

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BOISE STATE UNIVERSITY – APPROVAL OF FULL PROPOSAL: MASTER'S OF SCIENCE DEGREE IN STEM EDUCATION</b>	Motion to Approve
<b>2</b>	<b>IDAHO STATE UNIVERSITY – APPROVAL OF NOTICE OF INTENT: DISCONTINUANCE OF THE DENTAL LAB TECHNICIAN PROGRAM</b>	Motion to Approve
<b>3</b>	<b>UNIVERSITY OF IDAHO – APPROVAL OF FULL PROPOSAL: MASTER'S OF SCIENCE DEGREE IN ATHLETIC TRAINING</b>	Motion to Approve
<b>4</b>	<b>UNIVERSITY OF IDAHO – APPROVAL OF NOTICE ON INTENT: EXPANSION OF CURRENT PROFESSIONAL PRACTICES – DOCTOR OF EDUCATION</b>	Motion to Approve
<b>5</b>	<b>UNIVERSITY OF IDAHO – APPROVAL OF NOTICE OF INTENT: RESTRUCTURE AND CONSOLIDATION OF THE DEPARTMENT OF MICROBIOLOGY, MOLECULAR BIOLOGY, AND BIOCHEMISTRY</b>	Motion to Approve
<b>6</b>	<b>FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.I., ROLES AND MISSIONS</b>	Motion to Approve
<b>7</b>	<b>FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.Z., DELIVERY OF POSTSECONDARY EDUCATION – PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES</b>	Motion to Approve

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**8 DUAL CREDIT**

Motion to Approve

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Approval of Full Proposal to offer a New Academic Program – Master of Science in STEM Education

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.5

**BACKGROUND/DISCUSSION**

Boise State University proposes a new on-campus graduate program leading to the degree of Master of Science in STEM Education (STEM: Science Technology Engineering Mathematics). The proposed program will be offered through the Department of Curriculum, Instruction, and Foundational Studies in the College of Education.

The new program will serve the following purposes:

1. Help address the state and regional need to meet increased high school requirements. The Board increased graduation requirements in math and science from two years of math and two years of science, to three years of math and three years of science. Increasing the number of required STEM courses will require additional secondary STEM teachers and will require teaching more courses at a higher level. The proposed M.S. in STEM Education will help produce additional secondary STEM teachers by providing enough subject area coursework to provide STEM endorsements in math and science for those individuals who were previously a few courses short of endorsement, while enhancing the quality of their preparation to teach STEM content.
2. Help to increase state and regional postsecondary success. The number of students currently pursuing and completing postsecondary education in Idaho is significantly below the national level. The quality of secondary school teachers will directly affect the likelihood that high school graduates will go on to college. In addition, that quality will strongly affect the success of high school graduates who do enroll in college. The proposed program will help to increase the quality of STEM teachers through coursework that will improve STEM related pedagogy, content coursework that will increase depth of STEM understanding, and connect them to the broader STEM education community (at state, regional, and national levels).
3. Provide advanced educational opportunities for local teachers. The proposed program will provide an advanced degree option in education to meet the needs of educators who otherwise must relocate or seek on-line degrees outside of Idaho to pursue a graduate education in STEM education.

Christina Linder, Director of Certification and Professional Standards with the Idaho State Department of Education, recently shared her support of the program in an email that states, in part,

*"I can speak in support of these programs on a few levels. Though they do not specifically address certification or propose an endorsement area, this curriculum could realistically increase the number of teachers who could qualify for additional math or science endorsements as a result of completing the degree program. As you are well aware we are currently facing a shortage of math and science teachers across the state, and anticipate that it will only grow larger over the next few years. Any new pathway that addresses this need is most welcomed.*

*Additionally, the programs being proposed could serve as the content core for the STEM Consulting Teacher endorsement that we are currently developing. As we move toward greater STEM literacy for our K-12 students, we anticipate a great need for "coaches" who will be able to impact teacher practice at the local level. The curriculum outlined above is consistent with what we have sketched out so far - in terms of the content competencies that would be required."*

## **IMPACT**

The proposed program will have a relatively small fiscal impact. The costs associated with this proposal are outlined in the budget and mainly represent faculty effort that would be re-allocated to the new program. All courses are currently being taught and no new courses will need to be created.

## **ATTACHMENTS**

Attachment 1 – Full Proposal, including letters of support

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## **STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University's proposed Master of Science in STEM Education projects enrollment to be based predominately on new students. The requisites to the graduate courses would effectively require a BS/BA in a STEM field and experience or interest in K-12 education.

Currently, there are no comparable STEM degree offerings at the University of Idaho or Idaho State University. There is a Master of Science in Science Education at Montana State University and the University of Washington, which currently attract Idaho students. There are a few universities that offer STEM education nationwide, such as Illinois State University, Virginia Tech, and the University of Maine.

While the proposed M.S. in STEM Education will not lead to certification, it will provide a new pathway in preparing and producing more needed teachers in math and science.

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In addition to the creation of this new program, Boise State University has requested the discontinuation of their existing M.S. in Earth Science under a separate request, which is being reviewed in tandem with this full proposal. There were no identified savings in the discontinuation as all courses will continue being taught.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

A motion to approve the request by Boise State University to offer a Master of Science in STEM Education.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**FULL PROPOSAL**

Submitted by:

**Boise State University**

\_\_\_\_\_  
 Institution Submitting Proposal

**College of Education**

\_\_\_\_\_  
 Name of College, School, or Division

**Department of Curriculum Instruction,  
 Foundational Studies**

\_\_\_\_\_  
 Name of Department(s) or Area(s)

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

**Master of Science in STEM Education**

\_\_\_\_\_  
 Degree/Certificate & 2010 CIP

*CIP 13.1312, B.1316, 13.1399*

\_\_\_\_\_  
 Program Change, Off-Campus Component

*Spring 2011 Fall 2011 PS*

\_\_\_\_\_  
 Proposed Starting Date

This proposal has been reviewed and approved by:

*Deane Boothe* *10/26/10*  
 College Dean (Institution) Date

*Shay Pearson* *11/22/10*  
 Chief Fiscal Officer (Institution) Date

*[Signature]* *11/19/10*  
 Chief Academic Officer (Institution) Date

*[Signature]* *11/24/11*  
 President Date

*John R. Pelton* *18 Nov 2010*  
 VP Research and/or Graduate Dean Date

*[Signature]* *3/23/11*  
 Chief Academic Officer (OSBE) Date

\_\_\_\_\_  
 SBOE/OSBE Approval Date

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

To contribute to the university's strategic vision to become a Metropolitan Research University of Distinction, the Department of Curriculum Instruction Foundational Studies proposes to implement a new on-campus graduate program leading to the degree of Master of Science in STEM Education (*STEM*: Science Technology Engineering Mathematics) as detailed below:

The specific academic aims of the new program will be:

- Provide an advanced degree in STEM for the Boise metropolitan area and southwest Idaho to ensure a highly prepared educator workforce.
- Provide an advanced degree option in education to meet the needs of educators who otherwise must relocate or seek on-line degrees outside of Idaho to pursue a graduate education in STEM education.
- Provide a unified and predictable set of graduate course offerings in STEM education that will be of utility to our students, the department, the university, and the greater K-12 educator community.

A number of broader academic aims will also be addressed by this effort:

- To increase the overall profile of STEM education in Idaho.
- To specifically enhance the department's strength to support the study of materials STEM and of the methods, issues and opportunities associated with the related curriculum.
- To establish a graduate culture across the university to ensure full and efficient participation of STEM faculty in the university's planned programs to support continuing professional development of teachers of science technology, engineering, and mathematics, and to contribute to the university's emphasis on interdisciplinary research and teaching.
- To create an opportunity for teachers to achieve a master degree in STEM education while adding additional endorsements in STEM education which will address the shortage of STEM teachers in Idaho

The MS STEM Education degree program will provide broad program content for teachers seeking a Master of Science, program and course selection flexibility, and a wide diversity of education pedagogy. The degree would expand the potential candidate pool, attracting K-12 teachers from Science, Technology, Engineering, and Math (STEM) disciplines. Our intent is to offer a program that is consistent with the degree name that will enhance the capacity to provide in-service STEM teachers with a degree program that is consistent with current STEM education developments.

The MS in STEM Education will:

- Not lead to a teaching certificate;
- Provide a context for a broad range of STEM teacher professional development;
- Maintain flexibility to accommodate the working K-12/education professional;
- Leverage existing courses as a means for meeting individual program needs;
- Develop and offer a set of STEM Education seminar courses that will be offered on a rotating basis dictated by interest and demand.
- Take advantage of internet/hybrid courses when available and applicable. Boise State has been a very active member of the WICHE Internet Course Exchange (ICE) program, with leadership coming from



the Boise State Dean of Extended Studies. We have submitted several grant proposals in collaboration with WICHE ICE and view the ICE as an opportunity for accessing online courses that are appropriate for our MS STEM education students. Therefore, we envision continuing our collaboration with other ICE institutions to develop or leverage courses that can serve our MS STEM Education students.

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

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

NCATE Accreditation: The College of Education has successfully attained accreditation from the National Council for the Accreditation of Teacher Education, achieving standards in all areas including assessment and interdisciplinary collaboration. Those same high standards will be applied to the proposed graduate program.

Curriculum Design: The curriculum for the proposed program will be consistent with those found in similar MS STEM Education, MS Math Education and MS Science Education programs throughout the nation. The program will require a total of 33 credits, including a thesis representing original research that is defended in a public setting before the members of the student's supervisory committee.

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: The proposed program will conform to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, D.C.), the leading authority on graduate education in the United States.

In addition to the formal manifestations of quality listed above, the STEM college and department chairs of Boise State University have indicated their willingness to collaborate. This collaboration is endorsed by the College of Education University as an excellent means for providing stronger ties among colleges and departments involved in STEM education.

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

The curriculum for the Master of Science in STEM Education is targeted towards in-service teachers and stresses current developments in the STEM (Science, Technology, Engineering, and Mathematics) disciplines. Note that we envision educational research being emphasized throughout the curriculum and integrated in all education and STEM pedagogy courses. We do not consider educational research to be an isolated emphasis but rather a philosophical thread guiding all educational and pedagogical decisions. In addition to subject matter knowledge, emphasis is placed on STEM pedagogy and educational research.

Because of the varied backgrounds of candidates, the student's degree program can be designed to allow flexibility in choosing course offerings. Special Topics courses and seminars are frequently offered,

expanding the program choices. Programs of study for each student are designed in consultation with the STEM Education Graduate Program Coordinator.

The proposed MS in STEM Education program is structured to maximize coursework flexibility for students, particularly K-12 STEM educators. Out of the 33 required program credits, 16 credits are from specific required courses. Seven of these credits are to be taken from four graduate level core courses in the CIFS Department. The additional nine required credits come from the thesis project (6 credits) and ED-CIFS 503 *Fundamentals of Educational Research* (3 credits). The remaining 17 credits for the program are to come from courses that are “planned by the student and the graduate advisor.”

**Table 1: Degree Requirements for Master of Science in STEM Education**

Master of Science in STEM Education	
Course Number and Title	Credits
<b>Required courses:</b> <b>Graduate Core (REQUIRED):</b> ED-CIFS 506 Issues in Education ..... 4 <b>Select one of the following:</b> ED-CIFS 536 Curriculum Planning and Implementation..... 3 ED-CIFS 537 Instructional Theory..... 3 ED-CIFS 505 Philosophy of Education..... 3	7
Science, Math, or Engineering Education and Content Area Courses (In compliance with BSU graduate degree policy no more than 9 hours upper-division undergraduate non-education credits may be applied towards this Master of Science degree. No workshop credits may be applied here.) All course work must be approved by graduate student’s committee and advisor.	14
Approved Electives	3
ED-CIFS 503 Fundamentals of Educational Research..... 3	9
ED-CIFS 593 Thesis ..... 6	
<b>TOTAL</b>	<b>33</b>

### Graduate Education Curriculum

#### **ED-CIFS 503 FUNDAMENTALS OF EDUCATIONAL RESEARCH (3-0-3)**

(F/S/SU). This course will introduce students to the elements of experimental and non-experimental research designs. Instruction in using research resources and interpreting statistics will be given and students will analyze current research related to education. Students will learn how to develop a research proposal and will write a scholarly research paper.

**ED-CIFS 505 PHILOSOPHY OF EDUCATION (3-0-3)(S,SU).** Students will analyze and evaluate past and contemporary philosophies and the values derived from them as they apply to education. A formal paper will be required.

**ED-CIFS 506 ISSUES IN EDUCATION (4-0-4)(F/S/SU).** Historical and contemporary social, economic, and organizational issues influencing education. Includes readings, presentations by members of the educational community, and discussions.

**ED-CIFS 511 ASSESSMENT AND EVALUATION (3-0-3)(F/S).** Investigates formal and informal assessments of student, class, district, state, and national performance and achievement, and evaluation using appropriate standards. Practical applications creating relevant assessments of classroom learning are emphasized.

**ED-CIFS 521 CREATIVITY AND CRITICAL THINKING SKILLS (3-0-3) (F/S/SU).** Definition, identification, and facilitation of creativity and critical thinking skills. Topics may include overview, cognitive development, related brain research, assessment instruments, creative people, processes, and conditions for fostering creativity and models of critical thinking including creative problem solving. Demonstration of competency in identifying fostering, assessing, demonstrating, and describing programs that foster creativity and critical thinking are required. PREREQ: PSYC 101 and ED-CIFS 203 or ED-CIFS 302 or ED-CIFS 538, or PERM/INST.

**ED-CIFS 531 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCHOOL MATHEMATICS (3-0-3)(S).** Emphasis on creative methods and strategies for teaching elementary school mathematics. Also includes a review of current research, curriculum trends and exploration of experimentation with unique materials for teaching mathematics.

**ED-CIFS 533 ADVANCED PRACTICES AND PRINCIPLES IN TEACHING ELEMENTARY SCIENCE (3-0-3)(F).** Current practices and principles in modern elementary science concepts are developed. Emphasis is placed on the selection and organization of content and experimental activities.

**ED-CIFS 535 SECONDARY SCHOOL SCIENCE METHODS (3-0-3)(F/S).** Students will examine local, state and national science curricula and standards. Students will use a variety of materials and methods, including appropriate instructional technologies, to develop science lessons which help all learners to develop scientific inquiry skills, an understanding of the nature of science and critical understanding of selected science concepts and procedures. students will also analyze current science educational journal articles and research. PREREQ: Admission into Graduate Teacher Certification and ED-SPED 550. COREQ: ED-LTCY 544 and ED-CIFS 561.

**ED-CIFS 536 CURRICULUM PLANNING AND IMPLEMENTATION (3-0-3)(F/S/SU).** This is a general course for practicing teachers intended to give them a foundation in curriculum theory and practice. They will develop an understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

**ED-CIFS 537 INSTRUCTIONAL THEORY (3-0-3)(F/S/SU).** This course includes investigations of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction. Students will develop skills in selecting appropriate instructional models to achieve specific purposes in a variety of educational settings.

**ED-CIFS 550 SEMINAR ON TEACHING AND LEARNING (3-0-3)(S).** This hybrid seminar, consisting of campus and on-line discussion, will focus on synthesizing field experiences. Teaching as decision-making, teacher inquiry, classroom learning environments, employment preparation, adaptation of instruction, collaboration, and legal issues affecting classrooms will be addressed. PREREQ: Admission to Graduate Certificate in Secondary/K-12 Teaching or PERM/INST.

**ED-CIFS 650 ANALYSIS OF RESEARCH PERSPECTIVES (3-0-3) (F/S/ SU).** Overview and critical analysis of research paradigms. Assumptions, standards, and methods for critiquing, generating and communicating interpretations. PREREQ: ED-CIFS 503 or equivalent.

**ED-CIFS 651 INTERMEDIATE STATISTICS IN EDUCATIONAL RESEARCH (3-0-3)(F/S/SU).** Parametric and nonparametric statistical procedures commonly used in educational research, including analysis of variance, analysis of covariance, chi square, and multiple regression. Data analysis and interpretation procedures via computer-based statistical packages. PREREQ: ED-CIFS 650 and an introductory course addressing inferential statistics.

**ED-CIFS 652 QUANTITATIVE APPROACHES TO RESEARCH (3-0-3) (F/S/SU).** Appropriate research designs and data analysis techniques in quantitative research and related design and measurement issues. Conduct a quantitative study. PREREQ: ED-CIFS 651.

**ED-CIFS 653 QUALITATIVE APPROACHES TO RESEARCH (3-0-3) (F/S/ SU).** Qualitative methods in educational research. Analysis of various approaches to qualitative research, including case studies and biographical, phenomenological, ethnographic, interactional, and critical analyses. Conduct a qualitative study. PREREQ: ED-CIFS 650.

**ED-CIFS 660 LEARNING AND COGNITION (3-0-3)(F/S/SU).** Learning theories and processes with emphasis given to cognitive and situated learning. PREREQ: Graduate status.

**ED-CIFS 661 PEDAGOGICAL PRACTICES IN EDUCATION (3-0-3) (F/S/ SU).** Pedagogical practices and professional development including social, political, cultural and historical influences, and practices of instructional leadership. PREREQ: ED-CIFS 537.

**ED-CIFS 662 CURRICULUM (3-0-3)(F/S/SU).** Students will focus on major theories, research bases, and significant societal factors in school curricula. The course will include historical and philosophical foundations of curricular development; analysis of factors and issues influencing curricular determinations, including cultural influences and technological contributions; and consideration of likely future curricular evolution. PREREQ: ED-CIFS 536 or equivalent.

**ED-CIFS 663 EVALUATION (3-0-3)(F/S/SU).** Methods of evaluation with emphasis on making judgments about such educational issues as school effectiveness, individual performances, and other educational endeavors. Ethical issues in assessment and evaluation and analysis of social, cultural, and political influences affecting assessment and evaluation procedures. PREREQ: ED-CIFS 651 and ED-CIFS 653.

**ED-CIFS 664 SEMINAR IN CURRICULUM AND INSTRUCTION (3-0-3) (F/S).** In this culminating seminar, students will synthesize their learning from prior course work and field experiences and examine educational issues relevant to their respective professional careers. PREREQ: ED-CIFS 660 and ED-CIFS 662.

Note regarding prerequisites for education courses: We will require applicants to have a undergraduate degree, a typical requirement for a graduate program. So in effect, for all students in the program, one prerequisite for all of the above courses is admission to the proposed graduate program. Use of such a broad prerequisite allows us to be flexible in accommodating the wide range of individuals who may want to participate in the program. Those individuals include (i) many K-8-endorsed teachers, who teach exclusively in STEM, (ii) secondary teachers with non-STEM endorsements that may teach STEM courses as part of their workload, and (iii) STEM-endorsed teachers. We do not want to exclude any of these groups from the potential pool of applicants to our MS STEM Ed program.

### STEM Content Coursework

Students will select STEM content coursework from the numerous existing STEM courses that are offered as part of the general curriculum. Courses could be selected from the offerings by the following departments

- Biological Sciences
- Chemistry and Biochemistry
- Geosciences
- Physics
- Mathematics
- Computer Science
- Philosophy
- Material Science and Engineering
- Mechanical and Biomedical Engineering
- Civil Engineering
- Electrical and Computer Engineering
- Instructional and Performance Technology

Students will not be limited to enrolling in courses offered in these departments. The dynamic nature of the curriculum necessitates that we maintain the flexibility to consider other opportunities and course offerings that are consistent with the needs and interests of the students and meet the requirements of the MS in STEM Education program.

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

Six official faculty members (tenured and tenure-track) from the Department of Curriculum Instruction Foundational Studies will participate in providing the required courses for the program. All six faculty members are active researchers, have published in national and international journals, and have received funding of their research through grants and contracts. The official faculty participants are as follows:

**Louis Nadelson, Ph.D.**, University of Nevada, Las Vegas 2007, Assistant Professor. STEM education, inquiry, assessment, misconceptions, conceptual change, teacher professional development, math and science methods.

**Jonathan Brendefur Ph.D.**, University of Wisconsin—Madison 1999, Professor. Mathematics education, teacher professional development, cognition, instructional practices.

**Keith Theide, Ph.D.**, University of Washington, 1994, Professor. Metacognition, research methods, cognition, statistics and measurement.

**Jennifer Snow Ph.D.**, The Pennsylvania State University. May 2003, Associate Professor. Teacher professional development, teacher leadership, curriculum and instruction.

**Richard Osguthorpe, Ph.D.**, University of Michigan, 2005, associate professor. Teacher professional development, teacher leadership, educational foundations.

**Ted Singletary, Ph.D.**, University of Illinois, Urbana-Champaign, 1981, professor. Research methods, science teaching methods, environmental education.

