

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013**

TAB	DESCRIPTION	ACTION
1	FIVE-YEAR PLAN	Motion to Approve
2	REPEAL III.K. PRIOR LEARNING - FIRST READING AND AMENDMENTS TO III.L. CONTINUEING EDUCATION/OFF-CAMPUS INSTRUCTION – FIRST READING	Motion to Approve
3	III.Z. DELIVERY OF POSTSECONDARY EDUCATION – PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES – FIRST READING	Motion to Approve
4	HEALTH CARE SHARING MINISTRIES	Motion to Approve

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Approval of the Five-Year Plan

REFERENCE

August 2012

The Board approved the first iteration of the Five-Year Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, 2.a (ii)

BACKGROUND/DISCUSSION

Board Policy III.Z, requires institutions create plans in alignment with their Statewide and Service Region Program responsibilities that describe all current and proposed programs to be offered within three years of approval of the plan. Once institutions have submitted their plans, Board Staff review them for alignment with policy requirements, program responsibilities, and duplication.

As part of the Five-Year Plan development process, staff coordinated a work session with the provosts and representatives from their respective regional off-campus sites on April 16, 2013. The purpose of the work session was to review draft institution plans, statewide needs, and to identify programs that could potentially be viewed as duplication or conflict with Statewide Program responsibilities. Institutions identified programs that would require further clarification and discussion and were instructed to work through those in preparation for the Instruction, Research, and Student Affairs (IRSA) Committee meeting in July.

The Five-Year Plan represents detailed information for Academic Year 2014-15 and updates to the 2012-13 and 2013-14 academic years. The Board approved a partial five-year plan last year that consisted of information for proposed programs for the 2012-13 and 2013-14 academic years only. The approval of a partial Five-Year Plan was due to challenges institutions experienced providing an increased level of specificity at the planning stage. While the Board approved the partial Plan, they did so with the understanding that institutions would use the coming year to complete the Five-Year Plan requirement.

IMPACT

The Five-Year Plan will provide a comprehensive picture of institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in their efforts to coordinate educational programs throughout the State. Approval of the Five-Year Plan will provide the institutions with the ability to proceed to a program proposal development stage.

ATTACHMENTS

Attachment 1 – Five-Year Planning Cycle and Schedule

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STAFF COMMENTS AND RECOMMENDATIONS

To assist institutions and staff with getting on a regular cycle for updating the Plan, a planning schedule was created. Staff determined that the Five-Year Plan will need to be reviewed and approved by the Board one more consecutive year before a regular two-year cycle can be realized. The attached schedule illustrates the level of information institutions need to provide and for which academic years.

As part of the proposed program planning process, institutions met in April 2013 to discuss areas of concern and potential collaboration opportunities. As a result, there are two proposed joint programs that warrant notable mention and one proposed program that raised concerns regarding duplication.

Idaho State University and Boise State University, with participation from the University of Idaho propose to offer a joint program in Bioinformatics for Fall 2014. Students will join the program as juniors or seniors and earn a B.S. in biology, computer science, mathematics, biochemistry, etc., The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.

The University of Idaho and Boise State University also propose a joint program entitled Integrated Project Delivery. This is a graduate program that will focus on the future direction in the designing and delivering constructed facilities. The degree will focus on professionals who want to acquire knowledge, skills, and credentials as leaders in the construction industry with emphasis in leadership and sustainability.

In addition to the program collaboration, both the University of Idaho and Idaho State University agreed to remove the Doctor of Medicine degree from their Five-Year Plans. While both campuses maintain an interest and desire to offer the degree, they determined to table that request pending recommendations from the Boards Medical Education Committee.

One proposed program listed in the Five-Year Plan was identified as potential duplication. BSU's proposed Ph.D. in Ecology, Evolution, and Behavior program is slated to be submitted for approval during the 2015-2016 academic year. BSU intends to offer the program in Boise and in a traditional format. The University of Idaho feels that BSU's proposed Ph.D. program duplicates three of their existing Ph.D. programs. Those include Natural Resources, Biology, and Environmental Science.

Discussions among the institutions have reached an impasse on whether or not BSU's proposed program duplicates the three Ph.D. areas at the UI. Current

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Board policy does not assign a statewide program responsibility for Ecology programs to any institution.

On July 25, 2013, institution plans were presented to IRSA, which included an update on proposed program concerns. IRSA determined to defer BSU's proposed Ph.D. program to their September 26, 2013, meeting. Both institutions will present their positions for consideration and IRSA will forward a recommendation to the Board based on that discussion. In the interim, IRSA recommended that the proposed program be removed from the Five-year plan. If the concerns can be resolved, BSU's program will be added back to their plan for the Board's consideration at that time.

Staff recommends approval of the Five-Year Plans as submitted.

BOARD ACTION

I move to approve the Five-Year Plan as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Five-Year Planning Schedule

In order to get on a regular schedule for the Five-Year Plan, staff has determined that the Plan will be reviewed and approved by the Board three years in a row. The following represents a specific timeline and requirements for each academic year of the five-year planning process.

For the first iteration of the Five-Year Plan, institutions provided proposed programs for the 2012-13 and 2013-14 academic years with programmatic detail. This was presented to the Board and approved at their August 2012 meeting.

During this current planning cycle, institutions will provide updates to the 2012-13 and the 2013-14 academic year entries and provide programmatic detail for 2014-15, which was not provided last year. For 2015-16 and 2016-17, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

The following cycle will commence September 2013. Institutions will provide programmatic detail for 2015-16, 2016-17, and 2017-18 academic years. For 2018-19 and 2019-20 academic years, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

The process will commence on a regular two-year cycle for updates starting in September 2015 in preparation for the August 2016 Board meeting. Institutions will provide programmatic detail for 2018-19, 2019-20, and 2020-21 academic years. For 2021-22 and 2022-23 academic years, institutions can provide programmatic detail if they are able to do so per Instructions; otherwise, only basic program information is needed.

Note: Basic program information includes all elements provided in the Instructions with the exception of need assessment and workforce projections summary.

August 2012	August 2013	August 2014	August 2016
2012-13 [detail]	2012-13 [updates]	2015-16 [detail]	2018-19 [detail]
2013-14 [detail]	2013-14 [updates]	2016-17 [detail]	2019-20 [detail]
2014-15 [detail]	2014-15 [detail]	2017-18 [detail]	2020-21 [detail]
2015-16 [basic info]	2015-16 [basic info]	2018-19 [basic info]	2021-22 [basic info]
2016-17 [basic info]	2016-17 [basic info]	2019-20 [basic info]	2022-23 [basic info]

Five-Year Planning Timeline

Current and Proposed Programs



State of Idaho
Board of Education

**Five-Year Plan for Delivery of Postsecondary Programs and
Courses**

Prepared by
The Office of the State Board of Education

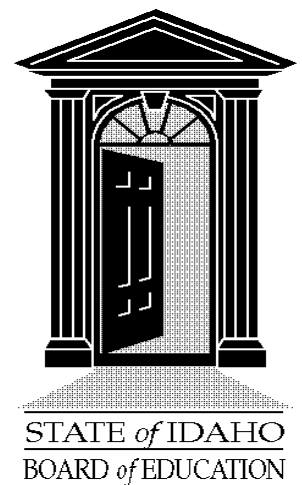


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Five-Year Plan Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information and specificity for each current program being offered and for each proposed program as part of the five-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.(a), "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.(b), d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Five-Year Plan specifically consists of proposed programs institutions have identified they will pursue within two years of approval of the Plan. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated every two years. It is intended that the Five-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.”

Boise State University

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

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

Idaho State University

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

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

University of Idaho

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

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch
Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> • Animal Science • Plant Science • Agricultural Economics • Food Science • Veterinary Science 	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM
Natural Resources <ul style="list-style-type: none"> • Forestry & Forest Products • Wildlife • Fisheries (Resources) • Conservation Science • Range Science 	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

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Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Agriculture Science	1.0000	AS	NA	Math & Science	Nampa/Southwest	Regional	Traditional
CSI	Agribusiness	1.0101	AAS, TC		Business	CSI Campus	Regional	Traditional with some portion avail online
UI	Agribusiness	1.0101	B.S.Ag.Econ.	Minor	CALS	Moscow	Statewide	face-to-face
UI	Agricultural Economics	1.0103	B.S.Ag.Econ.		CALS	Moscow	Statewide	face-to-face
UI	Applied Economics	1.0103	M.S.	Emphasis:: 1) Agricultural Economics; 2) Natural Resources; 3) Agribusiness	CALS	Moscow	Statewide	face-to-face
CWI	Farm Business Management	1.0104	PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Systems Management	1.0201	B.S.Ag.L.S.	Minor	CALS	Moscow	Regional	Face to face/web
CSI	Animal Science Livestock Technician	1.0302	TC		Agriculture	CSI Campus	Regional	
CSI	Aquaculture	1.0303	AAS, TC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Aquaculture	1.0303		Minor	CNR	Moscow	Regional	Traditional
CSI	Laboratory Assistant/Technician	1.0401	PTC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Horse Management	1.0507	AAS, TC				Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	AA, AS, AAS, TC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Horticulture Technology - Horticulture Assistant	1.0601	AAS, ATC, TC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Horticulture Technology, Horticulturist	1.0601	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
UI	Agricultural Extension Education	1.0801		Minor	CALS	Moscow	Statewide	face-to-face
UI	Agricultural Science, Communication and Leadership	1.0802	B.S.Ag.L.S.		CALS	Moscow	Statewide	face-to-face
UI	Animal and Veterinary Science	1.0901	B.S.A.V.S.	Options: 1) Business Option; 2) Dairy Science; 3)Production; 4) Science/Preveterinary	CALS	Moscow	Statewide	face-to-face
UI	Animal Physiology	1.0901	Ph.D.		CALS	Moscow	Statewide	face-to-face

