TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO – SECOND YEAR LAW PROGRAM**	Approval Item
2	**BOISE STATE UNIVERSITY – I-DO TEACH PROGRAMS** **a. Certificate in IDo-Teach STEM Teacher Certification** **b. BS in Biology, Emphasis in STEM Secondary Education** **c. BS in Chemistry, Emphasis in STEM Secondary Education** **d. BS in Geosciences, Emphasis in STEM Secondary Education** **e. BS in Mathematics, Emphasis in STEM Secondary Education** **f. BS in Physics, Emphasis in STEM Secondary Education** **g. Discontinue, BS in Biology, Secondary Education** **h. Discontinue, BS in Chemistry, Secondary Education** **i. Discontinue, BS in Geosciences, Secondary Education** **j. Discontinue, BS in Mathematics, Secondary Education** **k. Discontinue, BS in Physics, Secondary Education**	Approval Item
3	**BOARD POLICY III.V. STATEWIDE ARTICULATION AND ASSOCIATE DEGREE AND BOARD POLICY III.N. PRIVATE, IN-STATE, OUT-OF-STATE - FIRST READING**	Approval Item

UNIVERSITY OF IDAHO – COLLEGE OF LAW

SUBJECT

Second-Year Law Curriculum in Boise

REFERENCE

August 21, 2008	The Board authorized the University of Idaho to expand its offerings in Boise to a full third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion.
August 16, 2012	The Board reviewed the University of Idaho's FY 2014 Line Item request for a new appropriation of $400,000 to help support the cost of delivering the second year law curriculum in Boise. The Board gave preliminary approval to the line-item request subject to programmatic review at the October 2012 meeting.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

On August 21, 2008, the Board considered a proposal by the University of Idaho to deliver the three-year Juris Doctor (JD) degree program in Boise as well as in Moscow ("dual location model"). The proposal was supported by the Idaho Supreme Court, which collaborated with the University of Idaho in developing a multi-purpose Idaho Law Learning Center in Boise. After extensive discussion, the Board adopted a motion "to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion." The Board also directed the University to "continue collaborating with the Supreme Court and to return to the Board for discussion of a reworked proposal for the full three-year curriculum." The Board authorized an appropriation request of approximately $900,000 per year; however, due to budget exigencies, the Governor did not include the request in his FY10 Executive Budget submitted to the Legislature.

In 2010, utilizing a "bootstrap" combination of student revenues and reallocated University resources, the University moved forward with a third-year program. The first student cohort, consisting of 29 students who had started the JD program in Moscow, was enrolled in the fall of that year. A similar cohort was enrolled in 2011, and another has just enrolled in 2012. The third-year courses are delivered at the University of Idaho/Boise Center ("Water Center Building"). The success of the third-year program, which was approved by the American Bar Association, has demonstrated the importance of public legal education in the

state capital, and has laid the foundation for enhancing student opportunities through expansion of the JD curriculum in Boise.

Meanwhile, development of the Idaho Law Learning Center has been moving forward. The Idaho Department of Administration, which has responsibility and authority for buildings in the Capitol Mall area, has identified the old Ada County Courthouse ("Capitol Annex") as a historic building and designated it as the "future home of the Idaho Law Learning Center." Through the Division of Public Works, the Department of Administration has acted in consultation with the Idaho Supreme Court, which in turn, is collaborating with the University of Idaho, to obtain legislative appropriations to the State Building Fund for renovation of the historic building. Of $6 million estimated necessary for the renovation, $3.5 million has been appropriated to date. The University of Idaho has also raised $1.1 million in private commitments for funding tenant-specific improvements that will enable the building to be used for all of its collaborative purposes: a permanent home for the State Law Library (now under integrated management by the University of Idaho, pursuant to agreement with the Supreme Court), the JD program, continuing judicial education, and law-related civic education for the public.

The University proposes to expand the third-year curriculum in Boise to include a second-year curriculum. Second-year courses could be a step toward establishing a full three-year branch curriculum. The second-year curriculum is proposed in order to advance the interests of students, better serve the state, and more adequately fulfill the University's statewide mission in legal education. The delivery of second-year courses in Boise will enable law students to pursue their upper-division (second- and third-year courses) in the location that offers the greatest *comparative advantage* for them. Boise, as a metropolitan location and state capital, offers a comparative advantage in business law and entrepreneurism, international business, economic development, intellectual property, and certain aspects of regulatory law.

IMPACT

Increased teaching, scholarship, and outreach in Boise, by faculty and by upper-division law students, will also enhance the University of Idaho, College of Law's service to the state's legal profession, business community, and all three branches of state government. Moreover, the second-year curriculum will enable law students to advance more seamlessly into their third year in Boise, and will make the concurrent degree programs with Boise State University (the JD/Master of Accountancy and the forthcoming JD/MBA program) more readily accessible for Treasure Valley students.

The proposal contemplates a combination of student revenues, University reallocations, and a requested legislative appropriation of $400,000 per year, commencing in Fiscal Year 2014, to fund the operation of the second-year JD curriculum in Boise. The UI estimates that they will need approximately $300,000 per year from student fees to start the second-year curriculum. For the

initial years of the proposal, the operating budget shows an annual net loss, managed by College of Law reserves. The operating budget begins to show a positive cash flow by fiscal year 2017.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho (UI) proposes to broaden the third-year law curriculum currently offered in Boise to include the second-year law curriculum in an effort to meet the demand for legal education in the Treasure Valley. The UI is the only Idaho public institution that offers a law program.

The UI demonstrates the need for legal education in the Boise area as evidenced by the extensive market study conducted by the College of Law in 2008, which assessed the demand and impact of expanding its course offerings in Boise. The UI also provided evidence that there are state workforce needs based on the projections provided by the Idaho Department of Labor, which showed that in 2011 Idaho was expecting to have an estimated 91 job openings per year in Idaho for lawyers and judicial clerks. It's important to note that not all law graduates enter into law practice in the traditional sense. They are presented with other valuable advantages after obtaining the JD degree in various fields such as business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management, social services; mediation and other forms of facilitated dispute resolution; and military service. In fact, based on national statistics as many as 30% of JD degree holders find careers outside of the traditional practice and the judiciary.

The demonstrated need is further evidenced by the establishment of Concordia University of Oregon and the implementation of their new law program in Boise. Concordia reported an enrollment of approximately 75 first-year students this fall. It's important to note that while their Law program is currently unaccredited, they have announced their intentions to seek and obtain American Bar Association accreditation.

The offering of the second-year law curriculum will provide law students in the Treasure Valley with both rural and urban learning opportunities at an affordable cost in comparison to other states. In fact, the UI provided evidence that in the 2011-12 academic year, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $33,960 to $39,210 per year. For public law schools in this region, Idahoans paid nonresident tuition ranging from $25,245 to $41,050. In contrast, the University of Idaho charged Idaho residents $14,404. Even the UI's non-resident tuition level in 2011-12 ($26,560) compares favorably to the tuition levels in other states.

The UI will be requesting a new State appropriation of $400,000 per year during the upcoming legislative session if the second-year curriculum is approved. Staff would like to point out that the UI's administration committed a $300,000 annual investment to start the third-year curriculum in Boise, which will now be used to support the second-year curriculum.

The University of Idaho's request to offer the second-year curriculum in Boise is consistent with their Five-Year Plan for Delivery of Academic Programs in the Southwest Region and is in alignment with their statewide program responsibility pursuant to Board Policy III.Z.

Board staff and Council on Academic Affairs Programs (CAAP) recommend approval as presented.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a second-year law curriculum in Boise.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

ORIGINALS

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	August 31, 2012
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	n/a

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Law Second-Year Curriculum in Boise			
Degree:	J.D.			
Method of Delivery:	In person and some distance education			
CIP code (consult IR /Registrar)	22.0101			
Proposed Starting Date:	August 2014			
Indicate if the program is:		Regional Responsibility	X	Statewide Responsibility

Indicate whether this request is either of the following:

- ☐ New Graduate Program
- ☐ New Doctoral Program
- ☐ New Off-Campus Graduate Program
- ☐ New Off-Campus Doctoral Program
- ☐ Contract Program/Collaborative
- ☒ Expansion of an Existing Graduate/Doctoral Program
- ☐ Consolidation of an Existing Graduate/Doctoral Program
- ☐ Discontinuation of an existing Graduate/Doctoral Program

College Dean (Institution)	Date 4 Sep 2012	Vice President for Research **(as applicable)**	Date 9/24/12
Graduate Dean **(as applicable)**		Academic Affairs Program Manager	
Chief Fiscal Officer (Institution)	Date 9/5/2012	Chief Academic Officer, OSBE	Date 9/27/12
Chief Academic Officer (Institution)	Date 9/4/12	SBOE/OSBE Approval	Date
President	Date 9/18/12		

- **Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance**. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   In August 2008, the University of Idaho sought approval from the Board of Regents/State Board of Education to establish a branch location of the College of Law as a second place for delivery of the Juris Doctor degree. In response, the State Board passed the following motion:

   > "A motion to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion. The Regents recognize the statewide mission of the University of Idaho for legal education. The University is instructed to re-visit the issue of funding and support for a full dual location model, including a full three year branch curriculum in Boise, to continue collaboration with the Idaho Supreme Court on the Idaho Law Learning Center with respect to those programs to be delivered in Boise, and return to the Regents for further discussion."

   This document contains the University's request to broaden the approved third-year law curriculum in Boise by adding a second-year curriculum.

   The proposed second-year law curriculum in Boise is not a new program; rather, it is an addition of second-year courses to the third-year curriculum currently delivered in Boise pursuant to the foregoing action of the Board. There would be one Juris Doctor degree program offered by the University of Idaho, with the full three-year curriculum delivered in Moscow and two years of the curriculum also available in Boise. Students who elected to take courses in the Boise law curriculum would complete the course work for their first year of the three year law program in Moscow and would then be able to complete both the second year and third year of law school in Boise through a highly structured and focused curriculum.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The delivery of second-year courses in Boise is intended to enable law students to pursue their upper-division (second- and third-year courses) in the location that offers the greatest *comparative advantage* for them. Boise, as a metropolitan location and state capital, offers a comparative advantage in business law and entrepreneurism, international business, economic development, intellectual property, and certain aspects of regulatory law. Increased teaching, scholarship, and outreach in Boise will also enhance the University of Idaho College of Law's service to the state (and state government) and the University's fulfillment of its Board-assigned statewide mission in legal education.

   The second-year curriculum will advance these key objectives in the following ways:
   - Meet the demand for legal education in the Treasure Valley by extending the time students may be engaged in study there from one to two years.
   - Provide high quality, "real world" service learning and placement opportunities in the Treasure Valley while meeting the need of state government and other public and non-profit entities for

legal research and clinical legal services.
- Deepen and expand the College of Law's Business expertise by expanding course offerings and research in that area.
- Provide public service clinical legal services to small business and state and local governmental entities through the Small Business Legal Clinic and the Economic Development Clinic in Boise
- Continue the incremental expansion of the College of Law's delivery of legal education in Boise, under the guidance and approval of the Board.
- Enhance access by Treasure Valley students to concurrent degree programs provided by the University of Idaho and Boise State University (JD/Master of Accountancy and the forthcoming JD/MBA program).

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

   The College of Law is accredited by the American Bar Association and has received ABA approval (known as "acquiescence") for delivery of the third-year curriculum in Boise. The expansion of the College's curriculum in Boise to include second-year courses presumably will require ABA review and approval in advance of offering the courses. The ABA requires that resources for a satellite location be sufficient to assure ongoing compliance with ABA standards at both the satellite and home locations. Once approved, the second-year curriculum in Boise will be reviewed as part of the ABA's annual and 7-year accreditation review. The College is in active communication with the ABA and will formally seek whatever approval is necessary as soon as the State Board authorizes the second-year curriculum and funding for delivery of the curriculum is identified.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   No new courses will be added to the College of Law curriculum as a result of this proposal. Rather the proposal adds a new location in which the existing College of Law curriculum will be offered. As new faculty are hired to support the second location, it is likely that new courses will be developed to take advantage of the expertise these faculty will bring to the College of Law. However, those courses are not required for this proposal and cannot be fully anticipated in advance of the program. In all likelihood, because of the business and entrepreneurship focus of the Boise program, any new courses that are added will be in the area of business law, commercial development of intellectual property, and business-related regulatory law.

5. **Please provide the program completion requirements curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

   The information in Appendix A comes directly from the Law Student Handbook and sets forth, in detail, the requirements for the JD degree:

Credit hours required:	90
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	90

   The requirements for completion of the JD Degree are not changed by this proposal. The requirements for the degree do not include any supportive courses from outside the College of

Law, although students may take a limited number of such courses with the approval of the Associate Dean and may count the credits toward the requirements for the JD degree. The JD Degree does not have "required electives," nor is a thesis or dissertation required.

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

The requirements for the JD degree are not changed by this proposal. Those requirements may be satisfied, in part through field placement and clinical legal education courses. The requirements for the JD are provided in Appendix A.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. *If the proposed request is similar to another state program, provide a rationale for the duplication.*

The University of Idaho has the exclusive statewide mission in public legal education. There are no other JD degree programs at public universities in Idaho. Each contiguous state has a public law school offering the JD degree, plus several private schools. An out-of-state institution, Concordia University of Oregon, is starting a private law school in Boise; it is currently unaccredited but may seek accreditation after two years of operation.

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

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

8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

As part of its strategic planning in 2007-08, the College of Law conducted extensive market research on the demand for, and impact of, an expansion of its course offerings in Boise. As explained at length in the 2008 proposal, the research disclosed that the establishment of a Boise campus, complementing the Moscow campus, would have the following effects:

- The College of Law would receive applications from an even greater proportion of the Idahoans who apply to law school each year than the College did then -- and does now. Currently, without the ability to offer more than one year of opportunity in Boise, the College has seen the number of applications by Idaho residents fall from 202 (30% of the total applicant pool) in 2007 to 179 (27% of the pool) in 2011.

- The total number of Idahoans who apply to a law school would increase, as place-bound residents in southern Idaho would apply to the College of Law if they saw an opportunity to receive 2 or all 3 years of their legal education on a Boise campus.

- The College of Law would enroll a higher percentage of applicants among those who apply and are accepted. (In a 2007 survey of students who applied to, and were accepted by, the College of Law, but who then decided not to pursue a legal education at the University of Idaho, 64% of the non-enrollees said they would have been more likely to attend the University of Idaho if the College of Law had been located in both Boise and Moscow; this included 17% who said they would have been "much more likely to attend." Among Idaho resident non-enrollees, the survey results were even more striking: 79% said they would have been more likely to attend, including 31% who said they would have been "much more likely" to do so.

- The College of Law would also get more applications from non-residents than it does now, and it would enroll a higher percentage of the non-residents to whom it offers admission. A 2008 survey of potential law school applicants in Idaho and surrounding states showed an 84% increase in expressions of interest in the University of Idaho College of Law if it were to offer legal education at both Moscow and Boise. The nonresident population is important because many non-residents have personal or family connections to Idaho. Moreover, they contribute to the quality of the law school because they bring a wider range of experiences and diversity of backgrounds than would exist in a class consisting exclusively of one state's residents. They also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps keep in-state tuition down), but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho who then employ Idaho law graduates or refer cases in Idaho to them. Furthermore, many non-resident law students stay in Idaho after graduation from the College of Law, enriching the Idaho legal profession and making other valuable contributions to the state. Their College of Law education trains them in Idaho law and acculturates them to the high standards of professionalism of the Idaho bar and the broader professional community of which the state bar is a part.

9. Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current 2011-12	Year 1 Previous 2010-11	Year 2 Previous 2009-10	Current 2011-12	Year 1 Previous 2010-11	Year 2 Previous 2009-10	
BSU							
ISU							
LCSC							
UI	M=334 B=30	M=319 B=30	M=322 B=0	M=76 B=27	M=78 B=24	M=95 B=0	92.3%*
CSI							
CWI							
EITC							
NIC							

M=Moscow campus; **B=Boise campus**. *Please add M and B for total enrollment and degrees awarded for the academic years presented.*

**The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.*

10. Will this program reduce enrollments in other programs at your institution? If so, please explain.

There is only one law program in Idaho. This proposal only anticipates the addition of a location at which a portion of the curriculum would be offered. We do not anticipate that enrollment at the College of Law will change as a result of offering second-year courses in Boise. To the extent it changes we anticipate some incremental increase in enrollment because some of the students in Boise will be transfer students from other law schools who wish to finish their legal education in a metropolitan location.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

All jobs in the United States requiring a law license entail passage of a bar examination, and, in turn, qualification to sit for a state bar examination requires – in nearly all states including Idaho – a Juris Doctor degree earned from an accredited law school. In addition, many jobs either require or favor a JD degree even if they do not separately require a law license..

Although the availability of law license jobs has softened nationwide, especially in very large firms, Idaho graduates have not been as adversely affected as their national counterparts. Many Idaho graduates pursue careers in small- to medium-sized firms, where employment levels are holding steady or improving. In 2010, 21% of the nation's law graduates went to work at firms with more than 500 attorneys, down from 26% the previous year. In contrast, 39% took jobs in small firms of 2-10 attorneys, up from 32% the previous year, and the fraction of graduates entering solo practice rose from 3% to 6%. Moreover, demand for the Juris Doctor degree goes beyond the practice of law.

The JD degree provides a valuable advantage in business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management, social services; mediation and other forms of facilitated dispute resolution; military service; and other fields. National statistics indicate that as many as 30% of JD degree holders find careers outside the traditional practice. Such jobs often provide attractive compensation along family-friendly working hours. Even if the focus is limited to traditional law jobs, the impact of the "Great Recession" on the "legal sector," as measured by the U.S. Bureau of Labor Statistics, has been modest in comparison to employment categories generally. The lawyer unemployment has varied only from approximately 2% to 2.5% during the "Great Recession." This is because the legal profession is restructuring from very large firms to smaller firms.

Demand for a program of public legal education that offers both rural and urban learning opportunities will remain strong, especially if it is coupled with a cost advantage. In 2011-12, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $33,960 to $39,210 per year. Even at public law schools in this region, Idahoans would pay non-resident tuition ranging from $25,245 to 41,050. In contrast, the University of Idaho College of Law in 2011-12 charged Idaho residents $14,404. Even our non-resident tuition level in 2011-12 ($26,560) compares favorably to the tuition levels in other states. The benefit of a cost-effective legal education is realized not only by the students, also by their eventual clients who will not have to pay fees leveraged upward by their attorneys' high educational debts.

Demand for legal education specifically in the Treasure Valley is demonstrated by the entry into the Treasure Valley "market" of a private law school affiliated with a private Oregon university. That law school has announced the enrollment of approximately 75 first-year students in the fall of 2012 and has announced its intention to seek and obtain American Bar Association accreditation. In 2011 the University of Idaho College of Law received 98 applications from prospective students in the southwest Idaho counties comprising the "Treasure Valley; in 2012 the College received 71 such applications. In 2011 the College enrolled 47 law students from the Treasure Valley area; that number decreased in 27 in 2012. The addition of a second-year curriculum in Boise, enabling students to take nearly 2/3 of their credit hours in Boise, and facilitating participation in concurrent degree programs with Boise State University, will improve the University of Idaho's attractiveness to prospective law students in the Treasure Valley and across southern Idaho.

The job market for Idaho law graduates will remain strong as Idaho continues to be a net importer of legal talent. The Idaho Department of Labor in 2011 estimated that Idaho is expected to have 91 job openings per year for lawyers and judicial clerks. Because approximately 65% of Idaho's graduates typically take jobs within the state, and up to 30% find their way into careers outside the practice of law and the judiciary, the data would suggest that approximately 45 of the University of Idaho's law graduates in 2011 were seeking those 91 jobs. The Department of Labor also has projected that employment opportunities in law are expected to evolve at about the same rate as employment in the economy as a whole. Moreover, Idaho ranks 49th among the 51 states and District of Columbia in lawyers per capita; that is why Idaho is a net importer of legal expertise. In fact, from 2009 to 2011, fewer than one-third of the new lawyers admitted to practice in Idaho, including reciprocal admissions from other states, were graduates of the University of Idaho College of Law.

In addition, the legal profession is aging. A survey in 2011 by the Idaho State Bar disclosed that more than half of all Idaho lawyers are fifty years of age or older. A similar survey in Washington, where our College of Law places the second-highest number of its graduates, showed that 71% of lawyers are fifty years of age or older, that 21% more than 60 years of age, and that 21% plan to retire within the next five years.

At the College of Law, job placement figures have shown the effect of the "Great Recession" but appear to be rebounding: (a) In the Class of 2009, 80.43% of graduates surveyed had found

employment (65.22% full-time) within 9 months of graduation – a time period that includes taking, and receiving the results of, a state bar examination. In 2010, at the nadir of the "Great Recession," the percentage reporting employment had decreased slightly to 79.78% (64.04% full-time). In 2011, the percentage reporting employment increased to 85.71% (73.47% full-time). Some graduates were not looking for employment because they were pursuing additional graduate-level academic degrees. The average starting salary, for all categories of public and private sector jobs, rose from $49,349 for the class of 2009 to $50,359 for the class of 2010 and to $51,229 for the class of 2011.

Barriers to entry in legal education include significant regulatory requirements (in particular, the rigorous multi-year accreditation process of the American Bar Association) as well as the financial challenges of operating a quality, nationally accredited JD degree program. Nonetheless, seeing the opportunity in Idaho, a private institution from Oregon has entered the Boise market for legal education, with the announced intent to enroll a class in 2012 and to attain accreditation. The University of Idaho, by establishing a second-year curriculum in Boise and ultimately a full three-year JD degree program in Boise, complementing the Moscow program, will better serve Idaho's students, better serve the state through faculty and students working and studying in the state capital, and better fulfill the statewide mission in legal education assigned to the University by the Board of Regents/State Board of Education.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

In the following chart, state figures are used because the University of Idaho has a statewide mission, the Idaho Department of Labor provides statewide data, and opportunities for JD degree holders are not limited to a particular region or locality. As explained above, the Department of Labor in 2011 estimated 91 job openings per year in Idaho for lawyers and judicial clerks, which are traditional jobs in practice and the clerkship gateway to practice. U.S. Department of Labor estimates show that traditional law jobs are expected to grow at about the same rate as the national economy (approximately 2%). As further noted above, the NALP (*After the JD Degree* studies *I* and *II)* has shown that more than 30% of JD degree holders go into jobs outside these traditional areas. Of those seeking traditional jobs, 65% on average search in Idaho; the other 35% to out of state. Thus 45 members of the graduating Class of 2011, which can be used as a baseline year would have been looking for these *traditional jobs*. An enrollment increase of approximately 14% in the *entering* classes of 2010 and 2011, over the entering class of 2008 that produced the graduating class of 2011, will result in about 14% more job seekers, as reflected below. However, in 2012, as the College of Law maintained its admissions standards notwithstanding a dip in applications, the enrollment level returned to pre-2010 levels and the eventual number of traditional job seekers from that cohort of students will subside accordingly. The proposed second-year curriculum in Boise will provide an advantage to those students to seek to focus in business law and/or to locate their families and careers in the Boise area or elsewhere in southern Idaho.

	Year 1	Year 2	Year 3
Local (Regional)			
State	91 jobs 45 seeking from UI	93 jobs (up 2%) 51 seeking from UI	95 (up 2%) 51 seeking from UI
Nation			

Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C. The estimates shown above are extrapolations of Idaho Department of Labor data for traditional law jobs.

a. **Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.** The curricular focus in Boise on business law and entrepreneurism will equip students to use their JD degrees as enablers of commerce and investment; moreover, some graduates will go into business for themselves, either right out of law school or eventually.

b. **Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.** The Boise curriculum also enables students to work, and later use their experiences to obtain employment, in government agencies in Idaho's capital city and to secure externship opportunities in a wide array of private, public, and nonprofit settings.

12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Some interactive video will be used to deliver courses from Boise to students in Moscow and visa-versa. Distance Learning will not constitute a significant portion of the curriculum. Currently ABA accreditation standards preclude counting more than 12 distance learning credits toward the JD degree.[1] Thus while the curriculum in Moscow and in Boise will be enhanced through distance education, most courses in both locations will be delivered through traditional in person instruction.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

The University of Idaho has the exclusive state wide mission for legal education in Idaho. In 2008, the State Board of Education authorized the University of Idaho to develop a third-year law curriculum in Boise in order to better meet the needs of all Idahoans for legal education and to better serve the needs of the state (particularly state government) for legal expertise. This proposal constitutes a logical development of the existing Boise curriculum. The proposal advances specific elements of the State Board's strategic plan as follows:

- The State Board's Goal 1 ("A Well Educated Citizenry") will be advanced at Objective A ("Access") through the increased accessibility of a cost-effective public legal education made possible by the second-year program in Boise. One of the performance measures for that objective, achieving diversity in attainment of postsecondary education, also will be advanced

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1 **Standard 306. Distance Education**

(a) A law school may offer credit toward the J.D. degree for study offered through distance education consistent with the provisions of this Standard and Interpretations of this Standard. Such credit shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school's regular curriculum approval process.

* * *

(d) A law school shall not grant a student more than four credit hours in any term, nor more than a total of 12 credit hours, toward the J.D. degree for courses qualifying under this Standard.

by increased accessibility of public legal education in Idaho's largest metropolitan area. Moreover, a "well educated citizenry" will be enhanced through the civic education outreach programs developed by the College of Law at the Idaho Law Learning Center.

- The State Board's Goal 2 ("Critical Thinking and Innovation") will be advanced at Objectives A and B ("Critical Thinking, Innovation and Creativity") through the research, outreach, and service performed by law faculty and upper-division law students, especially in the curricular emphasis area of business law and entrepreneurism. Objective C ("Quality Instruction") will be advanced by the academic rigor of an American Bar Association-approved law school's program, delivered in the state capital.

- The State Board's Goal 3 ("Effective and Efficient Delivery Systems") will be advanced at Objective A ("Cost Effective and Fiscally Prudent [Programs]") and Objective C ("Administrative Efficiencies") by achieving economies of scale and capitalizing upon the comparative advantages of both a land-grant campus location and a metropolitan location, by delivering legal education through complementary programs at Moscow and Boise by a unified, statewide law faculty and administration. These objectives also will be advanced through the cost-effectiveness and synergy of linking the JD degree instruction offered by the University of Idaho with concurrent MBA and Masters of Accountancy degree opportunities at Boise State University.

14. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
University of Idaho Strategic Plan Goal 1 ("Teaching and Learning – Enable Student Success in a Rapidly Changing World")	This goal will be advanced at Objective A ("Build Adaptable, Integrative Curricula and Pedagogies") through the development and delivery of complementary curricula at Moscow and Boise, with distinctive areas of emphasis that utilize the advantages of the land-grant campus in Moscow and the metropolitan location in Boise.

University of Idaho Strategic Plan Goal 2 ("Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow")	Goal 2 will be advanced at Objective A ("Strengthen All Scholarly and Creative Activities Consistent with the University's Strategic Missions and Signature Areas") through the research and outreach, particularly in the field of business law and entrepreneurism, of faculty and upper-division students in Boise. Expanding the Boise program from a third-year to a combined second-and-third year program (and ultimately a full three-year branch program) will enable the University carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B ("Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity) will be advanced through interactions between and among the University of Idaho's Boise program, the business-related concurrent degree programs at Boise State University, the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.
University of Idaho Goal 3 ("Outreach and Engagement – Meet Society's Critical Needs by Engaging in Mutually Beneficial Partnerships")	Goal 3 will be especially advanced at Objective B ("Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond") through the University's collaboration with the Idaho Supreme Court on the Idaho Law Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho's legal and business communities, and through increased interaction with -- and service provided by law faculty and students to -- government agencies in and near Idaho's capital city.
University of Idaho Goal 4 ("Community and Culture – Be a Purposeful, Ethical, Vibrant, and Open Community")	Goal 4 will be advanced by enhancing enhanced access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by the enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho's major center of population, commerce, and government.

15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

16. 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). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students will be informed of the second-year-in-Boise opportunity prior to admission to the College of Law through all the marketing information currently developed by the College's admission office to promote the JD program in general. Once admitted all students will be counseled about the College curricular offerings in Boise through faculty mentorship, the College's Academic Support programs, the College's website and the Law Student Handbook.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

N/A

18. Program Resource Requirements. Using the ***Excel spreadsheet*** [2] provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

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.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Full-time tenure track associate professor	$136,000[3]	1.0 1.0 1.0	420[4]- FY14 420 – FY15 420 – FY16	35 35 35
Full-time tenure track associate professor	$136,000	1.0 1.0 1.0	420 – FY14 420 – FY15 420 – FY16	35 35 35

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

New Boise Personnel	FY14	FY15	FY16
Assistant Business Manager	$0	$0	$66,000
Student Services Assistant Director	$66,000	$66,000	$66,000
IT Manager	$0	$59,000	$59,000
IT Staff/classroom support	$0	$45,000	$45,000
Faculty Support Staff	$0	$44,800	$44,800
Yearly Total	$66,000	$214,800	$280,800

2 The attached spreadsheet varies from the SBOE template but has been deemed adequate by SBOE staff for purposes of this proposal as it provides more detail than required by the standard template.
3 Annual salary rate is calculated as a $90,000 base salary, plus fringes, research stipend, professional development costs and miscellaneous fees.
4 Calculated at 12 credit hours per academic year, multiplied by 35 full-time students

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 & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program

The College of Law will utilize existing administrative structure for the program, supplemented by the new Boise personnel noted in the previous section. The program will not require the involvement of other departments, colleges, or other institutions.

Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.) - Operating expenditures for the existing 3rd year curriculum will be sufficient.

b. 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 College will be required to support and maintain a law library that meets the needs of the College's teaching, scholarship, research, and service programs for the 2nd and 3rd year classes, as well as provide competent staff in sufficient numbers.

The College meets the needs of the 3rd year curriculum in Boise through its management of the State Law Library located on the 5th Floor of the Idaho Water Center and adjacent to the College of Law's student and faculty areas. The 5th floor law library is a collaboration between College of Law and the Idaho State Judiciary in which the College of Law has taken over management of the State Law Library and then supplemented the State Law Library with an academic collection in support of the 3rd year curriculum, as well as funded substantial updates to the practitioner and public collections.

The 5th floor collection currently has about 30,000 volumes and volume equivalents. In addition, selected federal, state, and Idaho archival materials are located in the basement of the Supreme Court Building. The Law Library has four computer terminals with public access to WESTLAW Next, and access to all of the databases currently subscribed to by the College of Law.

