have unique educational needs which require special knowledge and experience of the teachers who. The critical shortage of certified Teachers of students with Visual Impairments has been a chronic problem for school systems. State law, federal law, and best practice in education require districts to provide services to students with visual impairments. Without trained and experienced certified Teachers of the Visually Impaired, students with visual impairments have limited access to a wide range of visual experiences which are essential to obtaining an education that is truly equivalent to the one provided for their sighted peers.

One of the most important disability-specific educational needs of students with visual impairments lies in the area of safe mobility in a variety of environments. To address this need, students must have access to regular services from a Certified Orientation and Mobility Specialist. The shortage in certified professionals in the field of visual impairment is just as critical for Certified Orientation and Mobility Specialists as for Teachers of Students with Visual Impairments.

Idaho needs an in-state personnel preparation program with state funding to support the program.

Recommendation Six
Increase Family and Mentor Involvement

Summit Recommendation

1. Family and mentor involvement will be increased. Information and resources to families will be more easily accessible through centralized and shared resources.
 - a. Mentors will be available to families from birth
 - b. Identify mentor in Infant Family Service Plan/Individualized Education Program, which is driven by family and student need
 - c. Mentors for the Deaf/Hard of Hearing –
 - i. organized under the program for the deaf/hard of hearing
 - ii. mentors will receive supervision and support
 - iii. funding will be provided for mentor program
 - iv. take advantage of pre-established guidelines/training/curriculum (Gallaudet, Hands and Voices, etc.)
 - v. Mentors will be able to use American Sign Language, Cued Speech, Oral, etc.
 - d. Mentors for the Blind/Visually Impaired –
 - i. organized under the program for the blind/visually impaired
 - ii. mentors will receive supervision and support
 - iii. funding will be provided for mentor program
 - iv. take advantage of pre-established guidelines/training/curriculum (Texas School for the Blind/VI, National Federation of the Blind, Idaho School for the Deaf and the Blind and Idaho Commission for the Blind/Visually Impaired, etc.)
 - v. Mentors will be able to use braille, technology, low vision aids and devices, etc.
 - e. Locate mentors through Idaho's established service providers and organizations (e. g. Council for the Deaf and Hard of Hearing, National Federation of the Blind, etc.)
 - f. Use a variety of technology to connect with families
 - g. Parents as mentors –
 - i. the role of parents as mentors will be defined and differentiated from Deaf or Blind mentors
 - ii. funded, supported, and trained under central program
 - iii. parents who have "walked the walk" will be available for those who choose
 - h. All mentors will be trained, work under guidelines, and compensated for their time. Their roles/responsibilities will be defined.
 - i. Mentors' training includes knowledge of all resources and ethical responsibilities to honor family choice
 - j. Family Support –
 - i. classes for parents – accessible via technology
 1. braille, orientation and mobility, sign language, language development, etc

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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- 2. opportunities for family short term visits to residential program to specific training/evaluation
- ii. Regional offices become resource centers for families
- iii. Establish Idaho Family Support Symposium

These recommendations align with Section 5 in the Standards for the blind/visually impaired and Section 5 in the Standards for the deaf/hard of hearing.

Recommendation Seven

Create a Statewide System for Collaborating and Networking of Resources

Summit recommendation

1. Create two committees (one for the deaf/hard of hearing and one for the blind/visually impaired) to plan efficient sharing and networking.
 - a. Committees will share responsibility of gathering, organizing, maintaining and distributing list of resources.
 - b. Committees will define the best system to assure easy access to resources, sharing ideas, knowledge, and expertise statewide.
 - c. The responsibilities of the committees shall include:
 - i. The development of a clearinghouse, and
 - ii. The coordination/utilization of resources

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