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Animal Science	1.0901	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Animal Science	1.0901	M.S.	Minor	CALS	Moscow	Statewide	face-to-face
UI	Food Science	1.1001	B.S.F.S.; M.S.; Ph.D.	Emphasis: 1) Processing; 2) Business; 3) Science; 4) Nutrition; Minor in Food Science	CALS	Moscow	Statewide	face to face
UI	Plant Science	1.1101	M.S.; Ph.D.		CALS	Moscow	Statewide	traditional/video link
UI	Crop Science	1.1102		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Horticulture	1.1103		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Sustainable Crop and Landscape Systems	1.1103	B.S.Ag.L.S.	Options: 1) Insects & Society; 2) Soil & Land Use; 3) Sustainable Cropping Systems; 4) Environmental Horticulture; 5) Plant Biotechnology	CALS	Moscow	Statewide	traditional/video link
UI	Plant Protection	1.1105		Minor	CALS	Moscow	Statewide	traditional/video link
UI	Rangeland Ecology and Management	1.1106	B.S.Rangeland Ecol.-Mgt.	Minor	CNR	Moscow	Statewide	Traditional
UI	Soil and Land Resources	1.1201	M.S.; Ph.D.		CALS	Moscow	Statewide	traditional/video link
UI	Soil Science	1.1201		Minor	CALS	Moscow	Statewide	traditional/video link
CSI	Agriculture Science	1.9999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
NIC	Environmental Sciences	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line Hybrid
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.	Focus areas: Health, Policy or Science	Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103	Minor		Arts & Sciences/ Administration	Boise	Regional	Traditional
UI	Environmental Contaminant Assessment	3.0104	Certificate		CLASS	Statewide	Regional	hybrid
UI	Environmental Science	3.0104	B.S.Env.S.	Options: 1) Biological Science; 2) Physical Science	CLASS	Moscow	Regional	traditional
UI	Environmental Science	3.0104	M.S.; Ph.D.	Options: Biological Science; Physical Science; Social Science	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Environmental Water Science	3.0104	Certificate		CLASS	Moscow	Regional	traditional
UI	Natural Resources and Environmental Science	3.0104	P.S.M.	Program Options: Water Resources Management; Environmental Contamination; Sustainability Science; Climate Change Science; Management of Regulated River Systems; Ecohydrology Science and Management	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid
UI	Conservation Social Sciences	3.0201		Minor	CNR	Moscow	Statewide	Traditional
UI	Environmental Communication	3.0201		Minor	CNR	Moscow	Regional	Traditional
UI	Natural Resources	3.0201	M.N.R.; M.S.; Ph.D.	Minor	CNR	Moscow	Statewide	Traditional
UI	Natural Resource Economics	3.0204		Minor	CALS	Moscow	Statewide	
UI	Resource Recreation and Tourism	3.0207	B.S.Res.Rc.		CNR	Moscow	Regional	Traditional
UI	Fishery Resources	3.0301	B.S.Fish.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Resources	3.0502	B.S.For.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Fire Ecology and Management	3.0506	B.S.Fire.Ecol.Mgmt	Minor	CNR	Moscow	Regional	Traditional
UI	Fire Ecology, Management and Technology	3.0506	Graduate Certificate		CNR	Moscow, Boise	Regional	Traditional
UI	Renewable Materials	3.0509	B.S.Renew.Mat.	Minor	CNR	Moscow	Statewide	Traditional
UI	Forest Operations	3.0510		Minor	CNR	Moscow	Statewide	Traditional
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR	Moscow	Regional	Traditional
UI	Wildlife Resources	3.0601	B.S.Wldl.Res.	Minor	CNR	Moscow	Statewide	Traditional
UI	Architecture	4.0201	B.S.Arch	Minor	CAA	Moscow/Boise	Statewide	Face to Face
UI	Architecture	4.0201	M.Arch.; M.S.		CAA	Moscow/Boise	Statewide	Face to Face w/ several distance compressed video and online
UI	Bioregional Planning and Community Design	4.0301	M.S.; Certificate		University Wide Program-CAA	Moscow, Boise	Regional	Face-to-face & hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Community & Regional Planning	4.0301	M.C.R.P.	Emphases: Environmental and Natural Resource Planning and Policy; Land Use and Transportation Planning; Economic Development Planning and Analysis; Housing, Social and Community Development Planning	Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Community & Regional Planning	4.0301	Graduate Certificate		Soc Sci & Public Affairs/ Community and Regional Planning	Boise	Statewide	Traditional
UI	Landscape Architecture	4.0601	B.S.L.A.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
UI	Landscape Architecture	4.0601	M.L.A.		CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
UI	American Studies	5.0102	B.A.; B.S.	Emphasis: 1) Literature; 2) History; 3) Social Science; Minor in American Studies	CLASS	Moscow	Regional	traditional
UI	Latin-American Studies	5.0107	B.A.		CLASS	Moscow	Regional	traditional
BSU	Canadian Studies	5.0115	Minor		Soc Sci & Public Affairs	Boise	Regional	Traditional
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line/Hybrid
NIC	American Indian Studies	5.0202	A.S.	N/A	American Indian St.	Coeur d'Alene	Region	Traditional/Web Enhanced/On-line Hybrid
UI	American Indian Studies	5.0202		Minor	CLASS	Moscow	Regional	hybrid
BSU	Native American Studies	5.0202	Minor		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
LCSC	Native American Studies	5.0202		minor only	Social Science/ Humanities	Lewiston	Regional	classroom
BSU	Latin American and Latino/a Studies	5.0203	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
UI	Women's Studies	5.0207		Minor	CLASS	Moscow	Regional	traditional
BSU	Gender Studies	5.0299	Minor		Soc Sci & Public Affairs			
BSU	Multi-Ethnic Studies	5.0299	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Multi-Ethnic Studies	5.0299	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication	9.0101	B.A.	Emphases: Media Production, Media Studies, Public Communication, Relational and Organizational Studies	Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	M.A.		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	Minor		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
CWI	Communication	9.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.A.	Journalism	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.S.	Speech	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Communication	9.0101	A.S.	Journalism	Communication	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Communication and Rhetorical Studies	9.0101	BA, BS	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Communication and Rhetorical Studies	9.0101	MA	Organizational Comm, Rhetorical Studies minors, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Communication Arts	9.0101	BA, BS	minor	Humanities	LEW/CDA	Regional	classroom
UI	Communication Studies	9.0101		Minor	CLASS	Moscow	Regional	hybrid
ISU	Mass Communication	9.0102	BA	Mass Communication minor, emphases	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Journalism	9.0401	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Broadcasting and Digital Media	9.0702	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Organizational Dynamics	9.0901	Certificate		CLASS	Moscow/CDA	Regional	hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS	Moscow/CDA	Regional	hybrid
BSU	Public Relations	9.0902	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Public Relations	9.0902	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
UI	Advertising	9.0903	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
LCSC	English: Publishing Arts	9.1001	BA	emphasis	Humanities	Lewiston	Regional	classroom
LCSC	Publishing Arts	9.1001		minor only	Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
LCSC	Graphic Design/ Print Technology	10.0301	AAS		BTS	Lewiston	Regional	classroom
LCSC	Graphic Design/ Print Technology	10.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Digital Imaging	10.0303	Cert		BTS	Lewiston	Regional	classroom
ISU	Graphic Arts/Printing Technology	10.0303	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
UI	Virtual Technology and Design	10.0304	B.S.		CAA	Moscow/Boise	Regional	Face-to-face & hybrid
LCSC	Offset Press	10.0307	Certificate		BTS	Lewiston	Regional	classroom
NIC	Pre-Nutrition	10.0501	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Science	11.0101	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Computer Science	11.0101	BA, BS	minor/ CS Emphasis	Natural Sciences and Math	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103	Minor		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
NIC	Computer Information Tech	11.0202	Tech. Certificate	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Computer Science	11.0401	BA, BS	Information Systems Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
LCSC	Computer Science	11.0401	BA, BS	Information Technology Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
BSU	Computer Science	11.0701	B.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701	M.S.		Engineering/ Computer Science	Boise	Regional	Traditional
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional
BSU	Computer Science	11.0701	Minor		Engineering/ Computer Science	Boise	Regional	Traditional
UI	Secure and Dependable Computing Systems	11.0701	Certificate		ENGR	Moscow	Regional	Traditional
LCSC	Computer Science	11.0801	BA, BS	Web Development Emphasis	Naturals Sciences and Math	Lewiston	Regional	classroom/online
CSI	Digital Media	11.0801	AAS, TC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Digital Media - Graphic Design for Print opt	11.0801	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
NIC	Web Design	11.0801	A.A.S.	N/A	Graphic Design	Post Falls	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Web Developer	11.0801	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Web Development	11.0801	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Web Development	11.0801	AAS		BTS	Lewiston	Regional	classroom/online
LCSC	Web Development	11.0801	BAS		BTS	Lewiston	Regional	classroom/online
EITC	Web Development Specialist	11.0801	WDS.AAS	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Website Design Multimedia	11.0801	AAS, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Computer Support Technician	11.0901	TC		Information Technology	CSI Campus	Regional	
ISU	Information Technology Systems	11.0901	AAS, TC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Internetworking and Communication Tech	11.0901	AAS, ATC, PTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
EITC	MS Certified Systems Engineer	11.0901	CSE.PSTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	MS Computer Networking Technologies	11.0901	CNT.AAS	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Network Administration	11.1001	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Information Systems Analysis	11.1002	AAS		TI	Lewiston	Regional	classroom
LCSC	Information Systems Analysis	11.1002	BAS, BAT		TI	Lewiston	Regional	classroom
ISU	Computer Information Systems	11.1003	BBA	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	PB Cert	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	MS	Computer Information Systems minor, emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	Computer Information Systems	11.1003	BBA	Computer Information Systems minor, emphasis	Business	University Place	Regional	Face-to-Face
CWI	Information Security and Digital Forensics	11.1003	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
CWI	Computer Support Specialist	11.1006	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Cosmetology	12.0401	TC, PTC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Baking and Pastry Arts	12.0501	AAS, TC, PTC		Business	CSI Campus	Regional	Traditional with some portion avail online
CWI	Baking and Pastry Arts	12.0501	AAS, ATC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CWI	Culinary Arts	12.0503	AAS, ATC, TC, PTC	NA	Trade & Technology	Boise Southwest	Regional	Traditional
CSI	Culinary Arts	12.0508	AAS, TC, PTC		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0508	Tech. Certificate	N/A	Culinary Arts	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.S.	Secondary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Education	13.0101	Ed.D; Ph.D.		ED	Rexburg	Regional	Online, Hybrid, Face-to-Face
ISU	Education, General	13.0101	PB Cert	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Education, General	13.0101	M Ed	Emphases	Education	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Education, General (Child & Family Studies)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0101	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Literacy)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Secondary/K-12 Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Bilingual Education	Boise	Regional	Traditional
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Bilingual Education	Meridian	Regional	Traditional
CSI	Education, Bilingual Elementary	13.0201	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CWI	Education-Bilingual Elementary	13.0201	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
BSU	Elementary Education Bilingual/ESL Option avail	13.0201	B.A.		Education/ Bilingual Education	Twin Falls	Regional	Traditional
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: Career & Technical Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Online
CSI	Education, General (Curriculum Leadership)	13.0301	M Ed Emp.		Education	CSI Campus		