The library needs of 2nd year students will not be the same as those of existing 3rd year students. The College of Law Library has consulted with Westlaw regarding the level of funding that would be required to support the slate of courses to be offered during a 2nd year program. In addition, we have calculated the cost of non-Westlaw titles that would be needed to support a 2nd year. Accordingly, we have budgeted that amount to purchase treatises, practice materials, and loose-leaf services to support those courses. Additional funding would be used to cover the cost of adding monographs, loose leafs, and periodicals to the collection to support the UDWR and the expanded research needs of faculty. We believe that the existing library space at the Idaho Water Center can accommodate the addition of these materials.

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

(c) For off-campus programs, clearly indicate how the library resources are to be provided. The existing State Law Library collection will be supplemented as follows:

	FY14	FY15	FY16
Library – Boise			
TT Librarian (JD - 12 month)	$0	$66,000	$66,000
Materials with Continuations	$140,000	$140,000	$140,000
Monographs	$50,000	$50,000	$50,000
Online Services	$140,000	$140,000	$140,000
Yearly Total	$330,000	$396,000	$396,000

(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.

Capital budget items are detailed on the attached budget spreadsheet under the "Cap Budget Detail" sheet.

d. 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?

The central administration of the University of Idaho will continue a $300,000 annual investment that was used to start the third-year curriculum in Boise and now will be used to add the second-year curriculum. This investment will be reviewed annually.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Private funds will be used to enhance adjunct instruction, student scholarships, faculty research, co-curricular activities, and outreach initiatives at the Boise location.

(3) 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.

The University of Idaho is requesting a new State appropriation of $400,000/year and will seek the funding in the upcoming legislative session if approved and submitted to the Governor and Legislature by the State Board.

(4) 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

(5) Provide estimated fees for any proposed professional or self-support program.

Additional program funding will be provided by student professional fees. We estimate that we need approximately $300,000/year from student fees to start the Board-authorized second-year curriculum in Boise.

Law student dedicated professional fees are projected to increase approximately 7% per year, subject to State Board approval, during the time span of the budget contained in this proposal. These fees will be an investment in the overall strengthening of the law school by enabling the curriculum to be delivered at locations offering the greatest comparative advantage. Approximately in FY 2015, when the Idaho Law Learning Center may become available, and occupancy costs would be charged by the Department of Administration, students in Boise would pay an additional professional fee increment of approximately $1,000 per year, subject to State Board approval, unless appropriated funds were obtained to cover the College's share of the occupancy costs shared with the Idaho Supreme Court.

APPENDIX A

B. Requirements for the J.D.

You must meet all the following requirements to receive the J.D.:

- Pass all required courses;
- Fulfill the Upper Division Writing Requirement;
- Complete at least 90 semester hours of credit;
- Complete at least 86 classroom credits;
- Complete six semesters in residence at ABA-accredited law schools;
- Complete the last two semesters and 26 credits at the College;
- Satisfy the professional skills requirement with at least two hours of skills training;
- Perform at least 40 hours of law-related pro bono service; and
- Fulfill all requirements within six years of the date you entered law school.

1. Required Courses

The following are the required courses **for the Class of 2014**:

1L courses:

- 805 Introduction to Law and Procedure
- 806 Procedure II
- 807 Property
- 809 Torts
- 812 Criminal Law
- 813 Contracts
- 815 Legal Research and Writing
- 816 Constitutional Law I
- 820 Legislation and Regulation

2L courses:

- 905 Constitutional Law II
- 962 Professional Responsibility.

The following are the required courses **for the Classes of 2012 and 2013**:

1L courses:

- 805 Introduction to Law and Procedure
- 806 Procedure II
- 807 Property I
- 808 Property II
- 809 Torts I
- 810 Torts II
- 812 Criminal Law
- 813 Contracts I
- 814 Contracts II
- 815 Legal Research and Writing.

2L courses:

- 902 Constitutional Law I
- 905 Constitutional Law II
- 962 Professional Responsibility.

2. Upper Division Writing Requirement

You must satisfy the Upper Division Writing Requirement (UDWR) by completing a major writing project between the end of 1L year and graduation. After you have fulfilled the requirement, you are responsible for having the supervising faculty member sign the *Certification of Upper Division Writing Requirement* (found on the forms carousel outside the Deans' Office) and ensuring the certification is turned in to the Deans' Office. Do not assume your supervising faculty member will turn in the certification — **it is your responsibility to make sure the Deans' Office receives the signed certification.**

Normally the writing project must be supervised and graded by a member of the full-time faculty of the College of Law. With the prior written approval of the Dean of Faculty, visiting, affiliate, or adjunct faculty may be permitted to supervise and grade a major writing project when it is conducted as part of a seminar that faculty member teaches. **Never assume a paper you write will fulfill the UDWR.**

You can only fulfill the UDWR by writing for a law school course. Any of the following ways may suffice, but **all require the instructor's agreement to supervise the writing project under UDWR requirements**:

- Preparing a paper for a regularly scheduled course or seminar in which the instructor agrees to accept papers for satisfaction of the UDWR;
- Conducting independent research and writing under the supervision of a full-time faculty member in Law 983 (Directed Study);
- Completing the writing requirement for membership in the Idaho Law Review (Law 982) or *the crit* (Law 981);
- Preparing a major brief in Law 974 (Legal Aid Internship); or
- Preparing the problem and bench brief for the McNichols Competition (Law 955, Appellate Advocacy Program) under the supervision of the faculty member supervising the competition. **Please note: Writing a brief for the McNichols Competition, Law 955, does not fulfill the UDWR.**

Whether you write for a paper course, directed study, law journal, Clinic, or McNichols, you must be the exclusive author of the paper you write for the UDWR. You may not obtain any aid in the research, organization, writing, or any other aspect of the paper except for research and editorial assistance expressly approved by the supervising faculty member.

Your writing project must be a paper of at least 20 double-spaced pages exclusive of footnotes, evidencing significant legal or empirical research and thoughtful, well-drafted writing. The paper must reflect your ability to explore, on the basis of significant research in legal sources, the interrelationship of issues presented in a complex context. You must produce a minimum of two drafts. The supervising faculty member will review the paper and provide you with a detailed critique. In your subsequent draft, you must respond to and remedy the criticisms included in the supervising faculty's initial critique.

Receiving a passing grade in the course for which you write your UDWR paper does not mean you have satisfied the UDWR — the supervising faculty member must independently certify that the writing project satisfies the UDWR. Depending on the quality of your drafts, some faculty members may require more than two drafts before certifying that you have satisfied the UDWR. Because of the faculty's rigorous standards in certifying papers as satisfying the UDWR, you should strive to complete the UDWR by the end of the fifth semester.

3. Total Credits

Students must complete a minimum of 90 semester hours of credit either in the College of Law, by transfer from a law school on the approved list of the American Bar Association, or through approved graduate-level courses outside the law school.

4. Classroom Credits

Of the 90 credits needed to graduate, 86 must be classroom credits, or "class hours" as defined by the American Bar Association's Standards for Approval of Law Schools. You are not limited in the number of "non-classroom credits" you can take, but, if you have only 90 total credits, you may use no more than four "non-classroom credits" toward the credits required to graduate. Most College courses, including the Legal Aid Internship ("*Clinic*") and most externships, provide classroom credits. However, the following courses provide only non-classroom credits:

Non-Classroom Credit Courses			
No.	**Course Name**	**Term(s)**	**Credits**
955	Appellate Advocacy Program (*McNichols*)	Fall	2
981	Critical Legal Studies Journal	Fall/Spring	1–4
983	Directed Study	Fall/Spring Summer	1–2
982	Law Review	Fall/Spring	1–4
972	Legal Externship	Fall/Spring Summer	1
956	Moot Court	Fall/Spring	1–2
973	Public Service Externship, Non-Classroom Credit	Fall/Spring Summer	1–10

5. Semesters and Credits in Residence

You must complete six semesters or their equivalent "in residence"(engaged in the fulltime study of law) at a law school on the approved list of the American Bar Association. **The "semesters in residence" graduation requirement is not related in any way to the establishment of Idaho state residency.**

In addition, you must take the last two semesters and the last 26 credits at the College of Law, unless the Dean of Students waives this requirement for good cause.

For spring and fall semesters, "in residence" means that you are enrolled for at least 10 credit hours during the semester, and that you pass at least nine of those hours. For summer session, you must be enrolled for five or more credits to receive credit for 1/2 semester in residence.

If you are enrolled for fewer than 10 credits during fall or spring semesters, you will receive residence credit in the ratio that the hours for which you are enrolled bear to 10. If you fail to pass at least nine credit hours, you will receive residence credit in the ratio that the hours passed bear to nine. In the event that both ratios apply to a given case, the lower ratio controls.

The College faculty may specify that specific courses do not satisfy all or part of a semester" in residence" requirement. If the faculty decides that a course does not satisfy the "in residence" requirement, that fact will be prominently noted in the Law Student Handbook (for permanently numbered courses) or in official communications from the College administration (for one-time special seminars and courses). Please note that **credits earned in the Northwest Institute for Dispute Resolution do not count toward credits in residence**.

6. Professional Skills Requirement

Students must earn at least two credits in courses designed to teach professional legal skills. You can satisfy the professional skills requirement by earning at least two credits from the following list of courses.

Professional Skills Courses				
No.	**Course Name**	**Type**	**Term(s)**	**Credits**
970	Advanced Legal Research	Simulation	Spring	2
967	Advanced Legal Writing	Simulation	Spring	2
955	Appellate Advocacy Program (*McNichols*)*	Competition	Fall	2
912	Civil Mediation	Simulation	Summer	2
977	Clinical Labs	Live Client	Fall/Spring	1 (4 max)
914	Dispute Resolution	Simulation	Summer	1
913	Family Mediation	Simulation	Summer	2
986	Judicial Clerkship Seminar	Simulation	Spring	1
987	Law Practice Management	Simulation	Spring	1
971	Lawyering Process	Simulation	Spring	2
974	Legal Aid Internship (*Clinic*)	Live Client	Fall/Spring Summer	1–3 (6 max)
966	Legal Drafting	Simulation	Spring	2
957	Mock Trial	Competition	Spring	2
956	Moot Court	Competition	Fall/Spring	1–2
917	Negotiation and ADR	Simulation	Fall	3
975	Public Service Externship, Classroom Credit	Externship	Summer	1–5 (10 max)
976	Semester in Practice	Externship	Spring	1–12 (12 max)
978	Small Business Legal Clinic	Live Client	Fall/Spring	1–3 (6 max)
958	Trial Advocacy	Simulation	Fall	2
954	Trial Skills	Simulation	Fall	3

* Only students who compete in the quarter finals of the Appellate Advocacy Program (*McNichols Competition*) can use the course to satisfy the skills requirement.

7. Pro Bono Service Requirement

Students must perform a minimum of 40 hours of pro bono legal service. The service can normally start any time after the first semester; however, students on academic probation during the first year may not start fulfilling the pro bono service requirement until after the end of the second semester. The service requirement must be completed by the start of the sixth semester. The service must be provided without compensation, academic credit, or other tangible benefit.

The pro bono service requirement may be met by providing legal services to any of the following recipients enumerated in ABA Model Rule 6.1:

(a) persons of limited means;

(b) charitable, religious, civic, community, governmental, and educational organizations in matters that are designed primarily to address the needs of persons of limited means;

(c) individuals, groups, or organizations seeking to secure or protect civil rights, civil liberties, or public rights; and

(d) charitable, religious, civic, community, governmental, and educational organizations of limited means for furthering their organizational purposes; or by

(e) participation in activities for improving the law, the legal system or the legal profession.

Students may initiate their own pro bono projects or select from pre-approved projects. All self-initiated projects must be approved in advance by the Pro Bono Program Director to qualify for pro bono credit. For more information, visit the Pro Bono Program website.

8. Six Year Requirement

You must fulfill all the above requirements within six years of entering law school. If you must take leave of absence from the College, work closely with the Dean of Students to ensure you will meet this requirement.

OPERATING BUDGET PROJECTIONS	FY13 July 2012 - June 2013	FY14 July 2013 - June 2014	FY15 July 2014 - June 2015	FY16 July 2015 - June 2016	FY17 July 2016 - June 2017
REVENUES	**Total FY13 Combined Operations**	**Total FY14 Combined Operations**	**Total FY15 Combined Operations**	**Total FY16 Combined Operations**	**Total FY17 Combined Operations**
Appropriated Funds	$3,636,467	$3,636,467	$3,636,467	$3,636,467	$3,636,467
Student Fee Funds					
Professional Fee Funds	$2,889,806	$3,094,982	$3,251,502	$3,482,359	$3,729,606
Matriculation Fee Funds (increment)	$178,808	$182,513	$182,513	$155,001	$155,001
Non-resident Fee Funds (increment)	$85,132	$86,834	$88,571	$90,342	$92,149
Boise Facillities Charge	$0	$0	$70,000	$70,000	$70,000
Grant Funds	$269,767	$269,767	$269,767	$269,767	$269,767
Auxiliary Funds	$88,662	$88,662	$88,662	$88,662	$88,662
Gift and Endowments - Non Scholarship					
Gifts Unrestricted	$188,151	$188,151	$188,151	$188,151	$188,151
Gifts Restricted	$89,226	$114,226	$139,226	$164,226	$164,226
Endowment earnings-unrestricted	$48,861	$48,861	$48,861	$48,861	$48,861
Endowment earnings-Restricted	$128,759	$128,759	$128,759	$128,759	$128,759
Scholarships					
Gifts and Endowments	$378,344	$378,344	$378,344	$378,344	$378,344
Tuition Waivers	$234,170	$234,170	$234,170	$234,170	$234,170
Other Funding					
New University Funds	$300,000	$300,000	$300,000	$300,000	$300,000
New State Appropriation	$0	$400,000	$400,000	$400,000	$400,000
Occupancy Costs	$0	$0	$203,138	$203,138	$203,138
State Law Library Operations	$132,800	$132,800	$132,800	$132,800	$132,800
TOTAL REVENUES	***$8,648,953***	***$9,284,536***	***$9,740,931***	***$9,971,047***	***$10,220,101***
EXPENSES	**Total FY13 Combined Operations**	**Total FY14 Combined Operations**	**Total FY15 Combined Operations**	**Total FY16 Combined Operations**	**Total FY17 Combined Operations**
General Faculty - Salary & Fringes					
Admin	$509,423	$509,423	$509,423	$509,423	$509,423
Teaching Faculty	$3,473,808	$3,899,808	$3,924,808	$3,974,808	$3,999,808
Admin/Staff - Salary & Fringes	$811,634	$877,634	$1,026,434	$1,092,434	$1,092,434
Library					
Library - Salary & Fringes	$580,661	$580,661	$647,782	$648,903	$650,024
Library Expenses	$1,444,122	$1,610,572	$1,611,483	$1,612,248	$1,613,012
General Expenses	$1,170,635	$1,198,135	$1,220,635	$1,033,635	$1,041,135
Financial Aid	$816,014	$816,014	$816,014	$816,014	$816,014
Other	$155,000	$215,000	$478,138	$478,138	$478,138
TOTAL EXPENSES	***$8,961,298***	***$9,707,248***	***$10,234,717***	***$10,165,602***	***$10,199,987***
FY NET REVENUE	***-$312,345***	***-$422,711***	***-$493,787***	***-$194,555***	***$20,114***
Reserves from prior year (unrestricted only)	***$1,712,566***	***$1,400,222***	***$977,511***	***$483,724***	***$289,169***
Resulting Reserves	***$1,400,222***	***$977,511***	***$483,724***	***$289,169***	***$309,283***

Appendix C

MOORE INFORMATION
OPINION RESEARCH • STRATEGIC ANALYSIS

May 15, 2008

TO: Stephen Perez, Director of Admissions

FROM: Bob Moore and Kelly Middendorff

RE: University of Idaho College of Law Market Study

Methodology

622 online and telephone interviews conducted among potential law school applicants who had registered for the LSAT in the past school year, in Colorado, Idaho, Oregon, Utah and Washington. The 317 online interviews were conducted April 27-30, 2008, and 305 telephone interviews were conducted April 30-May 4, 2008.

Overview

A law school campus in Boise is more attractive than a campus in Moscow to potential law school applicants, particularly among Idaho residents.

- The University of Idaho College of Law appears to have special appeal for applicants age 35 and older and those with children, along with respondents who applied to Gonzaga Law School and law schools in Utah.

The most appealing messages about the University of Idaho College of Law and a Boise campus include,

- The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (81% more likely to consider University of Idaho)
- The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (76% more likely)
- The Boise campus would be located across the street from the Idaho Supreme Court (72% more likely)
- The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (71% more likely)

More detailed findings follow.

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Top Law School Choice

Overall, there is no single dominant choice for law schools among respondents today. The top two schools mentioned are University of Washington (18%) and University of Idaho (18%), with the top five rounded out by University of Utah (15%), Lewis and Clark Law School (15%) and Seattle University (15%). Other schools mentioned include University of Oregon (12%), Brigham Young University (11%), University of Colorado (10%), University of Denver (8%), University of California-Los Angeles (8%), Gonzaga University (7%) and Stanford University (7%).

Top choice of law school varies by respondents' current state of residence. Fully, 58% of Idaho residents have applied to University of Idaho, while in Utah, 49% have applied to University of Utah and another 36% have applied to Brigham Young University. The top choices for Washington residents are University of Washington (48%) and Seattle University (45%), while most Oregon residents have applied to Lewis and Clark Law School (37%) and University of Oregon (35%) and most Colorado residents have applied to the University of Colorado (45%) and University of Denver (40%).

Looking at law school choices by age, the University of Idaho is the most popular law school among respondents age 35 and older, while the University of Washington is most popular among respondents under age 25. Respondents age 25-34 have applied equally to University of Utah, Lewis and Clark Law School, University of Washington and University of Idaho.

For both married respondents and respondents with children, the top three law school choices are University of Utah, Brigham Young University and University of Idaho. For respondents in a relationship, but not married, the top three schools are University of Washington, Lewis and Clark Law School and Seattle University. There is no consensus among respondents who are single or who do not have children. There is also no consensus choice based on respondent ethnicity.

The importance of state residence and law school choices is illustrated further when we combine all law schools into individual state categories and compare top choice with respondents' place of residence, as the following table reflects.

Top Law School Choices By State and Residence

	All	Idaho	Washington	Oregon	Colorado	Utah
Washington schools	37%	32%	**82%**	27%	8%	16%
California schools	31%	23%	37%	32%	26%	28%
Oregon schools	29%	14%	25%	**75%**	12%	9%
Utah schools	24%	41%	3%	3%	2%	**81%**
Idaho schools	23%	**70%**	24%	12%	9%	23%
Colorado schools	19%	2%	6%	6%	**88%**	3%

Still looking at the combination of all in-state schools, non-Caucasian respondents are most likely to apply to Washington and California schools, while there is no consensus choice for Caucasian respondents. Looking at family status, married respondents and respondents with children are most likely to choose Utah schools, while there is no consensus for single respondents, respondents who are in a relationship, but not married and those without children.

University of Idaho College of Law Issues

Reasons for Not Choosing to Apply

Among respondents who do not choose to apply to the University of Idaho, location is the leading reason for not considering U of I (41%), followed by "unfamiliar with school/area" (19%), "poor reputation/low rankings" (14%). Another 3% gave some other negative response, including "poor law program," "low admissions standards," and "lack of diversity."

Location

Just over four-in-ten respondents (43%) are aware the College of Law is located in Moscow. Another 18% believe the College is located in Boise and 2% say it is located elsewhere. The remaining 34% don't know where the College of Law is located.

Fully 91% of Idaho residents are aware of the College's Moscow location, as are approximately half of Washington and Utah residents (51% aware in Washington, 49% aware in Utah). However, just 22% of Colorado residents and 28% of Oregon residents are aware of the Moscow location.

Knowledge of the college's location is higher among those who say they plan to apply to the University of Idaho than those who plan to apply to other schools (68% aware vs. 44% aware). Knowledge of the Moscow location is also higher among respondents who have negative reasons for not considering the College of Law (55% aware) than those who say "location" is their reason for not considering Idaho (38% aware). Only 17% of respondents who say they are not considering the College of Law because they are "unfamiliar" with the college itself know where it is located.

Familiarity

Overall familiarity with the University of Idaho College of Law is not high today. Just 15% consider themselves to be "familiar" with the College (3% very familiar and 13% fairly familiar), while 83% consider themselves "not familiar" (26% not too familiar, 58% not at all familiar). Again, state of residence plays an important role, as fully 47% of Idaho residents consider themselves familiar with the College, compared to 18% of Washington residents, 17% of Utah residents, 8% of Oregon residents and 3% of Colorado residents.

Interest in Boise and Moscow Campuses

After hearing the following, "the University of Idaho College of Law is considering opening a new campus in Boise, in addition to its main campus in Moscow," 34% of respondents overall say they are likely to apply to a University of Idaho College of Law campus in Boise, while 19% are likely to apply to a Moscow campus. A new Boise campus is a more of a draw among respondents in most subgroups, although Washington residents appear equally interested in both locations. Most likely to be interested in a Boise campus are Idaho residents. In addition, the Boise campus is more attractive to respondents age 35 and older than younger respondents, and more attractive to respondents with children than those without children.

"How likely are you to apply to the University of Idaho College of Law in Boise/Moscow, Idaho?" (% Likely)

	Boise	Moscow	Boise Advantage
All	34%	19%	+15%
Applicant's state of residence			
Idaho	74%	30%	+44%
Washington	29%	26%	+3%
Oregon	33%	13%	+20%
Colorado	17%	9%	+8%
Utah	37%	22%	+15%
Age			
Under 25	28%	14%	+14%
25-34	35%	19%	+16%
35 and older	49%	36%	+13%
Children or dependents?			
Yes	49%	29%	+20%
No	29%	16%	+13%

Proposed Boise Campus Message Testing

The survey tested nine potential messages about the proposed Boise campus. Four of those messages moved more than seven-in-ten respondents to be "more likely" to consider University of Idaho for law school. The most effective messages include:

- The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (81% more likely to consider University of Idaho)
- The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (76% more likely)
- The Boise campus would be located across the street from the Idaho Supreme Court (72% more likely)
- The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (71% more likely)

Three additional messages moved at least six-in-ten to be more likely to consider University of Idaho, including:

- The Boise campus would be located across the street from the State Capitol (61% more likely)
- Boise has been rated by Forbes Magazine and others as one of America's most livable cities (60% more likely)
- University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (60% more likely)

Respondents were more positive than negative about two other messages, but nonetheless, neither generated positive reactions from more than 50%.

- The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (49% more likely)
- The Boise campus would be located only 16 miles from a major ski area (41% more likely)

Less effective than the messages about the Boise campus was a message about the Moscow campus' proximity to cultural events: "the Moscow campus is part of the vibrant residential campus of Idaho's flagship university, known for such events such as the National Medal of Arts-winning Lionel Hampton International Jazz Festival." Only 34% of respondents are more likely to choose Moscow based on this.

The following table illustrates responses to each of the messages tested.

Message Testing

	More likely	Less likely	Net more likely
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	5%	+76%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	5%	+71%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	6%	+66%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	9%	+62%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	8%	+53%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	10%	+50%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	13%	+47%
The University of Idaho is the only law school in the Northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	21%	+28%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	19%	+22%
The Moscow campus is part of the vibrant residential campus of Idaho's flagship university, known for such events such as the National Medal of Arts-winning Lionel Hampton International Jazz Festival (Q14)	34%	20%	+14%

Importantly, the top four messages are all widely effective across all subgroups. There are, however, some differences by subgroup worth noting in the second tier of messages.

- The Boise campus would be located across the street from the State Capitol

  All respondents - 61% more likely

  - Idaho residents (79% more likely) – Colorado and Washington residents were least interested in this
  - Respondents who intend to apply to University of Idaho (76% more likely)
  - Respondents who intend to apply to University of Utah (73% more likely)
  - Respondents who intend to apply to Brigham Young University (72% more likely)

- Boise has been rated by Forbes Magazine and others as one of America's most livable cities

  All respondents - 60% more likely

  - Respondents who intend to apply to University of Idaho (81% more likely)
  - Idaho residents (77% more likely) – Colorado and Washington residents were least interested
  - Respondents who intend to apply to University of Utah (76% more likely)
  - Respondents with children (73% more likely)
  - Married respondents (72% more likely)

- University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law

  All respondents - 60% more likely

  - Respondents who intend to apply to University of Idaho (77% more likely)

Post-Message School of Choice

After hearing the ten messages, 37% said they were likely to apply to the University Of Idaho College of Law in Boise, while 59% were not likely. By comparison, pre-message testing responses were 34% likely and 61% not likely to apply to the College of Law in Boise. The messages together did not have a significant impact on intentions.

Visits to Boise and Moscow

One-in-three respondents (34%) report having visited Boise, and 5% report having visited Moscow. Another 21% say they have visited both cities and the remaining 39% have visited neither city. Idaho residents are the most likely to have visited either one or both cities, while Colorado residents are the least likely to report having visited either. Respondents who have visited Boise or Moscow are more likely to be interested in the University College of Law.

Private or Public Law School?

Among respondents with an opinion, attending a public law school is preferred over a private law school almost two-to-one. Indeed, 39% are more inclined to attend a public law school, while 22% are more inclined to attend a private law school. The remaining 39% are undecided. Importantly, respondents who intend to apply to a public law school are more likely to apply to the University of Idaho College of Law than those who prefer a private law school.

MOORE INFORMATION
OPINION RESEARCH • STRATEGIC ANALYSIS

University of Idaho College of Law Market Study

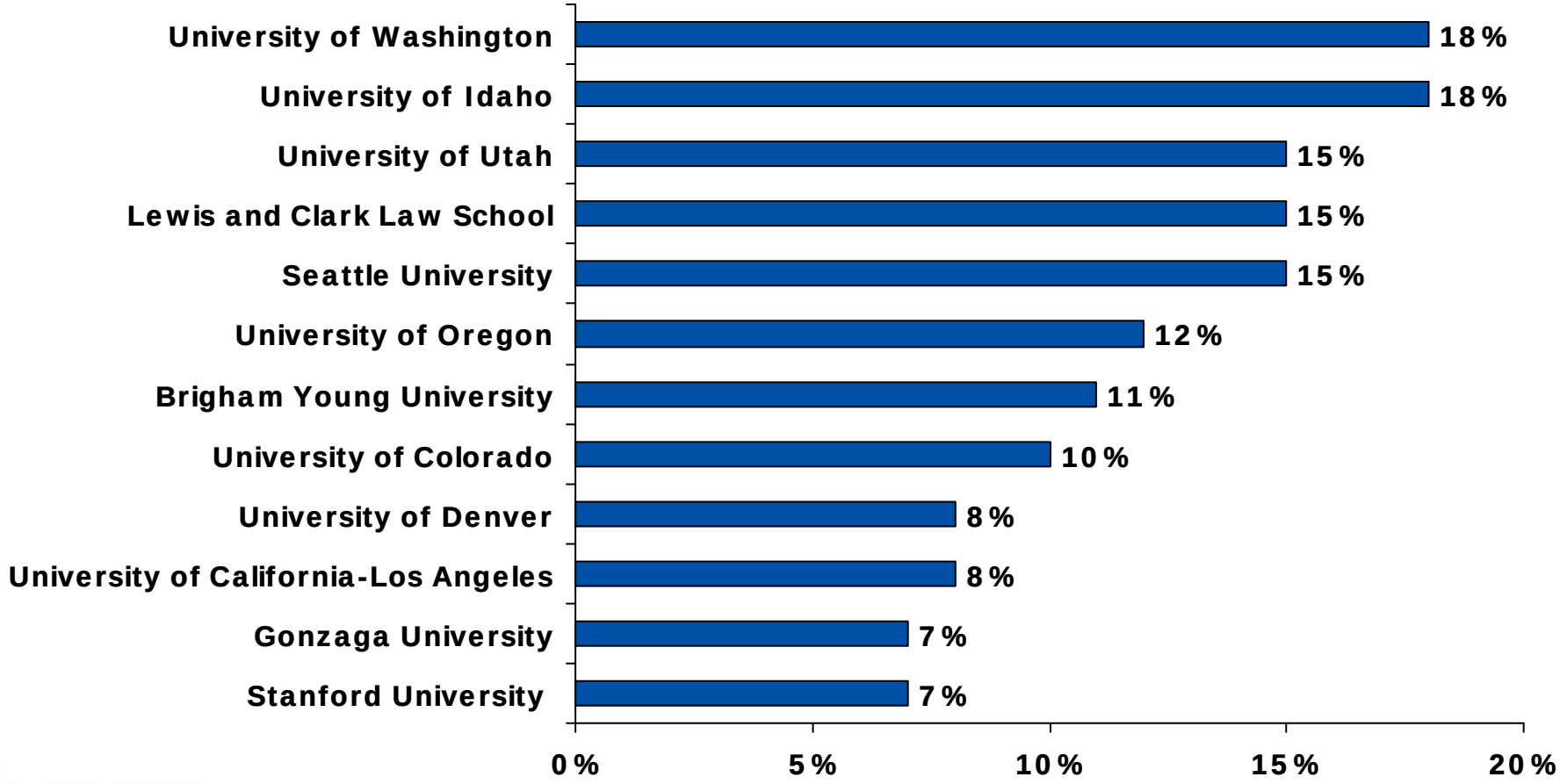
May 2008

Survey Methodology

- Sample
  - 622 Internet and telephone interviews among potential law school applicants who had registered for the LSAT in the past school year, in Oregon, Utah, Washington, Colorado and Idaho
- Method
  - 317 Internet interviews conducted April 27-30, 2008
  - 305 telephone interviews conducted April 30-May 4, 2008
- Sampling error
  - Plus or minus 4% at the 95% confidence level

Top Law School Choices

"Which law school or schools do you plan to apply to?" (Q2)



Top Law School Choices: *State of Residence*

		---------- *Applicant's State of Residence* ----------				
	All	Idaho	Washington	Oregon	Colorado	Utah
University of Washington	18%	15%	48%	16%	2%	4%
University of Idaho	18%	58%	21%	10%	7%	17%
University of Utah	15%	25%	2%	1%	2%	49%
Lewis and Clark Law School	15%	6%	15%	37%	5%	5%
Seattle University	15%	4%	45%	6%	3%	5%
University of Oregon	12%	4%	9%	35%	5%	3%
Brigham Young University	11%	17%	1%	1%	1%	36%
University of Colorado	10%	2%	4%	1%	45%	2%
University of Denver	8%	--	1%	2%	40%	1%
University of California-Los Angeles	8%	4%	11%	6%	7%	8%
Gonzaga University	7%	13%	13%	6%	4%	3%
Stanford University	7%	4%	8%	8%	3%	8%