Additional STEM faculty will be involved as students in the program select their courses as electives or courses of interest. Given the flexibility of the program and the potentially wide distribution of courses that students take in the program, it would not be possible to list all of the faculty that could potentially be involved in the program or teach relevant courses. The additional faculty would be drawn from the following departments:

- Biological Sciences
- Chemistry and Biochemistry
- Geosciences
- Physics
- Mathematics
- Computer Science
- Philosophy
- Material Science and Engineering
- Mechanical and Biomedical Engineering
- Civil Engineering
- Electrical and Computer Engineering
- Instructional and Performance Technology

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

Students will be recruited from the regional K-12 STEM education community (e.g. teachers, administrators, and educational specialist) and from those in the region that are interested in expanding their knowledge of K-20 STEM education. As noted above, our program may appeal to many K-8-endorsed teachers who teach exclusively in STEM and secondary teachers with non-STEM endorsements that may teach STEM courses as part of their workload.

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

The MS STEM Ed program will require the administrative resources consistent with those necessary to support students enrolling in other College of Education graduate degree programs. The College of Education support staff that currently assist with the existing college graduate programs will be utilized at an anticipated increase of .02 FTE for a departmental administrative assistant.

The current library holdings and remote services provide for the fundamental needs of the proposed program.

No additional equipment or instruments are necessary to support the proposed program.

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

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

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

A search of the degree offerings at University of Idaho, and Idaho State University has revealed there are no other comparable programs offered by Idaho public institutions of higher education. There are Master of Science in Science Education programs at Montana State University and University of Washington that are attracting students from Idaho to their programs. However, for STEM education there are a very limited number nationwide with programs found at Illinois State University, Virginia Tech, and the University of Maine,

The rather limited number of MS in STEM Education programs being offered nationwide reflects the recent emergence of STEM education as a graduate degree emphasis and the need for such programs in the state and region. Further, Boise State views an MS in STEM Education as an avenue for fulfilling their commitment to the National Science Foundation-funded Science Math Teacher Imperative initiative which has the objective to advance teacher preparation and continuing education in STEM education to increase the quantity, quality, and diversity of K-12 STEM education teachers.

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

The following excerpts are from the current role and mission statement formulated by the State Board of Education (SBOE). The excerpts indicate that the proposed program is consistent with SBOE intentions for Boise State University.

Boise State University *"offers a variety of masters and select doctoral degrees."*

"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and *graduate programs*, research, and state and regional public service."

"Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, *engineering*, the social sciences, public affairs, the performing arts, and *teacher preparation*. Boise State University will give continuing emphasis in the areas of the health professions, the *physical and biological sciences, and education* and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."

The proposed program is also consistent with the strategic plan for Boise State University, *Charting the Course*, which has a major focus on "...graduate programs that have groundbreaking applications locally, regionally, and globally." Among the strategies that Boise State University will pursue to achieve its goals, also outlined in *Charting the Course*, are those that 1) "reward, promote, and publicize student and faculty success in research...", 2) "promote and reward research in and with the community," Through

the proposed program, faculty and students engaged in the MS Stem Education will actively engage in all of these strategies.

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

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

### *National Need for More STEM educators of Higher Quality:*

We are responding to the call from the National Science Foundation (NSF) to address STEM education. From the NSF National Science Board (2009):

“Over the last decade, the National Science Board has produced studies and sponsored broad ranging national discussions among stakeholders in STEM education to identify critical. The Board is composed of 25 Presidentially-appointed, Senate-confirmed Members, including the Director of the National Science Foundation, representing the broad U.S. science and engineering community. In addition to serving as the policy board of the National Science Foundation, the Board also serves as a national science and engineering policy advisory body to the President and Congress. In this latter role, the Board recommends to the new Administration a series of actions that would be especially effective in addressing critical problems of U.S. precollege STEM education.”

Through the National Science Board the NSF states:

“We urge the new Administration to seize the opportunity provided by this special moment in history and mobilize the Nation to support the development of high quality STEM knowledge and skills for all American students. It is essential that we act now to ensure all of our children and American society as a whole can continue to prosper in the 21st century technology-based economy.” (NSF, 2010)

The Obama administration responded to this call and has released a long term STEM education plan entitled *Changing the Equation*, which calls for increasing the quality and quantity of K-12 STEM educators. The degree program directly addresses this call to action.

### *State and Regional Need to Meet Increased High School Requirements*

The State Department of Education has increased graduation requirements in math and science. Whereas previously a student could graduate with 2 years of math and 2 years of science, they will now be required to graduate with 3 years of math and 3 years in science. Increasing the number of required courses will require additional STEM teachers. In Fall 2009 we conducted a needs assessment (current and 5 year projection) of the secondary math and science teacher needs for Idaho. Approximately 60% of Idaho's 300 secondary school principals responded to our invitation to participate. Our results indicate that there is a projected need for about 430 science and 520 math teachers in the next 5 years because of increases in graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM. Please see attached document for additional information on this survey. The proposed MS STEM Education program will help to produce additional STEM teachers by providing enough subject area coursework to provide STEM endorsement for those individuals who were a few courses short of endorsement while enhancing the quality of their preparation to teach STEM content.



Increased math and science requirements will require the teaching of more courses at a higher level, and that increased depth of coursework will require an increase in the depth of content knowledge of our STEM teachers. The subject area coursework in the proposed program will provide increased depth of content knowledge for those enrolled in the program who are already teaching STEM in our secondary schools.

### *State and Regional Need to Increase Post-secondary Success*

Currently, the number of students pursuing and completing post-secondary education Idaho is significantly below the national level. The quality of our secondary school teachers will directly affect the likelihood that high school graduates will go on to college and that quality will strongly affect the success of our high school graduates who do enroll in college. The proposed program will help to increase the quality of our STEM teachers through coursework that will improve STEM related pedagogy, content coursework that will increase depth of STEM understanding, and connect them to the broader STEM education community (at state, regional and national levels).

### *Regional Interest in the Program*

Several lines of evidence indicate that there is substantial interest in the program in the region.

1. Direct inquiries to math and science teachers attending a state-wide ISTA ICTM joint conference revealed over 70% of those responding expressing their interest and desire to pursue graduate studies in the Boise area.
2. To determine the viability of a MS in STEM Education a brief survey was developed and distributed to STEM educators in the Meridian, Emmett, and Boise school districts. Results indicate interest in a MS in STEM Education degree program with 38 of the 51 responding teachers indicating. Additional information garnered from the surveys revealed that the time of year that courses are offered is not a constraint for many, but many also indicated that they would prefer to take week-long intensive courses that were offered during the summer. The results of that survey are appended. Analysis of the survey data and subsequent follow-up with interested candidates indicates:
  - a. There are a sufficient number of teachers in the immediate area of Boise State that would be interested in enrolling in a MS in STEM Education program to warrant its support;
  - b. Conversations with several interested teachers indicate that the Master of Science is preferred and more highly regarded among STEM teachers than a Master of Arts.
3. 12 recent Boise State graduates with endorsements in STEM education indicated that they would enroll in a MS STEM Education program at BSU.
4. Additional inquiries of school and district administrators and curriculum directors have revealed interest in the MS STEM Education as a means of addressing staffing issues in STEM related positions in K-12 schools. Our program would increase the number of STEM teachers through educational opportunities that enhance both their pedagogical knowledge and content knowledge
  - b. **Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.**

During the first five years of the program we expect that most (85%) of prospective students to be fulltime teachers living and working within commuting distance to Boise State University. The remaining 15% of

students are expected to be part time employees and full time students. Documentation on teacher interest is provided in the supporting material showing that more than sufficient demand for the proposed program. We expect numerous teachers will make use of the courses we plan to offer. The following table details the number and source of students. The numbers are projections for five years after the program has been implemented. In summary, we expect to provide educational opportunities for approximately 15 students every year.

Student Type	Students per year
MS In STEM Ed (Part Time)	10 - 15
MS in STEM Ed (Full Time)	1-5
Non-degree seeking students or other students	0-5

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

Projected enrollment is expected to be entirely based on new students to the program as the requisites to the graduate courses would effectively require a BS/BA in a STEM related field and experience or interest in K-12 education.

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

The proposed master's program is a new program that will be delivered on the Boise State University main campus.

## 6. Resources – fiscal impact and budget

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

### I. PLANNED STUDENT ENROLLMENT

	FY 11		FY 12		FY 13	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	3	6	4.5	8	7.5	11.00
B. Shifting enrollments	2	4	2	4	2	4

## II. EXPENDITURES

Because the MS in STEM Education is essentially replacing the MS in Earth Science Education, no additional resources will be required: all courses presently being taught will continue to be taught and no new courses will be required.

	FY 2011		FY 2012		FY 2013	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty	0.4	\$24,000	.52	\$31,200	.76	\$45,600
2. Administrators						
Program Coordinator	.1	\$5000	.1	\$5000	.1	\$5000
Administrative Asst	.02	\$800	.02	\$800	.02	\$800
3. Adjunct faculty	0	0	0	0	0	0
4. Graduate/instructional assistants	0	0	0	0	0	0
5. Research personnel	0	0	0	0	0	0
6. Support personnel						
7. Fringe benefits		\$7200		\$9360		\$13,680
8. Other: _____	0	0	0	0	0	0
<b>Total FTE Personnel And Costs;</b>	0.52	\$37,000	0.64	\$46,360	0.88	\$65,080

	FY 2011		FY 2012		FY 2013	
B. Operating expenditures						
1. Travel	0		0		0	
2. Professional services	0		0		0	
3. Other services	0		0		0	
4. Communications	0		0		0	
5. Utilities	0		0		0	
6. Materials & supplies	\$500		\$500		\$500	
7. Rentals	0		0		0	
8. Repairs & maintenance	0		0		0	
9. Materials & goods for manufacture & resale	0		0		0	

10. Miscellaneous	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total Operating Expenditures:</b>	<u>0</u>	<u>0</u>	<u>0</u>
	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>
C. Capital Outlay			
1. Library resources	<u>0</u>	<u>0</u>	<u>0</u>
2. Equipment	<u>0</u>	<u>0</u>	<u>0</u>
Total Capital Outlay:	<u>0</u>	<u>0</u>	<u>0</u>
D. Physical facilities			
Construction or major	<u>0</u>	<u>0</u>	<u>0</u>
Renovation	<u>0</u>	<u>0</u>	<u>0</u>
E. Indirect costs (overhead)	<u>0</u>	<u>0</u>	<u>0</u>
<b>GRAND TOTAL EXPENDITURES:</b>	<u>\$37,500</u>	<u>\$46,860</u>	<u>\$65,580</u>

## III. REVENUES

	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>
A. Source of funds			
1. Appropriated funds --	<u></u>	<u></u>	<u></u>
Reallocation -- MCO	<u>\$37,500</u>	<u>\$46,860</u>	<u>\$65,580</u>
2. Appropriated funds --	<u>0</u>	<u>0</u>	<u>0</u>
New -- MCO	<u></u>	<u></u>	<u></u>
3. Federal funds	<u>0</u>	<u>0</u>	<u>0</u>
4. Other grants	<u>0</u>	<u>0</u>	<u>0</u>
5. Fees	<u>0</u>	<u>0</u>	<u>0</u>
6. Other: <u></u>	<u></u>	<u></u>	<u></u>
<b>GRANT TOTAL REVENUES:</b>	<u>\$37,500</u>	<u>\$46,860</u>	<u>\$65,580</u>
	<u>FY 2011</u>	<u>FY 2012</u>	<u>FY 2013</u>
B. Nature of Funds			
1. Recurring*	<u>\$37,500</u>	<u>\$46,860</u>	<u>\$65,580</u>
2. Non-recurring**	<u>0</u>	<u></u>	<u></u>
<b>GRANT TOTAL</b>			

REVENUES:                      \$37,500                      \$46,860                      \$65,580

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

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

a. Faculty and Staff Expenditures

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

**FY2011**

Name, Position and Rank	Annual Salary Rate	FTE Assigned to the Program	Program Salary Dollars	Projected Student Credit Hours	FT Students
Louis Nadelson, Assistant Professor	\$50,000	.15	7,500.00	15	1.25
Richard Osguthorpe, Associate Professor	\$55,000	.05	\$2,750.00	12	1
Jennifer Snow, Associate Professor	\$60,000	.05	\$3,000.00	8	.67
Keith Thiede, Professor	\$70,000	.05	\$3,500.00	5	.42
Jonathan Brendefur, Professor	\$70,000	.05	\$3,500.00	5	.42
Ted Singletary Assistant Professor	\$75,000	.05	\$3,750.00	15	1.25

Determined using the following algorithm, using 60% of time allocated to teaching:  
(Full salary\*.6/number of students) \* Number of MS STEM Ed Students

**FY2012**

Name, Position and Rank	Annual Salary Rate	FTE Assigned to the Program	Program Salary Dollars	Projected Student Credit Hours	FT Students
Louis Nadelson, Assistant Professor	\$50,000	.195	9,750.00	19.5	1.63
Richard Osguthorpe, Associate Professor	\$55,000	.065	3,575.00	15.6	1.30
Jennifer Snow, Associate Professor	\$60,000	.065	3,900.00	10.4	.87
Keith Thiede, Professor	\$70,000	.065	4,550.00	6.5	.54
Jonathan Brendefur, Professor	\$70,000	.065	4,550.00	6.5	.54
Ted Singletary Assistant Professor	\$75,000	.065	4,875.00	19.5	1.63

**FY2013**

Name, Position and Rank	Annual Salary Rate	FTE Assigned to the Program	Program Salary Dollars	Projected Student Credit Hours	FT Students
Louis Nadelson, Assistant Professor	\$50,000	.285	14,250.00	28.5	2.38
Richard Osguthorpe, Associate Professor	\$55,000	.095	5,225.00	22.8	1.90
Jennifer Snow, Associate Professor	\$60,000	.095	5,700.00	15.2	1.27

Keith Thiede, Professor	\$70,000	.095	6,650.00	9.5	.79
Jonathan Brendefur, Professor	\$70,000	.095	6,650.00	9.5	.79
Ted Singletary Assistant Professor	\$75,000	.095	7,125.00	28.5	2.38

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

b. Administrative Expenditures

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

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program
Louis Nadelson, Assistant Professor, (Program Coordinator)	\$ 50,000.00	.1	\$ 5,000.00	10%
Andrea Witters, Administrative Assistant (Department Support)	\$ 40,000.00	.02	\$ 800.00	2%

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

\$500 for copies, materials, and related office supplies.

d. Capital Outlay

(1) Library resources

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

The current library holdings and remote services will provide the basic needs of the proposed program

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

N/A

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

N/A

(2) Equipment/Instruments

N/A

**e. Revenue Sources**

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

None beyond those needed to maintain the existing curriculum.

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

N/A

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

N/A

## RESULTS

### Survey on Interest in Master of Science in STEM Education

*Louis S. Nadelson, Ph.D., College of Education, Boise State University*

**Directions:** Please circle the best answer (except for question #2, write in the best answer).

1. At what level is your current teaching assignment:
  - a. Elementary = 9
  - b. Middle school/Junior High School = 23
  - c. High School = 20
2. What science subjects do you teach? (Please list and specify all courses or subjects).
 

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3. Are you interested in a MS STEM Ed program?
  - a. Yes = 38
  - b. No = 13
4. Would you enroll in a MS STEM Ed program if it was offered at BSU?
  - a. Yes = 35
  - b. No = 13
5. What time of year would be best for such a MS STEM Ed program?
  - a. Fall/Spring (regular school year) = 4
  - b. Summer = 16
  - c. Both = 11
  - d. Does not matter = 18
6. Would you prefer courses that are offered:
  - a. At the beginning of summer after the school year is completed = 17
  - b. In the middle of summer = 2
  - c. Toward the end of summer before school starts again = 6
  - d. Does not matter = 23
  - e. I will not attend classes in the summer = 1
7. If you were to enroll in a MS STEM ED program what kind of course format would you prefer:
  - a. Week long all day intensive course on campus (or in the field) = 20
  - b. Five week course, meet four days a week for 2 hours each day on campus = 3
  - c. Ten week course, meet once a week for 4 hours on campus = 3
  - d. Distance education course – offered in regional locations (or in the field) = 3
  - e. On-line – courses are Internet based = 6
  - f. Does not matter = 13



## **Secondary School Needs for Math and Science Teachers**

Fall 2009

Prepared by Louis Nadelson, Ph.D., Kristine Barney, M.A., and Barbara Morgan, Sc.D.  
Boise State University

### **Background**

There is a general perception and agreement that a shortage of qualified k-12 math and science teachers exists (Augustine, 2005). Yet, accurate data that details the extent of the shortage and demand for math and science teachers is fragmented (Association of Public and Land-grant Universities [APLU], 2009). In response to the perceived shortage and the need for accurate data, Boise State University teamed with the Idaho State Department of Education to survey all secondary principals in Idaho regarding their current and anticipated openings for math and science teachers.

### **Method**

We identified the anticipated issues, variables of interest, and the data that might be most useful. Our intent was to balance the need for detailed data of interest while maintaining brevity. We formulated questions and had several educators and researchers review our product.

Modifications were made based on feedback, and our final product contained 11 questions that assessed school size, district location (urban, suburban, rural), school structure (middle school high school, 6-12, etc), current math and science teacher needs, numbers of math and science teachers currently working outside of their endorsements, and anticipated math and science teacher needs in the next 5 years.

Data collection took place on-line using the Zoomerang survey website interface. A request to participate was e-mailed to all the secondary school principals in Idaho using the mailing list of Idaho Secondary School Principals provided on the Idaho State Department of Education website ([http://www.sde.idaho.gov/site/mailling\\_list/index.htm](http://www.sde.idaho.gov/site/mailling_list/index.htm)). An e-mail cover letter sent from Superintendent Luna's office on Oct 15<sup>th</sup>, 2009 informed the principals of the survey purpose, invited them to participate, and included a link to the Zoomerang based survey. One week later we sent a second request for participation. We closed the survey after two weeks on October 30, 2009.

### **Results**

#### **Demographics:**

Approximately 60% of Idaho's 300 secondary school principals responded to our invitation to participate. In each of the following data tables we present our respondent's data and the predicted distributions extrapolated from the data to represent 100% of Idaho's secondary schools.

Table 1.

## The Distribution of Secondary School Community Settings

Community Setting	Measured	Extrapolated
Rural	119	204
Suburban	40	69
Urban	13	22
Virtual	3	5
Total	175	300

This indicates that the majority of respondents were from rural communities.

Table 2.

## The Classifications of Secondary Schools

Classification	Measured	Extrapolated
High School	64	110
Junior High School	26	45
Middle School	47	81
6-12 School	21	36
K-12 School	9	15
Virtual/Alternative School	4	7
Charter School	4	7
Total	175	300

These data indicate that most of the respondents were from high schools.

Table 3.

## Total Number of Mathematics and Science Teachers for Idaho

Discipline	Measured	Extrapolated
Mathematics:	794	1361

Science:	695	1191
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This is baseline data indicating the number of math and science teachers in Idaho.

Table 4.

Current Math and Science Teacher Needs

Discipline	Measured	Extrapolated
Earth Science	7.75	13
Physical Science	16.25	28
Life Science	13	22
Physics	10.3	18
Chemistry	13.25	23
Biology	8.75	15
Total Science	69.3	119
Mathematics	58	99

These are the current needs for secondary science and mathematics teachers in Idaho. These values should be considered with the caveat that answers to this survey question varied widely. This variance likely indicates that those surveyed may have interpreted the question differently from the way we intended.

Table 5

Math and Science Teacher Hires in the Next Five Years

Reason for Hiring	Math		Science	
	Measured	Extrapolated	Measured	Extrapolated
Replacement due to retirement	128.5	220	93.5	160
Replacement due to teacher leaving district	84.5	145	66.5	114
Growth	81.25	139	76	130
Other, please specify	20.5	35	15	26

<b>Total</b>	<b>314.75</b>	<b>540</b>	<b>251</b>	<b>430</b>
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These values are most likely accurate, as the items left little to interpretation. These results suggest that Idaho will likely need approximately 540 mathematics teachers and 430 science teachers in the next five years.

### **Limitations**

Through our analysis it became apparent that some of our questions seemed to be interpreted in a manner different than we intended. For example, one item which asked “What are your current needs for science teachers?” appeared to be interpreted to mean “How many science teacher positions do you have in your school?” Due to the possible misinterpretation of some items, we relied more heavily on survey questions which were less ambiguous to determine the five year projected needs. We believe the figures included in Table 5 are accurate estimates for future needs (in the next five years) of math and science teachers in Idaho.

Association of Public and Land-grant Universities (2009). *Science mathematics teacher preparation and the analytic framework*. Retrieved from:  
<http://teacherimperative.startlogic.com/smti-test/index.php/archives/743>

Augustine, N. R. (2005). *Rising above the gathering storm: Energizing and employing America for a brighter economic future*. Washington, DC: National Academy Press.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of Notice of Intent to discontinue the Dental Laboratory Technician program within the College of Technology

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8. and IDAPA 55.01.02 - Section 101.02, Conditions for Reduction or Termination, Inadequate Student Enrollment.

**BACKGROUND/DISCUSSION**

Idaho State University proposes to discontinue the Dental Laboratory Technician program due to low student demand and low program enrollment. In August 2010, only three students expressed interest in enrolling in the program. For the last three consecutive years, the program has had an average of only four graduates. Of those that graduated during the last three consecutive years, only 31% were able to find employment in the dental lab field. Advances in the field of computer-controlled mechanical fabrication of dental crowns continue to erode the work that has historically been accomplished by graduates of dental lab programs.