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Elementary Education Bilingual/ESL	13.0301	B.A.		Education/ Bilingual Education	Boise	Regional	Traditional
BSU	English as a Second Language	13.0301	M.Ed.		Education/ Bilingual Education	Meridian	Regional	Traditional
BSU	English as a Second Language	13.0301	M.Ed.		Education/ Bilingual Education	Twin Falls, Boise	Regional	Traditional/online
LCSC	English as a Second Language	13.0301		minor only	Education	Lewiston	Regional	classroom
BSU	K-12 Physical Education	13.0301	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp.		Education	CSI Campus		
BSU	Educational Leadership	13.0401	M.Ed.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Educational Leadership	13.0401	Ed D	N/A	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed.Ldrshp.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online, Hybrid, Face-to-Face
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Ed. Training & Dev.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	?	Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0501	Ed.D.					
BSU	Instructional & Performance Technology	13.0501	M.S.		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Educational Technology	13.0599	M.S., M.E.T.		Education/ Educational Technology	Boise	Regional	Traditional
BSU	Technology Integration Specialist	13.0599	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
CWI	Education-Special	13.1001	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Special Education	13.1001	B.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
BSU	Special Education	13.1001	M.A., M.Ed.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
BSU	Special Education	13.1001	Post-B.A. Cert		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
LCSC	Special Education	13.1001	Certificate	minor	Education	Lewiston	Regional	classroom/online
UI	Special Education	13.1001	M.Ed.		ED	Boise, Coeur d'Alene, Moscow	Regional	Online
LCSC	Special Education - Paraprofessional to Teacher	13.1001	BA, BS		Education	Lewiston	Regional	classroom
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
LCSC	Gifted and Talented Education	13.1004		minor only	Education	Lewiston	Regional	Online
LCSC	Early Childhood Special Education	13.1015		minor only	Education	Lewiston	Regional	classroom/online
BSU	Counseling	13.1101	M.A.		Education/ Counseling	Boise	Regional	Traditional
UI	Rehabilitation Counseling and Human Services	13.1101	M.Ed.; M.S.		ED	Boise, Coeur d'Alene	Regional	Online, Hybrid, Face-to-Face
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	School Counseling	13.1101	M.Ed.		ED	Moscow, Couer d'Alene	Regional	Hybrid; combination
ISU	Student Affairs and College Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult Basic Education/GED Instructor	13.1201	Certificate		ED	Boise and Moscow	Regional	Online, Hybrid, Face-to-Face
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.; Ed.S.AO.L.L.		ED	Boise and Moscow	Regional	Online, Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Education	13.1202	A.S.	Elementary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Education, Elementary	13.1202	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Education, General (Elementary Ed.)	13.1202	M Ed Emp.		Education	CSI Campus		
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CWI	Education-Elementary	13.1202	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional/Hybrid
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid
LCSC	Elementary Education	13.1202	BA, BS		Education	LEW/CDA	Regional	classroom/online
UI	Elementary Education	13.1202	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
CSI	Education, General (Secondary Education)	13.1205	M Ed Emp.		Education	CSI Campus		
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Education, Secondary	13.1205	AA	Agriculture, Anthropology, Art, Biology, Business, Chemistry, Communication, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Music, Physical Education, Physical Science, Political Science, Psychology, Social Science, Sociology, Spanish, and Theater concentrations available	Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CSI	Education, Special	13.1205	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Education-Secondary	13.1205	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
ISU	Human Exceptionality	13.1205	Teaching Certification	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Human Exceptionality	13.1205	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Human Exceptionality	13.1205	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
CSI	Secondary Education	13.1205	BA, BS			CSI Campus		
ISU	Secondary Education	13.1205	BA, BS	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/ Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	CSI Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	ISU Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Biological Sciences, Business Ed, Chemistry, Comm & Rhetorical Studies, Consumer Economics, Deaf Education, Economics, English, ESL, Family/ Consumer Sciences, French, Geology, German, Health Education Teaching, Mass Comm, Mathematics, Physics, Poli Sci, Psychology, Russian, Social Science, Sociology, Spanish, Theatre minors	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.		ED	Moscow, Coeur d'Alene	Regional	Face-to-Face, Hybrid, Online
ISU	Early Childhood Care and Education	13.1210	TC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Early Childhood Development	13.1210	AAS, ATC, Cert		BTS	Lewiston	Regional	classroom/online
LCSC	Early Childhood Development	13.1210	BAS		BTS	Lewiston	Regional	classroom/online
ISU	Early Childhood Education	13.1210	BA	Emphases	Education	ISU Campus	Regional	Hybrid
BSU	Early Childhood Studies	13.1210	B.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early Childhood Studies	13.1210	M.Ed., M.A.		Education/ Special Education & Early Childhood Studies	Boise	Regional	Traditional
CWI	Education-Early Childhood	13.1210	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS	Moscow	Statewide	face-to-face
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Art Education	13.1302	M.A.	K-12 or 6-12	Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Art Education	13.1302	B.S.Art.Ed.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art	Boise	Regional	Traditional
NIC	Business Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	English Teaching	13.1305	B.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Literacy	13.1305		minor only	Education	Lewiston	Regional	classroom
LCSC	Middle School English Language Arts	13.1305		minor only	Humanities	Lewiston	Regional	classroom
LCSC	Secondary Education: English	13.1305	BA		Humanities	Lewiston	Regional	classroom
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French, German, Spanish	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	Health Education	13.1307	MHE	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BA, BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
UI	Industrial Technology	13.1309	B.S.Tech.		ENGR	Idaho Falls	Regional	Traditional
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
UI	Technical Workforce Training	13.1309	Certificate		ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics Teaching Endorsement Minor	13.1311	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics, Secondary Education	13.1311	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
LCSC	Middle School Mathematics	13.1311		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Mathematics	13.1311	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Music Education	13.1312	BM	Emphases: Performance, Music Education	Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	MM	Emphases: Performance, Music Education	Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music Education: Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music Education: Vocal- Instrumental	13.1312	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Pedagogy	13.1312	MM		Arts & Sciences/ Music	Boise	Regional	Traditional
LCSC	Coaching	13.1314		minor only	Education	Lewiston	Regional	classroom
UI	Coaching	13.1314		Minor	ED	Moscow	Regional	Face-to-Face
CWI	Education-Physical	13.1314	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
LCSC	Health	13.1314		minor only	Education	Lewiston	Regional	classroom/online
CSI	Health Education	13.1314	MHE		Division of Health Sciences	CSI Campus		
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
NIC	Physical Education	13.1314	A.A.S.	N/A	Physical Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	B.S.Ed.; M.Ed		EDU	Moscow	Regional	traditional
CSI	Physical Education - Athletic Training	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Exercise Science	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Outdoor Recreation	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education K-12	13.1314	AA		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Physical Education Pedagogy	13.1314	M.K., M.S.		Education/ Kinesiology	Boise	Regional	Traditional
CSI	Physical Education/Athletic Administration	13.1314	MPE		Education	CSI Campus		
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
BSU	Literacy	13.1315	M.A.		Education/ Literacy	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy	Treasure Valley	Regional	Weekend only
LCSC	Secondary Education: Earth Science	13.1316	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	STEM Education	13.1316	M.S.		Education	Boise	Regional	Traditional
BSU	Economics, Social Studies, Sec Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Soc Sci & Public Affairs/Political Science	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS		Social Science	Lewiston	Regional	classroom
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology, Social Studies, Sec Ed	13.1317	B.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1)Business & Marketing Education; 2) Occupational Education; 3) Engineering & Technology Education	ED	Boise, Coeur d'Alene, Moscow	Regional	Face-to-Face, Hybrid, Online
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology, Secondary Education	13.1322	B.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry, Secondary Education	13.1323	B.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics, Secondary Education	13.1329	B.S.		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
BSU	Earth Science Education	13.1337	B.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Earth Science Teaching Endorsement Minor	13.1337	Minor		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
UI	Environmental Education	13.1338	Graduate Certificate		CNR	McCall, ID	Regional	Traditional
UI	Teaching English as a Second Language	13.1401	M.A.	Minor	CLASS	Moscow	Regional	traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Paraprofessional Education	13.1501	AA		Education	Lewiston	Regional	classroom
CSI	Ed Assistant, Generalist	13.1599	AAS, TC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online
UI	Manufacturing Engineering Minor	14.0101		Minor	ENGR	Moscow	Regional	Traditional
CSI	Engineering, Agriculture	14.0301	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Biomedical Engineering	14.0501	Minor		Engineering/ Biomedical & Mechanical Engr.	Boise	Regional	Traditional
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR	Moscow	Regional	traditional & video conf
NIC	Engineering	14.0701	A.S.	Chemical	Engineering	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Engineering, Chemical	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Civil Engineering	14.0801	B.S.C.E.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	Minor		Engineering/ Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Civil Engineering	14.0801	A.S.	Civil	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr. Ph.D.		ENGR	Moscow	Regional	on-campus
CSI	Engineering, Civil	14.0801	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Structural Engineering	14.0801	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Applied Geotechnics	14.0802	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Hydrology	14.0805	M.S.		COS	Moscow, Idaho Falls	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Water Resources	14.0805	M.S.; Ph.D.	Program Options: Water Resources Engineering & Science Option; Water Resources Science & Management; Water Resource Law, Management & Policy	University Wide Program-LAW	Moscow, Coeur d'Alene, Boise, Idaho Falls	Statewide	Traditional, hybrid
UI	Water Resources Engineering	14.0805	Certificate		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
BSU	Computer Engineering	14.0901	M.Engr., M.S.		Engineering/ Electrical Engineering	Boise	Regional	Traditional
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR	Moscow	Regional	on-campus
CSI	Engineering, Computer	14.0901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Mechanical Engineering	14.0901	B.S.M.E.		Engineering/ Biomedical Mechanical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Biomedical Mechanical Engineering	Boise	Regional	Traditional
UI	Communication and Control for Power Transmission and Distribution	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.E.E.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	M.Engr., M.S.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	Minor		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow	Regional	on-campus
UI	Electrical Machines and Drives	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
UI	Power System Protection and Relaying	14.1001	Certificate		ENGR	Moscow	Regional	on-campus and outreach
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Environmental Engineering	14.1401	M.S.; M.Engr		ENGR	Moscow, Idaho Falls	Regional	on-campus and outreach
UI	Advanced Materials Technology	14.1801	Certificate		ENGR	Moscow	Regional	on-campus and outreach
BSU	Materials Science & Engineering	14.1801	B.S.M.S.E		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.	Minor	ENGR	Moscow	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering	Boise	Regional	Traditional
CSI	Engineering, Electrical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Engineering, Mechanical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.	Minor	ENGR	Moscow	Regional	Face-to-face
UI	Metallurgical Engineering	14.2001	M.S.	Minor	ENGR	Moscow	Regional	Traditional
UI	Metallurgy	14.2001	M.S.		ENGR	Moscow	Regional	on-campus and outreach
UI	Nuclear Criticality Safety	14.2301	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach; compressed video
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR	Idaho Falls/Moscow	Regional	on-campus and online
ISU	Nuclear Science and Engineering	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Nuclear Science and Engineering/(Co-op)	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering/(Co-op)	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
UI	Geological Engineering Minor	14.3901	M.S.	Minor	ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	on-campus and outreach
UI	Biological and Agricultural Engineering	14.4501	B.S.B.A.E.; M.S.; M.Engr.; Ph.D.	Options: 1) Agricultural Engineering; 2) Biological Systems Engineering; 3) Environmental Engineering; 4) Bioenergy Engineering; 5) Eco-Hydrological Engineering	ENGR	Moscow, Boise	Regional	Face to face/web
NIC	Engineering	14.9999	A.S.	Electrical	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Engineering Management	14.9999	M.Engr.		ENGR	Moscow, Boise, Idaho Falls	Regional	outreach, digital media and onlie
ISU	Civil Engineering Technology	15.0201	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
CWI	Electronics Technology	15.0303	AAS, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Laser/Electro-Optics Technology	15.0304	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
UI	Analog Integrated Circuit Design	15.0306	Certificate		ENGR	Moscow	Regional	on-campus and outreach
UI	Semiconductor Theory and Devices	15.0306	Certificate		ENGR	Moscow	Regional	on-campus and outreach
ISU	Energy Systems Instrumentation and Control Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and Automation Engineering Technology	15.0404	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	TC, PTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation Tech.: Industrial Controls	15.0404	ATC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Robotics and Communications Systems Engineering	15.0405	TC, ATC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Heating, Ventilation, Air Conditioning	15.0501	A.A.S.	N/A	Heating, Ventilation, Air Cond.	Coeur d'Alene	Region	A.A.S. not offered
UI	Heating, Ventilation, and Air Conditioning (HVAC) Systems	15.0501	Certificate		ENGR	Boise, Moscow, Outreach	Regional	on-campus and outreach, compressed video
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	TC	N/A	Technology	ISU Campus	Regional	Hybrid
EITC	Energy Systems Technology	15.0503	ESTEC.TC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Energy Systems Wind Engineering Technology	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Wind Energy Technology	15.0503	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Water Resource Mgmt	15.0506	TC, PC		Agriculture	CSI Campus	Regional	Traditional
CSI	Environmental Technology	15.0507	AAS, TC		Agriculture/Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Industrial Technology	15.0603	Tech. Certificate	N/A	Industrial Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Technology Management	15.0612	M.S.		ENGR	Moscow, Boise, Idaho Falls	Regional	Digital media / online
LCSC	Automated Manufacturing Technology	15.0613	AAS, ATC, Cert		TI (Technical & Industrial)	Lewiston	Regional	classroom
LCSC	Automated Manufacturing Technology	15.0613	BAS		TI (Technical & Industrial)	Lewiston	Regional	classroom
NIC	Manufacturing	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Region	Not Offered
CSI	Manufacturing Technology	15.0613	TC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
UI	Human Safety Performance	15.0703	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Engineering	15.0805	A.S.	Mechanical	Engineering	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Geomatics Technology	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Computer Software Engineering Tech.	15.1204	AAS, TC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Engineering Technology	15.1301	Certificate		TI	Lewiston	Regional	classroom
ISU	Computer Aided Design Drafting Technology	15.1302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Drafting Technology	15.1302	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Drafting Technology	15.1302	AAS, ATC, TC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
LCSC	Engineering Technology Traditional	15.1303	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Traditional	15.1303	BAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil	15.1304	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil,	15.1304	BAS, BAT		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology Mechanical	15.1306	BAS		TI	Lewiston	Regional	classroom
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Health Education	15.2207	BA, BS	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Health Education	15.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Education	ISU Campus	Statewide	Online
UI	Foreign Language	16.0101	B.A.	Options: 1) Business	CLASS	Moscow	Regional	traditional
CSI	Language, Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	Language-Foreign	16.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Chinese Studies	16.0301	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	German	16.0501	Minor	Emphases: Cutral, Literary; Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	German	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	German	16.0501		Minor	CLASS	Moscow	Regional	traditional
NIC	Manufacturing	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Region	Not Offered
BSU	French	16.0901	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	French	16.0901	Minor	Emphases: Cultural, Literary; Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	French	16.0901	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	French	16.0901	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	Spanish	16.0905	Minor	Emphases: Primary, Secondary, Bilingual Education or Business	Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Spanish	16.0905		minor only	Humanities	Lewiston	Regional	classroom
UI	Spanish	16.0905	B.A.	Minor	CLASS	Moscow	Regional	traditional/study abroad
LCSC	Nez Perce Language	16.1001		minor only	Humanities	Lewiston	Regional	classroom
ISU	Shoshoni	16.1001	AA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Latin Language and Literature	16.1203	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
BSU	American Sign Language	16.1601	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
CWI	Language-Sign	16.1601	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts & Sciences/ Modern Lang & Lit	Boise	Regional	Traditional
CSI	Language, American Sign Language	16.9999	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Family and Consumer Sciences	19.0101	M.S.		CALS	Moscow	Regional	Traditional, combination
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Options: 1) Coordinated Program in Dietetics; 2) Nutrition	CALS	Moscow, Coeur d'Alene (snr CPD students only)	Regional	Traditional, combination
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Options: 1) Child Development/Family Relations; 2) Family Life	CALS	Moscow	Regional	traditional/combo