Top Law School Choices: *Age*

		Applicant's Age		
	All	Under 25	25-34	35+
University of Washington	18%	23%	17%	11%
University of Idaho	18%	13%	17%	40%
University of Utah	15%	10%	21%	16%
Lewis and Clark Law School	15%	13%	19%	10%
Seattle University	15%	17%	14%	7%
University of Oregon	12%	12%	14%	7%
Brigham Young University	11%	8%	13%	14%
University of Colorado	10%	7%	11%	18%
University of Denver	8%	5%	10%	13%
University of California-Los Angeles	8%	11%	5%	7%
Gonzaga University	7%	7%	7%	8%
Stanford University	7%	10%	5%	2%

Top Law School Choices: *Marital Status and Children*

		-------- Marital Status --------			-- Children or Dependents? --	
	All	Married	Relationship, not married	Single	Yes	No
University of Washington	18%	12%	25%	20%	8%	22%
University of Idaho	18%	23%	14%	17%	29%	15%
University of Utah	15%	30%	8%	7%	26%	12%
Lewis and Clark Law School	15%	9%	23%	16%	8%	17%
Seattle University	15%	7%	21%	18%	6%	17%
University of Oregon	12%	7%	16%	15%	10%	13%
Brigham Young University	11%	26%	3%	4%	22%	8%
University of Colorado	10%	7%	16%	9%	11%	10%
University of Denver	8%	7%	10%	9%	10%	8%
University of California-Los Angeles	8%	6%	5%	12%	6%	8%
Gonzaga University	7%	7%	8%	7%	9%	7%
Stanford University	7%	7%	6%	7%	4%	7%

Top Law School Choices: *Intended Applications*

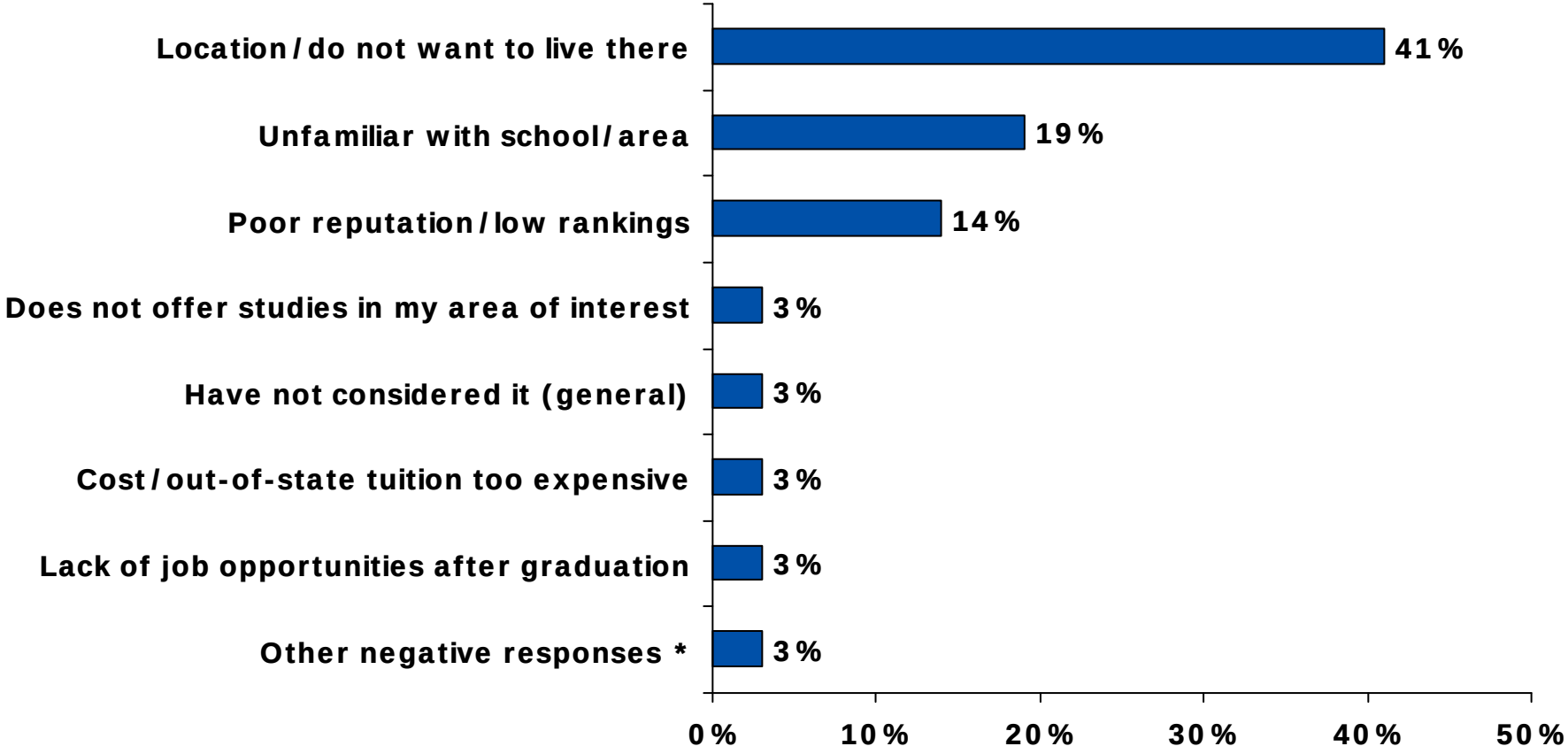
		---------- "Which law school(s) do you plan to apply to? "----------											
	All	U of WA	U of ID	U. of UT	Lewis and Clark	Seattle U	U of OR	BYU	U of CO	U of Denver	UCLA	Gon-zaga	Stan-ford
University of Washington	18%	100%	20%	5%	24%	53%	23%	4%	13%	8%	28%	24%	27%
University of Idaho	18%	20%	100%	33%	18%	18%	14%	32%	19%	18%	6%	42%	2%
University of Utah	15%	4%	28%	100%	4%	4%	6%	61%	8%	4%	14%	11%	7%
Lewis and Clark Law School	15%	19%	15%	4%	100%	26%	43%	3%	16%	4%	8%	22%	5%
Seattle University	15%	43%	15%	4%	26%	100%	21%	3%	8%	6%	14%	27%	5%
University of Oregon	12%	16%	10%	5%	35%	17%	100%	1%	16%	10%	10%	20%	5%
Brigham Young University	11%	3%	19%	44%	2%	2%	1%	100%	3%	4%	10%	7%	10%
University of Colorado	10%	7%	11%	5%	11%	5%	13%	3%	100%	55%	6%	9%	2%
University of Denver	8%	3%	8%	2%	2%	3%	6%	3%	44%	100%	4%	4%	--
University of California-Los Angeles	8%	12%	3%	7%	4%	8%	6%	7%	5%	4%	100%	--	20%
Gonzaga University	7%	10%	17%	5%	11%	13%	12%	4%	6%	4%	--	100%	2%
Stanford University	7%	10%	1%	3%	2%	2%	3%	6%	2%	--	16%	2%	100%

Top Law School Choices- by State: *State of Residence*

		Applicant's State of Residence				
	All	Idaho	Washington	Oregon	Colorado	Utah
Washington schools	37%	32%	82%	27%	8%	16%
California schools	31%	23%	37%	32%	26%	28%
Oregon schools	29%	14%	25%	75%	12%	9%
Utah schools	24%	41%	3%	3%	2%	81%
Idaho schools	23%	70%	24%	12%	9%	23%
Colorado schools	19%	2%	6%	6%	88%	3%

Why Not University of Idaho College of Law?

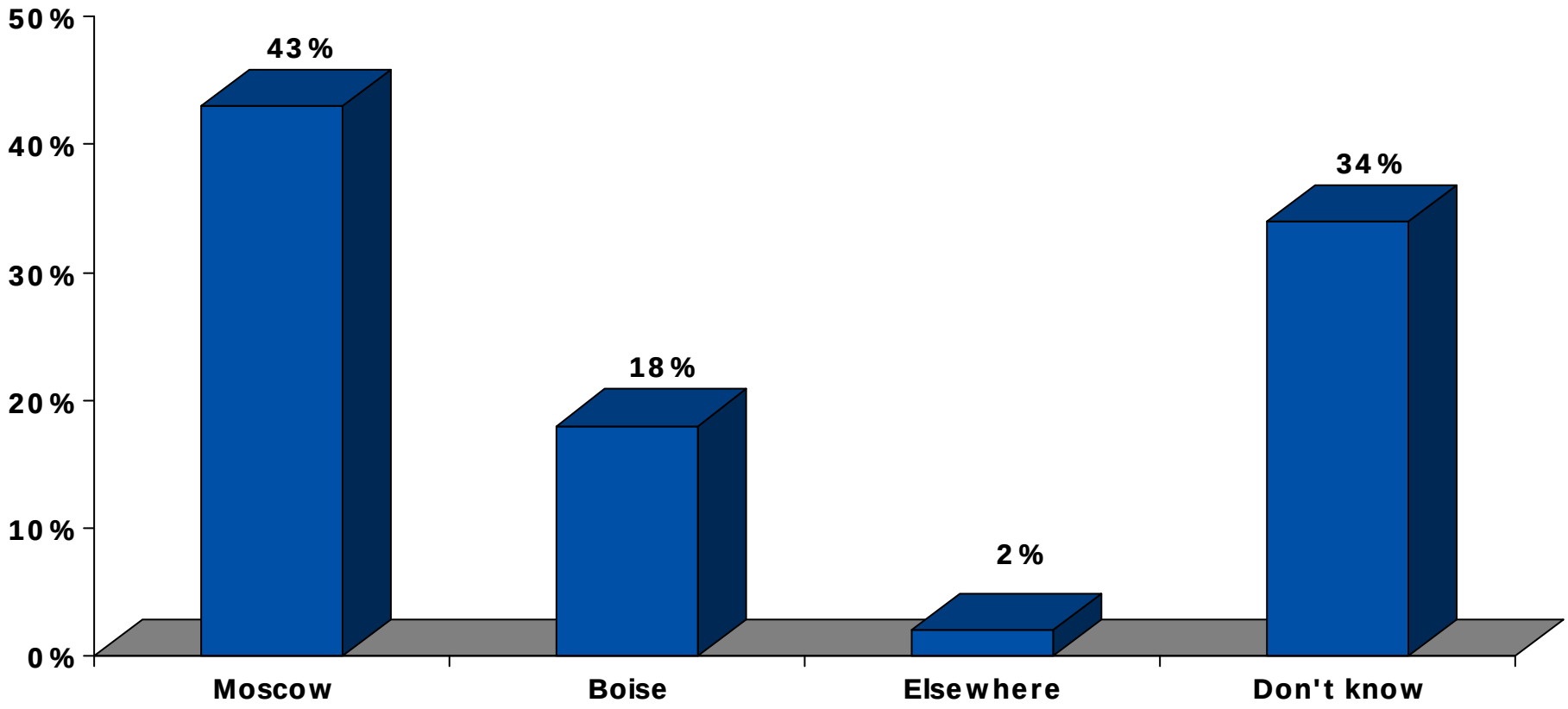
IF NOT UNIVERSITY OF IDAHO IN Q2: "What is the major reason you are not or did not consider the University of Idaho College of Law?" (Q3, N=508)



** Including: poor law program, low admission standards and lack of diversity*

Where is the College of Law Located?

"Can you tell me in what city the University of Idaho College of Law is located?" (Q4)



College of Law Location?
Key Subgroups – 1

	Moscow	Boise	Elsewhere	Don't know
All	43%	18%	2%	34%
Applicant's state of residence				
Idaho	91%	--	2%	2%
Washington	51%	14%	1%	33%
Oregon	28%	25%	--	46%
Colorado	22%	20%	2%	53%
Utah	49%	21%	3%	24%
Which law school(s) do you plan to apply to?				
University of Idaho	68%	12%	1%	12%
Other top choices	46%	19%	2%	36%

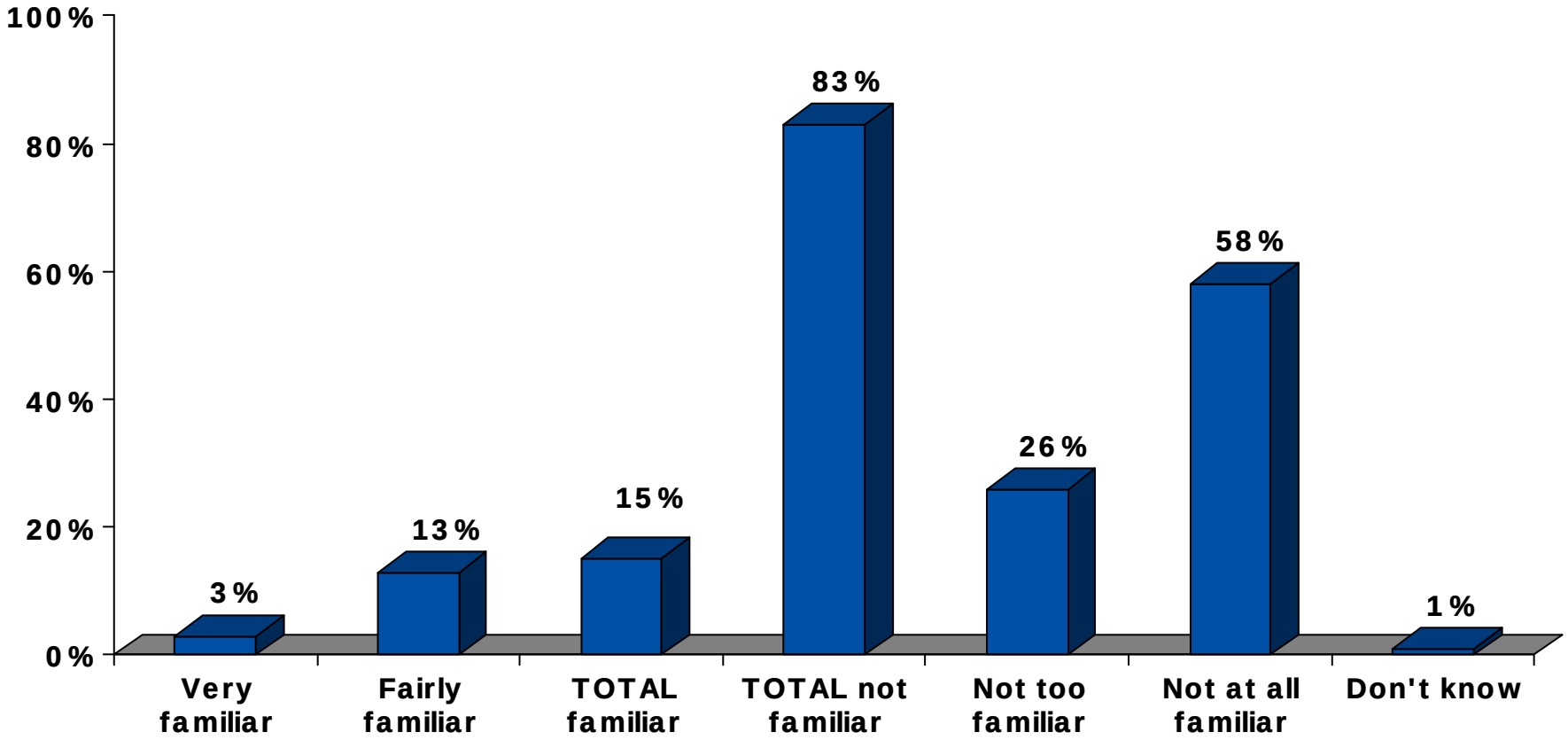
College of Law Location?
Key Subgroups – 2

	Moscow	Boise	Elsewhere	Don't know
All	43%	18%	2%	34%
Why not considering U of ID College of Law?				
Location	38%	18%	2%	41%
Unfamiliar/have not considered/don't know/nothing	17%	26%	2%	54%
Poor reputation/negative responses	55%	18%	1%	24%
Familiarity with U of ID College of Law?				
Familiar	94%	1%	--	1%
Not too familiar	66%	13%	*	19%
Not at all familiar	20%	25%	3%	50%

* Less than one-half of one percent

Familiarity with College of Law?

"How familiar, if at all, are you with the University of Idaho's College of Law?" (Q5)

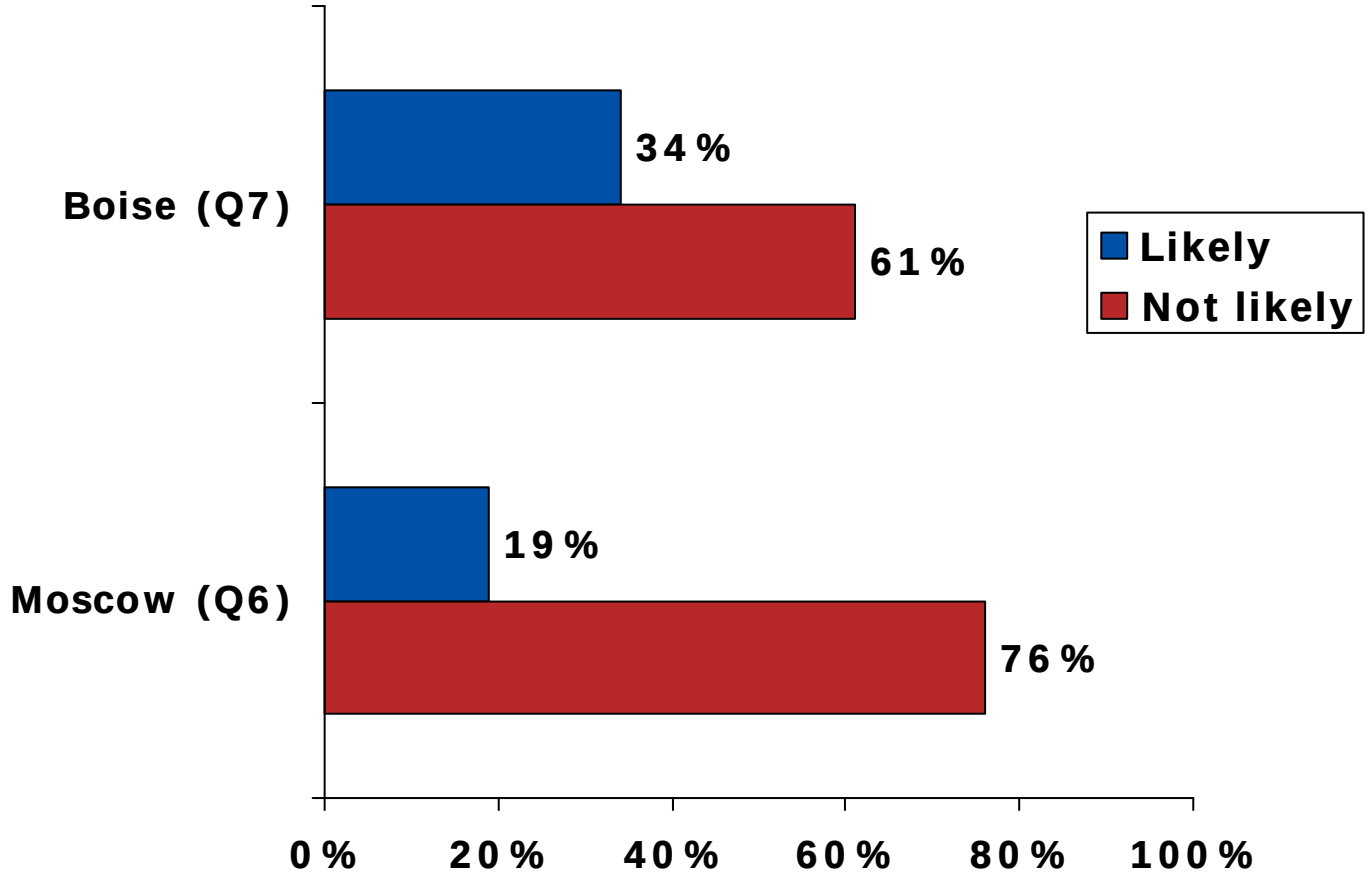


Familiarity with College of Law?
State of Residence

	TOTAL familiar	TOTAL not familiar	Net familiar
All	15%	83%	-68%
Applicant's state of residence			
Idaho	47%	51%	-4%
Washington	18%	81%	-63%
Oregon	8%	90%	-82%
Colorado	3%	95%	-92%
Utah	17%	81%	-64%

Interest in Boise and Moscow Campuses

"How likely are you to apply to the University of Idaho College of Law in … ?"



Interest in Boise and Moscow Campuses: *Key Subgroups - 1 (% Likely)*

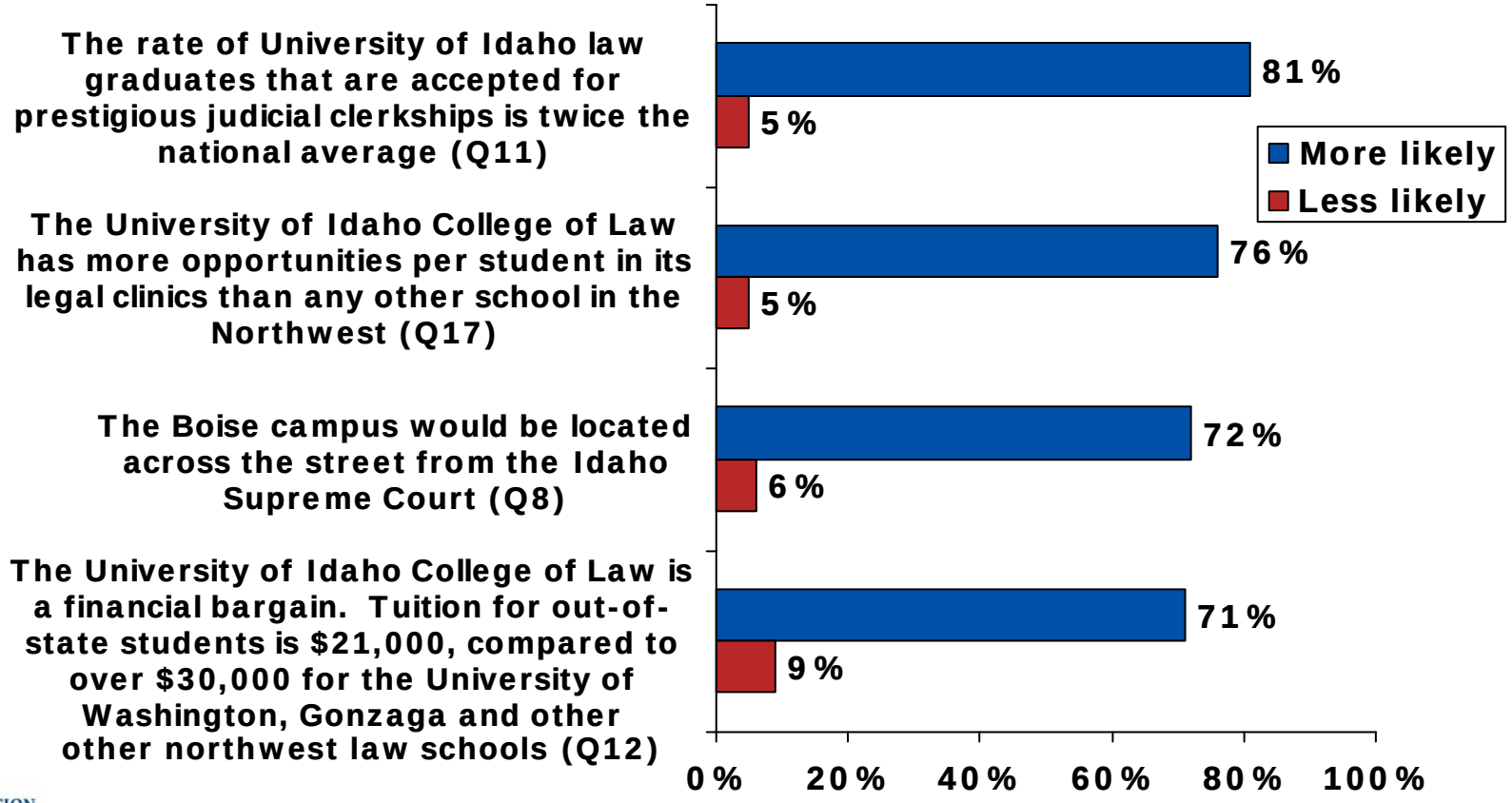
	Boise	Moscow	Boise advantage
All	34%	19%	+15%
Applicant's state of residence			
Idaho	74%	30%	+44%
Washington	29%	26%	+3%
Oregon	33%	13%	+20%
Colorado	17%	9%	+8%
Utah	37%	22%	+15%
Gender			
Men	35%	21%	+14%
Women	31%	16%	+15%
Age			
34 and under	31%	17%	+14%
35+	49%	36%	+13%

Interest in Boise and Moscow Campuses: *Key Subgroups - 2 (% Likely)*

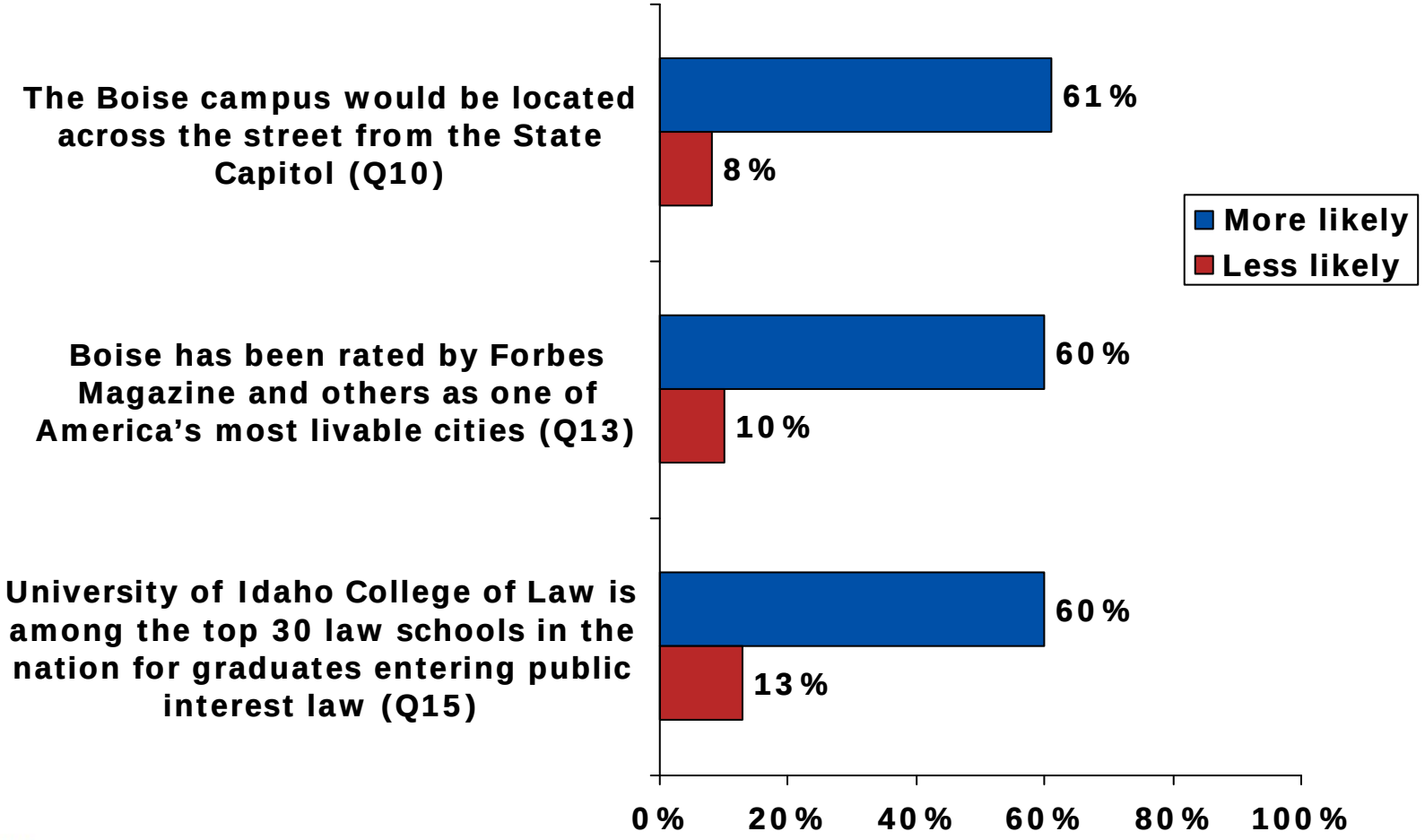
	Boise	Moscow	Boise advantage
All	34%	19%	+15%
Children or dependents?			
Yes	49%	29%	+20%
No	29%	16%	+13%
Ever visited Boise or Moscow, Idaho?			
Boise	39%	18%	+21%
Both	44%	26%	+18%
Neither	25%	14%	+11%

Potential Boise Campus Messages - 1

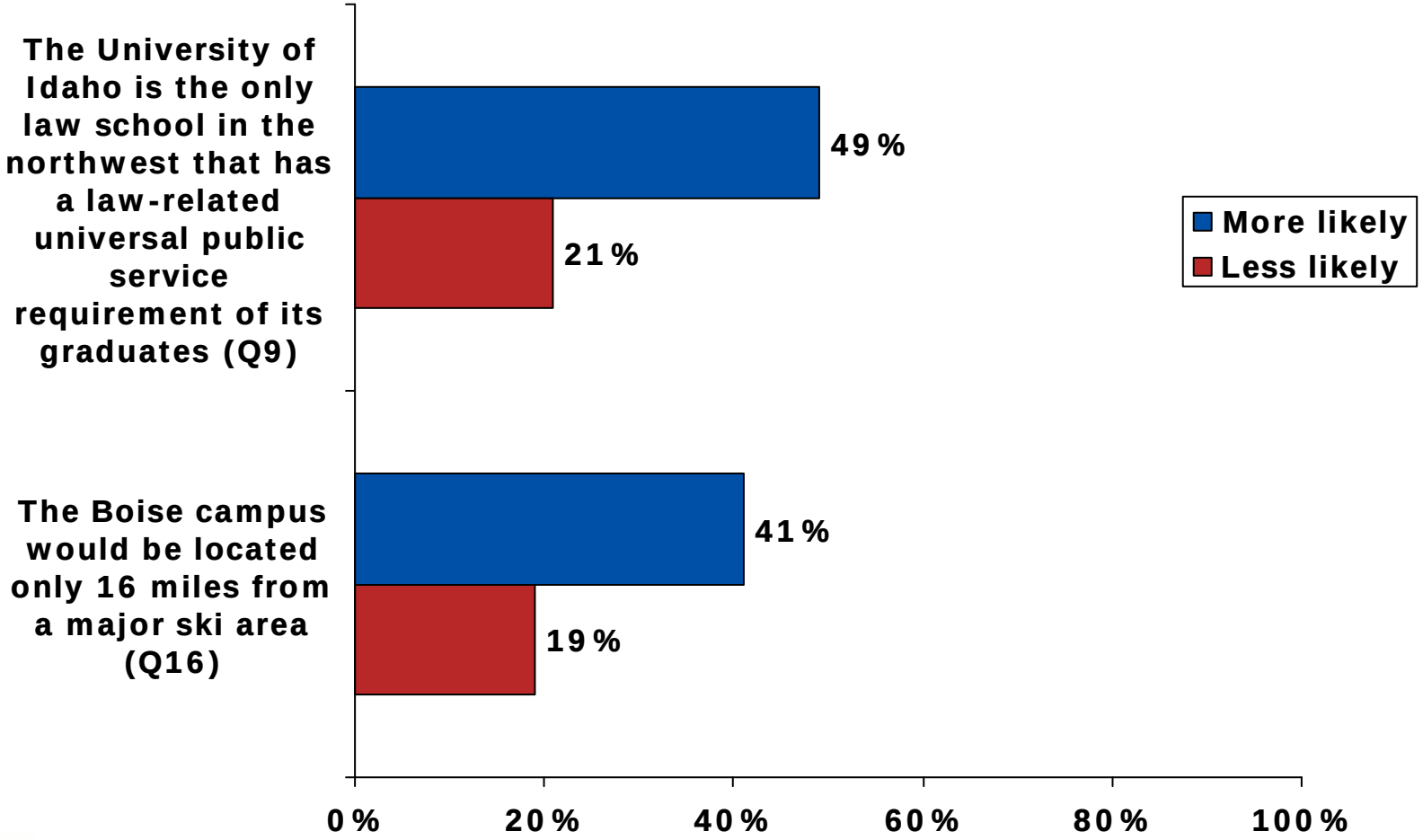
"Here are some statements about University of Idaho College of Law and its proposed Boise campus. After hearing each, please tell me if you are more likely or less likely to consider University of Idaho for law school."