**IMPACT**

Previous program funding is being reallocated to other programs within the College of Technology with a greater industry need.

**ATTACHMENTS**

Attachment 1 – Notice of Intent

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Division of Professional-Technical Education has reviewed the request and recommends State Board approval. The Council on Academic Affairs and Programs has also reviewed and recommends approval.

**BOARD ACTION**

A motion to approve the request by Idaho State University to discontinue the Dental Laboratory Technician program.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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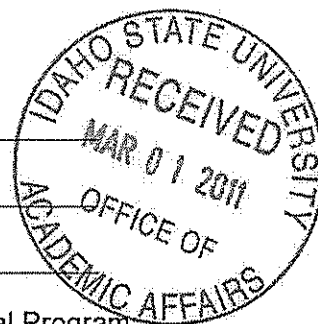
RECEIVED  
MAR 7 2011

ATTACHMENT 1

Institutional Tracking  
No. 2011-02

Idaho State Board of Education  
Academic/Professional-Technical Education  
Notice of Intent

Institution Submitting Proposal: Idaho State University  
Name of College, School, or College of Technology  
Division: \_\_\_\_\_  
Name of Department(s) or Health Occupations Department  
Area(s): \_\_\_\_\_



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

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

Discontinuance of the Dental Lab Technician Program  
(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: \_\_\_\_\_

**For New Programs:**

Program (i.e., degree) Title \_\_\_\_\_

CIP 2010 Code \_\_\_\_\_  
(consult Institutional  
Researcher/Registrar)

**For Existing Programs:**

Dental Lab Technician Program  
Program (i.e., degree) Title \_\_\_\_\_

CIP 2010 Code \_\_\_\_\_

Marilyn Davis 3/1/11  
College Dean (Institution) Date

James R. Fletcher 3/4/11  
Chief Fiscal Officer (Institution) Date

Gary A. Olson 3-4-11  
Chief Academic Officer (Institution) Date

Victor Vargo 3/4/11  
President Date

**For Other Instructional Activity:**

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

☐ Off-Campus Program Activity

☐ Instructional/Research Unit

☐ Addition/Expansion

☒ **Discontinuance/consolidation**

☐ Contract Program/Collaborative

☐ Other

VP Research and/or  
Graduate Dean (as  
applicable) 3-8-11  
Ann Stephens Date  
State Administrator,  
SDPTE  
(as applicable)

Chief Academic Officer, OSBE \_\_\_\_\_ Date

SBOE/OSBE Approval \_\_\_\_\_ Date

Revised 5/4/10

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.

Request permission to discontinue the Dental Lab Technician (DLT) Program

2. Provide a statement of need for a new program or a program modification.

- Student advisement records indicate a significant decline in student interest in the DLT program over previous years.
- In August of 2010 only 3 students presented themselves to begin another first year DLT program class that has a capacity of 8 (only 38% of capacity being thereby utilized). This first year class was cancelled until further review of the need for the DLT program could be undertaken.
- For the last three consecutive years the DLT program has had an average of 4 graduates- 5, 3, & 5 respectively. (The program has the capacity to instruct eight first year and eight second year students because of space restrictions.) This represents only a 50% use of the second year funded capacity. In 2001 the program had 8 graduates- a 100% use of the second year funded capacity.
- Of the total of 13 students who graduated from the program in the last three consecutive years combined, only 31% (less than a third) were able to find employment in the dental lab field. In 2001, 89% of the program graduates found employment in the dental lab field.
- Advances in the field of computer-controlled mechanical fabrication of dental crowns will continue to erode the work that has historically been accomplished by graduates of dental lab programs.
- The DLT program has 1.5 FTE faculty members dedicated to teaching; given the cost of required staffing, equipment and consumable supplies, the DLT program is expensive to operate, in relation to the program's small student capacity.
- Because of the status of the current qualifications of teaching staff in the DLT program, the College of Technology has had some difficulty maintaining the national accreditation of the program.
- According to the "Rules Governing Postsecondary Program Reduction or Termination" (55.01.02), "Any postsecondary professional-technical education program is subject to reduction or termination when the SBPTE finds that one (1) or more of the following conditions exist." The 1<sup>st</sup> condition is "Inadequate Job Opportunities" and the 3<sup>rd</sup> condition is "Inadequate Job Placement". These conditions are met by Bullet #4 above. The 2<sup>nd</sup> condition is "Inadequate Student Enrollment", defined as below 75% for two years. This condition is met- see chart on page 4.

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

This request is for a program discontinuation.

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 is the only Dental Lab Technician program offered in Idaho and it is not needed.

*Revised 5/4/10*

*Page 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	0	None	None
CSI	0	None	None
CWI	0	None	None
EITC	0	None	None
ISU			
LCSC	0	None	None
NIC	0	None	None
UI	0	None	None

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	-	-	-	-	-	-
CWI	-	-	-	-	-	-
EITC	-	-	-	-	-	-
ISU	5*	12*	12*	5**	3**	5**
LCSC	-	-	-	-	-	-
NIC	-	-	-	-	-	-
UI	-	-	-	-	-	-

\* Total capacity for the DLT program is 16 students (8 first year & 8 second year). 75% enrollment is viewed as an acceptable level. The average enrollment for this program over the last three years has been 60% (and falling).

\*\* Total graduating capacity for the DLT program is 8 students per year. The average number of graduates over the last three years has been 4, or only 50% of graduating capacity.

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

This program is not required for ISU to meet its role as designated by the SBOE.

6. Describe how this request fits with the institution's vision and/or strategic plan.

This program is not required for ISU to meet its vision and strategic plan. Funds will be used to support programs with a greater industry need.

Revised 5/4/10

Page 3

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes \_\_\_\_\_ No X

If not on your institution's regional 8-year plan, provide a justification for adding the program.

We are requesting permission to discontinue the program.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

We are requesting permission to discontinue the program.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

We are requesting permission to discontinue this program.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 2012		FY _____		FY _____		Cumulative Total
	Recurring	Non- Recurring	Recurring	Non- Recurring	Recurring	Non- Recurring	
<b>A. Expenditures</b>							
1. Personnel	-78,191.83						
2. Operating	-15,726.43						
3. Equipment							
4. Facilities							
<b>Total Expenditures</b>	<b>-93,918.29</b>						

## RSA

**TAB 2 Page 8**

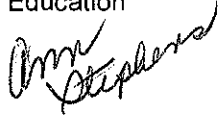
Savings from this program will be used to fund other strategic priorities in the College of Technology such as the Energy Systems Technology Education Center (ESTEC) and Advanced Manufacturing, a new area being explored to meet the needs of area employers. The funds may also be used to meet state mandated budget cuts for FY 12.

**MEMORANDUM**

March 8, 2011

TO: Mike Rush  
Executive Director  
State Board of Education

FROM: Ann Stephens  
Administrator



SUBJECT: Notice of Intent

In accordance with State Board policy, the enclosed Notice of Intent is forwarded for approval by the State Board for Professional-Technical Education.

The College of Technology at Idaho State University has requested to discontinue the **Dental Laboratory Technology** program due to inadequate student enrollment and inadequate job opportunities and placement.

The Division has reviewed and approved the request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have any questions regarding the enclosed request, please let me know. Thank you.

AS/ds

Enclosures

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval of Full Proposal to create an Entry-Level Master of Science in Athletic Training (MSAT)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III. G. 4. a. i. (2)

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) proposes to create an entry level Master's in Athletic Training (MSAT). The program consists of academic coursework focused on entry-level preparation for the profession of Athletic Training. At the conclusion of the program, successful graduates will be eligible to sit for the Board of Certification exam in Athletic Training (BOC-ATC). Graduates who pass the BOC exam will be able to practice Athletic Training. Cohorts will be initially set at a maximum of 25 students annually with plans to admit a new cohort beginning summer 2012, if approved.

The program will be housed on the UI main campus within the College of Education, Department of Health, Physical Education, Recreation, and Dance. The MSAT program will be a self-support two-year cohort professional graduate program utilizing a professional residency model to include two accelerated summers on-campus in Moscow and distance education during the traditional fall and spring semesters to include completion of clinical rotations. This will expose students to a variety of clinical sites outside of Moscow, Idaho and enable the UI to recruit students statewide and across the nation without burdening the student to relocate for a two-year period.

Currently, there are 23 similar programs in the nation. Regionally, entry-level MSAT programs exist at Weber State University in Utah and at Montana State University-Billings.

**IMPACT**

The UI will reallocate existing state-appropriated funds for FY12, FY13, and FY14. During FY12 and FY13, the program director and the tenure track faculty will remain on state appropriation salaries for the academic year while they assist in planning (FY12) and first year implementation (FY13) for the program. Summer salaries will be paid from program revenues. In FY14 (year two of implementation), the program director will continue to be paid from state appropriations for the academic year while summer salaries will be paid from program revenues. A clinical coordinator and a full-time tenure-track faculty member will be hired using program revenues for FY14 to assist the program director, if enrollment targets are met. The UI anticipates that the program will

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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become entirely self-supported by FY15, funded by program fees charged to students in accordance with Board Policy V.R.3.b.v.

Upon approval of the MSAT, under a separate request, the University of Idaho will be submitting a Notice of Intent per policy III.G. to discontinue their undergraduate program in Athletic Training.

**ATTACHMENTS**

Attachment 1 – Full Proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho's (UI) proposed program will utilize a unique delivery model similar to that of the Doctorate in Athletic Training. While the UI plans to discontinue their undergraduate program in Athletic Training, which would currently meet entry requirements for the MSAT program, it is important to note that they will continue to offer their Bachelor of Science Physical Education in Exercise Science & Health. This program would provide a seamless program for those UI students wishing to pursue the MSAT. To demonstrate the transition and potential impacts for all programs, the UI has provided a timeline located on page six of the Full Proposal.

The program would provide a unique opportunity to students, advance the Athletic Training profession, and bring national prominence not only for the program but also for the University of Idaho.

Board staff and the Council on Academic Affairs and Programs (CAAP) have reviewed the proposal and recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to create an entry-level Master's of Science in Athletic Training as set forth in the attached Full Academic Proposal.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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

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

The College of Education at the University of Idaho proposes to create an Entry-Level Master of Science in Athletic Training (MSAT) program. The MSAT will be a self-support professional graduate program. This program is a lock-step cohort model, where the students will enter the program at the same time, have the same series of classes, and complete the same requirements. This will be a two year, continuous, program beginning in May and ending in May and will admit students each year. The cohorts will be limited to a maximum of 25 students per year. This program will be housed on the University of Idaho Moscow campus, within the College of Education, in the Department of Health, Physical Education, Recreation, and Dance (HPERD). The program plans to admit a new cohort beginning summer 2012. The proposed MSAT program provides for exciting opportunities in four major areas: 1) Value enhancements for students 2) National prominence for the program/university 3) Advancement of the Athletic Training profession, and 4) Sustainable growth with a new professional program that is closely tied with the University's strategic plan. This proposal is a substantive change as defined by the NWASC criteria. The cost of the proposed program will exceed \$150,000 per year when fully implemented (see Section 6.II).

The program will utilize a unique delivery model. A summer on-campus residency model will be used, coupled with a distance education model during the traditional fall and spring semesters. This will enable students to be exposed to a variety of clinical sites outside of Moscow, Idaho. It will also allow the University to recruit students from across the state of Idaho and across the nation, without undue burden on the student to relocate for a 2 year period. The program will have a clearly defined exit strategy, should revenue streams not be realized as projected in the future (See Section 6.II.e.3).

With the creation of the entry level MSAT program in FY13, we will then submit a Notice of Intent to discontinue the existing Bachelor's of Science in Physical Education (BSPE) with a major in Athletic Training at the end of FY12. The BSPE in Exercise Science & Health would remain intact and potentially serve as a feeder program for the new MSAT for internal students at the University of Idaho. If the BSPE in Athletic Training was discontinued in summer 2012, there are three groups of students that would need to be accommodated: 1) students currently in the Pre-Professional Phase of the program; 2) students currently admitted into the Professional Phase of the program, and, 3) students who will enter the University of Idaho as freshmen in fall 2012 and wish to seek a major in Athletic Training. Accommodation plans for each group are described below. [Note: For clarification, the current BSPE AT program, has two phases to the program: the Pre-Professional Phase and the Professional Phase. Students can declare the Pre-Professional Phase as new students entering the UI (typically freshmen year), but must apply for admission and be accepted into the Professional Phase of the program during spring semester of that first year, in order to complete the three year Professional Phase. Currently, there are 20 students in the Professional Phase of the program and 71 students in the Pre-Professional Phase of the program.]

1. Students currently in the Pre-Professional Phase of the program. All students currently declared as an Athletic Training major in the Pre-Professional Phase of the program will be able to apply for admission into the Professional Phase of the BSPE AT program in March 2011. Should they be accepted into the Professional Phase of the program, they will be able to complete the program according to the policies and regulations currently outlined in the UI catalog and the Program Handbook. They would graduate in spring 2014. Since January 2010, we have been communicating to current Pre-Professional students and to prospective students about the possible transition of the program to a graduate program, pending the outcome of internal and state processes. We have clearly communicated the application process and deadline to ensure that they are aware of the March 2011 deadline and the possibility that this will be the last opportunity to apply to the Professional Phase of

the BSPE AT program. The opportunities for these students are minimally impacted by the discontinuance. The only impact would be for those students who apply in March 2011 and are not admitted because they do not meet the requirements. They would not be able to apply for the undergraduate program a second time in 2012. The number of students who apply a second time is minimal; in the past 3 years, we have not had any students submit a second application.

2. Students currently admitted to into the Professional Phase of the program. All students currently admitted into the Professional Phase of program will be able to complete the program, as long as they comply with the policies and regulations outlined in the UI catalog and the Program Handbook. They will graduate in spring 2011, 2012, or 2013, depending on their present standing in the program. These students will not be impacted by the discontinuance.
3. Students entering UI in fall 2012. Since January 2010, we have communicated with prospective students our efforts underway to transition the program to a graduate program. We are continuing this practice as we communicate with prospective freshmen for fall 2012. The decision regarding this program will be made by February 2011, which provides the 2011-2012 class sufficient time to be informed of the decision and make appropriate choices regarding the University of Idaho. They will understand that if the graduate program is approved, they will not be able to complete the BSPE AT program. Instead, they will have one of two options:
  - a. Elect to attend the University of Idaho and complete a bachelor's degree at the University of Idaho in another discipline, and then apply for admission to the MSAT program (similar to the application process that they complete currently for the Professional Phase of the BSPE AT program). Undergraduate students at the UI will have an opportunity to be able to complete a seamless program in which they can finish their bachelor's degree and the MSAT program in 5 years (see more detailed explanation of this seamless option in Section 2.a).
  - b. Elect not to attend the University of Idaho and attend another undergraduate institution that offers a bachelor's degree that leads to certification in Athletic Training.

A table is provided on the next page that outlines the transition that would occur with approval of the MSAT and subsequent discontinuation of the BSPE in Athletic Training. [Note: Only the BSPE in Athletic Training would be discontinued; the BSPE in Exercise Science & Health would remain at the University of Idaho and would be used to provide a seamless program for internal University of Idaho students wishing to pursue the MSAT.] For clarity, the table identifies transition for all programs potentially impacted by this proposal, including the existing BSPE in Exercise Science & Health, the BSPE in Athletic Training, and the proposed Doctorate in Athletic Training program.

Table 1. Timeline for transition to MSAT and DAT programs.

Program	Spring 2011	2011-2012 (FY12)	2012-2013 (FY13)	2013-2014 (FY14)
<b>BSPE in Exercise Science &amp; Health</b>	Faculty develop track for seamless transition to MSAT	ESH curricular changes are approved through university processes.		
<b>BSPE in Athletic Training</b>	Pre-Professional Phase students apply for Professional Phase; if not admitted, they are advised regarding changing majors and regarding possible application for MSAT seamless program in FY13 or beyond	Last offering of lecture-based courses in Professional Phase of program Clinical experience classes offered	Clinical experience classes offered	Last offering of clinical experience classes Last graduating class (May)
<b>MSAT</b>	Develop curriculum Develop recruitment materials Recruit students	Develop curriculum Develop program handbook Develop relationships with mentor supervisors Process student applications Admit first cohort Conduct review every 3 months	Complete self study for accreditation First cohort begins Conduct review every 3 months	Conduct site visit for accreditation First cohort graduates Second cohort begins All state appropriations supporting this program are returned to department for reallocation. Program becomes completely self-support.
<b>DAT</b>	Develop syllabi Develop program handbook Recruit students Process student applications	Develop relationships with mentor supervisors First cohort begins Conduct review every 3 months	First cohort graduates Second cohort begins Conduct review every 3 months	Second cohort graduates Third cohort begins All state appropriations supporting this program are returned to department for reallocation. Program becomes completely self-support.

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

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

The program will ensure high quality as follows:

1. Regional Institutional Accreditation: The University of Idaho is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The UI is currently accredited at all degree levels (B, M, D), and has been continuously accredited since 1918.
2. Specialized Accreditation: All entry-level athletic training education programs must be accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE). Currently, the existing BSPE with a major in Athletic Training is accredited by CAATE. The BSPE program has recently (2009) earned continuing accreditation for an additional ten years, the maximum time-period awarded by the accrediting body. This accreditation requires a rigorous continuous program self-study, an external review of the self-study by CAATE committee members, and an on-site visit to triangulate findings in the self-study report. A copy of the current accreditation standards published by CAATE can be retrieved from the CAATE website at <http://caate.net/documents/Standards.6.30.08.pdf> and are found in Appendix A.
3. Internal Program Quality Measures: As currently practiced in the entry level BSPE in Athletic Training at the UI, the Program Faculty will ensure that the program is of high quality by setting internal standards and procedures that exceed the national accreditation standards and required processes. An example is the rigorous Annual Comprehensive Examination Process currently required in the undergraduate ATEP. Each year within the program the students are required to pass a comprehensive examination that covers all material learned within that year. This requirement has been a major factor in the improvement of the first time pass rate of the Board of Certification National Exam. This process will continue to be employed in the proposed MSAT. A second example is that students will be required to participate in scholarly practice, including evidence-based clinical research.

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

In the table below is a summary of the two-year course delivery model. Coursework delivery will utilize a summer residency model, where students will reside on campus in summer and complete the bulk of their combined didactic and psychomotor competency training. The remainder of the coursework will be delivered via distance education during the fall and spring semesters, during which time they will also complete clinical rotations. The summer residency is the preferred model. It allows students to learn with the benefit of total immersion, which enables them to apply this knowledge throughout the entire year in their clinical rotations. The summer residency model also allows the students to complete their clinical rotations at selected sites across the country. This design will allow the ATEP access to expert clinical instructors throughout the country.

The total credits required for the degree is 85 cr. Catalog descriptions for each course are provided Appendix B.

Summer I (on-campus)		Fall I (distance)		Spring I (distance)	
Course	Credits	Course	Credits	Course	Credits
AT 506	3	AT 511	3	AT 513	3
AT 507	3	AT 512	3	AT 514	3
AT 508	4	AT 520	2	AT 515	3
AT 509	3	AT 521	4	AT 522	2
AT 510	2			AT 523	4
<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>12</b>	<b>Semester Total</b>	<b>15</b>
Summer II (on-campus)		Fall II (distance)		Spring II (distance)	
AT 531	3	AT 536	3	AT 539	3
AT 532	4	AT 537	3	AT 540	3
AT 533	3	AT 538	3	AT 541	2
AT 534	2	AT 550	2	AT 542	1
AT 535	1	AT 551	4	AT 552	2
				AT 553	4
<b>Semester Total</b>	<b>13</b>	<b>Semester Total</b>	<b>15</b>	<b>Semester Total</b>	<b>15</b>

As occurs in other institutions that offer allied health programs, we propose to allow internal University of Idaho students the opportunity to complete a bachelor's and master's degree in a 5 year time frame, instead of the 6 year time frame that would be required for students earning their bachelor's degree at another institution. The BSPE at the University of Idaho has two majors: Athletic Training and Exercise Science & Health. Only the BSPE with a major in Athletic Training would be discontinued. Undergraduate freshmen students interested in the seamless 5 year route leading to the proposed MSAT would be advised into the BSPE with a major in Exercise Science & Health, where they could pursue an option that would allow them to complete both the BSPE and the MSAT degrees in 5 years. Internal students that were not enrolled in this major would not be able to pursue the seamless route. Those students would be like non-UI students – they could apply for admission into the proposed MSAT program after completing a bachelor's degree (in anything) and completing a specific set of prerequisite course work. To apply for admission into this option, students must

- have completed all general university core requirements and program prerequisite coursework (prerequisite coursework might include Human Anatomy, Human Physiology, Exercise Physiology, Functional Anatomy/Kinesiology/Applied Biomechanics, Introduction to Athletic Injuries, Introduction to Athletic Training, Chemistry, Physics, Human Nutrition, and observation/clinical hours in an athletic training setting).
- be making satisfactory progress in the BSPE in Exercise Science & Health Program, and
- be in or entering their junior year of undergraduate study.