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Early Childhood Development and Education	19.0701	B.S. Early Childhd. Dev. Ed.		CALS	Moscow		Traditional, combination
UI	Aging Studies	19.0702		Minor	CLASS	Moscow	Regional	traditional
BSU	Family Studies	19.0704	Minor		Soc Sci & Public Affairs	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.A.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Early Childhood Education	19.0708	AAS, ATC, TC, PTC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
CSI	Education, Early Childhood Education	19.0708	AA, AAS, TC, PTC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
UI	Clothing, Textiles and Design	19.0901	B.S.F.C.S.		CALS	Moscow	Regional	traditional, online
CSI	Psychology	20.1014	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Law (Pre)	22.0001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Pre-Law	22.0001		minor only	Business Technology & Service	Lewiston	Regional	classroom
CWI	Pre-Law	22.0001	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
UI	Law	22.0101	J.D.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Moscow, Boise	Statewide	Traditional with the use of some on-line and video conference capability
NIC	Pre-Law	22.0102	A.S.	N/A	Political Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Pre-Law	22.0102	A.A.	N/A	Political Science	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Paralegal	22.0103	A.A.S.	N/A	Paralegal	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
CWI	Legal Administrative Support	22.0301	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Legal Administrative Assistant	22.0301	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Legal Administrative Assistant	22.0301	BAS		BTS	Lewiston	Regional	classroom
LCSC	Legal Office Technology	22.0301	Certificate		BTS	Lewiston	Regional	classroom
EITC	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Legal Assistant	22.0302	LGL.TC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Paralegal	22.0302	AAS		BTS	Lewiston	Regional	classroom
LCSC	Paralegal	22.0302	BAS		BTS	Lewiston	Regional	classroom
ISU	Paralegal Studies	22.0302	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	English	23.0101	B.A.	Emphases: Linguistics, Literature, Technical Communication, Writing	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: Literature, Rhetoric and Composition	Arts & Sciences/ English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
CWI	English	23.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	English	23.0101	BA	minor	Humanities	Lewiston	Regional	classroom
NIC	English	23.0101	A.S.	N/A	English	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	English	23.0101	B.A.; M.A.; M.A.T.	Emphasis: 1) Literature; 2) Creative Writing; 3) Professional ; 4) Teaching; Minor in English	CLASS	Moscow	Regional	traditional
BSU	English	23.0101	Minor		Arts & Sciences/ English	Boise	Regional	Traditional
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	English, Rhetoric and Composition	23.0401	M.A.		Arts & Science	Boise	Regional	Traditional
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Creative Writing	23.0501		minor only	Humanities	Lewiston	Regional	classroom
LCSC	English: Creative Writing	23.0501	BA	emphasis	Humanities	Lewiston	Regional	classroom
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A., Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS	Moscow	Regional	traditional
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Technology	24.0101	BAT		Technology	University Place	Regional	Face-to-Face
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Liberal Arts	24.0101	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
LCSC	Liberal Arts	24.0101	AA	Humanities/Natural Science & Math/Social Sciences	HUM/NS/SS	Lewiston	Regional	classroom
LCSC	Applied Technology	24.0102	BAS		BTS	Lewiston	Regional	classroom
BSU	General Studies	24.0102	B.G.S.		Soc Sci & Public Affairs/ Administration	Boise	Regional	Traditional
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	General Studies	24.0102	A.S.	N/A	N/A	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Moscow	Regional	hybrid
LCSC	General Studies: Business	24.0102	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Natural Sciences and Math	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Social Science	LEW/CDA	Regional	classroom
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
BSU	Biology	26.0101	B.S.	Emphases: Botany, Ecology, Environmental Biology, Human Biology, Microbiology, Molecular and Cell Biology, Zoology.	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.	Project Option, Examination Option	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	Minor		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Biology	26.0101	AS	Health Care Emphasis, Natural Resources Emphasis	Math & Science	Nampa Southwest	Regional	Traditional
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS, MNS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Biology	26.0101	BA, BS	minor	Natural Sciences and Math	Lewiston	Regional	classroom/online
NIC	Biology	26.0101	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.	Minor	COS	Moscow	Regional	Traditional
CSI	Biology - Health Care	26.0101	AS				Regional	Traditional with some portion avail online
CSI	Biology-Natural Resources	26.0101	AS				Regional	Traditional with some portion avail online
UI	Reproductive Biology	26.0101	Certificate		COS	Moscow	Regional	Traditional
ISU	Biochemistry	26.0202	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Biochemistry	26.0202	B.S.Biochem.	Minor	COS	Moscow	Regional	Traditional
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	M.S.; Ph.D.		COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS	Moscow	Regional	Traditional
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS	Moscow	Regional	Traditional
BSU	Biomolecular Sciences	26.0210	PhD.		Engineering	Boise	Regional	Traditional
ISU	Botany	26.0301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Botany	26.0301	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Pre-Microbiology/Medical Tech	26.0501	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Microbiology	26.0502	B.S.Microbiol.	Minor	COS	Moscow	Regional	Traditional
ISU	Zoology	26.0701	BS	Biology, Botany, Ecology, Microbiology, Zoology minros	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Zoology	26.0701	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Entomology	26.0702	M.S.; Ph.D.	Minor	CALS	Moscow	Statewide	traditional/video link
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		University Wide Program-COS	Moscow	Regional	Traditional
ISU	Ecology	26.1301	BS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Natural Resources Ecology Option; Conservation Biology Options	CNR	Moscow	Statewide	Traditional
UI	Restoration Ecology	26.1307	Graduate Certificate		CNR	Moscow, Boise	Regional	Online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Neuroscience	26.1501	M.S.; Ph.D.		University Wide Program-ENG	Moscow	Regional	Traditional
LCSC	Natural Science	26.999		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
CWI	Math	27.0101	AS, AA	NA	Math & Science	Boise/Nampa Southwest	Regional	Traditional
BSU	Mathematics	27.0101	B.A., B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
LCSC	Mathematics	27.0101	BA, BS	minor	Naturals Sciences and Math	Lewiston	Regional	classroom
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Mathematics	27.0101	A.A.	N/A	Mathematics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.; M.S.; Ph.D.	Options: General; Applied-Actuarial Science and Finance; Applied-Computation; Applied-Operations Research; Applied-Scientific Modeling; Applied-Statistics; Minor in mathematics	COS	Moscow	Regional	Traditional
ISU	Mathematics for Secondary Teachers	27.0101	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301	Minor		Arts & Sciences/ Mathematics	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Process & Performance Excellence	27.0501	Certificate		COS	Moscow	Regional	Traditional
UI	Statistical Sciences	27.0501	M.S.		COS	Moscow	Regional	Traditional Engineering Outreach Hybrid
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistics	27.0501	Graduate Certificate	Undergraduate Minor	COS	Moscow	Regional	Traditional Engineering Outreach Hybrid
UI	Aerospace Studies	28.0101		Minor	CLASS	Moscow	Regional	traditional
UI	Naval Science	28.0401		Minor	CLASS	Moscow	Regional	traditional
UI	Military Science	28.0503		Minor	CLASS	Moscow	Regional	traditional
BSU	Military Science	29.0101	Minor		Soc Sci & Public Affairs/ Military Science	Boise	Regional	Traditional
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	30.0601	MS	N/A	Graduate School	University Place	Regional	Hybrid
BSU	Gerontological Studies	30.1101	Graduate Certificate	Concentrations: Counseling, Health Sciences, Social, Health Promotion/Exercise Science	Education/ Counselor Education; Health Sciences/ Health Science Program; Social Sciences & Public Affairs/ Social Work	Boise	Regional	Traditional
BSU	Gerontology	30.1101	Minor		Health Sciences/ Health Science Program	Boise	Regional	Traditional
LCSC	Behavioral Science	30.1701	AA	minor	Social Science	Lewiston	Regional	classroom/online
ISU	International Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Diversity and Stratification	30.2301	Certificate		CLASS	Moscow	Regional	hybrid
BSU	Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
CSI	Bachelor of University Studies	30.9999	BUS			CSI Campus		
ISU	Bachelor of University Studies	30.9999	BUS	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BUS	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	Bachelor of University Studies	30.9999	BUS	N/A		CSI Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.9999	MNS, MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.9999	MS	N/A	Graduate School	University Place	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Geoarchaeology	30.9999	B.A.		Arts & Sciences, Soc Sci & Pub Affairs/ Geosciences, Anthropology	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	LEW/CDA	Regional	classroom/online
NIC	Interdisciplinary Studies	30.9999	A.S.	N/A	Interdisciplinary Studies	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.	Minor	CLASS	Moscow/CDA	Regional	traditional
UI	Outdoor Recreation Leadership	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Sustainable Tourism and Leisure Enterprises	31.0300		Minor	CNR	Moscow	Regional	Traditional, Face-to-Face
UI	Movement and Leisure Sciences	31.0301	M.S.		ED	Moscow	Regional	Face-to-Face
UI	Recreation	31.0301	B.S.Rec.		ED	Moscow	Regional	Face-to-Face
LCSC	Sport Administration	31.0504	BA, BS		Business/ Education	Lewiston	Regional	classroom/online
UI	Sports Science	31.0504		Minor	ED	Moscow	Regional	Face to Face
BSU	Exercise and Sports Studies	31.0505	M.S.	Emphases: behavioral, biophysical, and socio-historical studies	Education/ Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	B.S.	Emphases: Biomechanics, Exercise Physiology, Fitness Evaluation and Programming	Education/ Kinesiology	Boise	Regional	Traditional
UI	Exercise Science and Health	31.0505	B.S.P.E.		ED	Moscow	Regional	Face-to-Face
BSU	Kinesiology	31.0505	M.K.	Emphases: Behavioral Studies, Biophysical Studies, Socio-historical Studies	Education/ Kinesiology	Boise	Regional	Traditional
LCSC	Kinesiology	31.0505	BA, BS	minor/ Exercise Science/Sports Medicine	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Health Promotiona/Personal Training/Wellness Coaching	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Sport Administration/Coaching	Education	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Youth Sports/Recreation	Education	Lewiston	Regional	classroom
CSI	Physical Education - Sport Management	31.0601	AA		Education/Physical Education		Regional	Traditional with some portion avail online