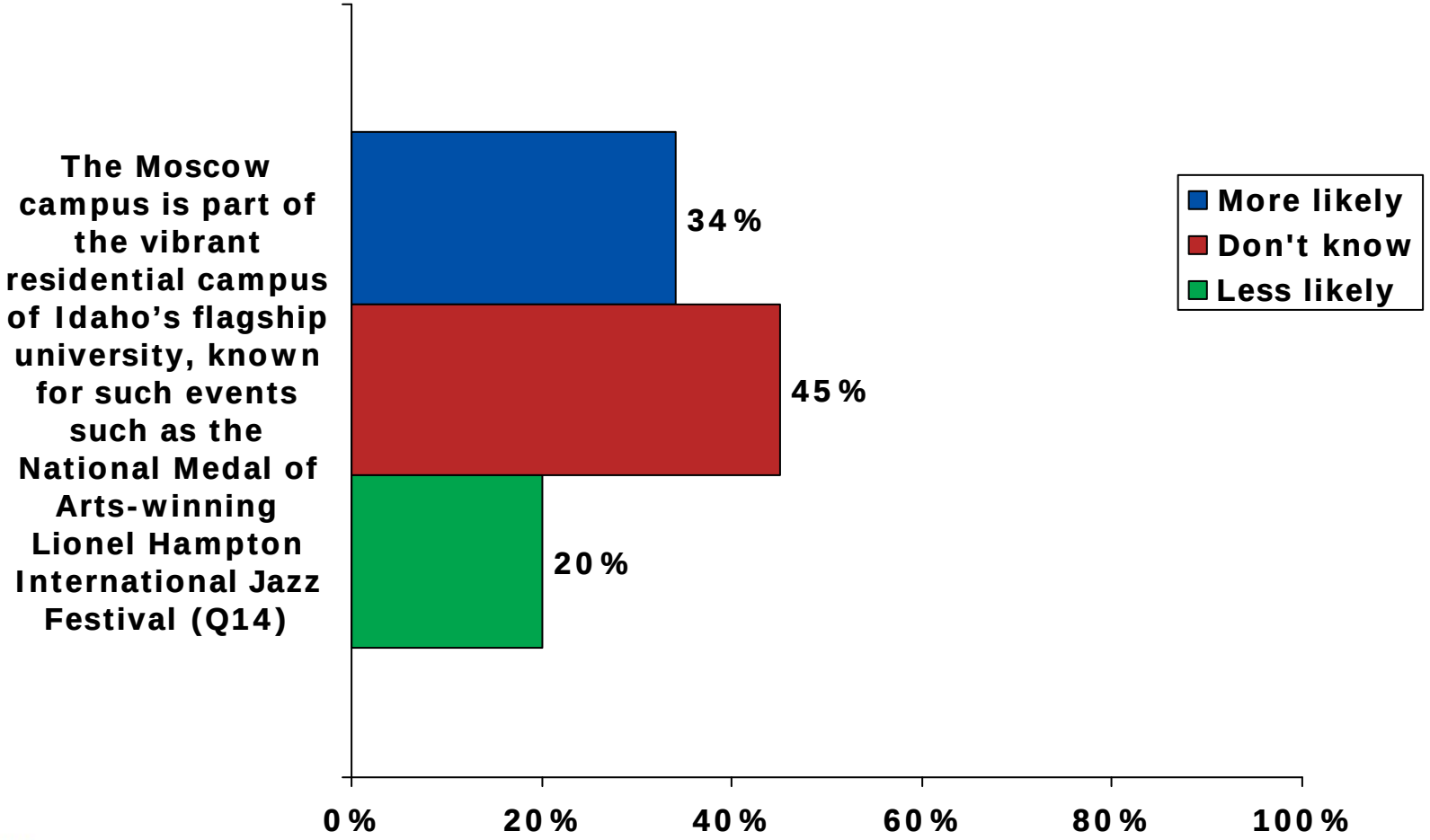
Potential Boise Campus Messages - 2



Potential Boise Campus Messages - 3



Potential Moscow Campus Message



Potential Boise Campus Messages: *State of Residence (% More Likely)*

	All	Applicant's State of Residence: Idaho	Washington	Oregon	Colorado	Utah
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	81%	78%	81%	80%	86%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	70%	75%	80%	70%	78%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	79%	65%	77%	62%	79%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	72%	66%	79%	72%	69%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	79%	51%	68%	55%	64%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	77%	50%	65%	56%	63%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	57%	65%	67%	48%	57%
The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	49%	40%	57%	46%	52%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	30%	35%	48%	43%	42%

Potential Boise Campus Messages: *Ethnic Background and Gender (% More Likely)*

		-- Ethnic Background --		---- Gender ----	
	All	White	Non-white	Men	Women
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	83%	75%	83%	79%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	77%	74%	75%	76%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	73%	67%	76%	66%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	73%	64%	72%	70%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	62%	60%	63%	58%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	61%	57%	61%	58%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	61%	57%	58%	63%
The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	48%	57%	45%	57%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	42%	34%	43%	37%

Potential Boise Campus Messages: *Children and Been to Boise/Moscow (% More Likely)*

	All	--- Children or Dependents? --- Yes	No	---- Ever Visited Boise or Moscow? ---- Boise	Neither
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	81%	82%	87%	80%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	74%	77%	78%	76%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	77%	71%	79%	69%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	71%	71%	74%	71%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	68%	60%	65%	60%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	73%	56%	62%	62%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	59%	60%	61%	58%
The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	49%	49%	51%	50%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	34%	43%	45%	40%

Potential Boise Campus Messages: *Intended Applications - 1 (% More Likely)*

		"Which law school(s) do you plan to apply to?"					
	All	U of WA	U of ID	U of UT	Lewis and Clark	Sea-ttle U	U of OR
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	79%	89%	89%	81%	78%	77%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	77%	89%	89%	77%	72%	78%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	74%	80%	81%	72%	65%	70%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	70%	86%	74%	70%	66%	73%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	59%	76%	73%	62%	53%	65%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	57%	81%	76%	65%	51%	60%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	63%	77%	61%	67%	64%	64%
The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	43%	71%	55%	53%	45%	52%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	47%	45%	43%	52%	45%	48%

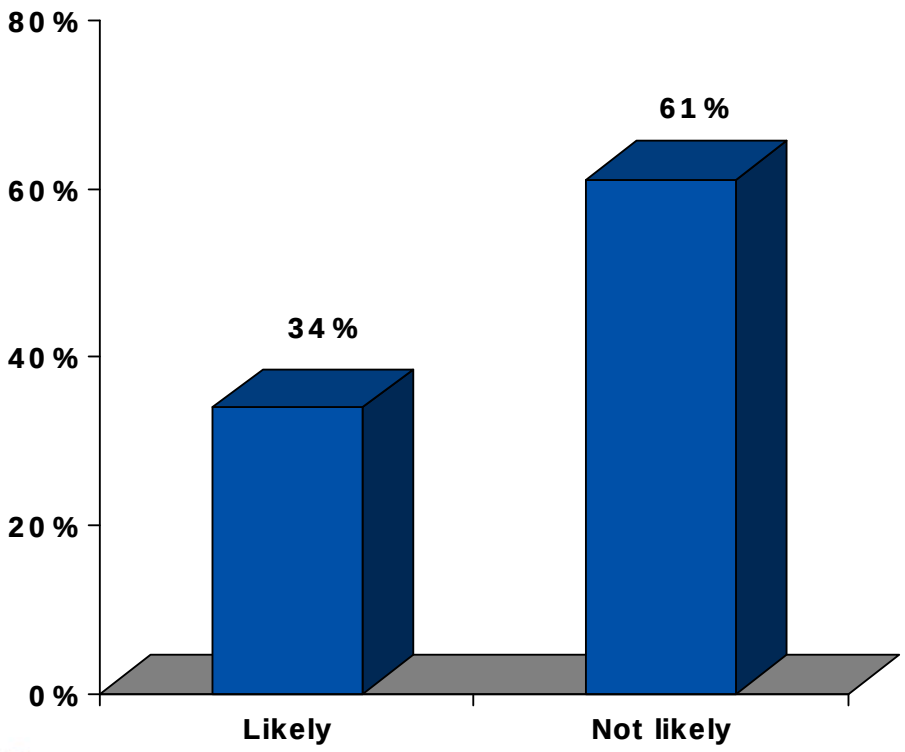
Potential Boise Campus Messages: *Intended Applications - 2 (% More Likely)*

		"Which law school(s) do you plan to apply to?"					
	All	BYU	U of CO	U of Denver	UCLA	Gon-zaga	Stan-ford
The rate of University of Idaho law graduates that are accepted for prestigious judicial clerkships is twice the national average (Q11)	81%	90%	86%	78%	78%	82%	93%
The University of Idaho College of Law has more opportunities per student in its legal clinics than any other school in the Northwest (Q17)	76%	81%	71%	71%	62%	87%	78%
The Boise campus would be located across the street from the Idaho Supreme Court (Q8)	72%	83%	63%	65%	60%	71%	68%
The University of Idaho College of Law is a financial bargain. Tuition for out-of-state students is $21,000, compared to over $30,000 for the University of Washington, Gonzaga and other northwest law schools (Q12)	71%	72%	68%	73%	68%	84%	68%
The Boise campus would be located across the street from the State Capitol (Q10)	61%	72%	56%	59%	58%	69%	59%
Boise has been rated by Forbes Magazine and others as one of America's most livable cities (Q13)	60%	68%	57%	63%	56%	67%	56%
University of Idaho College of Law is among the top 30 law schools in the nation for graduates entering public interest law (Q15)	60%	64%	51%	49%	54%	67%	46%
The University of Idaho is the only law school in the northwest that has a law-related universal public service requirement of its graduates (Q9)	49%	52%	43%	39%	38%	49%	51%
The Boise campus would be located only 16 miles from a major ski area (Q16)	41%	35%	41%	39%	44%	42%	32%

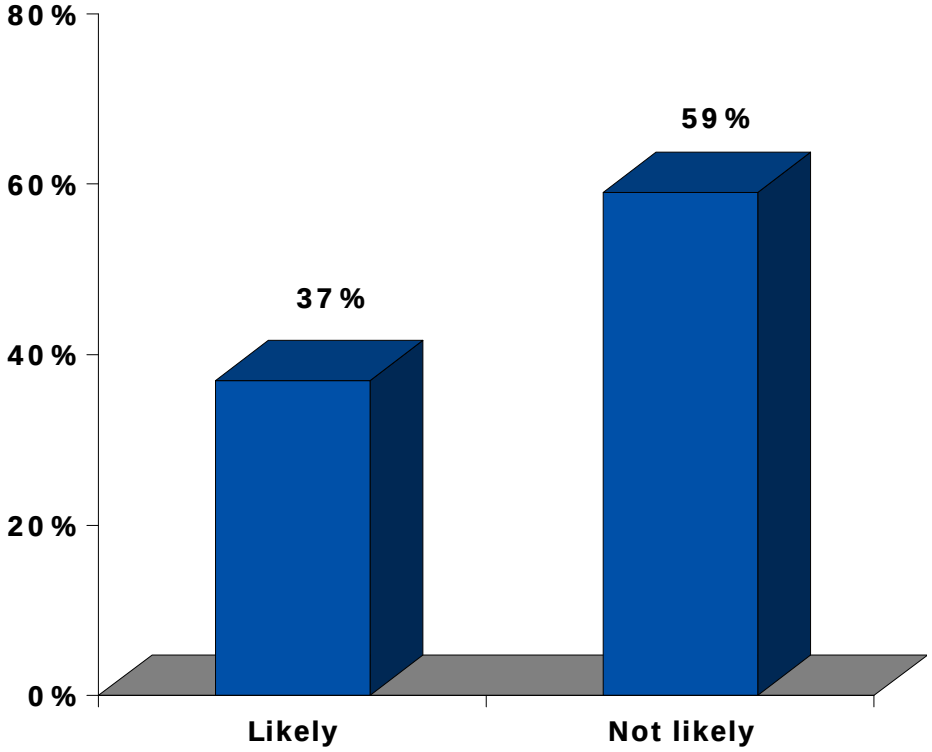
Comparing Interest in U of I College of Law in Boise After Message Testing

"How likely are you to apply to the University of Idaho College of Law in Boise, Idaho?"

----- Pre-Message Testing -----

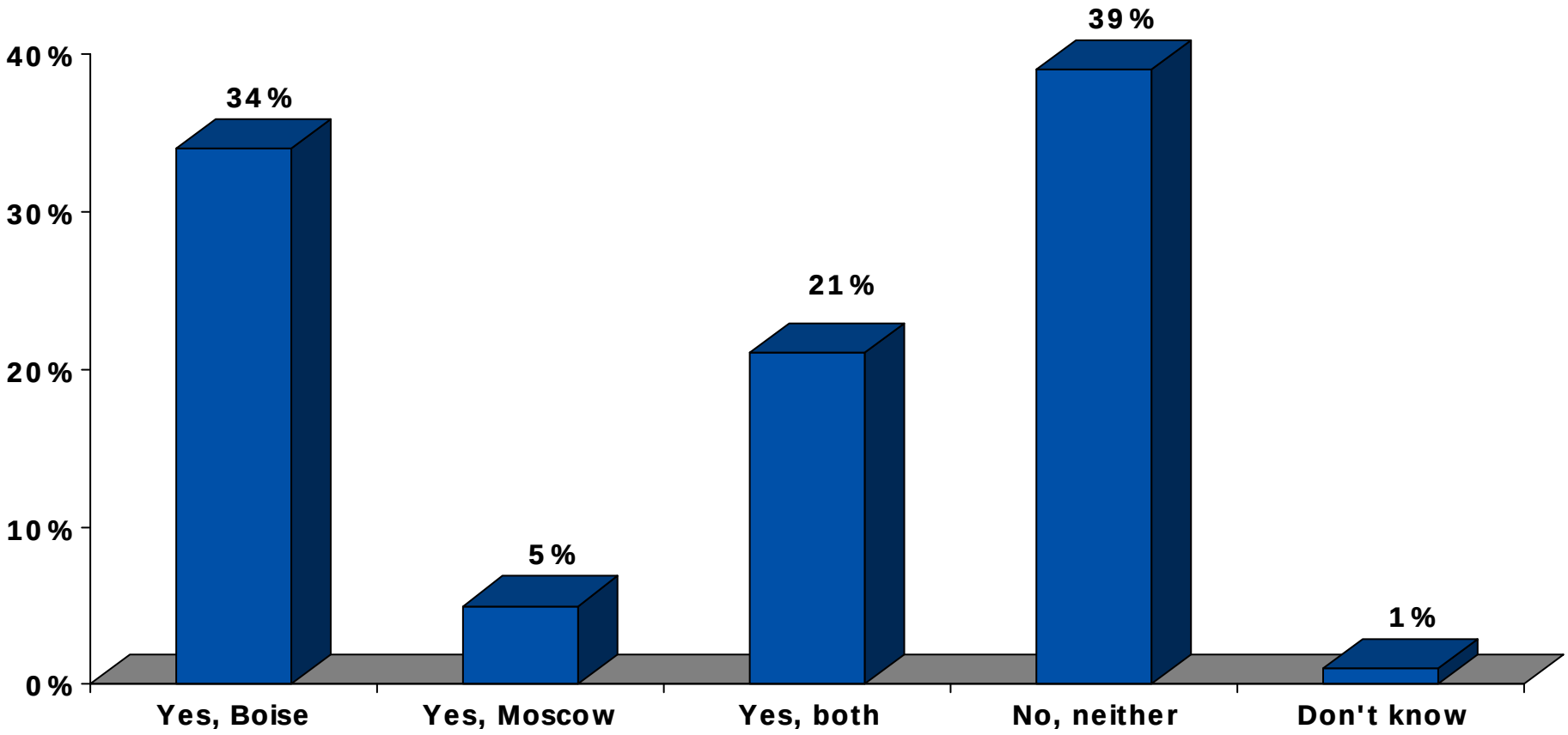


----- Post-Message Testing -----



Visits to Boise and Moscow

"Have you ever visited Boise or Moscow, Idaho?" (Q19)

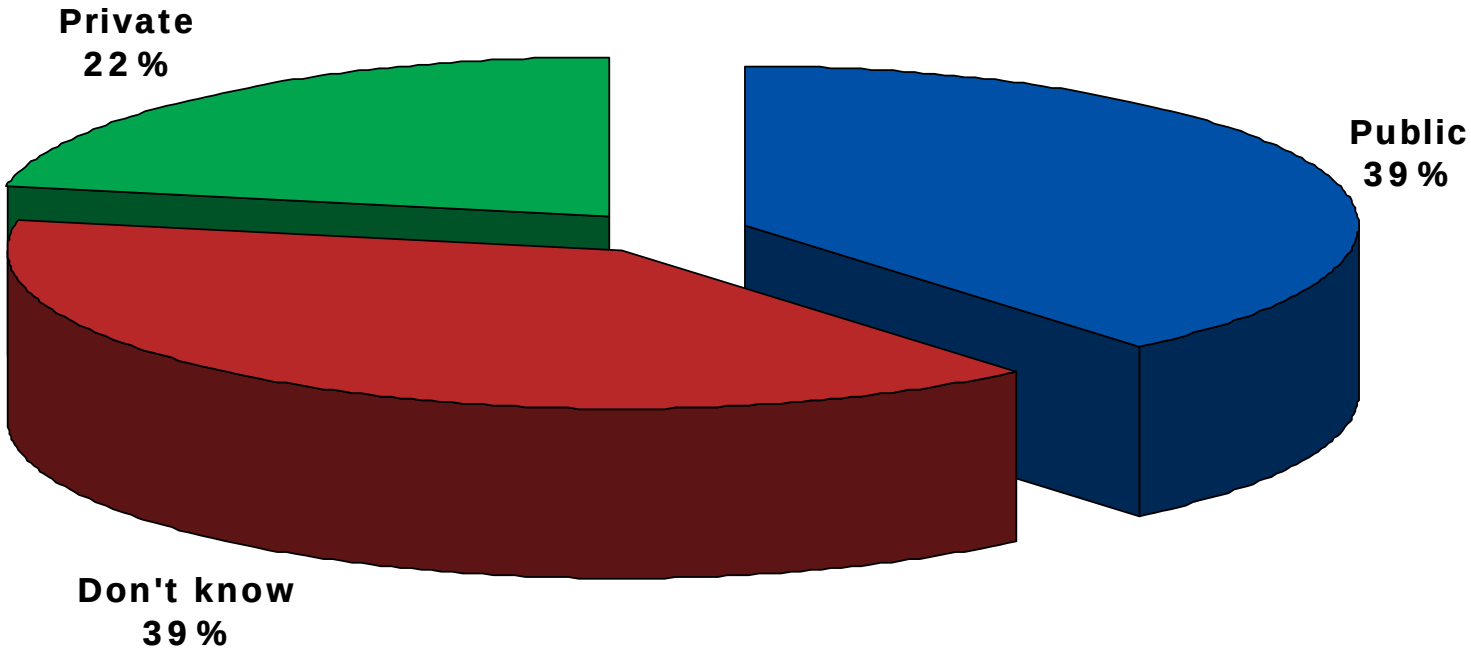


Visits to Boise and Moscow: *State of Residence*

	Yes, Boise	Yes, Moscow	Yes, both	No, neither	Don't know
All	34%	5%	21%	39%	1%
Applicant's state of residence					
Idaho	47%	4%	45%	4%	--
Washington	21%	13%	33%	32%	2%
Oregon	40%	3%	17%	40%	1%
Colorado	14%	2%	6%	78%	--
Utah	52%	2%	17%	29%	1%

Private or Public Law School

"Are you more inclined to attend a public law school or a private law school?" (Q20)



UNIVERSITY OF IDAHO - LSAT REGISTRANT SURVEY - APRIL 2008

2. IF YES: Which law school or schools do you plan to apply to?

		26. STATE					27. GENDER		21.1 AGE				25.1 ETHNIC BACKGROUND					23.1 MARITAL STATUS			24.1 CHILDREN OR DEPENDENTS		22.1 ENROLLED IN COLLEGE OR UNIVERSITY	
	TOTAL	Idaho	Washington	Oregon	Colorado	Utah	male	fem.	undr 25	25-29	30-34	35+	Caucasian	Hispanic	Afr. American	Asian	othr	married	relat/ not mar.	single	yes	no	no	yes
University of Washington	115	8	76	23	2	6	71	44	60	37	8	9	89	6	5	8	3	26	38	48	11	103	24	36
	18%	15%	48%	16%	2%	4%	18%	20%	23%	18%	12%	11%	18%	15%	29%	36%	9%	12%	25%	20%	8%	22%	23%	23%
University of Idaho	114	31	34	14	8	27	75	39	35	37	9	33	90	11	1	6	4	49	22	41	40	73	16	19
	18%	58%	21%	10%	7%	17%	19%	17%	13%	18%	14%	40%	18%	28%	6%	27%	13%	23%	14%	17%	29%	15%	15%	12%
University of Utah	96	13	3	2	2	76	73	23	27	42	13	13	88	4	1	2	1	63	13	18	36	58	8	19
	15%	25%	2%	1%	2%	49%	18%	10%	10%	21%	20%	16%	18%	10%	6%	9%	3%	30%	8%	7%	26%	12%	8%	12%
Lewis and Clark	93	3	24	53	6	7	55	38	34	36	14	8	82	4	2	2	3	18	35	39	11	81	16	18
	15%	6%	15%	37%	5%	5%	14%	17%	13%	18%	22%	10%	16%	10%	12%	9%	9%	9%	23%	16%	8%	17%	15%	11%
Seattle University	92	2	71	9	3	7	49	43	46	33	5	6	70	8	3	7	4	14	33	43	8	82	18	28
	15%	4%	45%	6%	3%	5%	12%	19%	17%	16%	8%	7%	14%	21%	18%	32%	13%	7%	21%	18%	6%	17%	17%	18%
University of Oregon	77	2	14	51	5	5	43	34	32	29	9	6	60	7	1	4	4	15	25	36	14	63	12	20
	12%	4%	9%	35%	5%	3%	11%	15%	12%	14%	14%	7%	12%	18%	6%	18%	13%	7%	16%	15%	10%	13%	11%	13%
Brigham Young University	69	9	2	1	1	56	56	13	22	29	5	12	61	2	2	2	1	54	5	9	31	37	6	16
	11%	17%	1%	1%	1%	36%	14%	6%	8%	14%	8%	14%	12%	5%	12%	9%	3%	26%	3%	4%	22%	8%	6%	10%
University of Colorado	63	1	7	2	50	3	35	28	19	21	8	15	51	4	1	1	2	15	24	23	16	47	11	8
	10%	2%	4%	1%	45%	2%	9%	13%	7%	10%	12%	18%	10%	10%	6%	5%	6%	7%	16%	9%	11%	10%	10%	5%
University of Denver	51	-	2	3	44	2	27	24	13	18	9	11	41	3	2	1	2	15	15	21	14	37	8	5
	8%		1%	2%	40%	1%	7%	11%	5%	9%	14%	13%	8%	8%	12%	5%	6%	7%	10%	9%	10%	8%	8%	3%
University of California-Los Angeles	50	2	18	9	8	13	34	16	29	11	3	6	36	5	2	4	1	12	8	28	9	40	13	16
	8%	4%	11%	6%	7%	8%	9%	7%	11%	5%	5%	7%	7%	13%	12%	18%	3%	6%	5%	12%	6%	8%	12%	10%
Gonzaga University	45	7	21	8	4	5	31	14	19	16	3	7	36	3	1	2	1	15	12	17	13	31	7	12
	7%	13%	13%	6%	4%	3%	8%	6%	7%	8%	5%	8%	7%	8%	6%	9%	3%	7%	8%	7%	9%	7%	7%	8%
Stanford University	41	2	12	11	3	13	30	11	27	9	3	2	32	4	1	-	2	15	10	16	6	35	8	19
	7%	4%	8%	8%	3%	8%	8%	5%	10%	4%	5%	2%	6%	10%	6%		6%	7%	6%	7%	4%	7%	8%	12%
Georgetown University	36	2	7	10	9	8	25	11	21	10	4	1	33	1	-	1	-	15	10	11	4	32	10	11
	6%	4%	4%	7%	8%	5%	6%	5%	8%	5%	6%	1%	7%	3%		5%		7%	6%	5%	3%	7%	9%	7%

UNIVERSITY OF IDAHO - LSAT REGISTRANT SURVEY - APRIL 2008

27. Gender

		26. STATE					27. GENDER		21.1 AGE				25.1 ETHNIC BACKGROUND					23.1 MARITAL STATUS			24.1 CHILDREN OR DEPENDENTS		22.1 ENROLLED IN COLLEGE OR UNIVERSITY	
	TOTAL	Idaho	Washington	Oregon	Colorado	Utah	male	fem.	undr 25	25-29	30-34	35+	Caucasian	Hispanic	Afr. American	Asian	othr	married	relat/ not mar.	single	yes	no	no	yes
male	399	37	86	83	69	124	399	-	154	153	44	44	332	26	5	10	15	162	79	150	97	295	61	93
	64%	70%	54%	57%	63%	80%	100%		58%	76%	68%	53%	67%	67%	29%	45%	47%	77%	51%	62%	69%	62%	58%	58%
female	223	16	73	62	41	31	-	223	112	48	21	39	166	13	12	12	17	49	75	93	43	178	45	67
	36%	30%	46%	43%	37%	20%		100%	42%	24%	32%	47%	33%	33%	71%	55%	53%	23%	49%	38%	31%	38%	42%	42%
TOTAL	622	53	159	145	110	155	399	223	266	201	65	83	498	39	17	22	32	211	154	243	140	473	106	160
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

UNIVERSITY OF IDAHO - LSAT REGISTRANT SURVEY - APRIL 2008

27. Gender

		2.1 WHICH LAW SCHOOL OR SCHOOLS DO YOU PLAN TO APPLY TO?												3.1 WHY DID YOU NOT CONSIDER THE U of I COLLEGE OF LAW?			4.1 WHERE IS THE U of I COLLEGE OF LAW LOCATED?			5.1 FAMILIAR WITH U of I COLLEGE OF LAW?		
	TOTAL	U of Wash-ington	U of Idaho	U of Utah	Lewis and Clark	Sea-ttle U.	U of Or-egon	BYU	U of Col-or-ado	U of Den-ver	UCLA	Gon-zaga	Stan-ford	loc-at-ion	un-fam/ not cons.	nega-tive	Boise	Mos-cow	dont know	fam-il-iar	not too fam.	not at all fam.
male	399	71	75	73	55	49	43	56	35	27	34	31	30	126	85	61	82	192	111	63	114	218
	64%	62%	66%	76%	59%	53%	56%	81%	56%	53%	68%	69%	73%	61%	65%	73%	72%	71%	52%	66%	71%	61%
female	223	44	39	23	38	43	34	13	28	24	16	14	11	82	46	23	32	77	103	32	46	140
	36%	38%	34%	24%	41%	47%	44%	19%	44%	47%	32%	31%	27%	39%	35%	27%	28%	29%	48%	34%	29%	39%
TOTAL	622	115	114	96	93	92	77	69	63	51	50	45	41	208	131	84	114	269	214	95	160	358
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