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

A total of 3.0 faculty FTE and 1.5 TA FTE will be required to deliver the proposed M.S. in Athletic Training Education Program when it is fully subscribed. This distribution of faculty ensures appropriate faculty loads for delivery of a quality curriculum. The individual faculty and qualifications are outlined in the table below, as is the timeline for creation of positions.

Proposed Faculty	Notes
Alan Nasypany, EdD, LAT, ATC MSAT ATEP Director (1.0 FTE) Senior Instructor, HPERD Non tenure track	Continuing position funded by state appropriations for FY13 and FY14. In FY15, position will be funded 100% from program revenues. Will transition from the current Program Director of the BSPE in AT to Program Director in MSAT over the three years, becoming 1.0 FTE in FY16.
Tenure track faculty	Proposed new position in FY14 funded from program revenues. Earned doctorate, evidence of scholarly activity within the field of Athletic Training, 5 years of certified athletic training experience.
Clinical Coordinator (1.0 FTE) Senior Instructor, HPERD Non tenure track	Proposed new position in FY14 funded from program revenues. Will hold a minimum of a master's degree, doctorate preferred; 5 yrs BOC certified experience.
Teaching Assistant – doctoral level (0.5 FTE)	Proposed new position in FY13 funded from program revenues. Will be a doctoral student in HPERD; one year of BOC certified experience.
Teaching Assistant – doctoral level (0.5 FTE)	Proposed new position in FY15 funded from program revenues. Will be a doctoral student in HPERD; one year of BOC certified experience.
Teaching Assistant – doctoral level (0.5 FTE)	Proposed new position in FY15 funded from program revenues. Will be a doctoral student in HPERD; one year of BOC certified experience.

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

The MSAT students will attract quality students from a national pool. Students may enroll in this degree via two tracks:

- 1) Minimum requirements for students external to the University of Idaho will be a bachelor's degree from an accredited university, with accompanying prerequisite coursework.
- 2) A number of seats will be reserved in each cohort for University of Idaho undergraduate students who have completed all general university core requirements and program prerequisite coursework, are making satisfactory progress in the BSPE in Exercise Science & Health Program, and will be in or entering their junior year of undergraduate study (see Section 2.a. for more information).

This program will continue to attract high quality undergraduate students as well as students who have already completed a bachelor's degree in another field.

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

With regard to personnel, this program will require a 0.3 FTE administrative assistant (combined with the proposed DAT, this represents a 0.5 FTE position) and 3 doctoral teaching assistants. See Sections 2.b, 6.III.a, and 6.III.b for more detailed information regarding these personnel. These positions have been included in the budget and will be funded through revenues generated by the program.

Current library resources are adequate for delivery of this program. The program will share resources with the proposed DAT. However, additional funds (\$5000 annually) have been budgeted from program revenues to accommodate program enrollment growth.

The program will utilize the laboratory space, equipment, and instruments currently available for the undergraduate ATEP. This equipment and space is adequate for delivery of the program. Current space allocation includes MGYM B1, B2, and B4 as teaching laboratory space, and PEB 112/113A, a newly renovated research laboratory in human performance. Current equipment includes plinths, therapeutic modalities (electrical stimulation, therapeutic ultrasound, whirlpools, light therapy, mechanical modalities, etc), rehabilitation equipment, evaluation tools, emergency response kits, etc. The existing undergraduate program met the accreditation standards for laboratory and equipment resources in 2009, at which time it was granted a 10 year accreditation approval. The proposed program will purchase additional equipment as size of the program increases. The MSAT program budget includes allocation for equipment replacement and laboratory per annum beginning in FY13. Additional monies for laboratory remodel and capital equipment purchases have been included in the budget for the proposed DAT program. We will also target our development efforts to procure funds to purchase additional equipment and complete lab renovations to current space. Renovation efforts will modernize space to accommodate and integrate the capital equipment and technology needed to deliver a state of the art clinical education experiences and online instruction at multiple sites across the country.

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

Enrollment targets are outlined below and included in the attached budgets. Maximum enrollments in this program are 25 per cohort, thus creating a maximal annual enrollment of 50 students. When maximum enrollments are realized, the program will be re-evaluated for potential expansion.

	2012-2013	2013-2014	2014-2015
Year One Cohort	15	18	25
Year Two Cohort		15	18
Annual Enrollment	15	33	43

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

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

This program is unique to the state system of higher education. There are currently no entry-level graduate athletic training education programs in the state of Idaho. This proposed program follows the most recent trend of establishing new Athletic Training Education Programs at the graduate level.

With respect to the region, there are entry-level master's AT programs at Montana State University-Billings and at Weber State in Utah. The proposed program is similar to these existing programs in that all entry-level athletic training programs must meet the minimum standards established by CAATE, the accrediting body for athletic training. This program will be unique, however, with respect to its delivery model, its self-support fiscal model, its use of clinical placements across the nation, and its emphasis on a research-based approach to education.

The online fall/spring delivery will enable the program to competitively compete for national clinical rotation placements which would enhance the clinical education process. The research and evidenced-based approach will be enhanced by the program's placement at the University of Idaho. The research conducted within the MSAT will complement the existing research within the Athletic Training Program. It will retain a focus in the prevention and treatment of injuries and illnesses, with a concentration on lower extremity biomechanics and translating research to practice. The current undergraduate ATEP has a record of excellence as evidenced by its first time pass rate on the national board exam in the past three years, a pass rate that is above the national average. Additionally the program has, historically, had a 100% placement program (employment/continuing education) upon graduation. The current BSPE in Athletic Training program has a strong record of student-led original research, with regional presentations and internal grant procurement. Transitioning this strong undergraduate program to an expanded curriculum with research expectations, resourced by a self-support model, will provide the program with the stable platform necessary to continue its growth in excellence.

The proposed MSAT at the University of Idaho is also unique in that it is proposed with a self-support fiscal model. This model will enable the UI MSAT program to garner the resources necessary to position the program to attain national prominence.

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

The Master’s of Science in Athletic Training is directly aligned with the Role and Mission of University of Idaho to “offer doctoral and professional graduate programs and also coordinate[s] and conduct[s] research that [is] consistent with state needs.” The transition of this program will enhance the research capabilities for students and faculty, consistent with the Role and Mission of the UI as defined by SBOE. Positioning new graduate programs at the state’s flagship research institution allows the programs to have access to the resources and infrastructure that can support research-focused professional graduate programs. The athletic trainers prepared by the MSAT will be capable of leading the state’s battle against burdens imposed by preventable musculoskeletal diseases and disorders, through application of research-supported healthcare. This is consistent with the land grant mission of the University of Idaho.

The programmatic shift to the graduate entry-level degree will allow to University of Idaho’s Athletic Training Program to better match the University’s vision and mission in the following ways:

- **The program is “committed to graduate research education with extension services responsive to Idaho and the region’s business and community needs.”** (UI Mission as stated in UI Catalog).
- **The program would combine “research, graduate, and professional education.”** (UI Vision Statement)
- **The program allows the UI to “build and sustain competitive advantages through innovative curricula of distinction”** (UI Strategic Action Plan, Goal 1, Objective A) by “expand[ing] partnerships with industry, government, schools, and foundations that emphasize active learning opportunities such as internships, practica, athletics, and the arts” (Strategy 4), “invest[ing] in field work and outreach as a means of contributing to learning and the land-grant responsibilities of the University” (Strategy 5), “develop[ing] flexible course schedules and year-round programs to meet student needs throughout the University” (Strategy 6), and “establish[ing] curricular content that utilizes interdisciplinary student teams to solve complex learning tasks” (Strategy 7).
- **The program allows the UI to “promote an environment that increases faculty engagement in interdisciplinary scholarship”** (UI Strategic Action Plan, Goal 2, Objective A) by strengthening the research relationships with doctoral programs in WWAMI, Neuroscience, and Exercise Science.
- **The program allows the UI to “deliver undergraduate, graduate, continuing professional education, and Extension programs and opportunities for lifelong learning”** (UI Strategic Action Plan, Goal 3, Objective B) by “promot[ing] access to program/course delivery statewide” (Strategy 1), “implement[ing] a fee structure that provides adequate budgetary support based on a realistic costs matrix (Strategy 4), and “grow[ing] and support[ing] community internships and service learning activity as opportunities for students and communities to engage for mutual benefit” (Strategy 6).

The University is categorized as a highly active research, land-grant institution and as such, it would be well-served to transition an existing undergraduate program to the master’s degree level. This would allow the athletic training education program to better match the research extensive mission of the University of Idaho. Finally, transitioning health professions programs to the graduate level is consistent with national trends, which maintains the University’s competitive advantage in the market.

It is also crucial to the success of the MSAT that it can utilize the strong athletic training education infrastructure that has been carefully cultivated over many years at the University of Idaho. In addition to a fully accredited undergraduate AT program, a dedicated teaching laboratory, and a long standing relationship with the UI Department of Athletics Athletic Training Program, the current ATEP at UI has a joint faculty position with the WWAMI medical program. This relationship with WWAMI will enhance the educational experience for the MSAT students. The transition of the current athletic training program to the graduate degree level will also allow the University of Idaho ATEP to lend support to the existing doctoral programs in the Health, Physical Education, Recreation and Dance (HPERD) department either through joint positions or through student continuing education.

The University of Idaho currently serves northern and central Idaho with an undergraduate Athletic Training program. This program is well-placed geographically and is, therefore, able to compete with neighboring states in the geographic marketplace. There are three undergraduate programs in state of Washington at Washington State University, Whitworth College, and Eastern Washington University, and one undergraduate and one graduate program in Montana at the University of Montana and Montana State University-Billings, respectively. Maintaining a program in the north central Idaho is important to maintain a competitive advantage for the state of Idaho and to serve the state healthcare needs. An entry level masters program in northern Idaho will increase the competitive advantage for the state of Idaho, since programs closest to UI are all undergraduate programs.

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

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

In general, there has been a national trend in health care professions to develop entry-level graduate degrees at both the master's and doctoral level. Medical doctors and dentists have used a post-baccalaureate entry-level professional degree for decades. More recently, pharmacy, physical therapy, occupational therapy, nursing, and respiratory therapy programs have followed suit. As a health care profession, Athletic Training requires academic and clinical training similar to other professional programs.

There is compelling rationale for this shift from undergraduate preparation to entry-level graduate preparation in health care professions. First, entry-level professional programs at the graduate level (master's or doctoral) are able to offer greater depth and breadth of experience within a focused course of study. This creates a rich immersion experience that cannot be achieved in undergraduate programs when general education requirements must be included. Second, entry-level graduate programs are fiscally sustainable and attract students nationally while retaining local students. Third, entry-level professional graduate programs have greater program visibility and offer competitive, widely recognized credentials that help graduates gain employment in the current healthcare marketplace.

According to the Commission on Accreditation of Athletic Training Programs (CAATE), there are currently 345 accredited undergraduate programs (UG) and 23 accredited Entry Level-Master's (ELM) Athletic Training programs in the U.S. (retrieved from <http://www.caate.net/> on November 9, 2010). The recent trend is to create new programs at the ELM degree. The first ELM program was accredited in 1996. Fourteen ELM programs (61% of the programs) have been accredited within in the past 5 years (since 2005), with 4 new programs receiving accreditation in 2010. The nearest accredited ELM programs to the University of Idaho, and the only ones in the Northwest region of the United States, are at Montana State and Weber State. New ELM programs have been very successful. One benefit of the MSAT is that the program can target a larger prospective student population [i.e., students with a bachelor's degree (in anything), with appropriate prerequisite course work]. Currently, only 23 universities compete for this population. Additional benefits include the ability of the University of Idaho to create a seamless transition (a bachelor's-to-master's model), which will allow UI to continue to recruit UG students and target both UG and post-bachelor's students nationwide. (More information on the seamless program can be found in Section 2.a.)

Enrollments at other entry-level MSAT programs also demonstrate demand. There are 23 entry-level MSAT programs in the country. We asked these 23 institutions to share their enrollment information. Below are the 6 responses we received. All programs below are two year MSAT programs; the enrollment numbers presented include first and second year students for that academic year. According to the respondents, each program is at capacity (or on target with their enrollment projections, for those programs that are new and in the implementation phase). While these numbers may appear low with respect to our proposed enrollment targets, it is important to note that programs represented here also have less instructional FTE than we have proposed for our program. Thus, maximum enrollment capacity is lower for these programs, given the instructional FTE allocated.

Program	Enrollment	
	2009-10	2010-11
Montana State University (MT)	10	16
Weber State University (UT)	16	20
University of Nebraska – Omaha (NE)	18	20
Plymouth State University (NH)	6	6
University of North Carolina – Greensboro	16	16
Bridgewater State University (MA)	20	20

By 2014, CAATE will require all undergraduate accredited athletic training programs to have a bachelor's degree specifically in athletic training. While the minimum degree level currently required to practice athletic training is at the undergraduate level, there continues to be support by a proportion of the professional athletic training community for a shift to the entry-level master's degree level. The UI AT program faculty agrees with this

constituent of professionals that the creation of entry-level MSATs prepares students to enter the profession with the degree level that is becoming the industry norm. Nationwide, at least 70% of Athletic Trainers have a master's degree (at minimum). UI athletic training program faculty are also of the professional opinion that entry-level MSATs will increase in number, eventually replacing the bachelor's degree as the minimum degree level required. While there has been no mandate by the professional community regarding this issue, the data presented above (regarding the increased number of ELM programs) appear to support this opinion.

As part of a self-study for accreditation, the UI Athletic Training program faculty conducted a survey in 2008 to determine the amount of institutional support at entry level athletic training programs (EL ATEP) in the U.S. According to the survey results, the average EL ATEP has four academic faculty members. The University of Idaho EL ATEP (bachelor's level) currently has only 1.5 faculty members. The proposed MSAT would enable the University of Idaho to grow its athletic training program and support the hire of additional faculty members. At maximum projected enrollments, the MSAT would be supported by 4.5 FTE, which would exceed national averages for institutional programmatic support, as identified in the survey. Additionally, the MSAT proposal will allow fall and spring semesters to be completed off-campus (through distance education). This will allow students to access many additional clinical sites that we cannot currently provide due to our geographic constraints. Developing these sites will allow our students to experience a variety of athletic training clinical placements and will place our students in optimal positions for obtaining jobs upon graduation.

The US Department of Labor (USDOL) has thoroughly studied employment projections for athletic trainers over the next eight years. The USDOL states, "Employment of athletic trainers is projected to grow 37 percent from 2008 to 2018, much faster than the average for all occupations, because of their role in preventing injuries and reducing healthcare costs. Job growth will be concentrated in the healthcare industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide new jobs, as these establishments grow and continue to need additional athletic trainers to provide support for their clients. Growth in positions with sports teams will be somewhat slower, however, as most professional sports clubs and colleges and universities already have complete athletic training staffs (Retrieved from (<http://www.bls.gov/oco/ocos294.htm>, November 12, 2010)."

Additionally, employment projections in athletic training for Idaho and other states within the Northwest Region are presented below. The data specific to athletic training (SOC Code 29-9091) are identified in black font; data for all Other Healthcare Practitioners and Technical Occupations (SOC Code 29-9000) are presented in parentheses in red font, since these jobs can also be assumed by certified athletic trainers. Given the shift that is predicted to occur in employment settings from sport and school settings to healthcare and industry settings, it is important to include the broader SOC Code, where ergonomic specialists are included and can be filled by athletic trainers. The data are also limited in their ability to portray employment of athletic trainers in these more non-traditional settings.

Program	Annual Growth Rate	Annual Openings	Period of Analysis
Idaho	4.2% (2.4%)	10 (52)	2008-2018
Montana	9.6% (6.1%)	4 (12)	2008-2018
Utah	5.2% (3.3%)	30 (120)	2006-2016
Washington	NA (1.0-1.3%)	NA (154)	2008-2018
Oregon	1.5% (2.0%)	7 (36)	2008-2018
Wyoming	2.8% (2.8%)	2 (14)	2004-2014

Given these projections, professional programs in Athletic Training have an obligation to prepare students who are qualified to work in these emerging growth areas in the state and across the nation. While the traditional K-12 setting does not currently represent a strong growth area in the state for athletic training, it is important to note that recruitment for this program will include state-wide and national efforts, consistent with the mission of graduate programs housed within a flagship, high research activity institution. Our delivery model makes this possible. Thus, the workforce demand in our proposed program is not defined solely by demand in the state of Idaho. We do intend to continue to meet state demands, consistent with our land grant mission, and will reserve a number of seats in the program for internal University of Idaho students to support this effort (see Section 2.a. for more detail).

Many school districts in Idaho are currently understaffed and have limited resources, from a health care perspective, especially with respect to athletic training. Nationally, there has been a trend to increase the number of qualified athletic trainers in elementary and secondary schools to address the increased health care demands of the school

settings and the rising risks of legal liability. We intend to work with our sister institutions in the state to address these issues and, through our collective efforts, produce students that can understand these issues and develop positive solutions.

Finally, it is important to note that UI graduates in athletic training in the past 5 years have a 100% placement rate with respect to employment or continued education in graduate programs. The proposed program will not increase or create competition for these students, since the undergraduate program will be discontinued. It is anticipated that these graduates will continue to be successful in post-graduate employment or education. The increased numbers in the proposed program will come from across the nation.

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

Students will be full-time, and will enter the program 1) after attaining a bachelor's degree and the necessary prerequisite coursework, or 2) from within the UI after completing their undergraduate university core requirements, prerequisite requirements, and entering at least their junior year at the UI (see Section 2.a for a more detailed explanation). Informal surveys have been conducted with the existing undergraduate Athletic Training majors to determine whether or not they would prefer to earn an undergraduate degree in AT in 4 years or an MSAT in 5 years. More than 90% of the students indicated a preference for the MSAT.

In communications with 3 of the 15 Program Directors of post-professional master's degree programs in Athletic Training (not entry-level), they reported that they receive ~80 inquiries per year from individuals that seek an entry-level graduate athletic training programs instead of advanced graduate degrees. The Program Directors report that they pass the inquiries on to the entry-level graduate Program Directors (since there is no direct competition). There are 23 ELM AT programs in the US. This proposal positions the State of Idaho and the University of Idaho to create a competitive advantage in the West, where there are a limited number of ELM programs.

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

This proposal will not shift students from other graduate programs within the institution. The student demand for this program will be unique and will not compete with applicant pools of other master's programs. It will provide a vehicle for a number of undergraduate students to continue their graduate education at the University of Idaho (as described in Section 2.a.).

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

This section is not applicable to the proposed MSAT program.