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Region	
UI	Writing	36.0118		Minor	CLASS	Moscow	Regional	traditional
UI	Bioethics	38.0101		Minor	CLASS	Moscow	Regional	traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101	Minor		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.S.	N/A	Philosophy	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Philosophy	38.0101	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	hybrid
UI	Global Justice	38.0104	Certificate		CLASS	Moscow	Regional	hybrid/study abroad
UI	Professional Ethics	38.0104	Certificate		CLASS	Moscow	Regional	hybrid
UI	Religious Studies	38.0201		Minor	CLASS	Moscow	Regional	traditional
LCSC	Physical Science	40.0101		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Astronomy	40.0203	A.S.	N/A	Astronomy	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Chemistry	40.0401	Minor		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	B.S.	Emphases: ACS certified Biochemistry, Biochemistry, Business, Forensics, General, Geochemistry, Pre-Medical, Professional	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MNS, MS		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Chemistry	40.0501	BA, BS	Geochemistry Emphasis / minor	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics; Chemistry Minor	COS	Moscow	Regional	Lecture/lab
CWI	Chemistry	40.0501	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Earth Science	40.0601	BA, BS		Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Earth Sciences	40.0601	M.E.Sci.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
UI	Geological Sciences	40.0601	B.S.	Options: 1) General Geology; 2) Hydrogeology; 3) Resource Exploration; 4) Environmental Geology; 5) Geological Education; 6) Structural Gology & Tectonics	COS	Moscow	Regional	Traditional
BSU	Geology	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MNS, MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Geology	40.0601	M.S; Ph.D.	Minor	COS	Moscow	Regional	Traditional
CWI	Geology	40.0601	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
LCSC	Geology/ Earth Science	40.0601		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
BSU	Geosciences	40.0601	B.S.	Emphases: Geology, Hydrology	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	B.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Hydrologic Sciences	40.0605	M.S.		Engineering and Arts & Science/ Geosciences Civil Engineering	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	40.0699	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geographic Information Systems (GIS)	40.0699	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Geographic Information Analysis	40.0699	Minor		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	40.0699	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Physics	40.0801	B.S.		Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801	Minor		Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	BA, BS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	MNS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics	40.0801	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
NIC	Physics	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics; Minor in Physics	COS	Moscow	Regional	Live lecture/live video
CWI	Physics	40.0801	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics: Health Physics Emphasis	40.0801	MS Emph.	N/A	Science and Engineering	University Place	Statewide	Hybrid
EITC	Radiation Safety Technologies	41.0299	RDS.TC	N/A	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Addictions	42.0101		Minor	CLASS	Moscow/CDA	Regional	Hybrid
LCSC	Political Psychology	42.0101		minor only	Social Science	Lewiston	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Psychology	42.0101	B.S.		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
BSU	Psychology	42.0101	Minor		Soc Sci & Public Affairs/ Psychology	Boise	Regional	Traditional
CWI	Psychology	42.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Psychology	42.0101	BA, BS	minor	Social Science	Lewiston	Regional	classroom
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Psychology	42.0101	A.A.	N/A	Psychology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.	Minor	CLASS	Moscow	Regional	hybrid
ISU	Clinical Psychology	42.0201	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	School Psychology	42.1801	Ed S	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Criminal Justice	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	A.S.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Soc Sci & Public Affairs/ Department of Criminal Justice	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CWI	Criminal Justice	43.0104	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional/Online
ISU	Criminal Justice	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Criminal Justice	43.0104	A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Criminal Justice	43.0104	A.A.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
LCSC	Justice Studies	43.0104	BA, BS	minor	Social Science	LEW/CDA	Regional	classroom
UI	Justice Studies	43.0104		Minor	CLASS	Moscow	Regional	traditional
LCSC	Forensic Science	43.0106		minor only	Natural Sciences and Math	Lewiston	Regional	classroom
NIC	Administration of Justice	43.0107	A.A.S.	N/A	Criminal Justice	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Law Enforcement	43.0107	AAS, TC, PC		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Law Enforcement	43.0107	TC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	Post-Secondary	P.O.S.T.	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	Tech. Certificate	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
ISU	Fire Service Administration (Fully Online)	43.0203	AS	N/A	Technology	ISU Campus	Regional	Online
ISU	Fire Service Administration (Fully Online)	43.0203	BS	N/A	Technology	ISU Campus	Regional	Online
CWI	Fire Service Tech	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Fire Service Technology	43.0203	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Fire Service Technology	43.0203	AAS		BTS	Lewiston	Regional	classroom
LCSC	Fire Service Technology	43.0203	BAS		BTS	Lewiston	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Module I Wildland Firefighter	43.0203	WF1.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module II Adv. Wildland Firefighter	43.0203	WF2.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	Module III Single Resource Boss	43.0203	WF3.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Module IV strike Team/Task Force	43.0203	WF4.PSTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Wildland Fire Management	43.0203	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning and Management	43.0302	Certificate		ENGR	Idaho Falls	Regional	on-campus and outreach, compressed video
ISU	Emergency Management (Fully Online)	43.9999	AS, BS	N/A	Technology	ISU Campus	Regional	Online
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration, Environmental & Natural Resource Policy & Admin., State and Local Govt. Policy & Admin.	Soc Sci & Public Affairs/ Public Administration	Boise	Statewide	Traditional
ISU	Public Administration	44.0401	MPA	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Public Administration	44.0401	M.P.A.		CLASS	Moscow	Regional	traditional
UI	Public Administration and Policy	44.0401		Minor	CLASS	Moscow	Regional	traditional
BSU	Public Policy and Administration	44.0401	Ph.D.		Soc Sci & Public Affairs/ Public Policy and Administration	Boise	Statewide	Traditional
BSU	Social Work	44.0701	B.A.		Soc Sci & Public Affairs/ School of Social Work	Boise, Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Soc Sci & Public Affairs/ School of Social Work	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Soc Sci & Public Affairs/ School of Social Work	Lewiston, Coeur d'Alene, Twin Falls	Statewide	Traditional
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Social Work	44.0701	BA, BS		Social Science	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Social Work	44.0701	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
BSU	-Refugee Services Adv. Macro Practice (Graduate Certificate), Refugee Services Clinical Practice, (Graduate Certificate), Foundations of Refugee Services (Certificate)	44.0799	Certificate, Graduate Certificate		School of Social Work/ Institute for Families and Communities	Boise	Regional	Traditional
LCSC	Global Perspectives	45.0101		minor only	Social Science	Lewiston	Regional	classroom
BSU	Social Science	45.0101	A.A.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Anthropology, History, Political Science, Sociology, minor	Social Science	Lewiston	Regional	classroom
CSI	Social Work	45.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Anthropology	45.0201	B.A.	Liberal Arts option	Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	Minor	Liberal Arts option	Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Anthropology	45.0201	A.S.	N/A	Anthropology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.	Minor	CLASS	Moscow	Regional	traditional
CWI	Anthropology	45.0201	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Anthropology, Applied	45.0201	M.A.A.		Soc Sci & Public Affairs/ Anthropology	Boise	Regional	Traditional
UI	Archaeological Technician	45.0301	Certificate		CLASS	Moscow	Regional	traditional
BSU	Economics	45.0601	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	Minor		Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BA, BS	Economics minor, options	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.	Minor	CLASS	Moscow	Regional	traditional
CWI	Economics	45.0601	AA	NA	Business & Economics	Nampa Southwest	Regional	Traditional
BSU	Economics, Quantitative Emphasis	45.0603	B.A.		Business	Boise	Regional	Traditional
UI	Climate Change	45.0701		Minor	COS	Moscow	Statewide	In person
LCSC	Geographic Information Science	45.0701		minor only	Naturals Sciences and Math	Lewiston	Regional	classroom
UI	Geographic Information Systems	45.0701	Certificate		COS	Moscow, CdA, Boise	Regional	In-person, CV, web
CSI	Geography	45.0701	AA		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS	Moscow	Regional	In-person
CWI	Geography	45.0701	AA	NA	Social & Behavioral	Nampa Southwest	Regional	Traditional
LCSC	Engineering Technology GIS	45.0702	AAS		TI	Lewiston	Regional	classroom
LCSC	Engineering Technology GIS	45.0702	BAS		TI	Lewiston	Regional	classroom
NIC	History	45.0801	A.S.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	History	45.0801	A.A.	N/A	History	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Comparitive/International Politics	45.0901		Minor	CLASS	Moscow	Regional	traditional
UI	International Political Economy	45.0901		Minor	CLASS	Moscow	Regional	Face to face
UI	International Studies	45.0901	B.A.	Minor	CLASS	Moscow	Regional	hybrid/study abroad

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy, International Relations and Comparative Politics Emphasis, Public Law and Political Philosophy Minor	Soc Sci & Public Affairs/ Political Science	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Political Science	45.1001	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Political Science	45.1001		minor only	Social Science	Lewiston	Regional	classroom
NIC	Political Science	45.1001	A.S.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Political Science	45.1001	A.A.	N/A	Political Science	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.	Minor	CLASS	Moscow	Regional	traditional
UI	American Government/Public Law	45.1002		Minor	CLASS	Moscow	Regional	traditional
BSU	Sociology	45.1101	B.S.		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101	Minor		Soc Sci & Public Affairs/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Sociology	45.1101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Sociology	45.1101		minor only	Social Science	Lewiston	Regional	classroom