UNIVERSITY OF IDAHO - LSAT REGISTRANT SURVEY - APRIL 2008

27. Gender

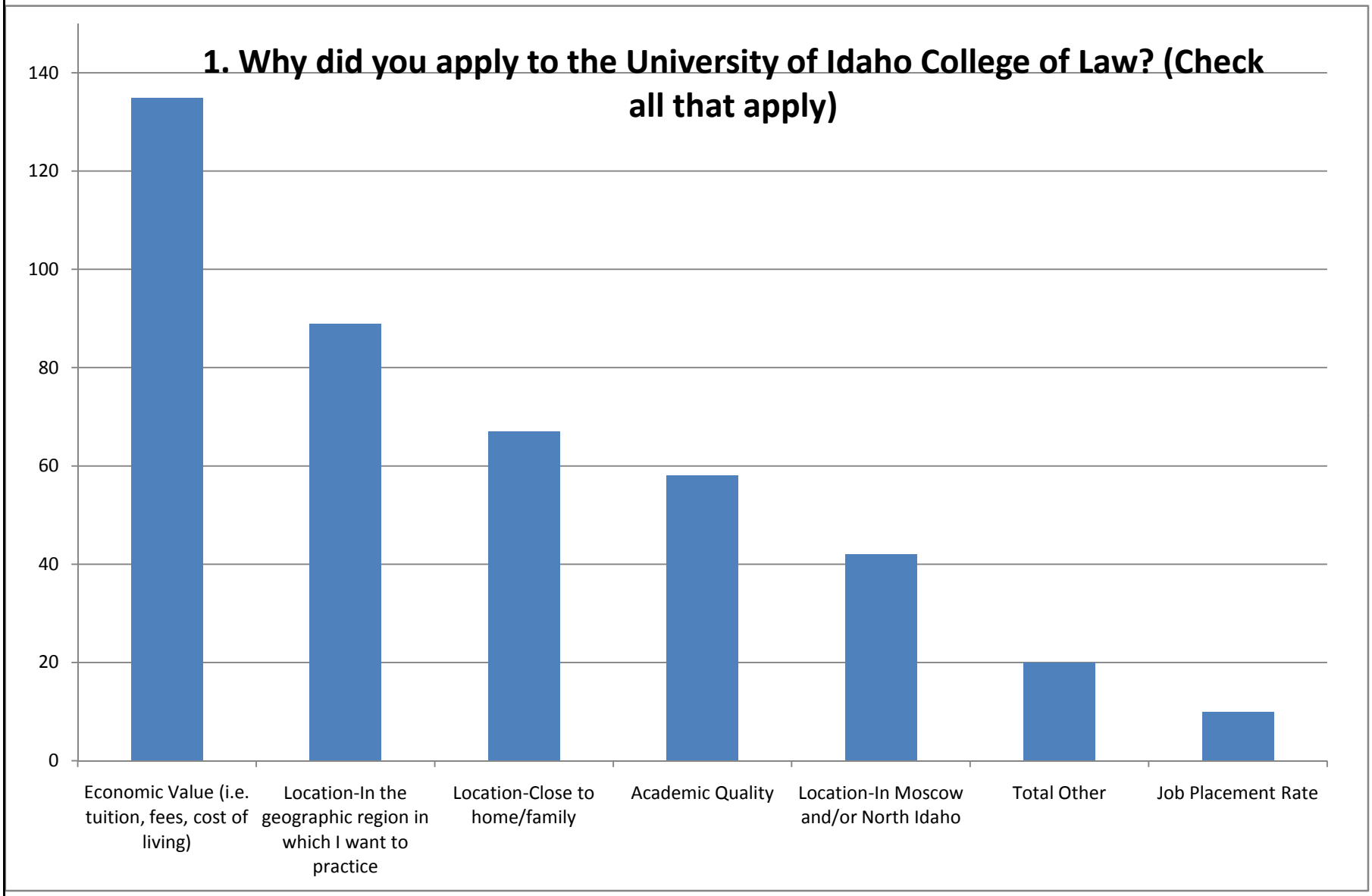
		6.1 HOW LIKELY ARE YOU TO APPLY TO THE UNIVERSITY OF IDAHO COLLEGE OF LAW IN MOSCOW, IDAHO?						7.1 HOW LIKELY ARE YOU TO APPLY TO THE UNIVERSITY OF IDAHO COLLEGE OF LAW IN BOISE, IDAHO?						18.1 APPLY TO U of I COLLEGE OF LAW BOISE?		19.1 HAVE YOU EVER VISITED BOISE OR MOSCOW IDAHO?			20. INCLINED TO ATTEND A PUBLIC OR PVT. LAW SCHOOL?		
	TOTAL	very likely	frly likely	tot. likely	tot. unlikely	not too likely	not at all lik.	very likely	frly likely	tot. likely	tot. unlikely	not too likely	not at all lik.	likely	not likely	Boise	both	no, nthr	public	dont know	private
male	399	29	56	85	300	106	194	72	69	141	239	108	131	161	228	152	89	138	152	162	85
	64%	64%	75%	71%	64%	68%	61%	75%	61%	67%	63%	68%	60%	70%	62%	72%	67%	57%	63%	66%	63%
female	223	16	19	35	171	49	122	24	45	69	141	52	89	70	142	59	44	104	89	83	51
	36%	36%	25%	29%	36%	32%	39%	25%	39%	33%	37%	33%	40%	30%	38%	28%	33%	43%	37%	34%	38%
TOTAL	622	45	75	120	471	155	316	96	114	210	380	160	220	231	370	211	133	242	241	245	136
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Report:Internal Student Survey--Summary

Date Run: Oct 18, 2007 12:09

1. Why did you apply to the University of Idaho College of Law? (Check all that apply)

Value	Count	Percent
Economic Value (i.e. tuition, fees, cost of living)	135	91.2%
Location-In the geographic region in which I want to practice	89	60.1%
Location-Close to home/family	67	45.3%
Academic Quality	58	39.2%
Location-In Moscow and/or North Idaho	42	28.4%
Total Other	20	13.5%
Job Placement Rate	10	6.8%
Alumni recommendation:Other	5	3.4%
Scholarship:Other	2	1.4%
Only law school in Idaho:Other	2	1.4%
Close to where I went to undergrad:Other	1	0.7%
water resources program:Other	1	0.7%
small law school:Other	1	0.7%
I Like Idaho:Other	1	0.7%
I was treated as an individual in the application process.:Other	1	0.7%
Steve is a good recruiter.:Other	1	0.7%
It was close to other academic resources:Other	1	0.7%
I have always loved UI and wanted my degree from here:Other	1	0.7%
Vandal Football:Other	1	0.7%
acceptance:Other	1	0.7%
Small Classes:Other	1	0.7%
It was my backup - I felt I could get in:Other	1	0.7%
Good scholarship offer:Other	1	0.7%
clinic programs and atmosphere:Other	1	0.7%
Clinical Offerings:Other	1	0.7%
friend was a 1L. Plus, I received an offer of a waiver on tuition and it was close to hime:Other	1	0.7%
Recreational Opporunities:Other	1	0.7%
Total Responses:	148	

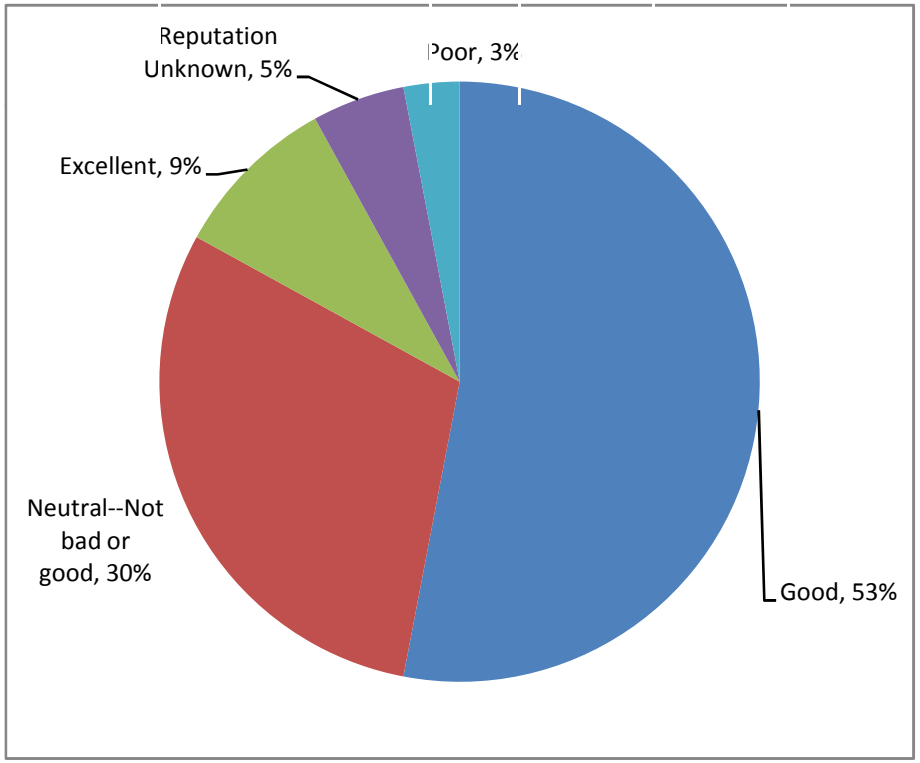

1. Why did you apply to the University of Idaho College of Law? (Check all that apply)
140
120
100
80
60
40
20
0
Economic Value (i.e. tuition, fees, cost of living)
Location-In the geographic region in which I want to practice
Location-Close to home/family
Academic Quality
Location-In Moscow and/or North Idaho
Total Other
Job Placement Rate

2. Did you have any contact with the College of Law before you applied? If yes, please indicate how influential each was in your decision to attend Idaho.

Item	Not Influential	Somewhat Influential	Very Influential	I did not have this type of contact before applying.	Total
Alumni	13.5%	17.6%	27.0%	41.9%	148
Class visit/tour	17.6%	8.8%	12.8%	60.8%	148
College recruiting fair	18.9%	8.8%	4.1%	68.2%	148
Phone/email question(s)	18.2%	14.9%	11.5%	55.4%	148
Special Event (e.g. Bellwood lectures, guest speakers)	18.2%	6.1%	4.1%	71.6%	148
Viewbook mailing	23.6%	18.9%	4.7%	52.7%	148
Total Responses:	148				

3. How did you perceive the reputation of the College of Law before you applied. (Rating Scale)

Value	Count	Percent
Good	79	53%
Neutral--Not bad or good	45	30%
Excellent	13	9%
I didn't know Idaho's reputation before I enrolled.	7	5%
Poor	4	3%
Total Responses:	148	

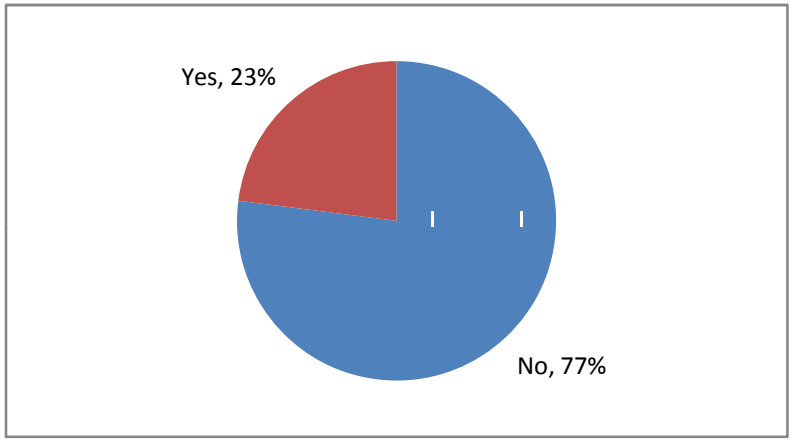


4. Rank the following factors according to their importance to your decision to attend the College of Law.

Value	1	2	3	4	5	6	7	AVG Rank
Value (tuition, fees, cost of living)	35	19	24	16	21	18	14	3.5
Location-home/family	22	19	25	30	19	14	18	3.8
Scholarship	26	21	21	21	20	17	21	3.8
Academic Quality	14	19	29	22	26	14	23	4.1
Location-Geographic region in which I want to practice	14	28	21	14	19	27	24	4.2
Location-Moscow/N. Idaho	14	23	18	24	21	22	25	4.2
Job Placement Rate	22	18	9	20	21	35	22	4.3
Total Responses:	147							

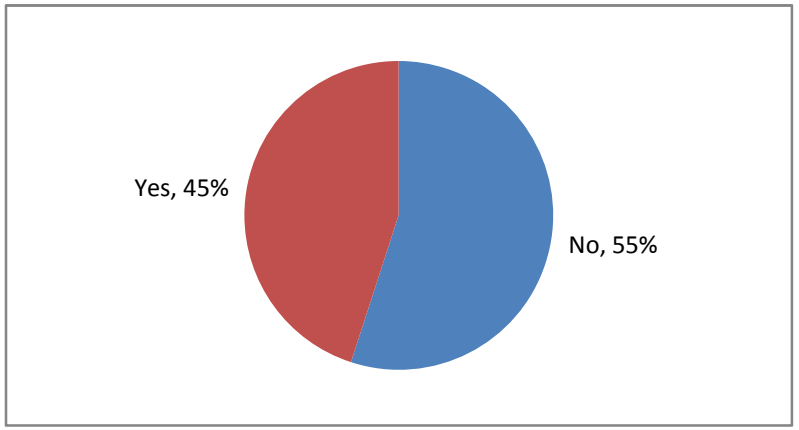
5. Did you visit the University of Idaho, specifically to visit the law school or for any other reason, before making your decision to apply?

Value	Count	Percent
No	114	77%
Yes	34	23%
Total Responses:	148	



6. Did you visit the University of Idaho, specifically to visit the law school or for any other reason, AFTER applying but BEFORE making your decision to attend?

Value	Count	Percent
No	82	55%
Yes	66	45%
Total Responses:	148	

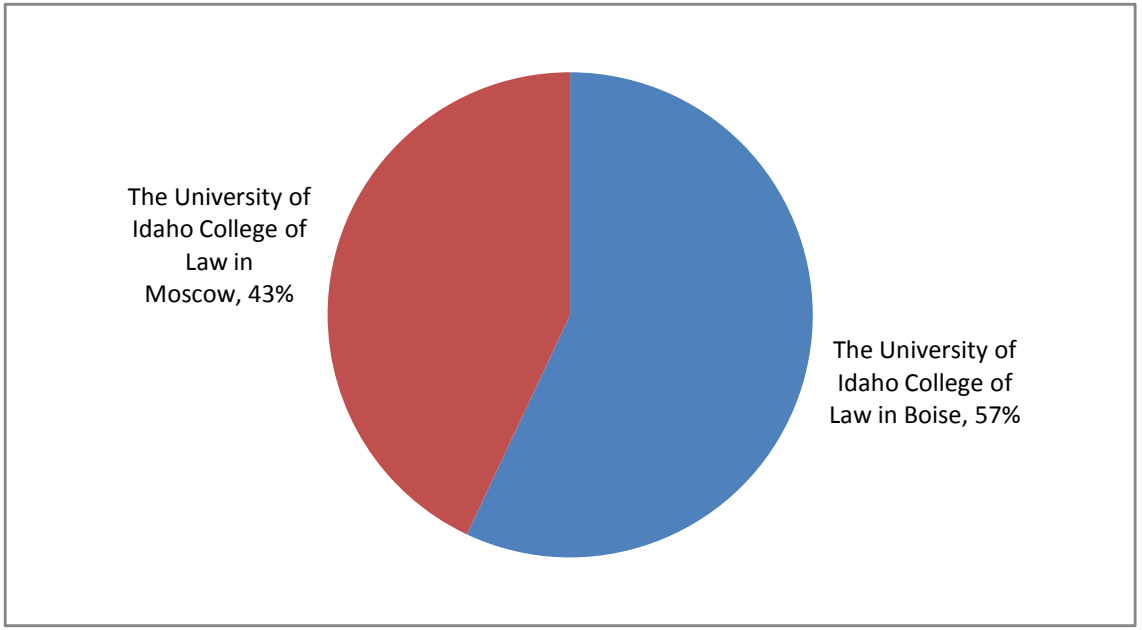


7. Rank the following options in the order that you would have found most desirable as an applicant

Value	1	2	3	AVG Rank
Boise, no Moscow	59	26	36	1.8
Moscow, w/ optional 3rd year in Boise.	36	50	35	2.0
Moscow, no Boise	26	45	50	2.2
Total Responses:	121			

8. If the University of Idaho operated two otherwise identical law schools, one in Moscow and one in Boise, which would you prefer to attend?

Value	Count	Percent
The University of Idaho College of Law in Boise	84	57%
The University of Idaho College of Law in Moscow	64	43%
Total Responses:	148	



9. Gender

Value	Count	Percent
Male	84	57%
Female	64	43%
Total Responses:	148	

10. Class

Value	Count	Percent
First Year	64	43%
Third Year	47	32%
Second Year	37	25%
Total Responses:	148	

11. Race/Ethnicity

Value	Count	Percent
Caucasian	111	75%
Decline to Respond	13	9%
Asian/Pacific Islander	9	6%
Hispanic	9	6%
Other/Multi-racial	4	3%
Native American/Alaska Native	2	1%
Total Responses:	148	

COMMUNICATIONS SUPPORTING UNIVERSITY OF IDAHO PROPOSAL FOR SECOND-YEAR LAW CURRICULUM IN BOISE

- **Letter from Chief Justice Roger Burdick on behalf of the Idaho Supreme Court**
  Emphasizes collaboration between the Supreme Court and University of Idaho on Idaho Law Learning Center, and benefits of second-year law curriculum to students and faculty

- **Letter from Sara Simmers, President, Student Bar Association**
  Emphasizes benefits to students of second-year law curriculum in Boise

- **Resolution of the College of Law Advisory Council**
  Emphasizes second-year law curriculum in fulfilling University of Idaho's statewide mission in legal education

- **Letter from Dean Pat Shannon, Boise State University College of Business & Economics**
  Emphasizes cooperation between UI College of Law and BSU College of Business & Economics in concurrent degree programs, which will be aided and made more accessible by second-year law curriculum in Boise

- **Letter from Pat McMurray et al., Boise Special Advisors Group, University of Idaho**
  Emphasizes University of Idaho's statewide mission and need for expanded public legal education in Boise

- **Letter from Randy Hill (Chairman of the Board) and Bill Connors (President and CEO), Boise Metro Chamber of Commerce**
  Emphasizes benefits of legal education to workforce development and to economic development efforts

- **Letter from Jeffry L. Stoddard (Chairman of the Board), University of Idaho Foundation**
  Emphasizes University's efforts to fulfill its statewide mission in legal education

THE STATE OF IDAHO
SUPREME COURT

ROGER S. BURDICK
CHIEF JUSTICE

P.O. BOX 83720
BOISE, IDAHO 83720-0101
(208) 334-3464
rburdick@idcourts.net

June 14, 2012

Dr. Mike Rush, Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Rush:

This letter is a statement of continued commitment by the Idaho Supreme Court and its Administrative Office to continue to develop the Idaho Law Learning Center in the Capital Annex. This is a continuation of a policy of the Idaho Supreme Court started under the leadership of Chief Justice Gerald Schroeder in January of 2007, continued by Chief Justice Eismann as evidenced by his July 1, 2009 letter (attached as an exhibit to this letter) and continued by the current members of the Idaho Supreme Court.

Pursuant to that long-standing policy, the Idaho Supreme Court is collaborating actively with the University Of Idaho College Of Law in conjunction with their delivery of a third-year law curriculum in Boise.

The Law Learning Center will be a uniquely efficient use of public resources----a historic building at a strategic location where legal education can be combined with continuing judicial education and law related civic education for the general public. This Court is committed to this continuing civic education and it is well within the mission of the state's judiciary.

As previously outlined, the Law Learning Center is planned to be the permanent home of the constitutionally mandated state law library – a library that serves the public as well as the legal profession and judiciary. The State Law Library is now operated by the University of Idaho in the Water Center Building under a memorandum of agreement with the Idaho Supreme Court. This memorandum agreement enables the University's library resources to be integrated with our existing personnel and assets of the State Law Library. The collection and services of both libraries are being enhanced through a cooperative effort. The Supreme Court is extremely pleased with improvements in the state law library already made possible by this collaboration, and the public benefits from the fiscal efficiencies created.

Because the Supreme Court will continue to share occupancy costs of the Law Learning Center with the University of Idaho, as well as judicial and civic education activities, both private and public, it is important that the law library and the University of Idaho's law curriculum in Boise be developed in order to make full and efficient use of the Law Learning Center.

We believe that adding a second year curriculum at this time would build on the success of the third-year curriculum by providing additional opportunities for students and enabling more faculty to engage in scholarship and service, both of which advance the goals of the Supreme Court-University of Idaho collaboration. The third-year program has been a significant success to not only our institution but to other public institutions throughout the state as well as independent attorneys who have reached out to mentor and be involved with these third-year students. It is a natural progression to add the second-year curriculum and the Idaho Supreme Court strongly supports the same.

Very truly yours,

Roger S. Burdick
Chief Justice
Idaho Supreme Court

Attachment

[THIRD REVISED DRAFT – ORIGINAL SIGNED BY THE CHIEF JUSTICE]

July 1, 2009

Mike Gwartney, Director, Idaho Department of Administration
Tim Mason, Administrator, Division of Public Works
650 W. State Street, Room 100
Boise, ID 83720-0003

RE: Capitol Annex -- Future Idaho Law Learning Center

Gentlemen:

This letter confirms the commitment of the Idaho Supreme Court and Administrative Office of the Courts to develop – in collaboration with the University of Idaho -- an Idaho Law Learning Center in the Capitol Annex (old Ada County Courthouse) on the Capitol Mall. The Supreme Court will seek public resources to fulfill this commitment.

The Law Learning Center is the first major public works project requested by the state judiciary since the Supreme Court Building was constructed more than four decades ago. The Law Learning Center will provide a distinctive opportunity to upgrade the State Law Library and to integrate its operation with the University of Idaho's law library. The Law Learning Center will provide a highly advantageous location for public legal education in the state capital as well as much-needed space for judicial education and administration, for activities involving other branches of state government, and for law-related education outreach to the general public. It will also enable the courts to enhance their outreach activities in cooperation with all of Idaho's public colleges and universities.

The Capitol Annex has a prominent place in Idaho legal and judicial history. The Law Learning Center will give it a vitally important mission in the 21st century.

Sincerely,

Daniel T. Eismann, Chief Justice
Idaho Supreme Court

cc. Dr. M. Duane Nellis, President, University of Idaho
Senator Denton Darrington, Chair, Idaho Permanent Building Fund Advisory Council
Patti Tobias, Administrative Director of the Courts
Don Burnett, Dean, University of Idaho College of Law

May 17, 2012

To the Idaho Board of Education:

As current students at the College of Law as well as President and Vice-President of the Student Bar Association, we write to provide our support for the proposal of an additional second-year curriculum at the Boise branch of the University of Idaho College of Law. We believe the addition of a second year curriculum in Boise would benefit both the State of Idaho and the University of Idaho by encouraging students to attend the University of Idaho.

The Student Bar Association since 2008 has supported a three-year law program in Boise, to complement the existing program in Moscow. The third-year program, which was approved by the Board of Regents in 2008, has proven to be a vast benefit to the student body. Currently the number of students who may attend their third year in Boise has been limited to 30 students per year due to physical space constraints as well as the difficulty of many students to move to Boise after two years in Moscow. Adding a second-year curriculum in Boise would greatly enhance opportunities for students and allow them to plan accordingly for a Boise experience during their time at the College of Law.

Moreover, the second-year curriculum would enable students who are interested in business law as well as "hands on" experience by way of externships to establish relationships with employers and placements in the Treasure Valley along with across southern Idaho. Externships are vital for students to develop proficiency in practicing law. Expanding the current Boise third-year program greatly increases the professional learning opportunities for students by having access to local businesses, non-profit organizations and governmental agencies.

Expanding to a second year as well as third year in Boise is crucial to making legal education more affordable for students whose parents or spouses need to be in the metropolitan area of Boise in order to find jobs to help finance the legal education. The goal of a full three-year program that would complement the established Moscow program is continues to be endorsed by students, and the second-year program is a reasonable and logical step toward that eventual goal.

For the benefits to the State of Idaho and University of Idaho College of Law, we ask you to support the second-year program in Boise proposal.

Kind Regards,

s/
Sara Simmers
University of Idaho College of Law
Student Bar Association President, 2012-2013
(Signing for myself and SBA Vice-President Will Gunderson)

RESOLUTION BY UNIVERSITY OF IDAHO COLLEGE OF LAW ADVISORY COUNCIL

April 27, 2012
Moscow, Idaho

WHEREAS, the Law Advisory Council has played an active role in advising the law faculty, administration, and University leadership on strategic planning for fulfillment of the University's statewide mission in legal education; and

WHEREAS, in 2007 the Council unanimously recommended that the College of Law adopt a dual location model and that the University seek authority from the Board of Regents/State Board of Education to establish a branch JD program in Boise that would complement the program in Moscow; and

WHEREAS, in 2011, having received detailed reports on the success of the College's third-year curriculum in Boise and on progress in establishing the Idaho Law Learning Center in collaboration with the Idaho Supreme Court, the Council recommended that the College and University go forward again with a proposal for a three-year branch JD program in Boise; and

WHEREAS, in 2012, the Council, having reviewed the elements of a proposal to establish a second-year law curriculum in Boise as a step toward the eventual establishment of the three-year branch program, finds that such a proposal will enhance opportunities for students and strengthen the College's fulfillment of its statewide mission;

NOW, THEREFORE, BE IT RESOLVED BY THE COLLEGE OF LAW ADVISORY COUNCIL, that the College and the University be advised to go forward with the second-year step and three-year branch proposal, which the Council supports.

PASSED UNANIMOUSLY.

James C. Dale	Tore Beal Gwartney	Charles A. Homer
President	President-Elect	Vice President Elect

Members of the Law Advisory Council:
See http://www.uidaho.edu/law/aboutthecollegeoflaw/lawadvisorycouncil

BOISE STATE UNIVERSITY
College of Business & Economics
1910 University Drive Boise, Idaho 83725-1600
phone 208-426-1125
fax 208-426-1135
cobe.boisestate.edu

June 14, 2012

Mike Rush, Executive Director
State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mike,

As you are no doubt aware, Dean Don Burnett of the University of Idaho (U of I), College of Law is coming before the State Board of Education (SBOE) in the very near future to request that his college be allowed to begin offering the second year of its law curriculum in Boise. My purpose in writing to you is to offer my support for Dean Burnett's request.

Previously, the SBOE approved a cooperative agreement between the U of I College of Law and the Boise State University College of Business and Economics, providing for delivery of concurrent Juris Doctor and Master of Science in Accountancy/Taxation degrees enabling students to receive both degrees through a coordinated program encompassing approximately three full years, including summers. This agreement does not create new degrees, but enhances the availability and cost-effectiveness of existing degrees while opening high-level career opportunities for students and adding to the expertise and human capital available to prospective employers. The colleges also have committed to future planning for delivery of concurrent Juris Doctor/Master of Business Administration degrees, providing powerful tools for career advancement while increasing business law expertise at leadership levels in Idaho's legal and business communities.

Should the SBOE approve the U of I request to offer the second year of the law program in Boise, the opportunities for students to participate in the concurrent law/taxation programs will be greatly enhanced. Both Dean Burnett and I expect the numbers of students participating in the concurrent programs to increase substantially if the second year law program can be offered in Boise. As explained above, this will mean more graduates from our respective programs with this important combination of talents to meet employment needs across the State of Idaho.

Thank you for your consideration and for that of the Board members. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,

Patrick Shannon
Dean

c: Dean Don Burnett

University of Idaho
Boise

June 5, 2012

Dr. Mike Rush, Executive Director
State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Re: University of Idaho College of Law Boise Proposal

Dear Dr. Rush:

With enthusiasm the Boise Special Advisors Group supports the University of Idaho proposal to expand legal education in Boise. We strongly recommend approval by the Regents.

Since law students began their third year studies in Boise, the Special Advisors Group has taken particular interest in public legal education and has become familiar with its importance and its necessity in the state capital and population center of Idaho. We are impressed with the Law School and the faculty and students in Boise.

Now is the time for the College of Law, building on the success of its third-year program in Boise, to expand into a second-year program as the logical next step toward achieving the University's three-year program goal. The State Board wisely affirmed the statewide mission of the University of Idaho College of Law in 2008, instructing that the University go forward in collaboration with the Idaho Supreme Court to develop an Idaho Law Learning Center and authorizing the establishment of a third-year program in Boise. The success of the third year student cohort in each of these past two years is a testament to the need for public legal education in Boise and the caliber of the University faculty.

The Boise Special Advisors Group to the University of Idaho hereby expresses support for the College of Law proposal to the State Board of Education and continues to endorse the University's effort to fulfill its statewide mission in legal education.

Sincerely,

Pat McMurray

Pat McMurray, Chair
Boise Special Advisors, on Behalf of the Boise Special Advisors:
Linda Copple Trout, Annette Elg, Frances Ellsworth, Bill Gilbert, Alice Hennessey, Gary Mahn, Pat McMurray, Skip Oppenheimer, Ray Stark, Chis Taylor and Phil Reberger.

Boise Special Advisors to the University of Idaho provide guidance and counsel that advances the University's education and outreach mission in the Boise Valley and southern Idaho. In this role, we advocate and support the University's leadership role as a statewide institution and advocate for select University initiatives and special interests in the region.

Boise Metro Chamber of Commerce

Small Business Success Division
Boise Valley Economic Partnership
Boise Young Professionals
Leadership Boise

June 8, 2012

Dr. Mike Rush, Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Rush:

The Boise Metro Chamber of Commerce supports the University of Idaho's proposal for additional legal education in Idaho. The University of Idaho is seeking approval by the Board of Regents to include a second-year program in Boise as a step toward achieving a full three-year program here.

The Chamber's Boise Valley Economic Partnership (BVEP) is the metro area's leading advocate for economic development, working to recruit and retain businesses and jobs. Our region's future economy depends on professional training programs and other workforce development opportunities. Expansion of legal education plays an important role in supporting economic development efforts.

We understand the University of Idaho's College of Law is building on the success of its third-year program in Boise by seeking Board of Regents approval of the second-year program as a step toward achieving a full three-year program in Boise.

Thank you very much for considering the Boise Metro Chamber's support for additional legal education in Boise by the University of Idaho.

Sincerely,

Randy Hill
Chairman of the Board
Boise Metro Chamber

Bill Connors
President & CEO
Boise Metro Chamber

University of Idaho Foundation, Inc.

714 W. State Street, Suite 240
Boise, ID 83702
Phone: 208-364-4065

PO Box 443143
Moscow, ID 83844-3143
Phone: 208-885-4000

May 10, 2012

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

Dear Mr. Rush:

By direction of the Board of Regents (State Board of Education), the University of Idaho is charged with the exclusive statewide mission in public legal education.

In 2008, the University of Idaho Foundation, Inc., adopted a statement of support for the University's plan to extend its program of legal education to the state capital with a three-year branch J.D. degree program that would complement the program in Moscow. In that year, the State Board affirmed the statewide mission, instructed the University to go forward in collaboration with the Idaho Supreme Court to develop an Idaho Law Learning Center, authorized the establishment of a third-year program in Boise, and instructed the University to return to the Board with a reworked proposal for the full three-year program.