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

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

I. **PLANNED STUDENT ENROLLMENT**

	FY <u>13</u>		FY <u>14</u>		FY <u>15</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>26.3</u>	<u>15</u>	<u>58.4</u>	<u>33</u>	<u>76.0</u>	<u>43</u>
B. Shifting enrollments	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>

II. **EXPENDITURES**

	FY <u>13</u>		FY <u>14</u>		FY <u>15</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
1. Faculty (including fringe)	<u>0.75</u>	<u>66,622</u>	<u>2.75</u>	<u>240,510</u>	<u>2.75</u>	<u>243,262</u>
2. Administrators	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
3. Adjunct faculty	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>16,663</u>
4. Graduate/instructional Assistants (including fringe)	<u>0.5</u>	<u>20,250</u>	<u>0.5</u>	<u>25,250</u>	<u>1.5</u>	<u>75,750</u>
5. Research personnel	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
6. Support personnel (salary and fringe)	<u>0.3</u>	<u>11,350</u>	<u>0.3</u>	<u>11,350</u>	<u>0.3</u>	<u>11,350</u>
7. Fringe benefits	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
8. Other: <u>                    </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
<b>Total FTE Personnel And Costs;</b>	<u><b>1.55</b></u>	<u><b>109,227</b></u>	<u><b>3.55</b></u>	<u><b>277,110</b></u>	<u><b>4.55</b></u>	<u><b>362,211</b></u>

	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
<b>B. Operating expenditures</b>			
1. Travel	<u>20,000</u>	<u>21,250</u>	<u>25,000</u>
2. Professional services	<u>12,000</u>	<u>13,750</u>	<u>15,000</u>
3. Other services	<u></u>	<u></u>	<u></u>
4. Communications	<u>22,000</u>	<u>22,500</u>	<u>23,000</u>
5. Utilities	<u></u>	<u></u>	<u></u>
6. Materials & supplies	<u>55,000</u>	<u>125,000</u>	<u>190,000</u>
7. Rentals	<u></u>	<u></u>	<u></u>
8. Repairs & maintenance	<u>10,000</u>	<u>15,000</u>	<u>20,000</u>
9. Materials & goods for manufacture & resale	<u></u>	<u></u>	<u></u>
10. Miscellaneous	<u>31,000</u>	<u>75,000</u>	<u>115,000</u>
<b>Total Operating Expenditures:</b>	<b><u>150,000</u></b>	<b><u>272,500</u></b>	<b><u>388,000</u></b>
	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
<b>C. Capital Outlay</b>			
1. Library resources	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
2. Equipment	<u>10,000</u>	<u>10,450</u>	<u>10,900</u>
Total Capital Outlay:	<b><u>15,000</u></b>	<b><u>15,450</u></b>	<b><u>15,900</u></b>
<b>D. Physical facilities Construction or major Renovation</b>	<b><u>15,000</u></b>	<b><u>15,450</u></b>	<u></u>
<b>E. Indirect costs (overhead)</b>	<u></u>	<u></u>	<u></u>
<b>GRAND TOTAL EXPENDITURES:</b>	<b><u>289,227</u></b>	<b><u>580,510</u></b>	<b><u>782,011</u></b>



## III. REVENUES

	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
<b>A. Source of funds</b>			
1. Appropriated funds -- Reallocation – MCO	<u>66,622</u>	<u>57,580</u>	<u>0</u>
2. Appropriated funds -- New – MCO	<u></u>	<u></u>	<u></u>
3. Federal funds	<u></u>	<u></u>	<u></u>
4. Other grants	<u></u>	<u></u>	<u></u>
5. Fees	<u>270,000</u>	<u>603,720</u>	<u>810,720</u>
6. Other: _____	<u></u>	<u></u>	<u></u>
<b>GRAND TOTAL REVENUES:</b>	<b><u>336,622</u></b>	<b><u>661,300</u></b>	<b><u>810,720</u></b>
	FY <u>13</u>	FY <u>14</u>	FY <u>15</u>
<b>B. Nature of Funds</b>			
1. Recurring*	<u>336,622</u>	<u>661,300</u>	<u></u>
2. Non-recurring**	<u></u>	<u></u>	<u>810,720</u>
<b>GRAND TOTAL REVENUES:</b>	<b><u>336,622</u></b>	<b><u>661,300</u></b>	<b><u>810,720</u></b>

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

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

## a. Faculty and Staff Expenditures

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

**FY2013**

Name, Position, and Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Alan Nasypany, Senior Instructor MSAT Program Director	\$76,773	0.5	\$38,387	285	11.9
Jeff Seegmiller, Assistant Professor Tenure-Track Faculty Member	\$112,940	0.25	\$28,235	75	3.13
Doctoral Teaching Assistant Instructor	\$25,250	0.5	\$25,250	270	11.3
<b>Totals</b>		<b>1.25</b>	<b>\$91,872</b>	<b>630</b>	<b>26.3</b>

**FY2014**

Name, Position, and Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Alan Nasypany, Senior Instructor MSAT Program Director	\$76,773	0.75	\$57,580	399	16.6
Assistant Professor Tenure-Track Faculty Member	\$100,690	1.0	\$100,690	407	13.6
Clinical Coordinator Non Tenure Track Senior Instructor	\$82,240	1.0	\$82,240	439	21.6
Doctoral Teaching Assistant Instructor	25,250	0.5	\$25,250	156	6.5
<b>Total</b>		<b>3.25</b>	<b>\$265,760</b>	<b>1401</b>	<b>58.3</b>

**FY2015**

Name, Position, and Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Alan Nasypany, Senior Instructor MSAT Program Director	\$100,690	0.75	\$75,518	523	21.8
Assistant Professor Tenure-Track Faculty Member	\$100,690	1.0	\$100,690	323	13.5
Clinical Coordinator Non Tenure Track Senior Instructor	\$82,240	1.0	\$82,240	473	19.7
Mentor Clinical Instructors	\$16,663		\$16,663		
Doctoral Teaching Assistant Instructor	\$25,250	0.5	\$25,250	194	8.08
Doctoral Teaching Assistant Instructor	\$25,250	0.5	\$25,250	311	13.0
Doctoral Teaching Assistant Instructor	\$25,250	0.5	\$25,250	Assist in clinical education	
<b>Total</b>		<b>4.25</b>	<b>\$34,198</b>	<b>1824</b>	<b>76</b>

## b. Administrative Expenditures

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

This program will ultimately be administered by the Department Chair for the Department of Health, Physical Education, Recreation, and Dance, and by the Dean of the College of Education. This administration will be a continuation of the administrative practice for the current undergraduate program in Athletic Training, and will result in no additional cost. Eventually, these costs will be recovered through the revenue sharing that will occur after year 3 of the program (see Section 6.11.e.3. below for an explanation of the revenue share model). Additionally, transitioning this program to a graduate level program will require administration by the Dean of the College of Graduate Studies. This administration will occur at minimal cost to the institution. This cost will also be covered by the revenue sharing that will occur after year 3 of the program.

**FY2012**

Name, Position, and Rank	Annual Salary Rate (inc. fringe)	FTE Assignment to this Program	Program Salary Dollars (inc. fringe)	Percent of Salary Dollars to Program
Administrative Assistant	\$21,250	0.3	\$11,350	100%
<b>Totals</b>		<b>0.3</b>	<b>\$11,350</b>	

**FY2013**

Name, Position, and Rank	Annual Salary Rate (inc. fringe)	FTE Assignment to this Program	Program Salary Dollars (inc. fringe)	Percent of Salary Dollars to Program
Administrative Assistant	\$21,752	0.3	\$11,350	100%
<b>Total</b>		<b>0.3</b>	<b>\$11,350</b>	

**FY2014**

Name, Position, and Rank	Annual Salary Rate (inc. fringe)	FTE Assignment to this Program	Program Salary Dollars (inc. fringe)	Percent of Salary Dollars to Program
Administrative Assistant	\$22,028	0.3	\$11,350	100%
<b>Total</b>		<b>0.3</b>	<b>\$11,350</b>	

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

Operating expenditures are as follows:

Travel – Travel for faculty development as well as travel to develop and monitor clinical sites outside of Moscow.

Professional services – Expenses for continuing education units for faculty, malpractice insurance, licenses, and accreditation expenses.

Communications – Expenses for student recruitment and for program correspondence.

Materials and supplies – Expenses for books, course supplies, copy costs, lab supplies, and other expendables related to instruction.

Repair and restoration – Expenses to maintain infrastructure in teaching laboratories and classrooms for instructional delivery.

Miscellaneous – Expenses for Blackboard use (\$330/student), faculty and staff searches, accreditation, etc.

- d. Capital Outlay

(1) Library resources

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

Library resources that exist for the current undergraduate program are adequate for success of the proposed program. The program will share resources with the proposed DAT. However, additional funds have been budgeted annually from program revenues to accommodate program enrollment growth.

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

There are no anticipated additional costs associated with this proposed program at this time. However, additional funds have been budgeted annually from program revenues to accommodate increased costs that may occur.

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

During the fall and spring semesters, when students are off-campus, they will access on-line journals through the library and have access to journals through professional memberships (required). They will also have access to interlibrary loan just as on-campus students. However, additional funds have been budgeted annually from program revenues to increased costs in this area.

(2) Equipment/Instruments

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

We are currently seeking development funds to purchase the equipment identified below. We will continue to partner with the UI Department of Athletics to use their equipment until these items can be purchased. These items will be shared with the proposed DAT program.

# Currently Owned	Equipment/Supplies	# Needed	Cost/Unit	Total Cost
	<b>Plinths</b>			
2	Standard Treatment Tables			
	Plinths (adjustable, split leg)	2	\$500	\$1,000
4	Portable Treatment Tables			
1	Taping Tables			
	<b>Modalities</b>			
1	E-stim/ultrasound/combo/light therapy	2	\$8,500	\$17,000
2	Biofeedback/EM G			
1	Whirlpool units			
	Intermittent compression with cryounits	2	\$2,500.00	\$5,000
	Shortwave diathermy unit	1	\$5,000.00	\$5,000
	Hydroculator	1	\$800.00	\$800
	Hydro packs (assorted sizes)	1	\$15.00	\$15
	Hydor covers (assorted sizes)	1	\$15.00	\$15
	Ice Machine	1	\$1,500.00	\$1,500
	Refrigerator	1	\$500.00	\$500
	Traction Lumbar/Cervical	1	\$2,500.00	\$2,500
				\$0
	<b>Eyaulation</b>			\$0

	Otoscope	1	\$300.00	\$300
2	Reflex hammers	4	\$35.00	\$140
4	BP Cuffs	4	\$30.00	\$120
4	Stethoscopes	4	\$75.00	\$300
2	12" goniometer	5	\$25.00	\$125
2	6" goniometer	5	\$18.00	\$90
	Inclinometers	6	\$80.00	\$480
	Treadmill	1	\$800.00	\$800
	<b>Rehabilitation</b>			
	<b>Durable Supplies/ Equipment</b>			
	Therabands (color rainbow)			
	Yellow Box	1	\$75.00	\$75
	Red Box	1	\$75.00	\$75
	Blue Box	1	\$75.00	\$75
	Green Box	1	\$75.00	\$75
	Black Box	1	\$75.00	\$75
	Silver Box	1	\$75.00	\$75
	Gold Box	1	\$75.00	\$75
	Wobble board	1	\$100.00	\$100
	Dyna disks	1	\$40.00	\$40
	Slant boards	2	\$75.00	\$150
	Resistance Trainer (Optum S.P.S)	1	\$200.00	\$200
	Jump-stretch bands	3	\$20.00	\$60
	Foam rollers (hard, soft)	2	\$20.00	\$40
2	Bike			
1	Elliptical			
	Cuff wts 1-15 lbs	1	\$100.00	\$100
	Dumbbells 1-5 lbs	1	\$40.00	\$40
	Plyo toss (with minitramp)	1	\$300.00	\$300
	Physioballs (assorted sizes)	1	\$15.00	\$15
	Foot management kits	3	\$40.00	\$120
	<b>Emergency Response</b>			
	AED	1	\$2,000.00	\$2,000
	O2 Setup	1	\$500.00	\$500
4	Epipen trainer			
	Crutches	5	\$25.00	\$125
	Ankle Braces (ASO)s			\$0
	x-small	2	\$30.00	\$60
	small	2	\$30.00	\$60
	medium	2	\$30.00	\$60
	large	2	\$30.00	\$60
	x-large	2	\$30.00	\$60
	Biohazard Container	1	\$30.00	\$30

	Sharps Container	1	\$30.00	\$30
	CPR Masks	5	\$8.00	\$40
	Sam Splint	3	\$20.00	\$60
	Splint Kits	2	\$300.00	\$600
	Adjustable Arm Sling	3	\$8.00	\$24
	<b>Care and Prevention</b>			
	Shark	5	\$20.00	\$100
	Superpro Scissors	5	\$40.00	\$200
	<b>Learning Aids</b>			
2	Foot & Ankle Model			
3	Knee Model			
5	Shoulder Model			
3	Elbow Model			
2	Wrist & Hand Model			
3	Full Body Model			
1	Spine Model			
	<b>TOTALS</b>			<b>\$41,384</b>

## e. Revenue Sources

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

Reallocation of existing state-appropriated funds will occur only in FY12 and FY13. During these transition years, the MSAT Program Director and the tenure-track instructional faculty will remain on state appropriation salaries for the academic year. Their summer salaries will be paid from the program revenues. Because the students in the undergraduate AT program will have completed their theory courses and will only be completing clinical education courses and experiences, the existing faculty will be able to assume responsibility for course delivery in the MSAT. The enrollment targets identified for these first two years are small. When combined with the undergraduate enrollments, the total enrollments are equal to a fully subscribed undergraduate program. These faculty, with a continuing doctoral TA, will be able to handle the student numbers for FY13. For FY 14, a Clinical Coordinator and a full-time faculty member will be hired to assist in this transition year and to accommodate the higher enrollment targets, while state funds will continue to support the Program Director. In FY15, all personnel costs will be borne by the program and state appropriations will be reallocated to existing programs in the Department of HPERD.

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

Not applicable.

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

This program is defined as a **self-support** program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.v of the Idaho State Board of Education Governing Policies and Procedures. For the first three years of the program (FY13, FY14, FY15), one hundred percent of the program fee will be returned directly to the Department of HPERD for administration of the proposed program. During the first two years of the program, the salaries of the Program Director, one tenure-track faculty member, and one teaching assistant

will continue to be funded, in part, by state appropriations. This is acceptable, given that both faculty will continue to provide oversight and instruction for the undergraduate B.S.P.E. in Athletic Training, which is a state-approved program, funded by state appropriations, and accredited by the Commission on Accreditation of Athletic Training Education. In FY15, the DAT program will become entirely self-support, funded by the program fee charged to each student.

In the fourth year of the program, revenue sharing will be implemented for profits realized from the program (i.e., the balance of funds remaining once all program expenses have been paid). The formula for revenue share will be an equal split (i.e., 25% each) among four entities: the program, the Department of HPERD, the College of Education, and the University of Idaho. The budget presented above for the first three years shows a "profit" for each of the first three years. The institution has agreed to allow these "profits" to be returned to the program for these first three years to provide the program flexibility during this implementation period. These monies will be used for the following purpose: 1) to provide necessary coverage for the teach out of the undergraduate program in athletic training; 2) to cover shortfalls that may occur if enrollment targets are not met or if budgeted expenses are higher than planned; and 3) to accelerate the purchase of capital equipment and/or space renovations to enhance program delivery.

The initial program fee for each student will be \$18,000.00 per student per 12 months, for a total of \$36,000.00 for the entire program. This fee will be increased 3% for each new cohort. The fee includes all administrative costs and costs associated with instruction, including faculty and staff salaries, program travel costs necessary for accreditation and instruction, books, materials, supplies, technology costs, capital equipment and renovation costs, and repair and restoration. This fee does not include room and board or travel. However, the proposed summer residency model will minimize room and board costs for each student, requiring only that they pay for room and board while they are in residence during the summer term. Once the program is fully implemented and enrollment targets are met in years 4 and 5, we intend to allocate funding in the form of scholarships and teaching assistantships to offset room, board, and travel costs.

This cost is below that of most entry-level MSAT programs (see Appendix B), and is also comparable to the cost of master's degrees for out-of-state students attending the University of Idaho (annual costs would be \$18,900 for a comparable program delivered across three semesters as outlined in this proposal).

A short term and long term strategy has been developed to evaluate the program for fiscal sustainability on an annual and long-term basis. Specifically, a short term strategy has been developed for making annual decisions regarding staffing, operational, and capital expenses, and a long term strategy has been developed for making decisions regarding program continuance or discontinuance.

#### Short Term Strategy – Key Elements

- a. The staffing plan for both programs (including faculty and administrative support) has been designed to align with the projected enrollment targets (to ensure appropriate student-to-faculty ratios for quality instruction) and with the projected revenues generated by these enrollments (to ensure a fiscally viable program). As enrollment targets are exceeded or not met, personnel hires will be adjusted accordingly.
- b. To ensure the practice described in 'a' for the first three years of the program, application, admission, and enrollment numbers will be evaluated every 3 months so that appropriate decisions can be made regarding staffing for the upcoming fiscal year. This decision process will include review and input by the Program Director, the Department Chair, the College Dean, and the Executive Director for Planning and Budget.
- c. Operational and capital expenses will be evaluated every three months as projections about revenue are examined. This will ensure that we remain within budget throughout each fiscal year as the program is launched.
- d. At the end of year three, the frequency of these evaluations will be reviewed to determine whether frequency can be decreased (assuming program continuance).

#### Long Term Strategy – Key Elements

- a. Trend analysis will be utilized to make decisions about program continuation. Inputs for the trend will include market demand (i.e., employment projections, placement of graduates, number of applicants, etc.) and market supply (number of competitive programs, cost of competitors, etc.).
- b. We anticipate a minimum of three years in order to provide ample opportunity to determine whether the programs are viable. The University of Idaho has made a commitment to allocate funding for up to three years to the program so that students are appropriately served in the event that the program is not deemed fiscally sustainable. These funds will be provided primarily through existing allocations in the

form of equipment that is currently owned, space that is currently allocated, and state appropriations that are currently allocated to personnel and operation of the BSPE AT program.

- c. Decisions about program continuance will be made in August, prior to the beginning of the admission cycle for the entering cohort in the subsequent summer.
- d. Where tenure-track faculty lines are created using program revenues, contract language regarding employment status will be very explicit. In the event that program discontinuance occurs, the contract letters will state clearly at the time of hire, that termination of employment will be a consequence of program discontinuance, as the funding source for the position will also be discontinued.

An annual report will be generated by the Department of HPERD each year in June, detailing the results of the analyses that have been conducted for each of the programs. This report will be provided to the Provost, the College Dean, and the Executive Director for Planning and Budget. This will enable the institution to make appropriate decisions in August regarding program continuance.



**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval of Notice of Intent to offer an Ed.D., Professional Practices Doctor of Education specialization, an expansion of the traditional and existing Ed.D.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III. G. 4. b. ii.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI), proposes to expand its existing Ed.D., Professional Practices as a cohort degree program through partnerships with other higher education institutions in need of advanced degree preparation of faculty. The proposed program will be delivered through a combination of off-campus, face-to-face, online, and hybrid course delivery, administered out of the UI-Boise Center beginning summer 2011.

The Professional Practices Ed.D. differs from their traditional Ed.D. through a unique combination of interdisciplinary courses, sequence of applied research courses, and practitioner-based dissertation study and product. The executive version of the Ed.D. provides a doctorate for career placement/advancement, preparing students as professional leaders, educators, and practitioner-scholars who actualize the knowledge base in their respective fields. The UI is responding to the demand of applied research degrees with the emphasis being higher education leadership and teaching.

The expansion of the existing Ed.D. program course content and dissertation format have been influenced by the National Carnegie Project on the Education Doctorate (CPED); they have also adapted it to the context of rural and place-based professional practitioners. The program delivers (a) courses that prepare educators for advanced professional practice in the field, (b) coursework, research, and internships/practica that are integrated and applied, (c) relevant field-based experiences, (d) a strong focus on practice with an undergirding of relevant theory and empiricism, and (e) a cohort model that provides collaborative and cooperative opportunities infused throughout the program of study so that these professionals can provide support and encouragement for one another as well as engage in team-based problem solving and research.

The program exceeds the UI minimum credit requirement and positions them to serve in a leadership position by joining an elite group of universities that are establishing new standards for professional practice dissertation study that is relevant to the field while demonstrating rigorous standards for knowledge, understanding, and use of data-based decision making.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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To summarize, the UI has re-conceptualized their Ed.D. to better serve the needs and meet the interests of professional practitioner populations. While they have increased rigor, they have also increased relevancy.

**IMPACT**

The program will be self-supported through program fees paid by participants in accordance with Board Policy V.R.3.b.v. In the case of the first cohort, BYU-ID has signed an MOU to support their faculty pursuing the Professional Practices Ed.D. for professional advancement. The BYU-ID MOU and accompanying letter of support demonstrate the commitment of this institution and location. While it is anticipated that BYU-ID will be the primary supplier of applicants to this program with over 100 potential students approved, the UI does not limit themselves to BYU-ID employees. The most highly qualified applicants to the program will be selected; area residents will be notified of the program and encouraged to apply. If the number of interested and qualified applicants does not meet their minimum numbers for a self-sustaining program, the program will not be offered. Once they begin a three-year cohort, they will guarantee its deliverance through to completion for the cohort.

If approved, this program will provide a positive economic impact. They will hire a full-time director for the program, to be located in or near Rexburg, Idaho. Their financial model includes staff support and will additionally seek to hire highly qualified practitioners from local institutions of higher education to teach some of the higher education coursework. The program provides an educational opportunity to higher education employees who choose to advance their knowledge and careers through an Ed.D. program focusing on higher education leadership and teaching.

**ATTACHMENTS**

Attachment 1 – Notice of Intent	Page 5
Attachment 2 – MOU with BYU-ID	Page 13
Attachment 3 – Letter of support from BYU-ID	Page 15

**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho proposes to expand their existing Ed.D., Professional Practices to BYU-Idaho to meet a specific educational need for its faculty. The offering, however, is not limited to BYU-Idaho and would be available to other interested higher education institutions in need of advanced degree preparation for its faculty. This would be accomplished through the development of memorandums of understanding.

The first cohort of 21 students has been identified to begin this offering in summer 2011. The program must maintain a minimum of 21 students to cover all expenses. If the demand decreases over time, consideration will be given to viability and whether to continue the partnership/offering. An additional cohort would begin every other year with consideration given to teaching/facility

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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capacity. Once a cohort begins, the University of Idaho will guarantee its deliverance through to completion for the cohort.