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Sociology	45.1101	A.S.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphasis: 1) Criminology; 2) Inequalities & Globalization; 3) General; Minor in Sociology	CLASS	Moscow	Regional	hybrid
NIC	Carpentry	46.0201	Tech. Certificate	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Carpentry Management Tech	46.0201	A.A.S.	N/A	Carpentry	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
LCSC	Electrical Apprenticeship	46.0302	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Electrical Apprenticeship	46.0302	BAS		TI/WFT	Lewiston	Regional	classroom
ISU	Electrical Technician	46.0302	TC*	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Apprenticeship	46.0303	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Building Construction Technology	46.0415	ATC, PTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Plumbing Apprenticeship	46.0503	AAS		TI/WFT	Lewiston	Regional	classroom
LCSC	Plumbing Apprenticeship	46.0503	BAS		TI/WFT	Lewiston	Regional	classroom
CWI	Apprenticeship	47.0000	AAS	NA	Trade & Technology	Boise Southwest	Regional	Traditional
EITC	Carpenter Apprentice	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Electrical Apprentice	47.0000	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Heating & Air Conditioning Apprentice (Missing from the list)	47.0000	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Instrument Mechanic Apprentice	47.0000	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Lineman Apprentice	47.0000	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Locksmith & Safe Repair Apprentice	47.0000	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Machinist Apprentice	47.0000	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Painter Apprentice	47.0000	APP.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Pipe Fitter Apprentice	47.0000	APF.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Plumbing Apprentice	47.0000	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
EITC	Welder	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Electronic Wireless/Telecom. Tech.	47.0103	AAS, ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Industrial Electronics	47.0105	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Industrial Electronics	47.0105	BAS		TI	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	AAS, PTC, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Heating Air Conditioning & Appliance Tech	47.0201	BAS		TI	Lewiston	Regional	classroom
NIC	Heating, Ventilation, Air Conditioning	47.0201	Tech. Certificate	N/A	Heating, Ventilation, Air Cond.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CSI	Industrial Mechanical Technology	47.0303	TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Maintenance Mechanic/Millwright	47.0303	Tech. Certificate	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Heavy Equipment Technician	47.0399	AAS, ATC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Auto Body	47.0603	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CSI	Auto Body Technology	47.0603	AAS, TC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Collision Repair	47.0603	PC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Refinishing	47.0603	PC		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	TC, ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Collision Repair	47.0603	BAS		TI	Lewiston	Regional	classroom
NIC	Collision Repair Tech	47.0603	Tech. Certificate	N/A	Auto Collision Repair	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Auto Mechanics Technology	47.0604	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Auto Mechanics Technology	47.0604	BAS		TI	Lewiston	Regional	classroom
EITC	Automotive Automatic Transmission & Transaxle Specialist	47.0604	ATA.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Brake Specialist	47.0604	ATB.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Electronic Specialist	47.0604	ATL.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Performance Specialist	47.0604	ATE.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Engine Repair Specialist	47.0604	ATR.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Heating & Air Conditioning Specialist	47.0604	ATH.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Power Trains, Suspension & Steering Specialist	47.0604	ATP.PSTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Automotive Technology	47.0604	AAS		Industry Training & Partnerships	CSI Campus	Regional	Traditional with some portion avail online
CWI	Automotive Technology	47.0604	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
ISU	Automotive Technology	47.0604	AAS, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Automotive Technology	47.0604	Post-Secondary	Basic	Automotive Tech.	Coeur d'Alene	Region	Has not been offered in the past Not in catalog
NIC	Automotive Technology	47.0604	Tech. Certificate	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Automotive Technology	47.0604	AT.AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Automotive Technology	47.0604	AT.TC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Maintenance and Light Repair	47.0604	PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
EITC	Diesel Engine Specialist	47.0605	DTS.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Fuel Injection Specialist	47.0605	DTF.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Brake Specialist	47.0605	DTB.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Dr Train Specialist	47.0605	DTD.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Heavy Duty Electrical System	47.0605	DTE.PSTC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Diesel Technology	47.0605	AAS, TC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Diesel Technology	47.0605	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Diesel Technology	47.0605	BAS		TI	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	Post Secondary	N/A	Diesel Technology	Coeur d'Alene	Region	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	Tech. Certificate	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
EITC	Diesel Technology	47.0605	DT.AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Diesel Technology	47.0605	DT.ATC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Electrical Systems	47.0605	Post-Secondary	Basic	Diesel Technology	Coeur d'Alene	Region	Classes not offered but still left active by request. See Diesel Technology Post Secondary
CWI	Heavy Duty Truck Technician	47.0605	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS, ATC, TC, PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ATC, AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Outdoor Power/Recreational Vehicle	47.0611	Tech. Certificate	N/A	Outdoor Power/Recreational	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Architectural Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Civil Design	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Tech. Certificate	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	48.0101	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Machine & CNC Technology	48.0501	Tech. Certificate	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Machine Technology	48.0501	Post-Secondary	N/A	Machining	Coeur d'Alene	Region	Not Offered
CWI	Machine Tool Technology	48.0501	AAS, ATC, TC, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Machining Technology	48.0501	AAS, ATC, PTC, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS, ATC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CWI	Mechanical Welding Technology	48.0508	ATC, TC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
ISU	Welding	48.0508	TC, AAS, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Welding & Metals Fabrication	48.0508	AAS, ATC, PTC	NA	Trade & Technology	Nampa Southwest	Regional	Traditional
CSI	Welding Technology	48.0508	AAS, TC, CC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Welding Technology	48.0508	AAS, ATC, Cert		TI	Lewiston	Regional	classroom
LCSC	Welding Technology	48.0508	BAS		TI	Lewiston	Regional	classroom
NIC	Welding Technology	48.0508	Post-Secondary	N/A	Welding	Coeur d'Alene	Region	Not Offered
NIC	Welding Technology	48.0508	Tech. Certificate	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	Adv. Tech. Cert.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	A.A.S.	N/A	Welding	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
EITC	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Welding Technology	48.0508	WLD.TC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Cabinetmaking/Woodworking	48.0703	AAS, TC, PTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
EITC	Professional Truck Driver Training	49.0205	PTD.PSTC	N/A	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Professional Truck Driving Training	49.0205	PTC	NA	Transportation	Nampa Southwest	Regional	Traditional
UI	Asian Studies	50.0103		Minor	CLASS	Moscow	Regional	Traditional
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
UI	Dance	50.0301	B.S.Dan.	Minor	ED	Moscow	Regional	Face-to-Face
LCSC	Art	50.0402		minor only	Humanities	Lewiston	Regional	classroom
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
NIC	Art	50.0402	A.S.	Fine Arts	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Art	50.0402	A.A.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Art	50.0402	A.S.	Graphic Design	Art	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line, Hybrid
CWI	Art-Commercial	50.0402	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Interior Design	50.0408	B.I.D.	Minor	CAA	Moscow/Boise	Statewide	Face to Face (Traditional)
NIC	Graphic Design	50.0409	Academic Cert.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid
NIC	Graphic Design	50.0409	A.A.S.	N/A	Graphic Design	Post Falls	Region	Traditional Web Enhanced On-line Hybrid
BSU	Dance	50.0501	Minor		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
UI	Technical Theatre	50.0501		Minor	CLASS	Moscow	Regional	traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BS, BFA, BA	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA	Acting, Acting & Directing, Costume, Technical Theatre, Technical Theatre & Costume, Theatre, Theatre History & Dramatic Literature minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Theatre	50.0501		minor only	Humanities	Lewiston	Regional	classroom
NIC	Theatre	50.0501	A.S.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
CWI	Theatre	50.0501	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Theatre Arts	50.0501	B.A.	Options: Dance, Design, Directing, Dramatic Writing, Performance, and Stage Management	Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501	Minor		Arts & Sciences/ Theatre Arts	Boise	Regional	Traditional
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.	Minor	CLASS	Moscow	Regional	traditional
UI	Musical Theatre	50.0509	B.F.A.		CLASS	Moscow	Regional	traditional
BSU	Cinema and Digital Media Studies	50.0602	Certificate, Undergraduate		Soc Sci & Public Affairs/ Communication	Boise	Regional	Traditional
NIC	Photography	50.0605	A.S.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
CWI	Photography	50.0605	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.	Minor	CAA	Moscow	Regional	Face to Face (Traditional)
UI	Art	50.0701	M.F.A.; M.A.T.		CAA	Moscow	Regional	Face to Face (Traditional)
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
CWI	Art-General	50.0701	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701	B.F.A.	Emphases: Art Metals, Ceramics, Drawing and Painting, Interdisciplinary Art Studio, Photography, Printmaking, Sculpture	Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Visual Art	50.0701	Minor		Arts & Sciences/ Art	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Visual Arts	50.0701	MFA		Arts & Sciences/ Art	Boise	Regional	Traditional
UI	Studio Art	50.0702	B.F.A.		CAA	Moscow	Regional	Face to Face (Traditional)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703	Minor		Arts & Sciences/ Art	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901	Minor		Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	
LCSC	Music	50.0901		minor only	Humanities	Lewiston	Regional	classroom
NIC	Music	50.0901	A.S.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	M.A.; M.Mus.	Minor	CLASS	Moscow	Regional	traditional
CWI	Music	50.0901	AA	NA	Language & Arts	Boise/Nampa Southwest	Regional	Traditional
ISU	Music Education	50.0901	BME	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
UI	Music: History and Literature	50.0902	B.A.; B.S.		CLASS	Moscow	Regional	traditional
BSU	Music, Performance	50.0903	BM		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music, Performance	50.0903	MM		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Applied Music	50.0903	B.A.; B.S.		CLASS	Moscow	Regional	traditional
UI	Music: Instrumental Performance	50.0903	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Composition	50.0904	BM		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS	Moscow	Regional	traditional
UI	Music: Theory	50.0904	B.A.; B.S.		CLASS	Moscow	Regional	traditional
UI	Music: Vocal Performance	50.0908	B.Mus.		CLASS	Moscow	Regional	traditional
BSU	Music, Business	50.1003	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.		CLASS	Moscow	Regional	traditional
ISU	Health Science	51.0000	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	51.0101	Post-Secondary	Supervision	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
CSI	Dental Assistant	51.0601	TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Dental Assisting	51.0601	AAS, TC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
EITC	Dental Assisting	51.0601	DTL, TC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dental Hygiene	51.0602	BS	N/A	Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS	N/A	Division of Health Sciences		Statewide	Online
ISU	Health Care Administration	51.0701	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Health Information Technology	51.0707	PTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Medical Office Transcriptionist Pre-Health Information Technology	51.0708	Tech. Certificate	Pre-Health Info	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Medical Transcription	51.0708	PTC	N/A	Technology	ISU Campus	Regional	Online
LCSC	Medical Transcription	51.0708	Certificate		BTS	Lewiston	Regional	classroom
NIC	Medical Transcriptionist	51.0708	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Medical Informatics	51.0709	AAS, PTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Medical Office Technology	51.0709	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Administrative Medical Assistant	51.0710	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS		BTS	Lewiston	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Medical Administrative Support	51.0710	TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
NIC	Medical Assistant	51.0710	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
NIC	Medical Assistant	51.0710	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
ISU	Historical Resources Management	51.0711	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Medical Receptionist	51.0712	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Medical Biller/Coder	51.0713	Certificate		BTS	Lewiston	Regional	classroom
CSI	Medical Assistant	51.0801	TC		Health Science & Human Services	CSI Campus	Regional	
LCSC	Medical Assistant	51.0801	AAS		BTS	Lewiston	Regional	classroom
LCSC	Medical Assistant	51.0801	BAS		BTS	Lewiston	Regional	classroom
EITC	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Medical Assisting	51.0801	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Pharmacy Technology	51.0805	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced On-line
ISU	Physical Therapist Assistant	51.0806	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Statewide	Traditional Interactive Video
CSI	Veterinary Technology/Assistant	51.0808	AAS		Agriculture/Veterinary Tec	CSI Campus	Regional	Traditional with some portion avail online
CWI	Physical Therapy Assistant	51.0809	AAS	NA	Health & Human Services	Boise Southwest	Regional	Traditional
NIC	Emergency Medical Services	51.0904	Tech. Certificate	N/A	Health Professions	Coeur d'Alene	Region	Traditional
CSI	Emergency Medical Technician	51.0904	TC, PTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Emergency Medical Technician - Basic	51.0904	PTC	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Paramedic	51.0904	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Paramedic	51.0904	ATC	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Paramedic	51.0904	AS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
LCSC	Paramedic	51.0904	AAS		BTS	Lewiston	Regional	classroom
LCSC	Paramedic	51.0904	BAS		BTS	Lewiston	Regional	classroom
CSI	Paramedics	51.0904	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Radiologic Science	51.0907	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
CSI	Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Technology	51.0909	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Surgical Technology	51.0909	AAS, TC	NA	Health & Human Services	Boise Southwest	Regional	Traditional
EITC	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Medical Diangostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Medical Diangostic Imaging	51.0910	BA, BS	MRI/CT basic, advanced	Nursing and Health Sciences	LEW/CDA	Regional	Online
LCSC	Radiographic Science	51.0911	AS		Nursing and Health Sciences	Lewiston	Regional	classroom
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		ED	Moscow	Regional	Face-to-Face
ISU	Radiographic Science	51.0970	AAS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Radiographic Science	51.0970	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Technology	51.1005	B.S.		COS	Moscow	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Pre-Dental Studies	51.1101	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Pre-Medical Studies	51.1102	B.S.	Options: Biology, Chemistry	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Pre-Pharmacy	51.1103	AS	NA	Business & Economics	Nampa Southwest	Regional	Traditional
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
BSU	Pre-Veterinary Studies	51.1104	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
UI	Medical Education	51.1201	Professional	1st Year M.D.	WWAMI	Moscow	Statewide	Traditional
BSU	Addiction Studies	51.1501	Minor		Health Sciences/ Health Science Program; Education/ Counselor Education	Boise	Regional	Traditional
BSU	Addiction Studies	51.1501	Graduate Certificate		Education/ Counselor Education; Health Sciences/ Health Science Program	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Addiction Studies	51.1502		minor only	Education	Lewiston	Regional	classroom/online
CSI	Human Services	51.1502	AAS, TC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marriage and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nursing	51.1601	Ph.D.	N/A	Division of Health Sciences	Statewide	Statewide	Online
EITC	Registered Nursing	51.1601	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Registered Nursing	51.1601	AS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Nursing, Practical	51.1613	TC		Health Science & Human Services	CSI Campus	Regional	
EITC	Practical Nursing	51.1613	PN.ATC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Division of Health Sciences	Statewide	Statewide	Hybrid
ISU	Physical Therapy	51.2001	DPT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
BSU	Environmental and Occupational Health	51.2202	B.S.		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Health Education	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Division of Health Sciences	CSI Campus	Statewide	Online
BSU	Health Education and Promotion	51.2299	B.S.		Education/ Kinesiology	Boise	Regional	Traditional
BSU	Health Science	51.2299	M.H.S.	Emphases: Environmental Health, Health Research, Health Policy, Health Promotion, Health Services Leadership	Health Sciences/ Administration	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AS		Health Science & Human Services	CSI Campus		
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
UI	Rehabilitation Counseling Category R Certificate	51.2310	Certificate		ED	Boise	Regional	Hybrid; combination
ISU	Dietetics	51.3101	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Massage Therapy	51.3501	AAS, TC	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Nursing	51.3801	PM Cert	Options	Division of Health Sciences	ISU Campus	regional	Online
ISU	Nursing	51.3801	MS, PM Cert	Options	Division of Health Sciences	ISU-Meridian Ctr	regional	Online
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	University Place	Regional	Hybrid
NIC	Nursing	51.3801	A.S.	Registered	Health Professions	Coeur d'Alene	Region	Traditional Web-Enhanced
CWI	Nursing - Registered	51.3801	AS	NA	Math & Science	Nampa Southwest	Regional	Traditional
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	
CSI	Nursing (BSRN Completion)	51.3801	BS				Regional	
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	classroom