The College of Law, building on the success of its third-year program in Boise, is now developing the reworked proposal, which includes a second-year program as a step toward achieving the three-year program goal.

The Board of Directors of the University of Idaho Foundation, Inc., hereby expresses support for such a proposal (to the State Board of Education) and continues to endorse the University's effort to fulfill its statewide mission in legal education.

Sincerely,

Jeffry L. Stoddard
Chairman
University of Idaho Foundation, Inc.

Inspiring Futures

Invest in the University of Idaho

The mission of the University of Idaho Foundation is to secure, manage and distribute private support to enhance the growth and development of the University of Idaho.

BOISE STATE UNIVERSITY

SUBJECT

IDoTeach Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to discontinue five free-standing science and mathematics secondary education degrees and replace them with five new emphases within existing science and math degrees to include a certificate program.

These proposed changes represent a significant revision to the teaching of science and mathematics secondary education at BSU, creating a set of programs, known together as the "IDoTeach Program" that replicates the UTeach teacher preparation program from the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years. The IDoTeach program will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for their students.

The creation of the IDoTeach Program is important to the State of Idaho for two primary reasons. First, a substantial shortage exists of college graduates in Science Technology Engineering Mathematics (STEM) Education areas, and without those graduates it is difficult for the state to expand industry in STEM fields. One way to address the problem is to enhance the "pipeline" of students entering college who are interested in and prepared for STEM fields. To accomplish the enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

Second, the State Board of Education has increased graduation requirements in math and science. Whereas previously high school students could graduate with two years of math and two years of science, they are now required to graduate with three years of math and three years of science. Increasing the number of required courses will require additional STEM teachers. Results of a survey BSU conducted indicate a projected need of about 430 science and 520 math teachers in the next five years because of increased graduation requirements in math and science, increased enrollment, attrition of teachers, and increased demand due to greater career and societal emphasis on STEM.

The freestanding programs to be discontinued include the BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education.

The new emphases to be created include the BS in Biology, emphasis in STEM secondary education, BS in Chemistry, emphasis in STEM secondary education; BS in Geology, emphasis in STEM secondary education; BS in Mathematics, emphasis in STEM secondary education, and BS in Physics, emphasis in STEM secondary education. All five programs will be offered by the College of Arts and Sciences.

The new certificate to be created will be an Undergraduate Certificate in IDo-Teach STEM Teaching Certification. This certificate will be offered by the College of Education.

IMPACT

The proposed changes will dramatically increase BSU's production of STEM Secondary Education teachers – BSU projects a quadrupling of the number of graduates – and they will substantially increase the effectiveness of the teachers that graduate from BSU's programs by integrating education curriculum with subject matter and by making use of the latest educational methodologies.

Projections of resource needs in the budget were calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, BSU placed resource needs for the entire set of programs into the undergraduate certificate proposal. The budgets for the emphasis programs will reflect no resource needs because there will be no change in the subject area courses taught in each of the emphasis programs.

The budget includes a fourth year to reflect when the program will reach full capacity and full expense. The budget represents personnel costs to include one new faculty line at $60,000 that begins in Year 2 and a second that begins in Year 4. The budget also includes stipends for master teachers at $25,000 for each (four in Year 1, six in Year 2, eight in Year 3, ten in Year 4). Support staff will include a part-time programmer, full-time administrative assistant, part-time business/office manager, and work-study students. There will be other miscellaneous costs in Year 3 for Apprentice Teacher Support, Faculty Release, Master Teacher Professional Development; Peer Network Activities; Support Technology, and U-Teach Institute Support.

BSU will invest an annual $100,000 for the UTeach Institute over five years to support a set of deliverables each year to include the release of curriculum and support materials, license to use during the planning and implementation period, for technical support, and for evaluation. BSU has entered into a licensing and

cooperative agreement with the University of Texas. Once the deliverables for each of the five years has been completed, BSU will have fulfilled the terms of the agreement and own the curriculum.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to significantly change their math and science teacher education programs by adopting the UTeach Teacher Preparation Program from the University of Texas, which will be known as the IDoTeach Program. This change represents the creation of an entirely new structure of STEM education courses and a set of new programs.

BSU will offer the existing and new programs in parallel for several years to accommodate students in the pipeline. Many of the courses presently taught in the STEM secondary education programs are not STEM specific and are shared with other secondary education programs (e.g., English secondary ed). Therefore, those courses will continue to be taught.

BSU projects that the program will accommodate 32 new students the first year of the program, 64 new students in the second year, 96 in the third, and 128 in the fourth year and thereafter. Enrollment and graduate projections from the IDoTeach program includes all students enrolled in science and math secondary education programs and the certificate program.

Pursuant to III.Z, no institution has the Statewide Program Responsibility for Teacher Education or specific to STEM disciplinary areas. The following represents Secondary Education programs currently being offered.

Institution	Region	Branch Campus	Location	Program	Degree
LCSC	2	LCSC Campus	Lewiston	Biology, Secondary Education	BA, BS
LCSC	2	LCSC Campus	Lewiston	Chemistry, Secondary Education	BA, BS
LCSC	2	LCSC Campus	Lewiston	Earth Science, Secondary Ed	BA, BS
LCSC	2	LCSC Campus	Lewiston	Mathematics, Secondary Ed	BA, BS
LCSC	2	LCSC Campus	Lewiston	Natural Sciences, Secondary Ed	BA, BS
UI	2	UI Campus	Moscow	Secondary Education	BS Ed
UI	2	UI Campus	Moscow	*Biology	BS
UI	2	UI Campus	Moscow	*Chemistry	BS
UI	2	UI Campus	Moscow	*Mathematics	BS
UI	2	UI Campus	Moscow	*Physics	BS
UI	2	UI Campus	Moscow	*Geological Sciences	BS
BSU	3	BSU Campus	Boise	Biology, Secondary Education	BS
BSU	3	BSU Campus	Boise	Chemistry, Secondary Education	BS
BSU	3	BSU Campus	Boise	Earth Science Education	BS
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS
BSU	3	BSU Campus	Boise	Physics, Secondary Education	BS
CWI	3	Caldwell, Nampa	Caldwell, Nampa	Education, Secondary	AA
CSI	4	CSI Campus	Twin Falls	Education, Secondary	AA
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS
ISU	5	ISU Campus	Pocatello	Secondary Education	BS, BA
ISU	5	ISU Campus	Pocatello	Secondary Education	BS, BA
ISU	5	ISU Campus	Pocatello	Biology	BA, BS
ISU	5	ISU Campus	Pocatello	Chemistry	AS, BA, BS
ISU	5	ISU Campus	Pocatello	Geology	AS, BA, BS
ISU	5	ISU Campus	Pocatello	Mathematics	AS, BS
ISU	5	ISU Campus	Pocatello	Physics	AS, BA, BS
ISU	5	ISU Campus	Pocatello	Earth & Environmental Systems	BS, BA
ISU	6	University Place	Idaho Falls	Secondary Education	BS, BA
ISU	6	University Place	Idaho Falls	Secondary Education	BS, BA

*(Students take a major in a STEM department and complete a degree in secondary education.)

The Professional Standards Commission has reviewed BSU's IDoTeach Program consistent with their policies and procedures and is forwarding their recommendation for Board approval under a separate agenda item.

BSU's request to offer the new undergraduate certificate in IDo-Teach STEM Teaching Certification and emphases in STEM secondary education is consistent with their Five-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and Council on Academic Affairs Programs (CAAP) recommend approval as presented.

BOARD ACTION

A motion to approve the request by Boise State University to implement the IDoTeach Program, discontinue five stand-alone Bachelor of Science majors, and create five new emphases and an undergraduate program as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. ~~13-T2~~ **ATTACHMENT 1**

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	July 15, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Dept of Curriculum, Instruction, & Foundational Studies

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Undergraduate Certificate in IDoTeach STEM Teaching Certification			
Degree:	Undergraduate Certificate in IDoTeach STEM Teaching Certification			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.13 Science Secondary Education			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/18/12
Chief Fiscal Officer (Institution)	7/20/12 Date	Academic Affairs Program Manager	Date 9/13/12
Chief Academic Officer (Institution)	7/9/12 Date	Chief Academic Officer, OSBE	Date
President	7/23/12 Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes the creation of a new undergraduate certificate that will provide the educational coursework necessary for a student to receive state of Idaho certification to teach secondary science and math. Additionally, a student would need to gain subject area certification in biology, chemistry, geosciences, mathematics, and/or physics.

This proposed certification is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals 12-08 through 12-12). They will be replaced by (i) the certificate proposed in the present proposal (#12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests***. *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

<u>IDoTeach Courses:</u>
MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide

their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, IDoTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	29
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	(included above)
Credit hours in required electives:	
Total credit hours required for completion:	29

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students complete a degree program in a STEM department and also complete a separate degree program in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

Every college and university in the state and in the region has an array of science secondary education programs.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. Program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will approximately double. We also expect the retention and graduation rates of IDoTeach students to be higher than present rates in existing science & math secondary education students.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

Please see above for estimates of graduates and enrollments.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	

LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphases and certificate will replace existing separate degrees and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a substantial increase in the number of students pursuing STEM secondary education programs and in the number who graduate.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently

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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students entering college who are interested in and prepared for STEM fields. And to accomplish that enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

N/A

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not applicable

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content
Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. **Program Resource Requirements.** Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education
BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see table in Section 7 for enrollment projections**									
B. Shifting enrollments	**Please see table in Section 7 for enrollment projections**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$247,420		$500,500		$644,500		$788,500		$2,180,920	$0
2. Appropriated (New)									$0	$0
3. Federal									$0	$0
4. Tuition									$0	$0
5. Student Fees									$0	$0
6. Other (Micron Foundation Grant)	$100,000		$50,000		$0		$0		$150,000	$0
Total Revenue	$347,420	$0.00	$550,500	$0.00	$644,500	$0.00	$788,500	$0.00	$2,330,920	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	2.78		6.38		8.38		10.38		27.92	-
2. Faculty	$100,000		$210,000		$260,000		$370,000		$940,000	$0
3. Administrators	$13,400		$20,000		$20,000		$20,000		$73,400	$0
4. Adjunct Faculty									$0	$0
5. Instructional Assistants	$0		$0		$25,000		$25,000		$50,000	$0
6. Research Personnel									$0	$0
7. Support Personnel	$30,000		$65,000		$65,000		$65,000		$225,000	$0
8. Fringe Benefits	$43,020		$88,500		$111,000		$144,000		$386,520	$0
9. Other:									$0	$0
Total FTE Personnel and Costs	$186,420	$0.00	$383,500	$0.00	$481,000	$0.00	$624,000	$0.00	$1,674,920	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$10,000		$10,000		$10,000		$10,000		$40,000	$0
2. Professional Services									$0	$0
3. Other Services									$0	$0
4. Communications	$8,000		$8,000		$8,000		$8,000		$32,000	$0
5. Utilities									$0	$0
6. Materials and Supplies	$8,000		$8,000		$8,000		$8,000		$32,000	$0
7. Rentals									$0	$0
8. Repairs & Maintenance									$0	$0
9. Materials & Goods for Manufacture & Resale									$0	$0
10. Miscellaneous	$135,000		$141,000		$137,500		$138,500		$552,000	$0
Total Operating Expenditures	$161,000	$0.00	$167,000	$0.00	$163,500	$0.00	$164,500	$0.00	$656,000	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources									$0	$0
2. Equipment									$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation									$0	$0
E. Indirect Costs (overhead)									$0	$0
TOTAL EXPENDITURES:	$347,420	$0.00	$550,500	$0.00	$644,500	$0.00	$788,500	$0.00	$2,330,920	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Budget Notes:

*	A fourth year is included because it is not until the fourth year that the program reaches full capacity and full expense.		
III.A.2	Faculty includes	One new new faculty line (@$60k) that begins YR2 and a second that begins in YR4 and stipends for master teachers (@$25k each): 4 in YR1, 6 in YR2, 8 in YR3, 10 in YR4	
III.A.7	Support person	Includes part time programer, full time administrative asst, part time Business/office manager, and workstudy students.	
III.B.6	Materials/Suppl	Includes administrative supplies and instructional kits for Steps 1 and 2	
III.B.10	Misc includes:	The following expenses; dollar amounts are shown for YR3.	
		Apprentice Teacher Support	500
		Faculty Release	15,000
		Master Teacher Prof Dev	8,000
		Peer Network Activities	3,000
		Support Technology	11,000
		U-Teach Institute Support	100,000

Attachment A: Curriculum

Certificate in IDoTeach STEM Secondary Teaching		
	Subject and Number	Credits
Disciplinary Lens Courses	Literature and Humanities (DLL)	
	MSED 311 Perspectives on Science and Mathematics (IDoTeach)	3
	Social Sciences (DLS)	
	MSED 210 Knowing and Learning (IDoTeach)	3
	ED-CIFS 201 Foundations of Education (IDoTeach)	3
Additional Coursework	*MSED 101 STEP 1(IDoTeach)*	1
	MSED 102 STEP 2(IDoTeach)	1
	MSED 310 Classroom Interactions (IDoTeach)	3
	MSED 410 Project-Based Instruction (IDoTeach)	3
	MSED 480 Apprentice Teaching (IDoTeach)	6
	GENSCI 3xx Research Methods (IDoTeach)	3
	MATH 3xx Functions and Modeling (IDoTeach)	3
	Total Credits	29

ATTACHMENT 1

Idaho Secondary School Science and Mathematics Teacher Needs

Please answer each of the following questions based on your current knowledge of your school's needs.

1 How would you characterize the community setting where your school is located?

- Rural
- Suburban
- Urban
- Other, please specify _____

2 How would you classify your school (choose all that apply);

- High School
- Junior High School
- Middle School
- Other, please specify _____

3 Approximately how many teachers are employed at your school in the following areas?

- Mathematics _____
- Science _____

4 If your school is currently in need of teachers certified in the areas below, please provide us with the number of teachers that would be required to meet your school's needs.

- Earth Science _____
- Physical Science _____
- Life Science _____
- Physics _____
- Chemistry _____
- Biology _____
- Mathematics _____

5 Please consider your school's projected needs over the next five years.

About how many teachers certified in the areas below do you predict would be required to meet your school's needs **five years from now**?

Earth Science

Physical Science

Life Science

Physics

Chemistry

Biology

Mathematics

6 Do you currently have any ***math*** teachers teaching outside of area?

Yes

No

If "Yes," approximately how many and in what subjects?

7 Do you currently have any ***science*** teachers teaching outside of area?

Yes

No

If "Yes," approximately how many and in what subjects?

8 In the last 5 years, have you had to reduce ***math*** offerings due to lack of qualified teachers?

Yes

No

If yes, please estimate the number of classes reduced and in what subjects.

9 In the last 5 years, have you had to reduce ***science*** offerings due to lack of qualified teachers?

Yes

No

If yes, please estimate the number of classes reduced and in what subjects.

10 Over the ***next five years***, approximately how many **math** teachers do you expect to need to hire based on the following:

Replacement due to retirement	
Replacement due to teacher leaving district	
Growth	
Other, please specify	

11 Over the ***next five years***, approximately how many **science** teachers do you expect to need to hire based on the following:

Replacement due to retirement	
Replacement due to teacher leaving district	
Growth	
Other, please specify	

SUBMIT

Survey Page 1

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/mailing_list/index.htm). An e-mail cover letter sent from Superintendent Luna's office on Oct 15th, 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

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
Total	**314.75**	**540**	**251**	**430**

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 alternative interpretations 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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Institutional Tracking No. 12-14 **ATTACHMENT 2**

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Biology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Biology, emphasis in STEM Secondary Education			
Degree:	Bachelor of Science			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1322 (biology 2nd Ed)			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 ps			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	7/9/12 Date	Academic Affairs Program Manager	9/18/12 Date
Chief Academic Officer (Institution)	7/9/12 Date	Chief Academic Officer, OSBE	9/13/12 Date
President	7/23/12 Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes a new "Bachelor of Science in Biology, emphasis in STEM Secondary Education" that will replace the existing, free-standing "Bachelor of Science in Biology, Secondary Education," which is being discontinued via a separate proposal. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

The proposed emphasis is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

<u>IDoTeach Courses:</u>
MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations,

processes, and rewards of teaching. When making placements, IDoTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major (inside and outside of major dept):	87
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	36
Credit hours in electives courses:	0
Total credit hours required for completion:	123

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students take a major in a STEM department and complete a degree in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. The program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.
5. Enrollments and number of graduates will be divided among the five math/science subject areas in roughly the same percentages as present enrollments, but with a deliberate increase in the percentages chemistry and physics subject areas. The percents used were: Biology: 22%; Chemistry: 13%; Geosciences: 6%; Mathematics: 52%, and Physics: 8%.

The retention and graduation rates used in the above estimates are higher than our present university-wide rates. However, we are confident that the structure of IDoTeach program, including substantial interaction with master teachers, tutors, advisors, will result in retention and graduation rates that are even higher than the ambitious rates used above.

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will

approximately double.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.
   See following tables.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	
LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphasis will replace an existing separate degree and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a significant increase in the number of students pursuing STEM secondary education programs. However, because Boise State continues to see substantial increases in overall enrollments, it is unclear if any existing non-education programs will experience decreased enrollments.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to*

requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently 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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state. The estimates above do not differentiate among the various science subject areas.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students

entering college who are interested in and prepared for STEM fields. And to accomplish that enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe**. *This question is not applicable to requests for discontinuance.*

Not planned at this time.

12. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission**. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. **Describe how this request fits with the institution's vision and/or strategic plan**. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content
Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No ____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate

program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education
BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs. All resource needs have been consolidated in the proposal to create the Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see Table 8 in Text for Estimates of Enrollments**									
B. Shifting enrollments	**Please see Table 8 in Text for Estimates of Graduates**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Appendix A: Proposed Degree Box

Biology Bachelor of Science		
	Course Number and Title	Credits
	English Composition ENGL 101 English Composition and either ENGL 102 or ENGL 112 English/Honors Composition *Communication in the Discipline (CID)* BIOL 323 Ecology (*indicates that course is satisfied by major requirements below)	 3 3 *
	UF 100 Intellectual Foundations *UF 200 Civic and Ethical Foundations* *Finishing Foundations (capstone course in discipline)* Either BIOL 415 Microbial Physiology, BOT 401 Plant Physiology, ZOOL 401 Human Physiology, or ZOOL 409 Comparative Physiology (choose any course to meet general degree requirements or select course based on particular degree emphasis plan) (*indicates that course is satisfied by major requirements below)	3 3 *
Disciplinary Lens Courses	*Mathematics (DLM)* MATH 160 Survey of Calculus **OR** MATH 170 Calculus I* *Natural and Physical Sciences (DLN)* BIOL 191 General Biology I CHEM 111, 111L General Chemistry I with lab *Visual and Performing Arts (DLV)* *Literature and Humanities (DLL)* *Social Sciences (DLS)* Social Science (DLS) course in first field Social Science (DLS) course in second field *MATH 170 is recommended for students planning to enter graduate or professional school and those in the Microbiology or Molecular Cell Biology emphases.	 4 4 4 3 3-4 3 3
Major Requirements	BIOL 192 General Biology II BIOL 301 Cell Biology BIOL 323 Ecology BIOL 343 Genetics Lecture BIOL 400 Organic Evolution BIOL 488 Senior Outcomes Assessment	4 3 4 3 3 0
	CHEM 112, 112L General Chemistry II with Lab CHEM 301, 302 Survey of Organic Chemistry with Lab **OR** CHEM 307, 308 and 309, 310 Organic Chemistry I & II with Labs CHEM 301-302 is suitable for most biology majors. Those interested in medical, dental, pharmacy, veterinary school and students pursuing the Microbiology or Molecular and Cell Biology emphases should take CHEM 307-310. Please consult your advisor.	4 5-10
	Two or more of these communication courses including at least one COMM course: COMM 101 Fundamentals of Speech Communication COMM 112 Reasoned Discourse COMM 231 Public Speaking COMM 356 Communication in the Small Group ENGL 201 Nonfiction Writing ENGL 202 Technical Communication (COMM 101, COMM 112, and ENGL 202 may be counted as fulfilling all or part of DLS requirements)	6
	MATH 143 and 144 College Algebra and Analytic Trigonometry **OR** MATH 147 Precalculus MATH 254 Applied Statistics with Computers	5 3

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Chemistry

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Chemistry, emphasis in STEM Secondary Education			
Degree:	Bachelor of Science			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1323 (Chemistry 2nd Ed)			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/18/12
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	Date 9/18/12
Chief Academic Officer (Institution)	7/23/12	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes a new "Bachelor of Science in Chemistry, emphasis in STEM Secondary Education" that will replace the existing, free-standing "Bachelor of Science in Chemistry, Secondary Education," which is being discontinued via a separate proposal. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

The proposed emphasis is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

IDoTeach Courses:

MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide

their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, IDOTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major (inside and outside of major dept):	79
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	38
Credit hours in electives courses:	3
Total credit hours required for completion:	120

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
LCSC Sec Ed. Biology	BA or BS		Secondary Education: Biology Secondary Education: Chemistry

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students take a major in a STEM department and complete a degree in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. The program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.
5. Enrollments and number of graduates will be divided among the five math/science subject areas in roughly the same percentages as present enrollments, but with a deliberate increase in the percentages chemistry and physics subject areas. The percents used were: Biology: 22%; Chemistry: 13%; Geosciences: 6%; Mathematics: 52%, and Physics: 8%.

The retention and graduation rates used in the above estimates are higher than our present university-wide rates. However, we are confident that the structure of IDoTeach program, including substantial interaction with master teachers, tutors, advisors, will result in retention and graduation rates that are even higher than the ambitious rates used above.

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will

approximately double.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

See following tables.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	
LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphasis will replace an existing separate degree and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a significant increase in the number of students pursuing STEM secondary education programs. However, because Boise State continues to see substantial increases in overall enrollments, it is unclear if any existing non-education programs will experience decreased enrollments.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to*

requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently 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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state. The estimates above do not differentiate among the various science subject areas.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students

entering college who are interested in and prepared for STEM fields. And to accomplish that enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not planned at this time.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content

Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education

BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs. All resource needs have been consolidated in the proposal to create the Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see Table 8 in Text for Estimates of Enrollments**									
B. Shifting enrollments	**Please see Table 8 in Text for Estimates of Graduates**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Appendix A: Proposed Degree Box

Chemistry, STEM Secondary Education Bachelor of Science		
Content	Notes	Credits
Communication	*English Composition* ENGL 101 Introduction to College Writing ENGL 102 Intro to College Writing and Research CHEM 323 "Communication in CHEM" (CID)	 3 3 3
Foundations	UF 100 Intellectual Foundations UF 200 Civic and Ethical Foundations CHEM 495 (FF)Directed Research in Chemistry	3 3 2
Disciplinary Lens	MATH 170 Calculus I (DLM) PHYS 211,211L-212,212L Physics I &II with Calculus and Labs (DLN) Visual and Performing Arts (DLV) Literature and Humanities (DLL) *MSED 311 Perspectives on Science and Mathematics (IDoTeach)* Social Sciences (DLS) *MSED 210 Knowing and Learning (IDoTeach)* *ED-CIFS 201 Foundations of Education (IDoTeach)*	4 10 3 3 3 3
Major	MSED 101 STEP 1 (IDoTeach) MSED 102 STEP 2 (IDoTeach) MSED 310 Classroom Interactions (IDoTeach) MSED 410 Project-Based Instruction (IDoTeach) MSED 480 Apprentice Teaching (IDoTeach) GENSCI 3xx Research Methods (IDoTeach) CHEM 111,111L-112,112L General Chemistry I & II with Labs CHEM 211, 212 Analytical Chemistry I and Lab CHEM 307, 308-309, 310 Organic Chemistry I & II with Labs CHEM 321, 322 Physical Chemistry Lecture CHEM 323 Advanced Synthesis Laboratory CHEM 324 Physical Chemistry Laboratory CHEM 401 Advanced Inorganic Chemistry CHEM 411 Analytical Chemistry II CHEM 412 Analytical Chemistry Laboratory II CHEM 498 Seminar MATH 175 Calculus II MATH 275 Multivariable and Vector Calculus MATH 3xx Functions and Modeling (IDoTeach) One or more additional courses chosen from the following for a minimum of 3 credits: CHEM 422 Advanced Topics in Chemistry CHEM 440 Spectrometric Identification	1 1 3 3 6 3 8 5 10 6 2 2 3 3 2 2 4 4 3 3
	Electives to total 120 credits	3
	Total	120

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Geosciences

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Geosciences, emphasis in STEM Secondary Education			
Degree:	Bachelor of Science			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1316 (earth sciences 2nd Ed)			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	9/18/12
Chief Academic Officer (Institution)	7/5/12	Chief Academic Officer, OSBE	Date
President	7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes a new "Bachelor of Science in Geosciences, emphasis in STEM Secondary Education" that will replace the existing, free-standing "BS in Earth Science Education," which is being discontinued via a separate proposal. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

The proposed emphasis is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

<u>IDoTeach Courses:</u>
MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations,

processes, and rewards of teaching. When making placements, IDOTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major (inside and outside of major dept):	79-83
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	36-37
Credit hours in electives courses:	0-5
Total credit hours required for completion:	120

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students take a major in a STEM department and complete a degree in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. The program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.
5. Enrollments and number of graduates will be divided among the five math/science subject areas in roughly the same percentages as present enrollments, but with a deliberate increase in the percentages chemistry and physics subject areas. The percents used were: Biology: 22%; Chemistry: 13%; Geosciences: 6%; Mathematics: 52%, and Physics: 8%.

The retention and graduation rates used in the above estimates are higher than our present university-wide rates. However, we are confident that the structure of IDoTeach program, including substantial interaction with master teachers, tutors, advisors, will result in retention and graduation rates that are even higher than the ambitious rates used above.

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will

approximately double.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   See following tables.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	
LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphasis will replace an existing separate degree and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a significant increase in the number of students pursuing STEM secondary education programs. However, because Boise State continues to see substantial increases in overall enrollments, it is unclear if any existing non-education programs will experience decreased enrollments.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to*

requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently 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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state. The estimates above do not differentiate among the various science subject areas.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students entering college who are interested in and prepared for STEM fields. And to accomplish

that enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not planned at this time.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content

Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education

BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs. All resource needs have been consolidated in the proposal to create the Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see Table 8 in Text for Estimates of Enrollments**									
B. Shifting enrollments	**Please see Table 8 in Text for Estimates of Graduates**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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

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

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Appendix A: Proposed Degree Box

Geoscience with Emphases in Geology, Hydrology, STEM Secondary Education Bachelor of Science	
Course Number and Title	**Credits**
ENGL 101 Intro to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 170 Calculus I	3
DLN CHEM 111, 111L General Chemistry with Lab	3
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3-4
DLS Social Sciences course in first field (IDoTeach class for Secondary Ed emphasis)	3
DLS Social Sciences course in second field (IDoTeach class for Secondary Ed emphasis)	3
CHEM 112, 112L General Chemistry II with Lab	4
GEOPH 201 Seeing the Unseen: and Introduction to Geophysics	4
GEOG 360 Introduction to Geographic Information Systems	3
GEOS 200 Evolution of Western North America	4
GEOS 212 Water in the West	4
CID GOES 242 Communication in the Earth Sciences	3
GEOS 313 Geomorphology	4
FF GEOS 498 Geology Senior Seminar	1
MATH 175 Calculus II	4
MATH 254 Applied Statistics with Computers or MATH 361 Probability and Statistics	3-4
Physics Option I: (Recommended for students planning graduate studies) PHYS 211, 211L and 212, 212L Physics I & II with Calculus and Labs Physics Option II: PHYS 111, 111L and 112, 112L General Physics	8-10
Students must choose one of the following emphasis areas	
Geology Emphasis	
GEOS 300 Earth Materials	4
GEOS 314 Structural Geology	4
GEOS 315 Sedimentation and Stratigraphy	4
GEOS 324 Petrography	1
GEOS 345 Igneous and Metamorphic Petrology	3
GEOS 425 Whole Earth Geochemistry	3
GEOS 482 Geosciences Summer Field Camp	6
Upper-division electives to total 40 credits	4-7
Electives to total 120 credits	7-13
Hydrology Emphasis	
GEOS 411 Hydrology: Land-Atmosphere Interactions	3
GEOS 412 Hydrology: Flow in Geologic Systems	3
GEOS 426 Aqueous Geochemistry	3
GEOS 486 Geosciences Capstone	3-6
Approved Electives (12 of 15 must be upper division)	15
Upper-division electives to total 40 credits	0-8
Electives to total 120 credits	7-9
STEM Secondary Education Emphasis	
Literature and Humanities (DLL)	
MSED 311 Perspectives on Science and Mathematics (IDo Teach)	(3)
Social Sciences (DLS)	
MSED 210 Knowing and Learning (IDo Teach)	(3)
ED-CIFS 201 Foundations of Education (IDo Teach)	(3)
MSED 101 STEP 1 (IDoTeach)	1
MSED 102 STEP 2 (IDoTeach)	1
MSED 310 Classroom Interactions (IDoTeach)	3
MSED 410 Project-Based Instruction (IDoTeach)	3
MSED 480 Apprentice Teaching (IDoTeach)	6
GENSCI 3xx Research Methods (IDoTeach)	3
GEOG 213 Meteorology	3
GEOS 201 Introduction to Oceanography	3
GEOS 300 Earth Materials	4
GEOS 314 Structural Geology	4
GEOS 315 Sedimentation and Stratigraphy	4
GEOS 425 Whole Earth Geochemistry **OR** GEOS 426 Aqueous Geochemistry	3
Upper-division electives to total 40 credits	1-4
Electives to total 120 credits	0-5
Total	120

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Mathematics

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Mathematics, emphasis in STEM Secondary Education			
Degree:	Bachelor of Science			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1311 (Math 2nd Ed)			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	9/18/12
Chief Academic Officer (Institution)	7/9/12	Chief Academic Officer, OSBE	Date
President	7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes a new "Bachelor of Science in Mathematics, emphasis in STEM Secondary Education" that will replace the existing, free-standing "BS in Mathematics Secondary Education," which is being discontinued via a separate proposal. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

The proposed emphasis is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

<u>IDoTeach Courses:</u>
MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations,

processes, and rewards of teaching. When making placements, IDOTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major (inside and outside of major dept):	64-65
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	35-38
Credit hours in electives courses:	17-21
Total credit hours required for completion:	120

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students take a major in a STEM department and complete a degree in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. The program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.
5. Enrollments and number of graduates will be divided among the five math/science subject areas in roughly the same percentages as present enrollments, but with a deliberate increase in the percentages chemistry and physics subject areas. The percents used were: Biology: 22%; Chemistry: 13%; Geosciences: 6%; Mathematics: 52%, and Physics: 8%.