Board staff and the Council on Academic Affairs and Programs (CAAP) have reviewed the proposal and recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to expand the existing Ed.D. to offer a Professional Practices Doctor of Education as set forth in the attached Notice of Intent.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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# Idaho State Board of Education

## Academic/Professional-Technical Education

### Notice of Intent

RECEIVED

Institution Submitting Proposal: University of Idaho  
Name of College, School, or Division: College of Education  
Name of Department(s) or Area(s): Leadership & Counseling

MAR 17 2011

OFFICE OF THE  
STATE BOARD OF EDUCATION

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

Academic X Professional - Technical \_\_\_\_\_

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

Professional Practices Doctor of Education Degree

College of Education, University of Idaho

(Title of Degree or Certificate or Name of Unit)

Professional Practices Doctor of Education Degree, College of Education, University of Idaho

Proposed Starting Date: Summer Semester, 2011

#### For New Programs:

Program (i.e., degree) Title

CIP 2010 Code  
(consult Institutional Researcher/Registrar)

#### For Existing Programs:

Education Major  
Program (i.e., degree) Title

130101  
CIP 2010 Code

#### For Other Instructional Activity:

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

☐ Off-Campus Program Activity

☐ Instructional/Research Unit

☒ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program/Collaborative

☐ Other

Carmen Mantle-Brown 2-15-11  
College Dean (Institution) Date

James M. Goss 3/11/11  
VP Research and/or Graduate Dean (as applicable) Date

Robert E. Jones VP (FA) 11 Mar 11  
Chief Fiscal Officer (Institution) Date

State Administrator, SDPTE Date  
(as applicable)

Deey Beh 3/14/11  
Chief Academic Officer (Institution) Date

John M. Goss 3/23/11  
Chief Academic Officer, OSBE Date

M. Quane Teller 3-14-11  
President Date

SBOE/OSBE Approval Date

Approved. Keith E. Jones 3/20/11  
IRSA

Revised 12/16/10

Page 1

TAB 4 Page 5

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

1. Briefly describe the nature of the request.

*The University of Idaho College of Education requests approval for a Professional Practices Doctor of Education specialization, an expansion of its current education doctorate (Ed.D.) degree program. The program will be delivered as an off-campus, limited enrollment, cohort degree program, partnering with higher education institutions in need of advanced degree preparation of its faculty. Delivery will include a combination of face-to-face, online, and hybrid course delivery; the program will be administered out of the University of Idaho Boise Center, where we have sufficient faculty in educational leadership as well as adult and organizational learning. We do not seek a new degree but rather an expansion of our current degree, along with delivery of the program in locations where a minimum cohort of students desire and are accepted into the degree program..*

*Nationally, there is a growing trend that distinguishes the Doctor of Education (EdD) as the applied research degree for practitioners (Levine 2005, Waddle 2006, Guthrie 2009) and that establishes a professional practice or "executive" versions of the EdD (see Texas A&M, Seton Hall, Fordham, University of Pennsylvania, University of Kansas, Indiana University, University of Alabama, University of Houston, Vanderbilt) for audiences requiring a doctorate for career placement/advancement. An Idaho higher education example is the faculty at BYU Idaho. BYU Idaho has invited all state doctoral granting institutions to deliver the program; only the UI College of Education indicated initial interest and pursued this possibility with BYU Idaho. (see attached MOU)*

*Over the past three years, the University of Idaho College of Education has studied the trend and, in response, redefined its EdD program (2009) as a degree which "prepares students as professional leaders, educators, and practitioner-scholars who actualize the knowledge base in their respective fields." Within Idaho and the region, the national EdD trend has captured the interest of higher education audiences, some of whom have turned to the University of Idaho, as the state's land grant institution, for a relevant Professional Practices EdD with an emphasis in higher education leadership and teaching.*

*The Professional Practices Doctor of Education degree course-of-study proposal responds to the demand with a focus on applied research in educational leadership. The course of study for the Professional Practices specialization will exceed the University of Idaho minimum of 78 credits with a requirement of 84 credits in content, cognate, research, and dissertation. The Professional Practices EdD differs only slightly from the traditional EdD through a unique combination of interdisciplinary courses, sequence of applied research courses, and practitioner based dissertation study and product. The latter being a focused, problem-solving research experience that benefits the student, stakeholders, and academe. The course-of-study would be delivered over three years.*

*Therefore, the University of Idaho College of Education proposes expanding its Doctor of Education degree to include a cohort-based Professional Practices degree, deliverable to off-campus locations/partnerships through negotiated Memorandums of Understanding (MOU) between the University of Idaho and the partnering institution(s). An MOU example would be an off-campus partnership for the Professional Practices Doctor of Education cohort with BYU Idaho in Rexburg.*

*The MOU for the Professional Practices Doctor of Education would require a minimum cohort of 21 students paying fees that cover all program delivery expenses.*

**Revised 12/16/10**

**Page 2**

2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

a) A projection of full-time and part-time enrollment over a three year period of time

*The proposed Professional Practices EdD projects a cohort of 21 part-time students per semester over a three year period, culminating in matriculation at the end of the sixth semester. The projection is based on a series of meetings with BYU Idaho administration and faculty which produced over 100 attendees who completed "Confirmation of Interest" surveys. The proposed procedure for selecting a cohort includes applications, financial statements, interviews, and final selection by a UI admissions committee.*

b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.

*Because the proposed Professional Practices EdD degree responds to a specific audience and is structured via an MOU, the work force need is based on work force requirements of the partnering institution, in this case, BYU Idaho. According to BYU Idaho, the Rexburg campus needs at least 25 faculty holding EdDs by 2013. We will contribute to their stated need by at least having a cohort of students in process to completing their terminal degrees.*

*Because the partnering institution, BYU, guarantees continued employment, the proposal is similar to an entrepreneurial contract. Therefore, Department of Labor statistics are not relevant to this proposal. The work force need exists within the partnering institution and the partnering institution will continue to employ doctoral students enrolled in the program and will, in fact, subsidize part of the University of Idaho's required cost to complete the degree.*

c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

*The proposal will stimulate the state's southeastern economy by advancing the professional status of its largest institution of higher education, BYU Idaho. It will provide research results which will contribute to the growing national trend of offering Professional Practice EdDs, referenced above in Part 1, and stimulate the northern and central Idaho economy by advancing employment and research opportunities for University of Idaho College of Education faculty. Furthermore, the program's students will conduct and disseminate research focusing on practitioner and state needs, advancing each student's disciplinary field and providing the institution and the state with increased knowledge that is relevant to practitioner stakeholders. Current BYU Idaho faculty seeking the terminal degree (Ed.D.) will study higher education leadership and instructional leadership, as well as intern with professionals in their disciplinary field. For example, a mathematics faculty member may intern with a professional at the Idaho National Laboratory who is using mathematics in product development. A biology faculty member may intern with a nursing faculty member at Idaho State University. The internships are designed to further the content knowledge of the doctoral student and engage the community's professional resources in the programs of study. We include stipends for internship supervision and for program mentors in the budget.*

**Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.**

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

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*Page 3*

The College of Education will ensure quality of the program by a) assigning an internal reviewer who will regularly monitor the programs and submit quarterly reports to the College of Education Dean, b) requiring doctoral committees for each candidate that will ensure doctoral scholarship standards, c) studying the program as part of a scholarly research project with the intention of publishing results in peer-reviewed journal(s), and d) providing a College based "oversight committee" which will review the above activities and make program policy suggestions. We will review student course evaluations each semester, conduct focus group interviews once each year, and create an committee structure whereby faculty who teach in the program meet to align instruction each semester. Program assessment will include a review of student outcomes as they relate to program goals.

Because of the cohort nature of the program, we will learn quickly of program elements that need revision.

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.***

There are no similar programs in Idaho or in the region. The proposal is unique to the state and the northwest, though it does reflect the influence of other cohort, Professional Practice EdD programs at other prestigious land grant and private universities. However, we have recently learned that Boise State University is interested in accepting BYU Idaho faculty into their on-line Ed.D. program that specializes in Educational technology, once the specialization of Curriculum and Instruction is Board-approved to expand to numerous areas within Education. While BSU's intention is not a cohort-based delivery specifically for BYU Idaho, it is an example of offering multiple options to a university where the need for terminal degrees is extensive. We see no conflict with BSU's future intent and our proposal.

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

<b>Institution and Degree name</b>	<b>Level</b>	<b>Specializations within the discipline (to reflect a national perspective)</b>	<b>Specializations offered within the degree at the institution</b>
BSU	EdD	Education	Curriculum and Instruction
CSI	NA		
CWI	NA		
EITC	NA		
ISU	EdD, PhD	Education	Educational Leadership Higher Education Administration
LCSC	NA		
NIC	NA		
UI	EdD PhD	Education	Educational Leadership Higher Education Governance and Policy Curriculum and Instruction

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

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Page 4



2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU	57	43	44	5	6	0
CSI	NA					
CWI	NA					
EITC	NA					
ISU	65	70	64	3	1	1
LCSC	NA					
NIC	NA					
UI	16	11	5	4	1	3

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

*The University of Idaho's SBOE mission (approved 8/2007) is "high research activity, land-grant institution committed to. . .graduate research education. . .responsive to Idaho and the region's business and community needs. . .with primary emphasis on. . .teacher preparation program. . .[with] a wide range of. . .doctoral and professional programs and also coordinates and conducts extensive research programs. . .consistent with state needs. . .provides lifelong learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse, constituencies in the state and region. . ."*

*The request is consistent with multiple aspects of the SBOE approved mission in terms of graduate research that advances teacher preparation at the doctoral level with a Professional Practices emphasis that responds to lifelong learning needs of select audiences—in this case BYU faculty members.*

6. Describe how this request fits with the institution's vision and/or strategic plan.

*The request is consistent with the University's "progressive, professional stewardship" of research and its mission to "collaborate with university and external partners" and "providing instruction and expertise" needed for teaching, learning, research, and outreach. The request aligns with the University's strategic plan's Goal 1A Build and sustain competitive advantage through innovative curricula of distinction, 1A(4) Expand partnerships with governments and schools; Goal 2A Promote an environment that increases faculty engagement with interdisciplinary research, 2B(7) Enhance scholarly modes of discovery that address issues of importance to the citizens and government; Goal 3A(5) Partner with other educational institutions to enhance outreach delivery and quality, and 3B(2) Develop an array of academic and outreach programs based on community needs and University expertise.*

*The request aligns with the above as an innovative response to the needs of other state education institutions.*

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes   x   No       

If not on your institution's regional 8-year plan, provide a justification for adding the program.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be

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*Page 5*

delivered electronically by another state institution.

*The primary collaboration in Rexburg will be with BYU Idaho. BYU Idaho may provide, through the MOU, classroom and office space, supportive tuition to its faculty members, and necessary logistical support to the UI faculty who deliver the program. We will utilize both on-line and hybrid course delivery to ensure efficiencies in program delivery. We will only deliver the program when we have a minimum cohort of 21 students and sufficient faculty resources to provide high quality advising and course delivery. We do not anticipate accepting a new cohort every year, but rather when we have a guarantee of sufficient students and capacity within faculty teaching and advising loads to offer the program to a new cohort.*

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

*Because the programs are cohort, MOU based, students will learn about the program directly, from their employers and from UI orientation meetings held on site.*



**TAB 4 Page 12**

### Memorandum of Understanding

Between the University of Idaho, College of Education, and Brigham Young University, Idaho


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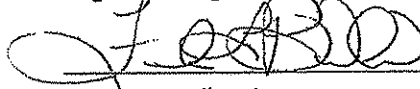
THIS AGREEMENT, effective on the date set forth below, is entered into between Brigham Young University Idaho and the University of Idaho's College of Education. The parties agree to the following:


**PURPOSE:** The purpose of this AGREEMENT is two-fold—1) to develop a working partnership between the University of Idaho and Brigham Young University Idaho which will advance the educational missions of both parties, and 2) to agree upon deliverance details of a cohort-based Education Doctorate (Ed.D.) with an emphasis in Professional Practice, to BYU Idaho faculty. To carry out this purpose, the parties agree as follows:

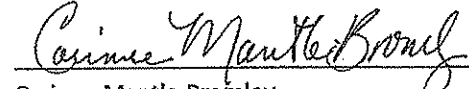
1. **Effective Date and Terms of Agreement.** This agreement becomes effective March 1, 2011, and will terminate on August 31, 2015, unless a second cohort of students is accepted in the interim.
2. **Obligations of Brigham Young University Idaho.**
  - a. Provide access to BYU Idaho faculty interested in pursuing the Ed.D. with the University of Idaho.
  - b. Support BYU Idaho faculty who are pursuing the Ed.D. by tuition subsidy.
  - c. Assist in identifying available/desirable internship opportunities for Ed.D. students.
  - d. Assist in the scheduling of Ed.D. classes at such times as the cohort can continue their employment while pursuing the degree.
  - e. Provide classroom space as deemed necessary by the students and program faculty.
3. **Obligations of the University of Idaho, College of Education and the Department of Educational Leadership and Counseling.**
  - a. Review applicants and select 21-25 students for admission to the Ed.D. cohort for Fall 2011 program start. Admission is not limited to BYU Idaho faculty; admission is solely the responsibility of University of Idaho faculty. Commencement of the initial cohort for Fall 2011 will require a minimum of 21 admitted students who have paid the first payment set out in 4.a below, and the University may elect to cancel the program prior to commencement and refund any student payments if the minimum number of admitted and paid students is not achieved.
  - b. Use clear and established criteria for admission to the program; communicate with those to be recommended for admission and those deferred in a timely manner.
  - c. Deliver the University of Idaho's Ed.D. required coursework over a three-year period, using face-to-face, hybrid, and on-line delivery systems in such fashion as the University sees fit, consistent with the College of Education's doctoral programs and the terms of this agreement.
  - d. Provide supervised internships and guided alternative dissertation research as a part of the degree program.
  - e. Consider adding a new cohort of students every other year, based on BYU Idaho faculty interest in the degree and capacity of the College of Education faculty, primarily faculty in the Department of Leadership and Counseling. Public decision due January 1 of the year a new summer cohort would be admitted.
  - f. Provide all textbooks and required program materials, along with program support and faculty advising, for the agreed upon fee.
  - g. Conduct on-going evaluation of the program to ensure it is meeting program standards as well as student expectations.
  - h. Provide local support (program advising and internship placement) to all students in the cohort.

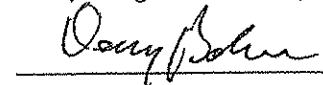
- i. Provide a "teach out" option to any enrolled student, for the balance of the student's original three year program cycle, should the program be terminated for any reason during the three-year program cycle. Continuation of the program from one cohort (three year cycle) to the next is dependent upon sufficient enrollment for the next cohort. The University of Idaho does not promise to maintain course availability for students who do not keep pace with the program three year cycle.
4. Obligations of students accepting admission to the University of Idaho's Professional Practice Ed.D.
  - a. Payment of \$30,000 to the University of Idaho, to be split into two equal payments, due on August 1 of the beginning of each academic year of the program. (Future cohorts would likely start in June, moving the payment to May 15 of both the first and the second years of the program.)
  - b. Active pursuit of the Ed.D. Students who fall behind the cohort risk ability to complete the program as there is no guarantee that the courses/program will continue beyond the existing cohort. Coursework completed in this Ed.D. program is transferrable to other College of Education, University of Idaho programs but availability of coursework in southeastern Idaho will not be guaranteed beyond that of delivery to the cohort. Should a new cohort start, continuing (but lagging) students would be able to join the new cohort on a space availability basis.
5. This agreement is subject to all applicable policies of the Board of Regents of the University of Idaho, including all necessary program approvals of the Board.
6. This agreement represents the entire agreement and understanding of the parties with respect to the subject matter hereof. No amendment, addendum or modification of this agreement is valid unless it is set forth in writing and signed by the parties.

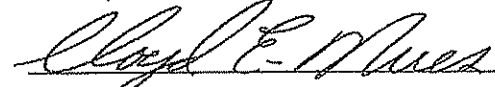
 2/4/11  
 Kelly T. Burgener Date  
 Associate Academic Vice President, Instruction  
 Brigham Young University-Idaho

 2/4/11  
 Fenton Broadhead Date  
 Academic Vice President  
 Brigham Young University-Idaho

 1-26-11  
 Russell Joki, Chair Date  
 Department of Leadership and Counseling  
 College of Education, University of Idaho

 1-24-11  
 Corinne Mantle-Bromley Date  
 Dean, College of Education, University of Idaho

 1-25-11  
 Douglas Baker Date  
 Provost, University of Idaho

 1-24-11  
 Lloyd Mues Date  
 Vice President for Finance and Administration  
 University of Idaho

BRIGHAM YOUNG  
UNIVERSITY  
IDAHO

16 March 2011

Corinne Mantle-Bromley, Ph.D.  
University of Idaho College of Education  
P.O. Box 443080  
Moscow, Idaho 83844-3080

Dear Cori,

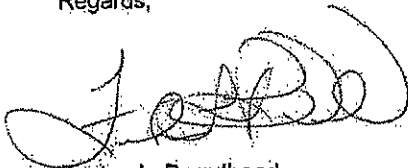
First, we want you, your faculty, and your administration to know of our appreciation for your efforts in the creation of this degree program opportunity in eastern Idaho. We are very excited to see it take shape and look forward to our first cohort. Allowing access on this side of the state to such a program is a great benefit to secondary and higher education faculty in this area. We also thank you for the excellent relations we have enjoyed over the years with the University of Idaho and with the College of Education. Our faculty who have participated have been very pleased with the quality of programs they have experienced with the University of Idaho.

I reiterate our support for the program. We are pleased to offer that support through the use of our facilities for evening and Saturday course work. Additionally, we will be making load reductions and tuition support for BYU-Idaho faculty who are accepted into this Professional Practices Doctorate of Education program.

With more than 100 faculty and employees attending your first informational meeting here last year, I sense you will have no problem filling this cohort.

I have encouraged our associate vice-president for instruction, Kelly Burgerer to continue to assist you, if you have any needs we can help with on our end.

Regards,



Fenton L. Broadhead  
Academic Vice-President

cc: Kelly Burgerer  
Larry Thurgood

ADMINISTRATIVE OFFICES | 210 KIMBALL | REXBURG, IDAHO 83460-1650 | T. 208-496-1123

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Approval of Notice of Intent to reorganize and consolidate the Department of Microbiology, Molecular Biology and Biochemistry (MMBB) between two existing colleges

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III. G. 4. b. ii.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) proposes to reorganize and consolidate their existing Department of Microbiology, Molecular Biology, and Biochemistry (MMBB). Through this request the UI will be able to create synergies in administrative structure/function and teaching/laboratory activity in both the College of Agricultural Life Sciences (CALS) and the College of Science (COS). The appropriate alignment of academic programs in departments closely infuses research with teaching and will provide a higher quality education and experience for students in both colleges. Specifically, the COS will maintain the focus and carry forward work in the fields of biological and biomedical sciences. The CALS will be able to strengthen key areas in Plant Sciences in the molecular/biochemical areas. CALS will be able to further enhance initiatives for Food Safety/Food Microbiology as part of the vision and goals of the joint WSU/UI School of Food Sciences.

The disciplinary content covered in MMBB is key to a number of areas in the sciences and in agriculture. These undergraduate and graduate degree programs are among the academically strongest and most scientifically rigorous at the UI. Moving them and faculty to the respective fields will allow for continuation of sustainable growth and academic/research success during the tight fiscal climate and provide a strong position for future opportunities.

**IMPACT**

The UI will continue to direct and obtain resources for vibrant and mission critical research areas as the land-grant for the State of Idaho. Thirteen MMBB faculty and seven MMBB academic programs currently in CALS will be relocated accordingly. Faculty: (7) to the department of Biological Sciences in the COS; (3) to the department of Plant, Soil & Entomological Sciences in the CALS; (3) to the joint WSU/UI School of Food Science in the CALS. Academic Programs: All (7) academic programs will be transferred from the CALS to the COS and administered by the department of Biological Sciences. No new resources are required; an internal reallocation between CALS and COS will be made to continue support of faculty and programs.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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Technical and clerical staff support positions (vacant) will not be filled and result in \$182,915 of cost savings placed toward FY2011 Agricultural Research and Extension Service base budget reduction.

**ATTACHMENTS**

Attachment 1 – Notice of Intent

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The restructure of the Department of Microbiology, Molecular Biology and Biochemistry (MMBB) will involve the relocation of 13 MMBB faculty and transfer of 7 existing academic programs currently in MMBB to the Department of Biological Sciences. The fiscal impact of this restructure is projected to be a cost savings between \$81,511- \$101,404 per year due to reduction in staff support. The University of Idaho indicates there is approximately \$446,000 in General Education funding for salaries, fringe benefits, and operating expenses that will be reallocated from the College of Agriculture and Life Sciences to the College of Science as part of this restructure. Because Board policy does not provide a clear definition of fiscal impact and what that encompasses to determine the appropriate route for approval, Board staff is recommending that the request from the University of Idaho go before the Board for approval.

The Council on Academic Affairs and Programs has reviewed the proposed reorganization and consolidation of the Department of Microbiology, Molecular Biology and Biochemistry and recommends approval as presented.