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Nursing, LPN to BSN	51.3801	BSN		Nursing and Health Sciences	Lewiston	Regional	classroom
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Nursing, RN to BSN	51.3801	BSN		Nursing and Health Sciences	LEW/CDA	Regional	online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Technology	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
NIC	Nursing	51.3901	Tech. Certificate	Practical	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced Interactive Video
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
CSI	Health Promotion	51.9999	AA		Health & Physical Education	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Science Studies	51.9999	B.S.	Emphases: General Health, Science, Gerontology, Health Informatics and Information Management, Health Policy and Leadership, Prevention and Addiction Studies, Public Health	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
NIC	Radiography	51.9999	A.A.S.	N/A	Health Professions	Coeur d'Alene	Region	Traditional Web Enhanced
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
NIC	Business Leadership	52.0101	Post-Secondary	General Business	Business Administration	Plummer	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Leadership	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0101	Post-Secondary	Foundation	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Quality	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	HR Management	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary	Med/Health Care	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	A.A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	General Business	52.0101	B.B.A.		Business & Economics/ Management	Twin Falls	Regional	Traditional
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
ISU	Bus. Admin. (Health Care Admin. Emph.)	52.0201	MBA Emph.	Emphases	Business	ISU Campus	Regional	Hybrid
BSU	Business	52.0201	Minor		Business & Economics	Boise	Regional	Traditional
UI	Business	52.0201		Minor	CBE	Moscow	Regional	Online
CWI	Business - General	52.0201	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional, Hybrid, Online
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (CIS Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Operations Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
BSU	Business Administration	52.0201	M.B.A.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Business	LEW/CDA	Regional	classroom/online
LCSC	Business Administration	52.0201	BA, BS	minor/ Accounting Emphasis	Business	LEW/CDA	Regional	classroom/online
NIC	Business Administration	52.0201	A.A.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
UI	Entrepreneurship	52.0201	Certificate		CBE	Moscow	Regional	Face to face
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201	Minor		Business & Economics/ Management	Boise	Regional	Traditional
CSI	General Business	52.0201	BBA, BA, BS		Business & Economics	BSU Campus		
UI	General Management	52.0201	M.B.A.		CBE	Coeur d'Alene	Regional	Face to face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201	Minor		Business & Economics/ Management	Boise	Regional	Traditional
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Operations Management	52.0201	B.S.Bus.		CBE	Moscow	Regional	Face to face
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
LCSC	Supervision	52.0205	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Leadership	52.0213		minor only	Business	LEW/CDA	Regional	classroom/online
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Internal Audit Option	Business & Economics/ Accountancy	Boise	Regional	Traditional
CSI	Accountancy	52.0301	BBA, BA, BS		Business & Economics	BSU Campus		
ISU	Accountancy	52.0301						Face-to-Face
UI	Accountancy	52.0301	M.Acct.		CBE	Moscow	Regional	Face to face
BSU	Accountancy	52.0301	Minor		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
UI	Accounting	52.0301	B.S.Bus.	Minor	CBE	Moscow	Regional	Face to face
EITC	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Accounting/Bookkeeping	52.0301	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
EITC	Applied Accounting Clerk Technical Certificate	52.0301	AAC.TC	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Internal Auditing	52.0301	Minor		Business & Economics/ Accountancy	Boise	Regional	Traditional

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Accounting Assistant	52.0302	Tech. Certificate	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	Adv. Tech. Cert.	Bookkeeping	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	A.A.S.	N/A	Accounting	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
CWI	Applied Accounting	52.0302	AAS, ATC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
LCSC	Bookkeeping	52.0302	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Bookkeeping	52.0302	BAS		BTS	Lewiston	Regional	classroom
CSI	Accountancy & Finance	52.0304	BA, BS, BBA		Business & Economics	BSU Campus		
BSU	Finance/Accountancy	52.0304	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Accountancy/Finance	52.0304	B.B.A.		Business & Economics/ Accountancy	Boise, Twin Falls	Regional	Traditional
LCSC	Administrative Assistant	52.0401	AAS, ATC		BTS (Business Technology & Service)	Lewiston	Regional	classroom
LCSC	Administrative Assistant	52.0401	BAS		BTS (Business Technology & Service)	Lewiston	Regional	classroom
CSI	Administrative Assistant Program	52.0401	AAS, TC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Administrative Support Technology	52.0401	AAS, ATC, TC, PTC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
CSI	Business Management/Entrepren	52.0401	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
ISU	Business Technology	52.0401	PSTC, AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Business, General	52.0401	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
EITC	Office Professional	52.0401	OFF.AAS	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Office Specialist	52.0401	OFS.TC	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Administrative Assistant	52.0402	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	Adv. Tech. Cert.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Legal Administrative Assistant	52.0403	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Electronic Med. Records IT Support	52.0404	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Internet
NIC	Electronic Medical Records	52.0404	Post-Secondary	Health Care	Computer App/Office Tech	Coeur d'Alene	Region	Internet Self-paced
NIC	Medical Administrative Assistant	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Billing Specialist	52.0404	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Receptionist	52.0404	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Administrative Technology	52.0407	TC	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Business Leadership	52.0408	Post-Secondary	Comptr Apps	Business Administration	Coeur d'Alene	Region	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Office Technology	52.0408	Certificate		BTS	Lewiston	Regional	classroom
NIC	Office Technology	52.0408	Tech. Certificate	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Computer Applications	52.0499	Post-Secondary	N/A	Computer App/Office Tech	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	Tech. Certificate	N/A	Business Administration	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics	CBE	Moscow	Regional	Face to face
LCSC	Entrepreneurship	52.0701	AS		Business	Lewiston	Regional	classroom/online
BSU	Finance	52.0801	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Finance	52.0801	Minor		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Hospitality Management	52.0901	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	Hospitality Management	52.0901	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Hospitality Management	52.0901	BAS		BTS	Lewiston	Regional	classroom
CSI	Hospitality Management	52.0904	AAS, TC		Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Rooms Division Management	52.0904	Certificate		BTS	Lewiston	Regional	classroom
LCSC	Food & Beverage Management	52.0905	Cert		BTS	Lewiston	Regional	classroom
NIC	Outdoor Leadership	52.0906	Tech. Certificate	N/A	Physical Education	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
NIC	Resort/Recreation Management	52.0906	A.A.S.	N/A	Resort/Recreation Management	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid
UI	Human Resource Development	52.1001	Certificate		ED	Moscow, Boise, Coeur d'Alene	Regional	On-line
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management; 2) Human Resources Management	CBE	Moscow	Regional	Face to face
CSI	Human Resource Training & Development	52.1005	BS		Technology	CSI Campus		
CSI	Human Resource Training & Development	52.1005	MTD		Technology	CSI Campus		
ISU	Human Resource Training & Development	52.1005	BS	Options	Technology	CSI Campus	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	MTD	Options	Technology	CSI Campus	Regional	Hybrid

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Human Resource Training & Development	52.1005	MTD, BS	Options	Technology	ISU Campus	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	BS	Options	Technology	University Place	Regional	Hybrid
ISU	Human Resource Training & Development	52.1005	MTD	Options	Technology	University Place	Regional	Hybrid
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	On-line
BSU	Human Performance Technology	52.1099	Graduate Certificate		Engineering/ Instructional & Perf Tech	Boise	Regional	Traditional
CWI	Business - International	52.1101	AA	NA	Business & Economics	Boise/Nampa Southwest	Regional	Traditional
BSU	International Business	52.1101	B.B.A.		Business & Economics/ International Business	Boise	Regional	Traditional
BSU	International Business	52.1101	Minor		Business & Economics/ International Business	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE	Moscow	Regional	Face to face
NIC	Computer Information Tech	52.1201	Adv. Tech. Cert.	N/A	Computer Information Tech.	Coeur d'Alene	Region	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Information Systems	52.1201	B.S.Bus.		CBE	Moscow	Regional	Face to face
LCSC	Management	52.1301	BA, BS		Business	LEW/CDA	Regional	classroom/online
LCSC	Management	52.1301	BA, BS	Radiography Emphasis	BUS/Nursing and Health Sciences	Lewiston	Regional	classroom/online
EITC	Business Technology	52.1401	BT.TC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Farm Business Management	52.1401	TC, AAS, PTC	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
BSU	Marketing	52.1401	Minor		Business & Economics/ Marketing & Finance	Boise	Regional	Traditional
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
LCSC	Marketing	52.1401		minor only	Business	LEW/CDA	Regional	classroom/online
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management	CBE	Moscow	Regional	Face to face
EITC	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
EITC	Marketing and Management	52.1401	MAM.ATC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Marketing and Management Technology	52.1401	AAS*	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Marketing Management Technology	52.1401	AAS, ATC, TC	NA	Business & IT Programs	Boise Southwest	Regional	Traditional
ISU	Insurance	52.1701	BBA	N/A	Business	ISU Campus	Regional	Face-to-Face
LCSC	Retailing	52.1803	Certificate		BTS	Lewiston	Regional	classroom
BSU	Construction Management	52.2001	B.S.C.M.		Engineering/ Construction Mgmt	Boise	Regional	Traditional
BSU	Construction Management	52.2001	Minor		Engineering/ Construction Mgmt	Boise	Regional	Traditional
LCSC	Business Management	52.9999	AAS, ATC		BTS	Lewiston	Regional	classroom
LCSC	Business Management	52.9999	BAS		BTS	Lewiston	Regional	classroom
BSU	Leadership Studies	52.9999	Minor		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Applied Historical Research	54.0101	M.A.H.R.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.	Emphases: International History, Religious History, Western History, Women's History	Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
BSU	History	54.0101	Minor		Soc Sci & Public Affairs/ History	Boise	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	History	54.0101	BA		Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	History	54.0101		minor only	Social Science	Lewiston	Regional	classroom
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Minor	CLASS	Moscow	Regional	traditional
CWI	History	54.0101	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Family Practice Residency	60.0218	PM Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid

Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Education-Physical K-12	13.1314	AA	NA	Social & Behavioral	Boise/Nampa Southwest	Regional	Traditional
UI	University of Idaho Leadership	None	Certificate		ALL	Moscow		Traditional

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University of Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
English-- processed	B.A./ Emphasis	College of Letters, Arts, & Social Sciences	Moscow; North/ Couer d'Alene	Regional	Summer 2013	Traditional, on-line and hybrid	The program enables place-bound students in northern Idaho, especially (but not exclusively) English majors at North Idaho College, to complete a four-year B.A. degree in literature. It is not a new program, but rather an attempt to offer UI's existing English curriculum to a wider circle of potential students.	During the fall of 2012, the NIC English Department conducted a survey of students' interest in pursuing future English-oriented bachelor's degrees in Coeur d'Alene. We analyzed a sample of 400 surveys from among approximately 2300 students in English 101, 102, 175, and 200- level literature courses. 47% of those surveyed are "very" or "moderately" interested in a bachelor's degree in English, and 62% may be interested in using English courses to create an Interdisciplinary four-year degree. Jobs in this field in North Idaho and Kootenai County are predicted to grow by 20-30% by 2020.		\$19,040 reallocation recurring funds and tuition	\$19,040 reallocation recurring funds and tuition	\$26,880 tuition		
Integrated Design— processed 2012-13	M.S.	College of Art and Architecture	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Traditional classroom, on-line, hybrid.	M.S. of Integrated Design degree provides graduate level education in design thinking applied to multiple programs in the college. Content includes decision-making strategies, virtual communication technologies and preparation of graduates to apply design thinking to problem solving within and beyond the design disciplines, including business, engineering science and other fields. This integrated program will replace the MS Architecture.	Over the past 3-4 years, 10% of our VTD grads have inquired about a design focused master's degree. Graduates in Art & Design (especially those with emphasis on graphic and interactive design) and Interior Design have also expressed interest in an MS Integrated Design. CAA Advisory Council and Dean led employer focus groups in Seattle, Portland and Boise strongly indicated the need for an MS Design degree to facilitate our alumni in undergrad programs optimizing professional opportunities. Globally, Masters of Design degrees are being offered by noteworthy institutions indicating demand in a maturing field. Examples are: Parsons The New School for Design; RMJM Program for Research and Education in Integrated Design Practice – Harvard Graduate School of Design; and Masters of Design – College of Fine Art – Univ of New South Wales. Games are huge business nowadays and the technology behind them is impacting other industries more every day. This degree would prepare our students for expanded prospects. The serious games field is ripe for growth, particularly in the realm of education. Ambient Insight noted that the U.S. mobile edugame market reached \$122.9 million in 2010, and based on the combined five-year compound annual growth rate (CAGR) for content, services, and tools, revenues will reach \$263.3 million by 2015. Packaged	\$205,000 Appropriat ed New (recurring/ non-recurring)	\$280,000	\$295,000			

University of Idaho – Proposed Programs

								mobile edugames will account for 90.5% of all revenues by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Design Intelligence reports that MS Design students will contribute to the following industries by percent (annual rate of change) in the period 2010- 2020: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Market Impact for existing industries such as Entertainment and Edutainment (utilizing gaming technologies and theories to engage students in learning environments) is substantial. The industries/ disciplines informed by these graduates are diverse, ensuring the program is less susceptible to economic and employment trends. Additionally, as more people are engaging the use of the digital realm to explore, communicate and address needs, business opportunities are maturing and emerging to meet these requirements. The intent is to offer this degree program in both Moscow & Boise as demand is high and the facilities/faculty are available. We do not see any barriers to competitive entry into this market.						
Agricultural Science Communications and Leadership— processed 2012-13	B.S.	College of Agricultural and Life Sciences/ Agricultural Education and 4-H Youth Development	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Hybrid/ Combination	B.S. Ag.L.S. Agricultural education without leading to teacher certification. Agricultural Science, Communication, & Leadership is a very flexible major which offers students the unique opportunity to tailor their coursework to personal career goals. Graduates have a strong foundation in agricultural science, communications, business and economics, and leadership. Students may choose from several different technical agriculture areas and foreign language to emphasis in their curriculum plan.	Demand for this program will be from students who are "place-bound," in the Treasure Valley, likely 15-25 students per year maximum. Demand for graduates of this program is strong, as the agribusiness industry in the Treasure Valley is large and there are numerous employers who would employ these graduates (input supply companies - feed, seed, farm equipment, fertilizer, farm credit, etc.; food processing and distribution companies). Demand will likely start out slow, with a few students initially entering the program 2-5 first year or two, growing to double digit (10-18) in years 3-5, and likely maxing out at 25-28 students. Market capacity would likely be the numbers listed above for a general program of this nature - 25-28 students. We do not anticipate any barriers to entry into this market. This program is currently offered in Moscow and also in cooperation with CSI. The intent is to expand the offering to CWI.	No fiscal resources needed. Advisors are already in place for the CSI program and there is capacity to offer to CWI.					