The retention and graduation rates used in the above estimates are higher than our present university-wide rates. However, we are confident that the structure of IDoTeach program, including substantial interaction with master teachers, tutors, advisors, will result in retention and graduation rates that are even higher than the ambitious rates used above.

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will

approximately double.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   See following tables.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	
LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphasis will replace an existing separate degree and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a significant increase in the number of students pursuing STEM secondary education programs. However, because Boise State continues to see substantial increases in overall enrollments, it is unclear if any existing non-education programs will experience decreased enrollments.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to*

requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently 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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state. The estimates above do not differentiate among the various science subject areas.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students entering college who are interested in and prepared for STEM fields. And to accomplish that enhancement of the "pipeline" requires that we produce more STEM secondary

education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not planned at this time.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content

Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education

BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs. All resource needs have been consolidated in the proposal to create the Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see Table 8 in Text for Estimates of Enrollments**									
B. Shifting enrollments	**Please see Table 8 in Text for Estimates of Graduates**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Appendix A: Proposed Degree Box

Mathematics, STEM Secondary Education Emphasis Bachelor of Science		
Content	*Course Number and TItle*	*Credits*
Communication	*English Composition*	
	ENGL 101 Introduction to College Writing	3
	ENGL 102 Intro to College Writing and Research	3
	MATH 287 Communication in the Mathematical Sciences (CID)	3
Foundations	UF 100 Intellectual Foundations	3
	UF 200 Civic and Ethical Foundations	3
	MATH 401 (FF)Senior Thesis in the Mathematical Sciences	1
Disciplinary Lens	MATH 170 Calculus I (DLM)	4
	Natural and Physical Sciences (DLN)	7-10*
	Choose from the following:	
	BIOL 191 General Biology I	
	CHEM 111,111L General Chemistry I with Lab	
	PHYS 211,211L Physics I with Calculus and Lab	
	Visual and Performing Arts (DLV)	3
	Literature and Humanities (DLL)	
	MSED 311 Perspectives on Science and Mathematics (IDoTeach)	3
	Social Sciences (DLS)	
	MSED 210 Knowing and Learning (IDoTeach)	3
	ED-CIFS 201 Foundations of Education (IDoTeach)	3
Major	MSED 101 STEP 1(IDoTeach)	*1*
	MSED 102 STEP 2(IDoTeach)	*1*
	MSED 310 Classroom Interactions (IDoTeach)	*3*
	MSED 410 Project-Based Instruction (IDoTeach)	*3*
	MSED 480 Apprentice Teaching (IDoTeach)	*6*
	GENSCI 3xx Research Methods (IDoTeach)	*3*
	One of the following:	*4-5**
	BIOL 192 General Biology II	
	CHEM 112,112L General Chemistry II with Lab	
	PHYS 212,212L Physics II with Calculus and Lab	
	***Note:** PHYS 212,212L is an approved DLN course. When taking the PHYS 211-212 sequence both the DLN requirement and Science Requirement above are satisfied with a just two courses for a total of 10 credits. Otherwise the combined requirement is three courses for 11-14 credits.	
	MATH 175 Calculus II	*4*
	MATH 187 Discrete and Foundational Mathematics I	*4*
	MATH 211 Geometry for the Classroom	*3*
	MATH 261 Statistics for the Classroom	*3*
	MATH 275 Multivariable and Vector Calculus	*4*
	MATH 298 Mathematics Education Seminar I	*1*
	MATH 301 Introduction to Linear Algebra	*3*
	MATH 305 Introduction to Abstract Algebra and Number Theory	*3*
	MATH 311 Foundations of Geometry	*3*
	MATH 314 Foundations of Analysis	*3*
	MATH 3xx Functions and Modeling (IDoTeach)	*3*
	MATH 361 Probability and Statistics	*3*
	MATH 405 Abstract Algebra	*3*
	MATH 498 Mathematics Education Seminar II	*1*
	Electives to total 120 credits	17-21
	Total	120

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Physics

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Physics, emphasis in STEM Secondary Education
Degree:	Bachelor of Science
Method of Delivery:	Face to face
CIP code (consult IR /Registrar)	13.1329 (physics 2nd Ed)
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 FJ
Indicate if the program is:	**Regional Responsibility** ~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [X] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [ ] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/18/12
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	Date 9/18/12
Chief Academic Officer (Institution)	7/5/12	Chief Academic Officer, OSBE	Date
President	7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

Boise State University proposes a new "Bachelor of Science in Physics, emphasis in STEM Secondary Education" that will replace the existing, free-standing "BS in Physics Secondary Education," which is being discontinued via a separate proposal. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

The proposed emphasis is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

The proposed set of curricular changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

Our program, the "IDoTeach Program", will utilize the UTeach curriculum, replicating the scope and sequence as it has been established, and will adapt and adopt elements of the courses that are more relevant for our students. Each course in the program has well established learning objectives, identified artifacts of evidence of meeting objectives, assessments, instructional emphasis, and core competencies.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

    1. Create a curriculum to develop secondary-level STEM educators who are better able to teach their subject matter because of the greater alignment of pedagogy and subject matter content during their college education.
    2. Create a curriculum to develop secondary-level STEM educators who are more effective at teaching STEM subjects in general because they are using the latest methodologies of STEM education as captured in the UTeach program.
    3. Recruit and retain teachers who are highly engaged and committed to improving the quality of secondary STEM education.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The following measures will ensure the high quality of the proposed program:

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).

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. Each of the involved STEM departments (Biological Sciences, Chemistry & Biochemistry, Geosciences, Mathematics, and Physics) will, as part of their normal program review process, have their secondary education programs reviewed.

Specialized Accreditation: The College of Education (COE) programs, including STEM secondary education programs, are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program in question will continue be reviewed by NCATE. The COE just completed an NCATE review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of programs within the COE, to include assessment and data reporting procedures.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

NOTE: The curriculum for the IDoTeach program is being adopted and adapted from the UTeach teacher preparation program out of the University of Texas.

<u>IDoTeach Courses:</u>
MSED 101 Step 1: Inquiry Approaches to Teaching – (1 credit) Step 1 allows students to explore teaching as a career. Following an introduction to the theory and practice behind excellent inquiry-based science and mathematics instruction, students teach lessons in elementary classrooms to obtain firsthand experience in planning and implementation.

MSED 102 Step 2: Inquiry-Based Lesson Design – (1 credit) In Step 2, the second 1-credit exploratory course, students continue developing the lesson planning skills learned in Step 1 as they become familiar with exemplary middle school science curricula. After observing a lesson being taught in a local school district classroom, students work alone or in pairs to themselves plan and teach three inquiry-based lessons to sixth, seventh, or eighth graders.

MSED 210 Knowing and Learning in Mathematics and Science – (3 credits) Knowing and Learning in Mathematics and Science is the first in a sequence of three, 3-credit college of education courses in the IDoTeach program. It is followed by Classroom Interactions and Project-Based Instruction. Knowing and Learning is more than simply a general survey of theories in the STEM fields, its goal is for students to construct a model of knowing and learning that will guide their future classroom practice. The Knowing and Learning course fulfills a social science core requirement.

MSED 310 Classroom Interactions – (3 credits) Classroom Interactions is typically the fourth IDoTeach course taken by students and the second in a series of three, 3-credit College of Education courses. It follows Knowing and Learning and precedes Project-Based Instruction. Classroom Interactions builds on the Knowing and Learning course, moving from a focus on thinking and learning to a focus on teaching and learning. The course is centered around a close examination of the interplay between teachers, students, and content, and how these types of interactions enable students to develop deep conceptual understanding. Prospective teachers are also introduced to ways in which curriculum and technology are used in classroom settings to build interrelationships among teachers and students. They are taught how content and pedagogy combine to make effective teaching.

MSED 410 Project-Based Instruction – (3 credits) Project-Based Instruction (PBI) is the capstone course in the sequence of professional development courses (Knowing and Learning, Classroom Interactions, and PBI) IDoTeach students take prior to Apprentice Teaching. PBI is the course in which a number of the major principles and themes of the IDoTeach program—integration of mathematics and science content; infusion of technology in representation, analysis, modeling, assessment and contextualization of content; immersion in intensive field-based experiences; and a focus on designing equitable learning environments—are synthesized as the students develop an intellectually challenging project-based instructional unit. When students complete PBI, they are fully prepared for Apprentice Teaching.

GENSCI 3xx Research Methods – (3 credits) Research Methods is a one-semester three-hour course in the required IDoTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). It also fulfills multiple degree requirements. Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed between Physics, Chemistry, and Biology.

MSED 311 Perspectives on Science and Mathematics – (3 credits) Perspectives on Science and Mathematics is a 3 credit upper-division history course designed to meet the unique needs of future teachers. It is one of the specially designed content courses in the IDoTeach sequence (others include Functions and Modeling and Research Methods) that fulfills multiple degree requirements. ThePerspectives fulfills the requirement for a Disciplinary Lens course in Literature and Humanities.

MATH 3xx Functions and Modeling – (3 credits) Functions and Modeling is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of IDoTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics. Students collect data and explore a variety of situations that can be modeled using linear, exponential, polynomial, and trigonometric functions. Activities are designed to have them take a second, deeper look at topics they should have been exposed to previously; illuminate the connections between secondary and college mathematics; illustrate good, uses of technology in teaching; illuminate the connections between various areas of mathematics; and engage them in serious (i.e., non-routine) problem solving, problem-based learning, and applications of mathematics.

MSED 480 Apprentice Teaching – (6 credits) The purpose of Apprentice Teaching is to offer IDoTeach students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations,

processes, and rewards of teaching. When making placements, IDOTeach master teachers consider each apprentice teacher's characteristics and abilities as well as the cooperating teacher's teaching and mentoring styles. The hope is that the complementary strengths of the IDoTeach apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major (inside and outside of major dept):	75
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	38-39
Credit hours in electives courses:	6-7
Total credit hours required for completion:	120

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates 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	Bachelor's	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
CSI			
CWI			
EITC			
ISU B.S. Biology B.S. Chemistry B.S. Geology B.S. Mathematics B.S. Physics	Bachelor's		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural

LCSC Sec Ed. Biology Sec Ed. Chemistry Sec. Ed. Earth Science Sec Ed. Mathematics Sec Ed. Natural Science	BA or BS		Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science
NIC			
UI BS in Biology BS in Chemistry BS in Geosciences BS in Math BS in Physics B.Ed. In Secondary Education	Bachelor's		(Students take a major in a STEM department and complete a degree in secondary education.) Secondary Education: Biology Secondary Education: Chemistry Secondary Education: Earth Science Secondary Education: Math. Secondary Education: Natural Science

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Our projected enrollments in and graduates from the IDoTeach program, which will include all students enrolled in science & math secondary education programs and in the certificate program, are shown below.

The assumptions used are as follows:

1. The program will accommodate 32 new students the first year of the program, 64 new students the second, 96 the third, and 128 the fourth and thereafter.
2. Recruiting efforts will ensure that all of those openings are filled.
3. Year to year retention is 80%.
4. By year four, 20% will have graduated, then an additional 15% by year five, and an additional 15% by year six.
5. Enrollments and number of graduates will be divided among the five math/science subject areas in roughly the same percentages as present enrollments, but with a deliberate increase in the percentages chemistry and physics subject areas. The percents used were: Biology: 22%; Chemistry: 13%; Geosciences: 6%; Mathematics: 52%, and Physics: 8%.

The retention and graduation rates used in the above estimates are higher than our present university-wide rates. However, we are confident that the structure of IDoTeach program, including substantial interaction with master teachers, tutors, advisors, will result in retention and graduation rates that are even higher than the ambitious rates used above.

Note that we estimate the program will approximately quadruple the total number of science and mathematics education graduates. We also estimate that the enrolled number of students in science secondary education programs will approximately quadruple the existing number and that the number of math secondary education majors will

approximately double.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   See following tables.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
new students										
Projected number of new students entering IDoTeach program each year in Science & Math Secondary Ed programs and in the certificate program										
Biology	6	12	18	24	24	24	24	24	24	24
Chemistry	3	7	10	14	14	14	14	14	14	14
Geosciences	2	3	5	7	7	7	7	7	7	7
Mathematics	14	28	42	56	56	56	56	56	56	56
Physics	2	4	6	9	9	9	9	9	9	9
Certificate Only	5	10	14	19	19	19	19	19	19	19
Totals:	32	64	96	128	128	128	128	128	128	128
enrollments										
Without the IDoTeach Program: projected total enrollment of all existing science & math secondary ed programs (estimate based on historical data) were the IDoTeach program not to be created										
Biology	33	33	33	33	33	33	33	33	33	33
Chemistry	19	19	19	19	19	19	19	19	19	19
Geosciences	9	9	9	9	9	9	9	9	9	9
Mathematics	77	77	77	77	77	77	77	77	77	77
Physics	12	12	12	12	12	12	12	12	12	12
Certificate Only	0	0	0	0	0	0	0	0	0	0
Totals:	150	150	150	150	150	150	150	150	150	150
Projected Fall enrollment of students at all levels in the IDoTeach program										
Biology	6	17	32	52	66	76	81	81	81	81
Chemistry	3	9	18	30	38	43	46	46	46	46
Geosciences	2	5	9	15	19	22	23	23	23	23
Mathematics	14	39	75	123	157	179	190	190	190	190
Physics	2	6	11	19	24	27	29	29	29	29
Certificate Only	5	13	26	42	54	61	65	65	65	65
Totals:	32	89	172	280	357	408	434	434	434	434
source of enrollments in IDoTeach Program										
IDoTeach enrollment of students who switch from existing programs or would have been in existing programs.										
Biology	3	6	14	19	23	28	28	28	28	28
Chemistry	2	4	8	11	13	16	16	16	16	16
Geosciences	1	2	4	5	7	8	8	8	8	8
Mathematics	7	15	33	44	55	66	66	66	66	66
Physics	1	2	5	7	8	10	10	10	10	10
Certificate Only	2	5	11	15	19	23	23	23	23	23
Totals:	16	35	75	100	125	150	150	150	150	150
IDoTeach enrollment of students who would not have become Secondary teachers without the IDoTeach Program										
Biology	3	10	18	34	43	48	53	53	53	53
Chemistry	2	6	10	19	25	27	30	30	30	30
Geosciences	1	3	5	10	12	14	15	15	15	15
Mathematics	7	24	42	79	102	113	125	125	125	125
Physics	1	4	6	12	15	17	19	19	19	19
Certificate Only	2	8	15	27	35	39	43	43	43	43
Totals:	16	54	97	181	233	258	284	284	284	284
graduates										
Estimated number of IDoTeach graduates										
Biology	0	0	0	0	1	3	6	9	12	12
Chemistry	0	0	0	0	1	2	3	5	7	7
Geosciences	0	0	0	0	0	1	2	3	3	3
Mathematics	0	0	0	0	3	7	14	21	28	28
Physics	0	0	0	0	0	1	2	3	4	4
Certificate Only	0	0	0	0	1	2	5	7	10	10
Totals:	0	0	0	0	6	16	32	48	64	64
Projected # of grads per year from existing science & math secondary ed programs (estimate based on historical data)										
Biology	3	3	3	3	2	1	0	0	0	0
Chemistry	2	2	2	2	1	1	0	0	0	0
Geosciences	1	1	1	1	1	0	0	0	0	0
Mathematics	7	7	7	7	5	4	0	0	0	0
Physics	1	1	1	1	1	1	0	0	0	0
Certificate Only	2	2	2	2	2	1	0	0	0	0
Totals:	16	16	16	16	12	8	0	0	0	0
Total number of Science/Math Secondary Education graduates										
Biology	3	3	3	3	3	4	6	9	12	12
Chemistry	2	2	2	2	2	3	3	5	7	7
Geosciences	1	1	1	1	1	1	2	3	3	3
Mathematics	7	7	7	7	8	11	14	21	28	28
Physics	1	1	1	1	1	2	2	3	4	4
Certificate Only	2	2	2	2	3	4	5	7	10	10
Totals:	16	16	16	16	18	24	32	48	64	64

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Existing programs: BS in the following:							Approx # of grads per year:
Biology Secondary Ed	30	38	36	4	2	1	~3
Chemistry Secondary Ed	8	9	5	0	0	0	~0
Geosciences Secondary Ed	15	19	28	1	1	1	~1
Mathematics Secondary Ed	80	86	87	18	6	15	~14
Physics Secondary Ed	6	2	2	0	0	0	~0
CSI							
CWI							
EITC							
ISU							
Biology Secondary Ed	20	28	NA	NA	1	0	
Chemistry Secondary Ed	1	2	NA	NA	0	0	
Geology Secondary Ed	5	3	NA	NA	0	1	
Math Secondary Ed	31	37	NA	NA	2	1	
Physics Secondary Ed	3	3	NA	NA	0	0	
LCSC BA/BS in the following:							Approx # of grads per year:
Secondary Ed Biology	13	6	0	0	0	0	~0
Secondary Ed Chemistry	1	4	1	0	0	0	~0
Secondary Ed Earth Science	3	0	1	0	0	0	~0
Secondary Ed Math	12	18	21	1	5	1	~2
Secondary Ed Natural Science	7	10	11	0	0	0	~0
NIC							
U of I							Approx # of grads per year:
Biology, B.S. Ed.	23	22	12	5	3	5	4
Chemistry, B.S. Ed.	5	6	5	3	1	0	1
Geological Science, B.S. Ed.	2	1	1	1	0	0	0
Math, B.S. Ed.	49	47	44	9	6	7	7
Physics, B.S. Ed.	3	2	4	0	1	1	1
Earth Science, B.S. Ed.	6	8	6	1	1	0	1

9. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

The new emphasis will replace an existing separate degree and will therefore take on those students presently enrolled. Additionally, because the proposed program better integrates pedagogy into the content area, it will be more attractive to students, and we expect to see a significant increase in the number of students pursuing STEM secondary education programs. However, because Boise State continues to see substantial increases in overall enrollments, it is unclear if any existing non-education programs will experience decreased enrollments.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to*

requests for discontinuance.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State	86 science 104 math	86 science 104 math	86 science 104 math	256 science 312 math
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

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. Recently 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 indicated 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. Dividing the five year numbers by 5 yields the per-year numbers in the table above.

We are not filling out the "region" and "nation" rows in the above table because the focus is on producing STEM teachers for the state. The estimates above do not differentiate among the various science subject areas.

In addition, we are not using state and national labor data because it does not have sufficient granularity to be of value in this analysis, especially given that we have excellent data on need from our survey.

Please see attachments for the survey instrument and the report that resulted from the survey.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

In the State of Idaho there exists a substantial shortage of college graduates in the STEM areas, and without those graduates it is difficult for the state to expand industry in the STEM fields. One way to attack the problem is to enhance the "pipeline" of students entering college who are interested in and prepared for STEM fields. And to accomplish

that enhancement of the "pipeline" requires that we produce more STEM secondary education teachers and that those teachers are better qualified.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

Not planned at this time.

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

By creating a better set of programs for STEM secondary education, we will create more and better-prepared STEM educators. And more/better prepared STEM educators will provide more and better STEM education to our middle and high school students. Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

GOAL 2: CRITICAL THINKING AND INNOVATION

The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic ~~Mission~~ Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	An innovative program that incorporates pedagogy with content

Goal 1: Create a signature, high-quality educational experience for all students. Strategy: Provide bountiful opportunities within and across disciplines for experiential learning.	Incorporates experiential learning
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	Will help meet need for STEM educators
Goal 4: Align university programs and activities with community needs. Strategy: Increase student recruitment, retention, and graduation in STEM disciplines.	Will help meet need for STEM educated students by better preparing them for college STEM programs.
Goal 4: Align university programs and activities with community needs. Strategy: Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.	Involves substantial work in partnership with secondary schools

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _x_ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

We will recruit students to the program by introducing the program during general recruiting sessions and through advisors in the College of Arts & Sciences and the College of Engineering.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, create one certificate program and five new emphases within existing programs:
Undergraduate Certificate in STEM Teaching Certification
BS in Biology, emphasis in STEM secondary education
BS in Chemistry, emphasis in STEM secondary education
BS in Geology, emphasis in STEM secondary education

BS in Mathematics, emphasis in STEM secondary education
BS in Physics, emphasis in STEM secondary education.

All projections of resource needs have been calculated for the entire set of new programs. However, because it is the education curriculum that will require resources and because the entire education curriculum is contained within the Undergraduate Certificate program, we are placing the resource needs for the entire set of programs into this proposal. Because there will be no change in the subject area courses taught in each of the emphasis programs (and therefore no resource requirements), the budgets of those emphasis programs reflect no resource needs. All resource needs have been consolidated in the proposal to create the Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13).

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	**Please see Table 8 in Text for Estimates of Enrollments**									
B. Shifting enrollments	**Please see Table 8 in Text for Estimates of Graduates**									

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Appendix A: Proposed Degree Box

Physics, STEM Secondary Education Emphasis Bachelor of Science	
Course Number and Title	*Credits*
Foundational Studies	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 170 Calculus I	4
DLN PHYS 211, 211L Physics I with Calculus & Lab	5
DLN PHYS 212, 212L Physics II with Calculus & Lab	5
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3-4
DLS Social Sciences course in a first field	3
DLS Social Sciences course in a second field	3
CHEM 111, 111L-112, 112L General Chemistry I & II & Labs	8
MATH 175 Calculus II	4
MATH 275 Multivariable and Vector Calculus	4
MATH 333 Differential Equations with Matrix Theory	4
One or more of the following: MATH 301 Introduction to Linear Algebra MATH 360 Engineering Statistics MATH 361 Probability and Statistics I MATH 436 Partial Differential Equations MATH 462 Probability and Statistics II MATH 465 Numerical Analysis I	3
CID PHYS 301 Analog Electronics	4
PHYS 309, 309L Introductory Modern Physics with Applications & Lab	4
PHYS 311 Modern Physics	3
PHYS 325 Scientific Computing	4
PHYS 330, 330L Optics & Lab	4
PHYS 341 Mechanics	4
PHYS 381 Electromagnetic Theory	4
PHYS 432 Thermal Physics	4
PHYS 481 Advanced Physics Lab	3
FF PHYS 499 Physics Seminar	1
STEM Secondary Education	
MSED 311 Perspectives on Science and Mathematics (IDoTeach)	(3)
MSED 201 Knowing and Learning (IDoTeach)	(3)
ED-CIFS 201 Foundations of Education (IDoTeach)	(3)
MSED 101 STEP 1 (IDoTeach)	1
MSED 102 STEP 2 (IDoTeach)	1
MSED 310 Classroom Interactions (IDoTeach)	3
MSED 410 Project-Based Instruction (IDoTeach)	3
MSED 480 Apprentice Teaching (IDoTeach)	6
GENSCI 3xx Research Methods (IDoTeach)	3
Electives	6-7
Total	120

Institutional Tracking No. 12-08

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Biological Sciences

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Biology, Secondary Education			
Degree:	Bachelor of Science in Biology, Secondary Education			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1322			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- ☐ New Program (minor/option/emphasis or certificate)
- ☐ New Off-Campus Instructional Program
- ☐ New Instructional/Research Unit
- ☐ Contract Program/Collaborative
- ☒ Discontinuance of an Existing Program/Option
- ☐ Consolidation of an Existing Program
- ☐ Expansion of an Existing Program
- ☐ Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/13/12
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	Date 9/18/12
Chief Academic Officer (Institution)	7/5/12	Chief Academic Officer, OSBE	Date
President	7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to discontinue the free-standing Bachelor of Science, Biology, Secondary Education degree. It will be replaced with a Bachelor of Science, Biology, emphasis in STEM secondary education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

   Students presently in the program will be accommodated: they will be able to complete the existing free-standing degree program or to switch over and enroll in the new emphasis program.

   The proposed discontinuation is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

   The proposed set of changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU Existing programs: BS in the following:						
Biology Secondary Ed	30	38	36	4	2	1
Chemistry Secondary Ed	8	9	5	0	0	0
Geosciences Secondary Ed	15	19	28	1	1	1
Mathematics Secondary Ed	80	86	87	18	6	15
Physics Secondary Ed	6	2	2	0	0	0
CSI						
CWI						
EITC						
ISU						
Biology Secondary Ed	20	28	NA	NA	1	0
Chemistry Secondary Ed	1	2	NA	NA	0	0
Geology Secondary Ed	5	3	NA	NA	0	1
Math Secondary Ed	31	37	NA	NA	2	1
Physics Secondary Ed	3	3	NA	NA	0	0
LCSC BA/BS in the following:						
Secondary Ed Biology	13	6	0	0	0	0
Secondary Ed Chemistry	1	4	1	0	0	0
Secondary Ed Earth Science	3	0	1	0	0	0
Secondary Ed Math	12	18	21	1	5	1
Secondary Ed Natural Science	7	10	11	0	0	0

NIC						
U of I Biology, B.S. Ed. Chemistry, B.S. Ed. Geological Science, B.S. Ed. Math, B.S. Ed. Physics, B.S. Ed. Earth Science, B.S. Ed.	 23 5 2 49 3 6	 22 6 1 47 2 8	 12 5 1 44 4 6	 5 3 1 9 0 1	 3 1 0 6 1 1	 5 0 0 7 1 0

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students in the existing program will be advised that they have two options if they wish to continue in secondary education: they can graduate with the existing free standing degree (for up to 6 years beyond their entry into Boise State) or can switch to the new program and graduate with an emphasis in STEM education.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, discontinue five free-standing programs, create one certificate program, and and create five new emphases within existing programs:

Discontinuation of the existing free-standing program will have no impact on resources within the subject area department. All courses presently taught within the department will continue to be taught.

Because it is the education curriculum that will require resources and because the entire education curriculum is contained within the proposed Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13), we are placing the resource needs for the entire set of programs into this proposal. All resource needs have been consolidated in that proposal.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments										
B. Shifting enrollments										

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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

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

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Chemistry

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Chemistry, Secondary Education			
Degree:	Bachelor of Science in Chemistry, Secondary Education			
Method of Delivery:	Face to face			
CIP code (consult IR /Registrar)	13.1323 (chemistry 2nd Ed)			
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS			
Indicate if the program is:		**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- ☐ New Program (minor/option/emphasis or certificate)
- ☐ New Off-Campus Instructional Program
- ☐ New Instructional/Research Unit
- ☐ Contract Program/Collaborative
- ☒ Discontinuance of an Existing Program/Option
- ☐ Consolidation of an Existing Program
- ☐ Expansion of an Existing Program
- ☐ Other :

College Dean (Institution)	Date 7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/18/12
Chief Fiscal Officer (Institution)	Date 7/9/12	Academic Affairs Program Manager	Date 9/13/12
Chief Academic Officer (Institution)	Date 7/9/12	Chief Academic Officer, OSBE	Date
President	Date 7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to discontinue the free-standing Bachelor of Science, Chemistry, Secondary Education degree. It will be replaced with a Bachelor of Science, Chemistry, emphasis in STEM secondary education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

   Students presently in the program will be accommodated: they will be able to complete the existing free-standing degree program or to switch over and enroll in the new emphasis program.

   The proposed discontinuation is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

   The proposed set of changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU Existing programs: BS in the following:						
Biology Secondary Ed	30	38	36	4	2	1
Chemistry Secondary Ed	8	9	5	0	0	0
Geosciences Secondary Ed	15	19	28	1	1	1
Mathematics Secondary Ed	80	86	87	18	6	15
Physics Secondary Ed	6	2	2	0	0	0
CSI						
CWI						
EITC						
ISU						
Biology Secondary Ed	20	28	NA	NA	1	0
Chemistry Secondary Ed	1	2	NA	NA	0	0
Geology Secondary Ed	5	3	NA	NA	0	1
Math Secondary Ed	31	37	NA	NA	2	1
Physics Secondary Ed	3	3	NA	NA	0	0
LCSC BA/BS in the following:						
Secondary Ed Biology	13	6	0	0	0	0
Secondary Ed Chemistry	1	4	1	0	0	0
Secondary Ed Earth Science	3	0	1	0	0	0
Secondary Ed Math	12	18	21	1	5	1
Secondary Ed Natural Science	7	10	11	0	0	0

NIC						
U of I Biology, B.S. Ed. Chemistry, B.S. Ed. Geological Science, B.S. Ed. Math, B.S. Ed. Physics, B.S. Ed. Earth Science, B.S. Ed.	 23 5 2 49 3 6	 22 6 1 47 2 8	 12 5 1 44 4 6	 5 3 1 9 0 1	 3 1 0 6 1 1	 5 0 0 7 1 0

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students in the existing program will be advised that they have two options if they wish to continue in secondary education: they can graduate with the existing free standing degree (for up to 6 years beyond their entry into Boise State) or can switch to the new program and graduate with an emphasis in STEM education.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, discontinue five free-standing programs, create one certificate program, and and create five new emphases within existing programs:

Discontinuation of the existing free-standing program will have no impact on resources within the subject area department. All courses presently taught within the department will continue to be taught.

Because it is the education curriculum that will require resources and because the entire education curriculum is contained within the proposed Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13), we are placing the resource needs for the entire set of programs into this proposal. All resource needs have been consolidated in that proposal.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments										
B. Shifting enrollments										

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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

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

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Geosciences

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Earth Science Education
Degree:	Bachelor of Science in Earth Science Education
Method of Delivery:	Face to face
CIP code (consult IR /Registrar)	13.1316 (earth sciences 2nd Ed)
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS
Indicate if the program is:	**Regional Responsibility** ~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [X] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 7/18/12
Chief Fiscal Officer (Institution)	7/9/12	Academic Affairs Program Manager	Date 9/13/12
Chief Academic Officer (Institution)	7/5/12	Chief Academic Officer, OSBE	Date
President	7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to discontinue the free-standing Bachelor of Science, Earth Science Education degree. It will be replaced with a Bachelor of Science, Geology, emphasis in STEM secondary education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

   Students presently in the program will be accommodated: they will be able to complete the existing free-standing degree program or to switch over and enroll in the new emphasis program.