**BOARD ACTION**

I move to approve the request by the University of Idaho to reorganize and consolidate the Department of Microbiology, Molecular Biology and Biochemistry (MMBB) as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# Idaho State Board of Education

## Academic/Professional-Technical Education

### Notice of Intent

Institution Submitting Proposal:

University of Idaho

Name of College, School, or Division:

College of Agricultural and Life Sciences (CALS)  
College of Science (COS)

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

Microbiology, Molecular Biology and Biochemistry (MMBB)

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

Academic XXX Professional - Technical \_\_\_\_\_

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date:

September 1, 2010Summer 2011**For New Programs:**

Program (i.e., degree) Title

260202 (Biochem)511005 (Med Tech)260502 (micro)260204 (MMBBiotech)

CIP 2010 Code

2600204 (MMBB)

(consult Institutional Researcher/Registrar)

**For Existing Programs:**

Program (i.e., degree) Title

Scott Wood9/30/10

CIP 2010 Code

John Hammel9/23/10

John Hammel/CALS; Scott Wood/COS

Date

College Dean (Institution)

John Hammel15 Nov 10

Chief Fiscal Officer (Institution)

Date

John BakerNov 17/2010

Chief Academic Officer (Institution)

Date

Monika11.20.10

President

Date

**For Other Instructional Activity: MMBB Department**☐ Program Component (major/minor/option/emphasis)☐ Off-Campus Program Activity☐ Instructional/Research Unit☐ Addition/Expansion☒ Discontinuance/consolidation/restructure☐ Contract Program/Collaborative☐ OtherVP Research and/or Graduate  
Dean (as applicable)

Date

State Administrator, SDPTE  
(as applicable)

Date

Patty Sanchez, Program Manager3/22/11

Chief Academic Officer, OSBE

Date

SBOE/OSBE Approval

Date

Approved Reith & Leakes  
IRSA 11/12/10

Revised 5/4/10

Page 1

TAB 5 Page 3

**Refer to Board Policy Section III.G., Program Approval and Discontinuance.**

## 1. Briefly describe the nature of the request.

The Department of Microbiology, Molecular Biology and Biochemistry (MMBB), an academic unit within the College of Agricultural and Life Sciences (CALS), will be restructured and consolidated with other academic/research units through relocation of faculty within the Department of Biological Sciences in the College of Science (COS), and the School of Food Science (SFS), and the Department of Plant, Soil and Entomological Sciences (PSES) within the CALS. This restructuring will involve the relocation of seven (7) MMBB faculty with expertise in human pathogen/disease/specificity to the Department of Biological Sciences; three (3) faculty with expertise in Plant Biochemistry/Molecular Biochemistry to the Department of Plant, Soil and Entomological Sciences; two (2) faculty with expertise in food-borne disease and one (1) faculty with expertise in protein biochemistry to the newly established joint UI/WSU School of Food Science.

## 2. Provide a statement of need for a new program or a program modification. Include (but do not limit to) the following:

- a) A projection of full-time and part-time enrollment over a three year period of time
- b) A projection of state work force needs such as job titles requiring this degree. Also include Department of Labor research on employment potential.
- c) A description of how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This restructuring of the MMBB department through relocation/consolidation of faculty and laboratory resources is the consequence of several critical needs, primarily, this action will:

- **More effectively utilize personnel and infrastructure resources and increase efficiencies in program funding required to directly achieve large reductions in the University of Idaho and College of Agricultural and Life Sciences base budgets for FY2011, i.e. Agricultural Research and Extension Service Appropriation (~22% combined budget reduction in FY2010 and FY2011),**
- **Development of core resources for research/teaching in the area of biological and biomedical sciences, and**
- **Strengthen the Plant Sciences molecular/biochemical areas within PSES and the Food Safety/Food Microbiology areas in the newly established joint WSU/UI School of Food Sciences.**

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

- a. The academic programs, currently supported by the MMBB Department, will be relocated to the Department of Biological Sciences in the College of Science are:
  - B.S. Microbiology
  - B.S. Biochemistry
  - B.S. Molecular Biology & Biotechnology
  - B.S. Medical Technology
  - M.S. Microbiology, Molecular Biology and Biochemistry
  - Ph.D. Microbiology, Molecular Biology and Biochemistry
  - Minor in Biochemistry; Microbiology; and Molecular Biology & Biochemistry

These undergraduate and graduate degree programs are among the academically strongest and most scientifically rigorous at the University of Idaho. These programs will continue to be maintained and supported by the MMBB faculty (teaching and advising) relocated to the Department of Biological Sciences, as well as, the existing faculty within Biological Sciences within COS. These undergraduate and graduate degree programs listed above will continue under existing (***no modifications***) academic and course requirements within the College of Science and will be administered by COS. Course offerings will not be

Revised 5/4/10

Page 2

impacted by this restructuring action.

b. Faculty affiliations of MMBB faculty following restructure relocation

Department of Biological Sciences, COS

- Gustavo Arrizabalaga, Microbiology
- Douglas Cole, Biochemistry
- Elizabeth Fortunato, Microbiology
- Patricia Hartzell, Microbiology
- Jill Johnson, Microbiology
- Bruce Miller, Biochemistry
- Tanya Miura, Immunology

Department of Plant, Soil and Entomological Sciences, CALS

- Allan Caplan, Plant Biochemistry
- Zonglie Hong, Plant Biochemistry
- Fangming Xiao, Plant Molecular Genetics

School of Food Science (joint WSU/UI), CALS

- Carolyn Bohach, Food-borne Diseases/Food Microbiology
- Sam Minnich, Food Microbiology
- Andrzej Paszczynski, Protein Biochemistry

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.***

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		n/a	
CSI		n/a	
CWI		n/a	
EITC		n/a	
ISU	bachelors	Biochemistry, Biophysics and Molecular Biology	Joint biochemistry program between departments of Biology and Chemistry
ISU	bachelors	Microbial Biochemistry, Molecular Microbiology, Medical Microbiology	Department of Biology, Program Microbiology
ISU	masters	Microbial Biochemistry, Molecular Microbiology, Medical Microbiology	Department of Biology, Program Microbiology
LCSC		n/a	

NIC		n/a	
UI			

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 2010	Previous Year 2009	Previous Year 2008	Current 2009-10	Previous Year 2008-09	Previous Year 2007-08
BSU	n/a	n/a	n/a	n/a	n/a	n/a
CSI	n/a	n/a	n/a	n/a	n/a	n/a
CWI	n/a	n/a	n/a	n/a	n/a	n/a
EITC	n/a	n/a	n/a	n/a	n/a	n/a
ISU B.S. Biochemistry	45	38	38	5	3	4
ISU B.S. Microbiology	94	102	96	25	14	12
ISU M.P.A.S. Microbiology	0	0	1	0	0	0
ISU M.S. Microbiology	18	17	17	4	3	2
LCSC	n/a	n/a	n/a	n/a	n/a	n/a
NIC	n/a	n/a	n/a	n/a	n/a	n/a
UI **B.S. Biochemistry	35	37	47	6	5	12
UI B.S. Microbiology	61	71	75	11	17	15
UI B.S. Molecular Biology & Biotechnology	29	2	14	5	2	0
UI B.S. Medical Technology	0	0	0	0	0	0
UI M.S. Microbiology, Molecular Biology/Biochemistry	5	12	16	4	6	7
UI Ph.D. Microbiology, Molecular	21	24	22	3	4	2

Revised 5/4/10  
Page 4

Biology/Biochemistry						
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\*\* Includes B.S. Molecular Biology/Biochemistry

**Information in Tables prepared by Archie George, Director of Institutional Planning**

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

The University of Idaho is a Land-Grant, Research Extensive University. As a land-grant institution, UI has as a primary component of its mission – Teaching, Research, and Extension/Outreach in the Agricultural Sciences and it is the primary research and graduate education institution in Idaho. Microbiology, Molecular Biology, and Biochemistry and the College of Agricultural and Life Sciences are central to the mission of the University of Idaho as a Land-Grant Institution. This restructuring is primarily aimed at increasing disciplinary core resources within units critical to the UI's mission, and more efficiently utilizing personnel and operational resources to meet base budget reductions within the Agricultural Research and Extension Service Appropriation. This restructure will significantly enhance the University of Idaho's capabilities in its core areas of the biological/medical sciences, plant sciences, and food science.

6. Describe how this request fits with the institution's vision and/or strategic plan.

Under Goal 2 – Scholarly and Creative Activity of the University of Idaho Strategic Plan – this restructure will establish administrative structures that encourage collaboration to strengthen programs to support the biological sciences in teaching and research – micro-organisms, plants, animals and humans at the University of Idaho. The impact will be primarily through reduced administrative overhead costs and through structural modifications which provide for enhanced research personnel and infrastructure, which will strengthen core disciplinary areas and the potential for collaborative research and teaching.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

Yes   X   No       

If not on your institution's regional 8-year plan, provide a justification for adding the program.

The MMBB academic degree programs, both graduate and undergraduate, are an important component of the University of Idaho's 8-year plan and will not be impacted by this restructure.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

NA – no change in academic/research programming. COBRE and INBRE would continue to be inter-institutional within Idaho. No change to either courses offered or method of delivery.

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

NA – student recruitment/retention and communication within the University of Idaho, Idaho, nationally, and internationally will operate as in the past.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 2011		FY 2012		FY 2013		Cumulative Total	
	Recurring	Non- Recurring	Recurring	Non- Recurring	Recurring	Non- Recurring	Recurring	Non- Recurring
<b>A. Expenditures:</b>	<b>Budget Reduction</b>		<b>Budget Reduction</b>		<b>Budget Reduction</b>		<b>Budget Reduction<sup>2</sup></b>	
1. Personnel <sup>1</sup>	(\$182,915)	\$0	\$0	\$0	\$0	\$0	(\$182,915)	\$0
2. Operating								
3. Equipment								
4. Facilities								
<b>Total Expenditures</b>	<b>(\$182,915)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$182,915)</b>	<b>\$0</b>
<b>B. Source of Funds</b>	<b>(Agricultural Research and Extension Service Appropriation)<sup>2</sup></b>							
1. Appropriated - Reallocation	(\$101,404)	\$0	(\$81,511)	\$0	\$0	\$0	(\$182,915)	\$0
2. Appropriated - New								
3. Federal								
4. Other								
<b>Total Expenditures</b>	<b>(\$101,404)</b>	<b>\$0</b>	<b>(\$81,511)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$182,915)</b>	<b>\$0</b>

<sup>1</sup> Reduction in technical and clerical staff support

<sup>2</sup> Agricultural Research and Extension Service Appropriation, College of Agricultural and Life Sciences; Captured funds shown (\$182,915) placed toward FY2011 reduction in ARES Base Budget, 9.8% or \$2.4 Million; total combined for FY2010 and FY2011 – 22% or \$5.6 Million. (Approximately \$446,000 salaries/fringe benefits/operating in Gen Ed funding will be reallocated from CALS to College of Science/Biological Sciences in this restructure).



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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**SUBJECT**

First Reading, Proposed amendments to Board Policy III.I., Roles and Missions

**BACKGROUND/DISCUSSION**

As part of Board staff's review and clarification of Board Policy III.Z., staff determined multiple policies under Section III will require clarification and alignment. Board Policy Section III.I., Roles and Missions will be the first in a series of policy modifications to ensure consistency and alignment among the policies under Section III: Postsecondary Affairs.

Board Policy III.I., Roles and Mission was last updated in 2002. Since that time the State Board of Education updated Board Policy I.M., Annual Planning and Reporting and the Northwest Commission on Colleges and Universities (NWCCU) also revised the accreditation requirements for institutions they accredit. In particular, NWCCU Standard One: Mission, Core Themes, and Expectations requires that institutions have "a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community." Institutions are required to define and report on mission fulfillment "in the context of its purpose, characteristics, and expectations."

The changes made by NWCCU from a five and ten year review cycle to a seven year cycle with reporting requirements for Standard One being made in year one, Standard Two in year three, Standards Three and Four in year Five, and Standard Five in year seven are more prescriptive and time-intensive for the institutions. In very general terms, the new accreditation standards provide for a continuous improvement process that requires regular review and improvement of an institution's mission and core themes, the application of mission and core themes into clear objectives with the potential to fulfill such, and evaluation of the results of institutional efforts to fulfill its mission. As part of the NWCCU revised accreditation requirements the public institutions are on a revised accreditation cycle that requires the public institutions to submit their Year One reports by either March 2, 2011 or September 15, 2011. At this time Eastern Idaho Technical College and the other community colleges submitted their Year One report March 2, 2011, and the four-year institutions will submit their Year One report September 15, 2011.

**IMPACT**

The proposed policy changes will clarify the process and procedures for use of vision and mission and meet the NWCCU accreditation requirements.

**ATTACHMENTS**

Attachment 1 – Board Policy III.I., Roles and Missions

Page 3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the first reading of Board Policy III.I., Roles and Missions.

**BOARD ACTION**

I move to approve the first reading of the proposed amendments to Board Policy III.I., Roles and Missions as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
 SECTION: III. POSTSECONDARY AFFAIRS  
 I. Roles and Missions

~~April 2002~~April 2011

**I. Roles and Missions**

The purpose of this policy is to recognize the distinct and unique roles and missions of Idaho's state public postsecondary institutions consistent with the State Board of Education's (Board) statewide Vision and Mission, Strategic Plan, and the Statewide Program responsibility assigned to each institution. Identifying the distinct roles and missions of Idaho's postsecondary institutions leads to efficient utilization of available resources, informs planning of new resources in a way that fosters collaboration rather than competition, and reduces mission overlap and unnecessary program duplication.

~~1. Postsecondary Education~~State Board of Education — Vision and Mission and Scope

~~From time to time, the~~The Board shall adopts a formal statement of ~~its Vision and mission~~Mission and scope for postsecondary education in the state as part of its strategic planning process, incorporating both academic and ~~vocational~~professional-technical elements. ~~Any alteration of this statement is subject to Board approval. The official copy of the Board-approved "Mission and Scope Statement for Postsecondary Education" is kept on file at the Office of the State Board of Education~~shall be incorporated into the Board's Strategic Plan.

2. Assignment of Institutional Role and Mission

Every seven years, consistent with the accreditation cycle of the Northwest Commission on Colleges and Universities (NWCCU), each state public postsecondary institution shall submit to the Board for approval a mission statement for such institution. Any alteration to an institution's mission statement is subject to Board approval. An institution's mission statement must be in alignment with the Board Vision and Mission, Board Strategic Plan, and institutional Statewide Program responsibility. As identified in the NWCCU Standards, institutional mission statements must also clearly articulate institutional purpose. An institution's vision and mission statement must be published in the institution's annual catalogue.

a. Procedural Requirements

Any proposal to add to, delete from, or alter a Board approved institutional mission statement must be submitted to the Presidents' Council, then to the Policy, Planning and Governmental Affairs Committee, for review and recommendation prior to Board consideration. The Board may revise an institution's mission statement on its own initiative and at its discretion.

2. Institutions — Role and Mission

~~From time to time, the Board adopts a formal statement of role and mission for each institution. Any alteration of these statements is subject to Board approval. An official copy of each institution's statement is kept on file in the office of the Chief Executive Officer of the institution and at the Office of the State Board of Education and is published in the institution's catalogue.~~

3. Procedural Requirements

~~Any proposal to add to, delete from, or alter a Board approved mission and scope statement or an institutional role and mission statement will be submitted to the Instruction, Research and Student Affairs Committee, then to the Presidents' Council, for review and recommendation prior to Board~~

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**I. Roles and Missions**

~~April 2002~~April 2011

~~consideration. However, the Board reserves the right to revise either the mission and scope statement or an institutional role and mission statement on its own initiative and at its discretion.~~

~~4. Institutional Long Range Plans~~

~~Consistent with the institutional statement of role and mission adopted by the Board and the Board's statement of mission and scope, each institution develops a strategic plan outlining long range goals, short range objectives, and implementation strategies for responding to the needs of its constituents. The plan must receive prior Board approval, must be updated annually to reflect any fiscal or other constraints and opportunities, and must be linked to the institution's program review and budget request processes. Major elements of the plan will include the environment within which the institution operates; identification of institutional priorities; program review process recommendations as the basis for program development, expansion, or realignment; and measures to ensure quality, efficient use of state resources, and responsiveness to clients.~~

4. Community Colleges

With the exception of Annual Planning and Reporting as identified in Section I. Subsection M. of the Idaho State Board of Education Governing Policies and Procedures, and consistent with Section III. Subsection A., North Idaho College, the College of Southern Idaho, and the College of Western Idaho operate in accordance with policies established by their respective boards of trustees and are therefore excluded from the aforementioned requirements.

~~5. Statewide Long Range Plan~~

~~Consistent with its statement of mission and scope, the Board will develop a strategic plan outlining the goals, objectives, and implementation strategies necessary for the responsible management of the state system of postsecondary education. Updated periodically to reflect fiscal or other constraints and opportunities, the plan will be prepared by Board staff in consultation with the institutions and the Board's committees. The plan will be linked to the Board's budget request process, and major elements of the plan will include the environment within which postsecondary education operates; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho.~~

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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**SUBJECT**

First Reading, Proposed amendments to Board Policy III.Z., Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

**REFERENCE**

August 15, 2003

Board approved Second Reading of Board Policy III.Z., Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses

**BACKGROUND/DISCUSSION**

In August 2003, the State Board of Education adopted Board Policy Section III.Z., Delivery of Postsecondary Education, which was intended to provide guidance and direction to public postsecondary institutions on the planning and delivery of educational programs.

The purpose of Policy III.Z. is to ensure all of Idaho's public postsecondary institutions meet the educational and workforce needs of the State through program planning, alignment, and collaboration and coordination. The policy outlines the process and procedures for planning and delivery of both Statewide and Regional Programs. As part of this process, the institutions are required to submit to the Office of the State Board of Education Plans for the proposed delivery of Statewide and Regional Programs for a projected period of five years. This is a change from an eight year program plan requirement to a five year program plan requirement. The Office of the State Board of Education will use the institutional plans to prepare a comprehensive Five-Year plan of current and proposed Statewide and Regional programs offered by the public institutions. The Office of the State Board of Education then submits the Five-Year Plan to the Board for their approval. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in their efforts to coordinate educational programs throughout the State.

In May, 2010, the Board requested staff to evaluate Board Policy III.Z, put a plan in place for the management of postsecondary programs and, if necessary, clarify III.Z. After staff reviewed the policy it was determined that some areas of clarification were necessary. Staff drafted changes, working with the Instruction, Research, and Student Affairs Committee and the Council on Academic Affairs and Programs to reorganize and clarify the policy.

**IMPACT**

The proposed policy changes will allow for ease of implementation by the public postsecondary institutions and the Office of the State Board of Education, based on the original intent of the policy. Implementation of this policy will then reinforce the mechanisms for institutions to cooperate on the development of programs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 20-21, 2011**

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while promoting the use of existing courses, infrastructure, and student services to limit duplication of resources.

**ATTACHMENTS**

Attachment 1 – Red-lined version of Board Policy Board Policy III.Z., Planning and Delivery of Postsecondary Programs	Page 3
Attachment 2 – Clean version of Board Policy Board Policy III.Z., Planning and Delivery of Postsecondary Programs	Page 23

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the First Reading of Board Policy III.Z. Planning and Delivery of Postsecondary Programs as presented.

**BOARD ACTION**

I move to approve the first reading of the proposed amendments to Board Policy III.Z., Planning and Delivery of Postsecondary Programs as submitted.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Planning and Delivery of Postsecondary Education ProgramsApril 2005April 2010~~Z. Delivery of Postsecondary Education—Planning and Coordination of Academic Programs and Courses~~

The purpose of this policy is to ensure that Idaho's public postsecondary institutions and community colleges meet the educational and workforce needs of the state through academic planning, ~~alignment of programs and courses~~, and the collaboration and coordination of programs. This subsection shall apply to University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College. Programs shall consist of a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree. It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

~~This policy anticipates the use of academic plans. Academic planning to~~ advise and inform the Board in its ~~work to~~ planning and coordinate ion of educational programs in a manner that enhances access to quality programs ~~and courses~~, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board ~~intends to more clearly hereby identify~~ identifies, and ~~reinforces and strengthen~~ the responsibilities of the institutions governed by the Board to deliver respective statewide Statewide missions Programs of the institutions governed by the Board. The provisions set forth herein ~~are intended to~~ serve as fundamental principles underlying the planning and delivery of postsecondary education programs pursuant to each institution's assigned responsibility for Statewide and Regional Programs through collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

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

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

## 1. Definitions

- a. "Statewide Program" shall mean a program assigned to an institution that the Board has determined meets a particular educational and workforce need in all regions of the state.

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- b. “Regional Program” shall mean any other program that is not a Statewide Program delivered by an institution in its assigned service region as defined in Section III.L.3.
- c. “Designated Institution” shall mean an institution whose main campus is located in a service region as identified in Section III.L.3.
- d. “Partnering Institution” shall mean either an institution without a responsibility to deliver a Statewide Program that, pursuant to a Memorandum of Understanding, offers Statewide Programs, or an institution whose main campus is outside of a Designated Institution’s identified service region that, pursuant to a Memorandum of Understanding, offers Regional Programs in such service region.

a. ~~Statewide Mission~~

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

b. ~~Regional Mission~~

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

2. Planning and Delivery Process and Requirementsa. Planningi. Five-Year Plan

The Office of the State Board of Education (OSBE) shall create and maintain a rolling five (5) year academic plan (Five-Year Plan) that describes all current and proposed programs offered or to be offered by the public, postsecondary institutions and community colleges. The Five-Year Plan shall be compiled from the institutional plans provided by the public, postsecondary institutions and community colleges. OSBE shall review and update the Five-Year Plan every two years through the following processes.