   The proposed discontinuation is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

   The proposed set of changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU Existing programs: BS in the following:						
Biology Secondary Ed	30	38	36	4	2	1
Chemistry Secondary Ed	8	9	5	0	0	0
Geosciences Secondary Ed	15	19	28	1	1	1
Mathematics Secondary Ed	80	86	87	18	6	15
Physics Secondary Ed	6	2	2	0	0	0
CSI						
CWI						
EITC						
ISU						
Biology Secondary Ed	20	28	NA	NA	1	0
Chemistry Secondary Ed	1	2	NA	NA	0	0
Geology Secondary Ed	5	3	NA	NA	0	1
Math Secondary Ed	31	37	NA	NA	2	1
Physics Secondary Ed	3	3	NA	NA	0	0
LCSC BA/BS in the following:						
Secondary Ed Biology	13	6	0	0	0	0
Secondary Ed Chemistry	1	4	1	0	0	0
Secondary Ed Earth Science	3	0	1	0	0	0
Secondary Ed Math	12	18	21	1	5	1
Secondary Ed Natural Science	7	10	11	0	0	0

NIC						
U of I Biology, B.S. Ed. Chemistry, B.S. Ed. Geological Science, B.S. Ed. Math, B.S. Ed. Physics, B.S. Ed. Earth Science, B.S. Ed.	 23 5 2 49 3 6	 22 6 1 47 2 8	 12 5 1 44 4 6	 5 3 1 9 0 1	 3 1 0 6 1 1	 5 0 0 7 1 0

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students in the existing program will be advised that they have two options if they wish to continue in secondary education: they can graduate with the existing free standing degree (for up to 6 years beyond their entry into Boise State) or can switch to the new program and graduate with an emphasis in STEM education.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, discontinue five free-standing programs, create one certificate program, and and create five new emphases within existing programs:

Discontinuation of the existing free-standing program will have no impact on resources within the subject area department. All courses presently taught within the department will continue to be taught.

Because it is the education curriculum that will require resources and because the entire education curriculum is contained within the proposed Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13), we are placing the resource needs for the entire set of programs into this proposal. All resource needs have been consolidated in that proposal.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments										
B. Shifting enrollments										

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Mathematics

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Mathematics, Secondary Education		
Degree:	Bachelor of Science in Mathematics, Secondary Education		
Method of Delivery:	Face to face		
CIP code (consult IR /Registrar)	13.1311 (math)		
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 DS		
Indicate if the program is:	**Regional Responsibility**		~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- ☐ New Program (minor/option/emphasis or certificate)
- ☐ New Off-Campus Instructional Program
- ☐ New Instructional/Research Unit
- ☐ Contract Program/Collaborative
- ☒ Discontinuance of an Existing Program/Option
- ☐ Consolidation of an Existing Program
- ☐ Expansion of an Existing Program
- ☐ Other :

College Dean (Institution)	Date 7/6/12	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date 9/18/12
Chief Fiscal Officer (Institution)	Date 7/9/12	Academic Affairs Program Manager	Date 9/13/12
Chief Academic Officer (Institution)	Date 7/9/12	Chief Academic Officer, OSBE	Date
President	Date 7/23/12	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to discontinue the free-standing Bachelor of Science, Mathematics, Secondary Education degree. It will be replaced with a Bachelor of Science, Mathematics, emphasis in STEM secondary education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

   Students presently in the program will be accommodated: they will be able to complete the existing free-standing degree program or to switch over and enroll in the new emphasis program.

   The proposed discontinuation is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

   The proposed set of changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU Existing programs: BS in the following:						
Biology Secondary Ed	30	38	36	4	2	1
Chemistry Secondary Ed	8	9	5	0	0	0
Geosciences Secondary Ed	15	19	28	1	1	1
Mathematics Secondary Ed	80	86	87	18	6	15
Physics Secondary Ed	6	2	2	0	0	0
CSI						
CWI						
EITC						
ISU						
Biology Secondary Ed	20	28	NA	NA	1	0
Chemistry Secondary Ed	1	2	NA	NA	0	0
Geology Secondary Ed	5	3	NA	NA	0	1
Math Secondary Ed	31	37	NA	NA	2	1
Physics Secondary Ed	3	3	NA	NA	0	0
LCSC BA/BS in the following:						
Secondary Ed Biology	13	6	0	0	0	0
Secondary Ed Chemistry	1	4	1	0	0	0
Secondary Ed Earth Science	3	0	1	0	0	0
Secondary Ed Math	12	18	21	1	5	1
Secondary Ed Natural Science	7	10	11	0	0	0

NIC						
U of I Biology, B.S. Ed. Chemistry, B.S. Ed. Geological Science, B.S. Ed. Math, B.S. Ed. Physics, B.S. Ed. Earth Science, B.S. Ed.	 23 5 2 49 3 6	 22 6 1 47 2 8	 12 5 1 44 4 6	 5 3 1 9 0 1	 3 1 0 6 1 1	 5 0 0 7 1 0

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students in the existing program will be advised that they have two options if they wish to continue in secondary education: they can graduate with the existing free standing degree (for up to 6 years beyond their entry into Boise State) or can switch to the new program and graduate with an emphasis in STEM education.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, discontinue five free-standing programs, create one certificate program, and and create five new emphases within existing programs:

Discontinuation of the existing free-standing program will have no impact on resources within the subject area department. All courses presently taught within the department will continue to be taught.

Because it is the education curriculum that will require resources and because the entire education curriculum is contained within the proposed Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13), we are placing the resource needs for the entire set of programs into this proposal. All resource needs have been consolidated in that proposal.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments										
B. Shifting enrollments										

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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

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

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY	2012-13	FY	2013-14	FY	2014-15	FY	2015-16	4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	June 1, 2012
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of Physics

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Physics, Secondary Education
Degree:	Bachelor of Science in Physics, Secondary Education
Method of Delivery:	Face to face
CIP code (consult IR /Registrar)	13.1329 (physics 2nd Ed)
Proposed Starting Date:	~~Fall 2012~~ Spring 2013 PS
Indicate if the program is:	**Regional Responsibility** ~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] New Off-Campus Instructional Program
- [ ] New Instructional/Research Unit
- [ ] Contract Program/Collaborative
- [X] Discontinuance of an Existing Program/Option
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Other :

College Dean (Institution)	7/6/12 Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	State Administrator, SDPTE **(as applicable)**	Date
Chief Fiscal Officer (Institution)	7/9/12 Date	Academic Affairs Program Manager	9/13/12 Date
Chief Academic Officer (Institution)	7/9/12 Date	Chief Academic Officer, OSBE	Date
President	7/23/12 Date	SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to discontinue the free-standing Bachelor of Science, Physics, Secondary Education degree. It will be replaced with a Bachelor of Science, Physics, emphasis in STEM secondary education. The creation of an emphasis (as opposed to a free-standing program) reflects the focus on integration of educational pedagogy into subject area courses and vice versa.

   Students presently in the program will be accommodated: they will be able to complete the existing free-standing degree program or to switch over and enroll in the new emphasis program.

   The proposed discontinuation is part of a larger plan to completely revise the teaching of science and mathematics secondary education at Boise State. Presently, there are five free-standing degree programs in math/science in secondary education: BS in Biology, Secondary Education; BS in Chemistry, Secondary Education; BS in Earth Sciences, Secondary Education; BS in Mathematics, Secondary Education; and BS in Physics Secondary Education. All five of those programs are being discontinued (see proposals #12-08 through #12-12). They will be replaced by (i) an undergraduate certificate in STEM Secondary Education Certification (Proposal #12-13) and (ii) an emphasis area within the BS degrees in mathematics and each of the sciences (e.g., BS in Biology, emphasis in STEM Secondary Education) (proposals 12-14 through 12-18).

   The proposed set of changes replicates the UTeach teacher preparation program out of the University of Texas. The UTeach program has become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. The UTeach program has been in existence for over 10 years.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests****. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance*.

8. **Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (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 previous two years. Also, indicate the number of graduates and graduation rates.

   Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous
BSU Existing programs: BS in the following:						
Biology Secondary Ed	30	38	36	4	2	1
Chemistry Secondary Ed	8	9	5	0	0	0
Geosciences Secondary Ed	15	19	28	1	1	1
Mathematics Secondary Ed	80	86	87	18	6	15
Physics Secondary Ed	6	2	2	0	0	0
CSI						
CWI						
EITC						
ISU						
Biology Secondary Ed	20	28	NA	NA	1	0
Chemistry Secondary Ed	1	2	NA	NA	0	0
Geology Secondary Ed	5	3	NA	NA	0	1
Math Secondary Ed	31	37	NA	NA	2	1
Physics Secondary Ed	3	3	NA	NA	0	0
LCSC BA/BS in the following:						
Secondary Ed Biology	13	6	0	0	0	0
Secondary Ed Chemistry	1	4	1	0	0	0
Secondary Ed Earth Science	3	0	1	0	0	0
Secondary Ed Math	12	18	21	1	5	1
Secondary Ed Natural Science	7	10	11	0	0	0

NIC						
U of I Biology, B.S. Ed. Chemistry, B.S. Ed. Geological Science, B.S. Ed. Math, B.S. Ed. Physics, B.S. Ed. Earth Science, B.S. Ed.	 23 5 2 49 3 6	 22 6 1 47 2 8	 12 5 1 44 4 6	 5 3 1 9 0 1	 3 1 0 6 1 1	 5 0 0 7 1 0

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance*.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

13. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No _____

If not on your institution's Five-Year plan, provide a justification for adding the program.

15. 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). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students in the existing program will be advised that they have two options if they wish to continue in secondary education: they can graduate with the existing free standing degree (for up to 6 years beyond their entry into Boise State) or can switch to the new program and graduate with an emphasis in STEM education.

16. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please note: This proposal is part of a package of proposals that, together, discontinue five free-standing programs, create one certificate program, and and create five new emphases within existing programs:

Discontinuation of the existing free-standing program will have no impact on resources within the subject area department. All courses presently taught within the department will continue to be taught.

Because it is the education curriculum that will require resources and because the entire education curriculum is contained within the proposed Undergraduate Certificate in IDoTeach STEM Teacher Certification (Proposal 12-13), we are placing the resource needs for the entire set of programs into this proposal. All resource needs have been consolidated in that proposal.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16*		4 year Cumulative Total*	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments										
B. Shifting enrollments										

II. REVENUE

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocati	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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

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

III. EXPENDITURES

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0	-	-
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditu										
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

	FY 2012-13		FY 2013-14		FY 2014-15		FY 2015-16		4 year Cumulative Total*	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0.00	$0	$0

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THE UTEACH INSTITUTE

UTeach Institute Support for Program Implementation

Statement of Work for multi-year implementation support

Purpose: To provide comprehensive support to Universities to implement UTeach.

Planning Year Deliverables:

- Kickoff meeting for new replication sites
- 2-day site visit to University
- Attendance at instructional support events including workshops and retreats
- Direct technical assistance to University staff and faculty as they implement the program
- Attendance at UTeach Institute Annual Conference
- Reports to universities and funders
- Release of curriculum and support materials to universities and license to use these materials during the planning period, subject to the UTeach Materials License agreement

Period of performance: September 1, 2011 – August 31, 2012

Amount due for Planning Period: $100,000
$90,000 to be made in quarterly installments beginning on first day of Planning Year
$10,000 materials license fee due on first day of Planning Year

Implementation Year 1 Deliverables:

- Fall semester site visit to University
- Spring semester site visit to University
- Attendance at instructional support events including workshops and retreats
- Direct technical assistance to University staff and faculty as they implement the program
- Attendance at UTeach Institute Annual Conference
- Reports to University and funders
- Release of curriculum and support materials to universities and license to use these materials during Implementation Year 1, subject to the UTeach Materials License agreement

Period of performance: September 1, 2012 – August 31, 2013

Amount due for Implementation Year 1: $100,000
$90,000 to be made in quarterly installments beginning on first day of Implementation Year 1
$10,000 materials license fee due on first day of Implementation Year 1

Implementation Year 2 Deliverables:

- Fall semester site visit to University
- Spring semester site visit to University
- Attendance at instructional support events including workshops and retreats
- Direct technical assistance to University staff and faculty as they implement the program
- Attendance at UTeach Institute Annual Conference
- Reports to University and funders
- Release of curriculum and support materials to universities and license to use these materials during Implementation Year 2, subject to the UTeach Materials License agreement

Period of performance: September 1, 2013 – August 31, 2014

Amount due for Implementation Year 2: $100,000
$90,000 to be made in quarterly installments beginning on first day of Implementation Year 2
$10,000 materials license fee due on first day of Implementation Year 2

Implementation Year 3 Deliverables:

- Fall semester site visit to University
- Spring semester site visit to University
- Attendance at instructional support events including workshops and retreats
- Direct technical assistance to University staff and faculty as they implement the program
- Attendance at UTeach Institute Annual Conference
- Reports to University and funders
- Release of curriculum and support materials to universities and license to use these materials during Implementation Year 3, subject to the UTeach Materials License agreement

Period of performance: September 1, 2014 – August 31, 2015

Amount due for Implementation Year 3: $100,000
$90,000 to be made in quarterly installments beginning on first day of Implementation Year 3
$10,000 materials license fee due on first day of Implementation Year 3

Implementation Year 4 Deliverables:

- Fall semester site visit to University
- Spring semester site visit to University
- Attendance at instructional support events including workshops and retreats
- Direct technical assistance to University staff and faculty as they implement the program

- University attendance at UTeach Institute Annual Conference
- Reports to University and University funders
- Release of curriculum and support materials to University and license to use these materials during Implementation Year 4, subject to the UTeach Materials License agreement

Period of performance: September 1, 2015 – August 31, 2016

Amount due for Implementation Year 4: $100,000
$90,000 to be made in quarterly installments beginning on first day of Implementation Year 4
$10,000 materials license fee due on first day of Implementation Year 4

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SUBJECT

Board Policy III.V. Statewide Articulation and Associate Degree and Board Policy III.N. Private, In-state, Out-of-state – First Reading

REFERENCE

August 2011	The Board approved the second reading of III.V.
June 2011	The Board approved the first reading of III.V.
June 2007	The Board reviewed amendments to Board Policy III.N. The Board did not approve the changes.
September 2000	The Board approved the second reading of III.N.
June 2000	The Board approved the first reading of III.N.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.V. Statewide Articulation and Associate Degree
Idaho State Board of Education Governing Policies & Procedures, Section III.N, Private, In-state, Out-of-State, Non-Accredited Institutions, and Other Educational Source Offerings
Section 33-107(6), Idaho Code

BACKGROUND/DISCUSSION

Board Policy III.V, Statewide Articulation and Associate Degree provides for the facilitation of credit transfer and also includes the Board's general education core requirements.

With increasing demand for accountability and concerns regarding alignment and transfer in an ever-changing world, the Council for Academic Affairs and Programs (CAAP) commissioned a group of key educational leaders from all eight public institutions and charged them with evaluating the Leveraging Educational Assistance Partnership (LEAP) Program framework, and to address concerns regarding transferability due to the changes in delivery of general education studies at Boise State University (BSU) and the University of Idaho (UI).

Amendments to Board Policy III.V are being proposed to allow flexibility in the six credits required of the general education core that are not assigned to a specific discipline. These changes will allow for flexibility as the State General Education Core Reform Taskforce looks at general education with new approaches to program design and assessment that address the needs of other stakeholders. General education reform work requires a faculty-driven process that identifies an explicit core of learning outcomes within shared, discipline-specific competency areas. Transferability across institutions is central to general

education reform and the establishment of common learning outcomes and competencies. The ability to map and assess learning outcomes and competencies across institutions will play a key role in general education reform. Because BSU and the UI have already begun campus-level general education reform, the modifications to Policy III.V. will allow for ease of transfer across public institutions as the State General Education Reform Taskforce continues its analysis and development of a recommended framework. The work will begin with a focus on the core of general education as that is the foundation for all degrees. It is expected that when a new framework is developed, the taskforce will bring forward their recommendations to the Board for approval, which would result in further changes to Board Policy III.V.

Changes to this policy also include incorporating sections of Board Policy III.N regarding the acceptance of credit from registered postsecondary educational institutions and proprietary schools.

Board Policy III.N. Private, In-State, Non-Accredited Institution, and Other Educational Source Offerings sets out the registration requirements for proprietary schools and postsecondary educational institutions who wish to offer courses, courses of study or degree's within the state and touches on how public postsecondary institutions should treat credit transfer from these schools and institutions. Chapter 24, Title 33, Idaho code sets out the registration requirements for proprietary schools and postsecondary educational institutions and establishes the Board's authority to manage registration. Additional clarifying procedures regarding the registration process are outlined in IDAPA 08.01.11. There have been a number of changes to Idaho Code and the rules since April of 2002 when III.N. was last updated. Additionally, the Board's authority over institutions not under its governance or oversight are regulated through Idaho code and IDAPA rule and those entities the Board have governance over are regulated through Board policy. As such Board Policy is no longer in compliance with Idaho code or IDAPA rule and is redundant to the regulations set out within them. As such Board Policy III.N. should be repealed in its entirety. The language within the policy that touches on the transfer of credits to our public postsecondary institutions is being moved to III.V., Articulation and Transfer (previously titled Articulation and Associate Degree Policy).

IMPACT

Amendments to Board Policy III.V allow for flexibility as the State General Education Core Reform Taskforce looks at general education with new approaches to program design and assessment. Changes also include the incorporation of transfer language that was previously included in III.N.

ATTACHMENTS

Attachment 2 - Board Policy III.V., Statewide Articulation and Associate Degree Proposed Amendments

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to Board Policy III.V will allow for flexibility with current practice, and allow the Taskforce to continue its work with the general education reform initiative. Staff would like to point out that as the Taskforce formalizes their recommendations, additional amendments will be proposed for Policy III.V. for the Board's consideration.

Board staff recommends approval of both policies as presented.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.N. Private, In-state, Out-of-state, Non-Accredited Institution and Other Educational Source Offerings as presented.

AND

I move to approve the first reading of the amendments to Board Policy III. V. Statewide Articulation and Associate Degree as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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1. ~~Statutory Authority~~

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

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

~~a. Maintenance of Register~~

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

~~b. In-State Accredited Institutions~~

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

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

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

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

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

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

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

~~c. Out-of-State Accredited Institutions~~

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

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

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

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

~~a. Statutory Authority~~

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

b. Registration without Acceptance of Credit

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

(1) The applying institution shall provide the following: (a) a current financial statement with an opinion audit prepared by a certified public accountant; (b) a description of instructional methods used by the institution including mission statements, methods for assigning, monitoring and evaluating work, design of curriculum, and awarding credit; and (c) submission of credentials for faculty, including the submission of official copies of academic transcripts, verification of educational degrees attained and description of courses taught by that individual.

(2) Restrictions against an institution's awarding credit, earned or honorary, primarily on the basis of: (a) payment of tuition or a fee, (b) credit earned at another school, (c) credit for life experience or other equivalency, (d) testing out of required course work, (e) research and writing, or (f) any combination of the foregoing.

(3) Performance/Surety Bond: The performance/surety bond, based upon Idaho student enrollment will be as follows:

- $25,000 -- less than 50 students;
- $50,000 -- 50 to 99 students; or
- $100,000 -- 100 or more students

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

c. Registration with Acceptance of Credit

A non-accredited in-state or out-of-state institution or educational source with a physical presence in Idaho desiring to have its academic or non-academic courses accepted by the Board and the Idaho public postsecondary institutions, must submit each course or workshop request to be offered in Idaho to the Board's Academic Affairs and Program Committee for critical evaluation and review. The AAPC shall establish an evaluation and review process in compliance with Section 33-107(6), Idaho Code, Chapter 24, Title 33, Idaho Code and the AAPC *Guidelines for Program Review and Approval*. The registration will include:

(1) On-site visit requirements (in-state campus, and/or out-of-state home (main) campus or sending site) not less than once every five (5) years. The on-site visitation shall be conducted by a representative of the State Board of Education (SBOE) and may occur more frequently at the Board's discretion. The registered institution is required to pay the costs of the inspection and visitation by Idaho authorities.

(2) Should the course or workshop be evaluated as acceptable or comparable to a course or workshop offered by an Idaho institution, it will be accepted for academic or non-academic credit by the SBOE and thus be accepted by the public postsecondary institutions in Idaho.

(3) Academic or non-academic credit evaluated as non-acceptable or not comparable shall not be accepted by Idaho's public postsecondary institutions.

(4) Course or workshop fees for the evaluation, processing, registration, and impact will be set by the Board through its Academic Affairs and Program Committee and established in Administrative Rules.

4. Referral to the Attorney General

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

~~5. Interpretations~~

~~a. Non-credit or continuing education courses are subject to compliance with Section 33-107(6), Idaho Code, if offered in Idaho by an accredited out-of-state institution or an in-state or out-of-state non-accredited institution.~~

~~b. Accredited out-of-state institutions and non-accredited institutions, either in-state or out-of-state, or their agents or representatives, are exempt from compliance with Section 33-107 (6), Idaho Code, if the courses or programs are offered at a U.S. military installation solely for military personnel.~~

~~c. For purposes of this policy, a non-accredited postsecondary institution or educational source shall be deemed to have a physical presence in Idaho if it owns, rents, leases, or uses any office or other physical location in Idaho from which it, or its representatives sells, offers for sale, or distributes any course or courses for academic credit or otherwise.~~

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

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

~~f. Credits accepted by one institution under the Board's governance are transferable by the student to any other postsecondary institution under the Board's governance.~~

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1. Statewide Articulation

   a. Associate of Arts and Associate of Science Degrees

      To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, shall individually and jointly honor the terms of this statewide articulation policy.

      Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho ~~and Treasure Valley Community College~~ will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

      Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

      This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

      Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

      A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

   b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree

The ~~lower division~~ 100 and 200 level general education core requirement must fit within the following thirty (30) credit and course requirements and must have a minimum of thirty-six (36) credit hours. The remaining six (6) credits may come from the list below, interdisciplinary courses, or foundational program courses.

	Required Courses	Minimum Credits
a. Communications Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. Disciplines: Speech, Rhetoric, and Debate	1	2
b. English Composition In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
c. Behavioral and Social Science Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. Disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. Note: Courses must be distributed over two (2) different disciplines.	2	6
d. Humanities, Fine Arts, and Foreign Language Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. Disciplines: Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6
e. Natural Science Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. Disciplines: Biology, Chemistry, Physical Geography, Geology, and Physics. Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.	2	7

	Required Courses	Minimum Credits
f. Mathematics Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. Disciplines: College Algebra, Calculus, Finite Mathematics, and Statistics.	1	3

3. Associate of Applied Science Degree.

This professional-technical degree requires a minimum of 15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	Required Courses	Minimum Credits
a. English/Communication In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Disciplines: English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.	2	6
b. Mathematics/Computation Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. Disciplines: College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.	1	3
c. Social Science/Human Relations Coursework in this area provides the student with the skills needed for understanding individuals in the work place and the functioning of thought and behavior. Disciplines: Human Relations, Psychology, and Sociology	1	3
d. Elective Coursework in this area may come from any general education core requirement as listed in III.V.2.	1	3

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

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

SUBJECT

Board Policy III.AA. Accountability Oversight Committee – 1st Reading

REFERENCE

April 2010	The Board approved the second reading of Board Policy III.AA.
February 2010	The Board approved the first reading of Board Policy III.AA.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

BACKGROUND/DISCUSSION

Board Policy III.AA., Accountability Oversight Committee, outlines the membership and responsibilities of the Board's Accountability Oversight Committee. The Boards Accountability Oversight committee is an ad hoc committee of the Board and is staffed by the Board's Accountability Program Manager. The committee is responsible for reviewing and making recommendation on the results of the statewide assessments, and producing an annual report of student achievement to the Board.

The original composition of the committee includes four (4) members recommended by the Governor and appointed by the Board. It is felt at this time that while the Governor may still make recommendations on appointments to this committee, removing this language from the policy would allow for greater flexibility in filling vacant positions that may arise on the committee.

The proposed changes to this policy would strike the language requiring a recommendation from the Governor's office prior to filling a vacancy of one of the four (4) previously Governor recommended positions.

IMPACT

The proposed change would give the Board greater flexibility in filling vacant or expired positions on the committee in a timely manner. Recommendations may still be given by the Governor or the Governor's staff, however, if they do not have a recommendation the Board will be able to move forward in filling vacant positions.

There is currently one expired position on the committee. If the policy amendments pass the first reading, a recommendation for the expired seat will be brought forward to the Board for consideration in conjunction with the second reading of the policy amendments in December.

ATTACHMENTS

Attachment 1 – Board Policy III.AA., Accountability Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to Board Policy III.AA. will allow for the Board to fill vacant positions in a more timely manner while still allowing for the Governor to make recommendations should he desire.

The Governor's office was contacted regarding the proposed change and staff received no concerns regarding the amendment. There is currently one expired position on the committee. The position expired July 1st.

Board staff recommends approval of the policy as presented.

BOARD ACTION

I move to approve the first reading of policy amendments to Board Policy III. AA. Accountability Oversight Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. ACADEMIC AFFAIRS
SUBSECTION: AA. Accountability Oversight Committee ~~April 2010~~December 2012

1. Overview
   The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities
   a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
   b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures

   The committee shall meet twice annually, additional meetings may be called by the Chair as needed.

4. Membership
   The committee membership shall consist of:
   - Two members of the Idaho State Board of Education, appointed by the Board president;
   - The Superintendent of Public Instruction; and
   - Four members recommended by the Governor and appointed by the Board, one of which will chair the committee, who shall serve a term of one year.

5. Terms of Membership
   Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members ~~recommended by the Governor and~~ appointed by the Board shall serve two-year terms. An incumbent member may be recommended by the Governor for re-appointment by the Board. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

   Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

   An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction will serve as an ex-officio member of the committee.

6. Reporting

This committee shall report directly to the Board.

SUBJECT

Board Policy III.AB. Rural Physician Incentive Program Oversight Committee – 1st Reading

REFERENCE

June 2010	The Board approved the second reading of Board Policy III.AB.
April 2010	The Board approved the first reading of Board Policy III.AB.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-3723 – 33-3725, Idaho code.
Idaho State Board of Education Governing Policies & Procedures, Section III.AB. Rural Physician Incentive Program Oversight Committee

BACKGROUND/DISCUSSION

The Idaho Rural Physician Incentive Program was approved by the 2003 Idaho Legislature to encourage primary care physicians to practice in medically underserved areas of Idaho. Sections 33-3723 through 33-3725, Idaho Code established the authority of the Board, through an oversight committee, to administer the program and assess/collect the rural physician incentive fee. Board Policy III.AB. set out the membership, duties, and operating procedures of the committee.

During the 2012 Legislative session changes were made to Idaho statute moving the administration of the Rural Physician Incentive Program to the Department of Health and Welfare's Office of Rural Health. As part of this change, the Rural Physician Incentive Program Oversight Committee was combined with an already existing committee within the Department of Health and Welfare. This move has made Board Policy III.AB. obsolete.

IMPACT

The proposed change would repeal Board Policy III.AB., eliminating the Rural Physician Incentive Program Oversight Committee policy in its entirety.

ATTACHMENTS

Attachment 1 – Board Policy III.AB., Rural Physician Incentive Program Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the policy as presented.

BOARD ACTION

I move to approve the first reading of amendments repealing Board Policy III. AB. Rural Physician Incentive Program Oversight Committee of Board Policy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. ACADEMIC AFFAIRS
SUBSECTION: AB. Idaho Rural Physician Incentive Program June 2010

1. Overview

The Idaho Rural Physician Incentive Program was developed to encourage primary care physicians to practice in medically underserved areas of Idaho. Sections 33-3723, 33-3724, and 33-3725, Idaho Code establish the authority for the State Board of Education (Board), through an oversight committee, to administer the Idaho Rural Physician Incentive Program, and to assess and collect the rural physician incentive fee.

Idaho Code Section 33-3724 authorizes the Rural Physician Incentive Fund and facilitates payment of qualified educational debts of rural physicians who practice in areas of the state that are medically underserved and that demonstrate the need for assistance in physician recruitment. The fund is funded by fees assessed to all Idaho students participating in the WWAMI (Wyoming, Washington, Alaska, Montana and Idaho) and University of Utah state supported medical education programs.

2. Idaho Rural Physician Incentive Program Oversight Committee

The Idaho Rural Physician Incentive Program Oversight Committee (Oversight Committee) is established per Idaho Code 33-2724 and shall serve under the direction of the Board.

a. Oversight Committee Membership

Committee membership shall have a balanced representation of primary constituent groups within health professions. The committee shall be composed of members from the following organizations:

i. Idaho Hospital Association
ii. Idaho Medical Association
iii. Idaho Osteopathic Association
iv. Office of Rural Health and Primary Care
v. The Idaho Area Health Education Center
vi. Medical Student Program Administrator
vii. Each Idaho Physician Residency Program receiving State appropriated fund support
viii. Other appropriate organizations

b. Nominating Process

~~The Executive Director shall solicit written nominations of qualified individuals from each of the organizations provided above for committee membership. The Executive Director may select from the nominations or select other qualified individuals to serve on the committee. All selections by the Executive Director are subject to approval by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.~~

c. ~~Terms of Membership~~

~~Committee members shall serve three-year terms. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms shall begin on July 1 and end on June 30 of the year(s) beginning or ending said term.~~

~~Appointments will be staggered to ensure continuity of operations as members of the Committee complete their initial term of appointment and are reappointed or replaced. An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.~~

d. ~~Elections of Officers~~

~~The Committee will elect a Chair, Vice-chair, and Secretary for terms of office of one year. The Chair will call and conduct each meeting of the Committee. In the absence of the Chair, the Vice-chair may call and conduct each meeting. The Chair or Vice-chair will provide a brief oral report after each meeting to the Executive Director. The Committee Secretary will ensure that a brief written summary of each Committee meeting, along with Committee approved actions/recommendations, is forwarded to the Executive Director in a timely manner.~~

e. ~~Operating Procedures~~

~~The Committee will meet at the call of the Chair as often as necessary to fulfill Committee responsibilities but not less than twice each calendar year. Time and location of all meetings is at the discretion of Chair based on availability of Committee members. A meeting agenda will be published prior to each meeting and made available to Committee members along with appropriate meeting materials. All meetings will conform to Section, 67-2340-67-2347, Idaho Code, Open Meeting Law.~~

f. ~~Duties of the Oversight Committee~~

~~The Committee will solicit qualified physician applicants/eligible areas for participation in the Rural Physician Incentive Program; and select and prioritize~~

~~approved physician candidates/eligible areas consistent with the Board approved criteria (see IDAPA 08.01.14, subsections .014 and .016). Awards shall not exceed the amount available in the fund when making award recommendations.~~

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