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Each institution shall create and submit to OSBE a rolling five (5) year academic plan, to be updated every two years, that describes all proposed programs and services to be offered in alignment with each institution's responsibility to deliver Statewide and Regional Programs (the Plan). Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Plan

It is the responsibility of the institution assigned a Statewide Program to plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program shall create and maintain in its Plan the proposed programs to be offered to respond to the workforce and educational needs of the state relating to such Statewide Program assignment. At a minimum, for new Statewide Programs, each Plan shall include the following:

- A needs assessment pursuant to guidelines developed by the Board's Chief Academic Officer (CAO).
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums of Understanding (MOU's), if any, entered into between the institution with responsibility to deliver such Statewide Program and the Partnering Institution pursuant to Subsection b.iii. below.
- If it is anticipated that the Statewide Program is to be delivered pursuant to an agreement with a Designated or Partnering Institution, within three (3) years of approval of the Plan, then the description shall include a timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs.

2) Regional Program Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver a Regional Program. A Designated Institution shall create and maintain in its Plan the proposed programs to be offered to respond to the educational and workforce needs of its service region. It is intended that the

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Designated Institution communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions responsible for a Statewide Program if applicable) located outside of the service region to deliver the program in the service region in accordance with Subsection b.ii.1). below. The Plan developed by a Designated Institution shall include at a minimum the following:

- A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the resources to be employed.
- A description of Regional Programs offered, or to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the service region by an institution with responsibility to deliver a Statewide Program, or by the Designated Institution in coordination with the institution responsible for the delivery of such.
- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions pursuant to Subsection b.iii. below. If it is anticipated that the program shall be offered within three (3) years of approval of the Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.

### 3) Plan Updates

Every two years, on a schedule to be developed by the CAO, Plans shall be updated and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination among CAAP members. Institutions shall use the template developed by the CAO for submission of the Plans. Upon submission of the Plans to OSBE, the CAO shall review the Plans to optimize collaboration and coordination among the institutions, ensure the efficient use of resources and the avoidance of unnecessary duplication of programs. In the event the CAO recommends material

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changes, the CAO shall submit those recommendations to CAAP for discussion prior to inclusion in the Five-Year Plan. The CAO shall then provide recommendations to the Board for enhancements, if any, to the Plans at a subsequent Board meeting. Board approval of the Plan acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy.

The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of Section III.G.

b. Delivery of Programsi. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Public Policy</u>	<u>M.S., Ph.D.</u>
<u>Public Administration</u>	<u>Ph.D.</u>
<u>Urban Studies</u>	<u>M.S., Ph.D.</u>
<u>Urban Regional Planning</u>	<u>M.S., Ph.D.</u>
<u>Social Work (Southeast Region—shared with ISU)</u>	<u>M.S.W.</u>
<u>Social Work</u>	<u>Ph.D.</u>

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Audiology</u>	<u>M.S., Ph.D.</u>
<u>Physical Therapy</u>	<u>M.S., Ph.D.</u>
<u>Occupational Therapy</u>	<u>M.S., M.O.T.</u>
<u>Pharmaceutical Science</u>	<u>M.S., Ph.D.</u>
<u>Pharmacy Practice</u>	<u>Pharm.D.</u>
<u>Nursing (Southwest shared w/ BSU)</u>	<u>M.S.</u>
<u>Nursing</u>	<u>Ph.D.</u>
<u>Physician Assistant</u>	<u>M.P.A.S.</u>
<u>Speech Pathology</u>	<u>M.S.</u>
<u>Deaf Education</u>	<u>M.S.</u>
<u>Educational Interpreting</u>	<u>B.S.</u>
<u>Master of Health Education</u>	<u>M.H.E.</u>
<u>Master of Public Health</u>	<u>M.P.H.</u>
<u>Geomatics (Surveying)</u>	<u>M.S.</u>
<u>Health Physics</u>	<u>B.S., M.S.</u>

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<u>Dental Hygiene</u>	<u>B.S., M.S. (currently delivered in Boise)</u>
<u>Clinical Lab Science</u>	<u>B.S., M.S.</u>

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Law</u>	<u>J.D.</u>
<u>Architecture</u>	<u>M.S., B.Arch</u>
<u>Landscape Architecture</u>	<u>M.S., B.S.</u>
<u>Interior Design</u>	<u>M.S.</u>
<u>Agriculture</u>	
• <u>Animal Science</u>	<u>B.S., M.S.</u>
• <u>Plant Science</u>	<u>M.S., Ph.D.</u>
• <u>Agricultural Economics</u>	<u>B.S., M.S.</u>
• <u>Food Science</u>	<u>B.S., M.S., Ph.D.</u>
• <u>Veterinary Science</u>	<u>M.S., DVM</u>
<u>Natural Resources</u>	
• <u>Forestry &amp; Forest Products</u>	<u>B.S., M.S. (Distance Ed)</u>
• <u>Wildlife</u>	<u>B.M.</u>
• <u>Fisheries (Resources)</u>	<u>B.S., M.S.</u>
• <u>Conservation Science</u>	<u>B.S., M.S.</u>
• <u>Range Science</u>	<u>B.S., M.S.</u>

Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have a responsibility to deliver Statewide Programs.

ii. Regional Program Delivery

A Designated Institution shall have the responsibility to assess and ensure the Regional Program delivery for all educational programs within its assigned service region.

1) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with responsibility for the delivery of a Statewide Program) identifies a service region program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the

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service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

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

## 2) Designated Institution's First Right to Offer a Program

The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the CAO of such changes and the Designated Institution shall be afforded the opportunity again to review

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the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the CAO for review and approval by the Board. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with responsibility to deliver a Statewide Program has submitted the information set forth above to a Designated Institution and OSBE in a timely manner (as determined by the CAO) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Plan and enter into an MOU with the institution responsible for delivery of a Statewide Program in accordance with this policy. If, prior to the submission of an updated Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution responsible for the delivery of a Statewide Program and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

For programs offered by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution.

iv. Facilities

Offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and

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- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication

Program offerings shall not unnecessarily duplicate those currently offered at the campus of the Designated Institution. If courses necessary to complete a program are offered by the Designated Institution, they shall be used and articulated into the program.

~~2. Responsibilities Related to Statewide Missions~~

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

~~3. Responsibilities Related to Regional Missions~~

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

~~4. Academic Planning Process~~~~a. General Provisions~~

- ~~(1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the “Plan”). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.~~
- ~~(2) Plans will be submitted to the Office of the Idaho State Board of Education (“OSBE”) for review and approval by the Idaho State Board of Education (the “Board”) in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the “CAO”). Plans will be submitted first to the Council for Academic Affairs and Programs (“CAAP”) at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:~~
  - ~~i. Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.~~



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- ~~ii. Plans pertaining to the delivery of programs and courses for associate level degrees or professional technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.~~

- ~~(3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.~~

b. ~~Statewide Mission Planning Process~~i. ~~Statewide Mission Plan~~

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

- ~~(a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution's statewide mission.~~
- ~~(b) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.~~
- ~~(c) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.~~
- ~~(d) A summary of the terms of memorandums of understanding (MOU's), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.~~

ii. ~~Statewide Mission Program or Course in a Service Region~~

~~If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution's Plan. It is~~

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~~intended that statewide mission programs or courses be included in the designated institution's Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.~~

~~iii. MOU with Designated Institution~~

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

~~c. Regional Planning Process~~

~~(1) Designated Institution Plan~~

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

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

~~If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution's Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in the designated institution's Plan. In order to include the program or course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:~~

- ~~1) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.~~

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- ~~2) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short term and long term costs of delivery of such program or course.~~
- ~~3) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.~~
- ~~(3) Designated Institution's Opportunity to First Offer a Program or Course if,~~
- ~~(a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional technical level programs or courses); or~~
- ~~(b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.~~

vi. ~~d.~~ Program Transitions

~~In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible,~~

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~~designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.~~

~~In the event (i) a statewide mission Program may plan and owning institution intends to develop the capacity to offer a statewide such mission program or course within a service region where such program is currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively another institution (the Withdrawing Institution) as follows:~~

~~1) The institution will~~shall identify its intent to develop the program ~~or course~~ in the next update of ~~its its Plan~~eight (8) year Plan.

~~(1)2) The institution shall In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning institution, or the designated institution, must demonstrate its ability to offer the program through the requirements set forth in Subsection b.ii.1). above. or course.~~

~~(2)3) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing~~Withdrawing institution-Institution shall be provided a minimum three (3) year transition period ~~(thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing~~Withdrawing institution-Institution wishes to withdraw its program ~~or course region~~ prior to the end of the three (3) year transition period, the ~~withdrawing~~Withdrawing institution-Institution willshall seek to enter into a transition MOU with the institution that will be taking over delivery of the program that includes ~~statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.~~

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~~When an institution Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering Statewide or Regional P~~programs ~~or courses in its service region pursuant to an MOU that supports a statewide mission program of another institution, wishes~~determines to discontinue ~~the offering~~ such program(s), ~~it shall (s), the designated institution will~~ use its best efforts to provide the institution with statewide Statewide or Regional mission Program responsibility ~~owning institution~~ at least one (1) year's written notice of withdrawal, and shall ~~;~~ ~~The designated institution will~~ also submit the same written notice to the State Board of EducationBoard and to oversight and advisory councils. ~~In such case, the institution responsible for the statewide Statewide or Regional mission Program owning institution will~~shall carefully evaluate the workforce need associated with such program ~~or course~~ and determine whether it is appropriate ~~pursuant to its regional mission~~ to provide such program ~~or course~~. In no event will the institution responsible for the delivery of a statewide Statewide mission Program ~~owning institution~~ ~~bbe~~ required to offer such program (provide such offering(s) except as otherwise provided herein above).

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

§3. .—Existing Programs

Programs ~~and courses~~ being offered by a partnering Partnering institution Institution (whether an institution responsible for delivery of a statewide Statewide mission Program ~~owning~~, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated Designated institution Institution and the partnering Partnering institution Institution, subject to the transition and notice periods and requirements set forth above.

g. ~~—~~Applicability of Section III. G. —Instructional Program Approval and Discontinuance

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~~The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.~~

5. ~~Memorandums of Understanding~~

- ~~a. A memorandum of understanding (“MOU”) is an agreement between two or more institutions offering programs or courses within the same service region that details how such programs and courses will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution’s eight (8) year, academic plan. When a service region is served by more than one institution, an MOU will be developed between such institutions as provided herein and submitted to OSBE for review and approval by the Board.~~
- ~~b. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:
 
  - ~~1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:
 
    - ~~(a) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution’s eight (8) year plan.~~
    - ~~(b) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the “main” campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized and programs offered by one or more~~~~~~



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~~partnering institutions within a service region will be designated as "University Place at (name of municipality)."~~

~~(c) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.~~

~~(d) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.~~

64. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs ~~and courses~~ among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth in ~~this~~ Section III, Subsection Z.

75. Resolutions

All disputes relating to items addressed in this policy ~~will~~shall be forwarded to the CAO for review. The CAO ~~will~~shall prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

~~8.~~ Reporting



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~~Once annually, OSBE, with appropriate input from the each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOU's.~~

## 96. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity ~~(other than private entities in the business of providing educational programs and course)~~ outside of their ~~designated~~ Service ~~regional~~ Region ~~assignment~~ Responsibilities Responsibility, the contracting institution ~~will~~ shall notify the ~~designated~~ Designated institutions Institutions in the ~~service~~ Service region Region and institutions ~~holding a~~ responsible for delivery of a statewide Statewide mission Program Responsibilities Responsibility, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a ~~designated~~ Designated institution Institution, the Board encourages the contracting institution to include and draw upon the resources of the ~~designated~~ Designated institution Institution insomuch as is possible.

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The purpose of this policy is to ensure that Idaho's public postsecondary institutions and community colleges meet the educational and workforce needs of the state through academic planning, alignment, and the collaboration and coordination of programs. This subsection shall apply to University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College. Programs shall consist of a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree. It is the intent of the State Board of Education (the Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

Academic planning advises and informs the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned responsibility for Statewide and Regional Programs through collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

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

## 1. Definitions

- a. "Statewide Program" shall mean a program assigned to an institution that the Board has determined meets a particular educational and workforce need in all regions of the state.
- b. "Regional Program" shall mean any other program that is not a Statewide Program delivered by an institution in its assigned service region as defined in Section III.L.3.
- c. "Designated Institution" shall mean an institution whose main campus is located in a service region as identified in Section III.L.3.
- d. "Partnering Institution" shall mean either an institution without a responsibility to deliver a Statewide Program that, pursuant to a Memorandum of Understanding, offers Statewide Programs, or an institution whose main campus is outside of a Designated Institution's identified service region that, pursuant to a Memorandum of Understanding, offers Regional Programs in such service region.

## 2. Planning and Delivery Process and Requirements

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## a. Planning

## i. Five-Year Plan

The Office of the State Board of Education (OSBE) shall create and maintain a rolling five (5) year academic plan (Five-Year Plan) that describes all current and proposed programs offered or to be offered by the public, postsecondary institutions and community colleges. The Five-Year Plan shall be compiled from the institutional plans provided by the public, postsecondary institutions and community colleges. OSBE shall review and update the Five-Year Plan every two years through the following processes.

## ii. Institutional Plan

Each institution shall create and submit to OSBE a rolling five (5) year academic plan, to be updated every two years, that describes all proposed programs and services to be offered in alignment with each institution's responsibility to deliver Statewide and Regional Programs (the Plan). Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

## 1) Statewide Program Plan

It is the responsibility of the institution assigned a Statewide Program to plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program shall create and maintain in its Plan the proposed programs to be offered to respond to the workforce and educational needs of the state relating to such Statewide Program assignment. At a minimum, for new Statewide Programs, each Plan shall include the following:

- A needs assessment pursuant to guidelines developed by the Board's Chief Academic Officer (CAO).
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums of Understanding (MOU's), if any, entered into between the institution with responsibility to deliver such Statewide Program and the Partnering Institution pursuant to Subsection b.iii. below.

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- If it is anticipated that the Statewide Program is to be delivered pursuant to an agreement with a Designated or Partnering Institution, within three (3) years of approval of the Plan, then the description shall include a timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs.

## 2) Regional Program Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver a Regional Program. A Designated Institution shall create and maintain in its Plan the proposed programs to be offered to respond to the educational and workforce needs of its service region. It is intended that the Designated Institution communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions responsible for a Statewide Program if applicable) located outside of the service region to deliver the program in the service region in accordance with Subsection b.ii.1). below. The Plan developed by a Designated Institution shall include at a minimum the following:

- A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the resources to be employed.
- A description of Regional Programs offered, or to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the service region by an institution with responsibility to deliver a Statewide Program, or by the Designated Institution in coordination with the institution responsible for the delivery of such.
- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions pursuant to Subsection b.iii. below. If it is anticipated that the program shall be offered within three (3) years of approval of the Plan, the description shall include a summary of the anticipated costs of delivery and the resources

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and support required for delivery of the programs, including facility needs and costs.

## 3) Plan Updates

Every two years, on a schedule to be developed by the CAO, Plans shall be updated and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination among CAAP members. Institutions shall use the template developed by the CAO for submission of the Plans. Upon submission of the Plans to OSBE, the CAO shall review the Plans to optimize collaboration and coordination among the institutions, ensure the efficient use of resources and the avoidance of unnecessary duplication of programs. In the event the CAO recommends material changes, the CAO shall submit those recommendations to CAAP for discussion prior to inclusion in the Five-Year Plan. The CAO shall then provide recommendations to the Board for enhancements, if any, to the Plans at a subsequent Board meeting. Board approval of the Plan acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy.

The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of Section III.G.

## b. Delivery of Programs

## i. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

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 with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.

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Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared 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 shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

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"> <li>• Animal Science</li> <li>• Plant Science</li> <li>• Agricultural Economics</li> <li>• Food Science</li> <li>• Veterinary Science</li> </ul>	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"> <li>• Forestry &amp; Forest Products</li> <li>• Wildlife</li> <li>• Fisheries (Resources)</li> <li>• Conservation Science</li> <li>• Range Science</li> </ul>	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have a responsibility to deliver Statewide Programs.

## ii. Regional Program Delivery

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A Designated Institution shall have the responsibility to assess and ensure the Regional Program delivery for all educational programs within its assigned service region.

## 1) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with responsibility for the delivery of a Statewide Program) identifies a service region program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

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

## 2) Designated Institution's First Right to Offer a Program

The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an



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updated Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the CAO of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the CAO for review and approval by the Board. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with responsibility to deliver a Statewide Program has submitted the information set forth above to a Designated Institution and OSBE in a timely manner (as determined by the CAO) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Plan and enter into an MOU with the institution responsible for delivery of a Statewide Program in accordance with this policy. If, prior to the submission of an updated Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution responsible for the delivery of a Statewide Program and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

For programs offered by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution.

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## iv. Facilities

Offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution responsible for the delivery of a Statewide Program, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

## v. Duplication

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Program offerings shall not unnecessarily duplicate those currently offered at the campus of the Designated Institution. If courses necessary to complete a program are offered by the Designated Institution, they shall be used and articulated into the program.

## vi. Program Transitions

An institution responsible for a Statewide or Regional Program may plan and develop the capacity to offer such program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 2) 1) The institution shall identify its intent to develop the program in the next update of its Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection b.ii.1). above.
- 3) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, the Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

## vii. Discontinuance of Programs

When an institution offering Statewide or Regional Programs pursuant to an MOU determines to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Regional Program responsibility at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution responsible for the Statewide or Regional Program shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide Program be required to offer such program (except as otherwise provided herein above).

## 3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution responsible for delivery of a Statewide Program , or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the

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Partnering Institution, subject to the transition and notice periods and requirements set forth above.

**4. Oversight and Advisory Councils**

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth in Section III, Subsection Z.

**5. Resolutions**

All disputes relating to items addressed in this policy shall be forwarded to the CAO for review. The CAO shall prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

**6. Exceptions**

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions responsible for delivery of a Statewide Program, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution inasmuch as is possible.

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**SUBJECT**

Dual Credit

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures III.Y.  
Advanced Opportunities

**BACKGROUND/DISCUSSION**

Per Board Policy Section III.Y.4.a.(AE 5), Advanced Opportunities, “costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.”

For the 2011-2012 academic year, recommendations to CAAP for dual credit fees have been split between the institutions. Dual Credit Coordinators from the four-year institutions recommend increasing the fee to \$75.00 per credit hour while Dual Credit Coordinators from the two-year institutions recommend keeping the fee at \$65.00 per credit hour. Board staff is working with the institutions on a cost analysis for dual credit fees but it is not anticipated to be completed prior to Fall enrollment. To ensure institutions have adequate time for advertising dual credit courses and providing fee notification to potential students, parents, and school districts, the fees for the 2011-2012 academic year need to be set and approved prior to the institutions deadlines for printing catalogues.

On April 5, 2011, the Presidents’ Council supported the idea of having institutions set their own fees for dual credit based on the costs associated with delivery. On April 7, 2011, CAAP voted to recommend the dual credit fees be increased to \$75.00 per credit with the understanding that a cost analysis will be conducted by Board staff with input from the institutional Financial Vice Presidents.

Historically, institutions established a fee at each of their respective institution. However, in 2007 CAAP agreed by consensus to eliminate the variation of fees between institutions and established a uniformed fee of \$65.00 per credit hour for all institutions. The fee has remained at \$65.00 per credit since that time. This fee is currently being charged by all public institutions and Northwest Nazarene University.

**IMPACT**

Consideration of an increased fee for dual credit and allowing institutions to set their own dual credit fees would have a fiscal impact on dual credit students and could result in a variation of fees between institutions.

Increasing the fee could cost out some dual credit students. On the other hand, assuming the current fee does not cover the full cost of instruction, tuition and fees paid by postsecondary students are subsidizing the cost of dual credit

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courses. In either case, increased costs on students could have a negative impact on the Board's 60% goal.

The purpose of the statewide, uniform fee was to encourage student participation at the secondary level and to make access to dual credit courses user friendly for public schools and their students. If institutions begin setting their own dual credit fees at varying rates the dual credit environment could become more difficult for public schools and their students to navigate. It could also pit institutions against each other in competing for dual credit students.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends the fee remain at \$65 per credit for the 2011-2012 academic year while staff conducts an analysis of the true cost to deliver dual credit courses. Staff further recommends that the dual credit fee be codified in Board policy V.R. as an institutional local fee. Whether the fee would be Board-approved or approved by the chief executive officer would be a policy decision.

**BOARD ACTION**

I move the Board maintain the current statewide fee of \$65 per credit for dual credit classes for the 2011-2012 academic year and that a cost analysis be completed and brought back to the Board prior to the April 2012 Fee Setting meeting along with amendments to Board policy V.R. adding dual credit fees.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_