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Professional-Technical & Technology Education – processed 2012-13	B.S.	College of Education/ Curriculum & Instruction	Coeur d'Alene/ Twin Falls (North/Sout heast)	Regional	Summer 2013	Traditional classroom, online, hybrid	The BS in Career and Technical Education (CTE) program delivers coursework for undergraduate and graduate degrees in Professional-Technical & Technology Education as well as for teacher certification. While the language Professional-Technical Education is used in Idaho, the UI uses the language Career and Technical Education since it is the terminology used nationally. There are four emphases within CTE at the UI: (1) Agricultural & Extension Education, housed in the College of Agricultural and Life Sciences, prepares agricultural educators for roles in k-12 schools, extension and industry; (2) Business & Marketing Education, housed in the College of Education, uses disciplinary content courses from the College of Business and Economics. It prepares business and marketing educators for k-12 schools as well as community and technical colleges; (3) Engineering & Technology Education, housed in the College of Education, prepares educators for middle/junior high schools and high schools; (4) Occupational Education, housed in the College of Education, prepares individuals with technical backgrounds to become teachers at the secondary or post-secondary levels.	Not a new program or a new degree. CSI and NIC have the laboratories and faculty with necessary skills. to provide some instruction. We are building a pipeline of teachers in this area of shortage. Programs in high schools have difficulty hiring highly qualified faculty. This program seeks to address the statewide shortage and is of critical importance to the professional technical fields. The professional technical education division within the State department of Education is very supportive of offering this program in a new and/or dual location. Students will complete their first 2 years on various campuses, including Moscow, and then transfer to one of the 2+2 locations. Consolidate the Moscow and the 2+2 models.		\$75,000 Funding by grant that pays 1 faculty FTE, NT track, 5k anticipated for overhead	\$75,000	\$75,000		
Natural Resource Conservation— processed 2012-13	B.S.	College of Natural Resources/ Conservation Social Sciences	Moscow/ Boise (North/ Southwest)	State-wide	Summer 2013	Traditional; on-line	BS; Graduates pursue careers as ecologists, educators, hydrologists, public land managers, soils scientists, environmental consultants, community foresters, lawyers, reporters or as naturalists. Graduates are prepared for a career with public or private conservation agencies and organizations, as a high school teacher, free-lance outdoor writer, an environmental policy analyst, or as an information specialist with a state or federal	Employment of conservation scientists and foresters is expected to increase by 5%between 2010 and 2020. Employment of environmental protection scientists and technicians is expected to grow by 24% from 2010 to 2020, faster than the average for all occupations (Occupational Outlook Handbook). Our research on peer institutions indicates strong enrollment growth in this area. No other institution offers this program. Agency and private sector demand for broadly trained conservation professionals is strong, as indicated by national surveys and our interviews of employers. Most	Conservation Social Sciences has administrative capacity to manage the program, which is already in place.					

University of Idaho – Proposed Programs

							conservation or natural resources department. Graduates learn a broad and integrated view of the root causes of contemporary problems in conservation and at the same time work with a rich set of theories and tools to find better solutions to these challenges.	growth from 2010 to 2020 for conservation scientists and foresters is expected to be in federally owned forest lands, particularly in the Western United States (Occupational Outlook Handbook). As evidenced by peers, we can expect approximately 150 majors. We expect this will take 3-4 years to reach. Market capacity is yet unmet, with job opportunities strong and growing. Increases in funding and new programs should create opportunities for foresters and range managers. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). We will need to shift our faculty resources from thinly enrolled areas to this area as enrollment grows. The intention is to offer the program in Moscow and Boise, commencing at the same time.						
Proposed offerings commencing 2014														
Virtual Technology and Design	Minor/ Cert	College of Art and Architecture	Moscow/ Boise (North/ Southwest)	Statewide	Summer 2014	Traditional classroom, online, hybrid	This minor will serve students in any degree program wishing to acquire proficiency and theoretical background in virtual animation, virtual worlds, serious gaming, and computer visualization. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences. This certificate serves people who are currently in the workforce who seek additional advanced theoretical, design, and technical skills in animation, virtual worlds, serious computer gaming, and computer visualization.	1) Increasing number of disciplines/ industries use visualizations. A VTD minor integrates technologies into all design disciplines, providing technical proficiency. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated. 3) Serious games in education is ripe for growth. Ambient Insight: Mobile edugame market revenues will reach \$263.3 million by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Students with this proficiency + design discipline will be more competitive. 4) Design Intelligence: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Additionally, business opportunities are maturing and emerging. The market capacity is growing. 5) We have identified no barriers to entry into this market.		\$75,000 reallocation recurring/non-recurring funds Professional fee	\$65,000 reallocation recurring/non-recurring funds	\$65,000 reallocation recurring/non-recurring funds		

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Proposed offerings commencing 2014														
Mining Engineering	Minor	College of Engineering/ Civil Engineering	Moscow (North)	Regional	Summer 2014	Traditional	A minor in Mining Engineering would provide students working in other fields the knowledge and skills to be successful in engineering matters in the mining industry	The Financial Post article indicates that: “94% of 2011 graduates from the mining engineering, metallurgy and materials, geological engineering, and geophysics programs at the Colorado School of Mines have jobs,” with 2012 graduates receiving multiple job offers. In May 2012, the Resource Investor newsletter indicated that “A shortage of skilled workers was the second biggest business risk for mining in 2011 (as it was in 2010) and is forecast to be the number two risk (resource nationalism/country risk is the number one risk) for miners again in 2012.” The U.S. Bureau of Labor Statistics (Occupational Outlook Handbook, 2012) reports that jobs for Mining and Geological Engineers are expected to grow at rate of 10% per year. A strong mining industry combined with a significant number of retirements of mining engineers points to a long-term demand for mining engineers. The U.S. Bureau of Labor Statistics (2012) projects that the 10% annual growth rate will continue through 2020.	\$50,000 Other non-recurring funds	\$15,000 Reallocation recurring funds \$80,000 Other recurring funds \$25,000 Other non-recurring funds	\$15,000 Reallocation recurring funds \$80,000 Other recurring funds \$25,000 Other non-recurring funds			

University of Idaho – Proposed Programs

Proposed offerings commencing 2014														
2nd Year LAW Juris Doctor Boise; 1st Year LAW Juris Doctor Boise to phase in Processed 2nd yr curriculum fall 2012.	J.D.	College of Law	Boise;Sout hwest	Statewide	Summer 2014; Summer 2017 or 2018	Traditional classroom with distance education connections between Moscow and Boise	JD degree 2nd year curriculum to be delivered in Boise with the existing 3rd year curriculum. 1st year curriculum to be delivered in Boise with the existing 3rd and 2nd (if approved), phased in.	<p>Surveys have shown that establishing a Boise campus, in addition to the Moscow campus, would: (a) Increase total applications. Currently the College of Law, lacking more than a third-year opportunity in Boise, has seen applications from Idaho residents fall from 202 (30% of the total applicant pool) in 2007 to 179 (27% of the pool) in 2011. (b) Increase the enrollment yield of applicants who are accepted. In a 2007 survey of applicants who were accepted by the College of Law but decided not to enroll, 79% of Idaho residents said enrollment would have been more likely, and 31% “much more likely,” if the College had programs in both Boise and Moscow.</p> <p>Although legal job market has softened nationwide, especially in very large firms, many Idaho graduates pursue careers in small- to medium-sized firms, where employment levels are holding steady or improving. At the College of Law, job placement has shown the effect of the “Great Recession” but is rebounding: (a) In the Class of 2009, 80.43% of graduates reported 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.</p> <p>Demand will be strong for public legal education that offers both rural and urban learning opportunities and is cost-competitive. 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; nonresident tuition at these schools ranged from \$25,245 to 41,050. In contrast, the University of Idaho College of Law in 2011-12 charged Idaho residents \$14,404 and \$26,560 to nonresidents.</p>						
Integrated Project Delivery Joint program with BSU	M.S.	College of Art and Architecture	Boise/ Southwest	State-wide	Summer 2014	Classroom, design studio, distance, professional internships	This will be a UI/BSU collaborative graduate program focusing on integrated project delivery, the process of multiple project participants working collaboratively on the design and construction of building projects and contractually sharing risk	There are only a few programs of this nature available in the US today. Industry trends clearly point toward the need for integrated approaches to design and construction. Rapid changes in the design and construction professions are leading toward collaborative, integrated design and delivery, requiring advanced		\$150,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$100,000	\$125,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$50,000	\$125,000 Reallocation- recurring and non-recurring funds) Other- Industry - \$50,000		

University of Idaho – Proposed Programs

							and reward. This interdisciplinary program targets students and professionals who want to acquire or increase their knowledge, skills, and credentials in IPD. Students will develop expertise in the theory and practice of integrated project delivery through an integrated core, a series of electives, a required professional internship and thesis.	skills in leadership, management, Building Integrated Modeling (BIM), energy efficiency and integrated design for efficient time, money and long term building management. There is an emerging market for architecture graduates with IPD expertise. The content would not be available in existing stand-alone programs in construction management (BSU) or architecture (UI). The new program supports state and university efforts in STEM and social sciences. Because it is jointly offered by UI and BSU, state-wide resources are used efficiently in keeping with the directive from SBOE. see also BSU's program proposal.		recurring & non-recurring funds Professional fee	recurring & non-recurring funds Professional fee	recurring & non-recurring funds Professional fee		
Agroecology and Food Systems	B.S.	College of Agricultural and Life Sciences- Plant, Soil and Entomological Sciences	Moscow/Coeur d'Alene/Sandpoint; North	Statewide	Summer 2014	Face-to-face, hybrid	This program will focus on sustainable agriculture and the linkages between the production, transportation and marketing of food and human health. Experiential learning will be stressed. Graduates will be prepared to work in diverse roles with grower co-ops, conservation agencies, school districts, universities, non-profits and as business owners and farmers.	This program will serve the growing number of undergraduates interested in sustainable, small-acreage production and local/regional food systems. Currently in the western US similar programs are available at Washington State University, Montana State University, Colorado State, UC Davis and Evergreen. Enrollment goals for this new program are 5-10 students/year in the first 5 years although numbers may be greater. Enrollment in a similar degree at Montana State, for example, reached 100 students in the first 5 years of the program. There is growing need for professionals trained in this area. The sustainable agriculture job market in the five northern-most counties of Idaho alone is expected to grow 22.5% by 2020, compared to an expected average of 14% for the rest of the country (EMSI, 2013). Food insecurity is an important health and equity issue within Idaho and the region, and local/regional food systems are viewed as a way to address this growing issue.		\$9,000 reallocation recurring funds 1 new class will be req.	\$9,000 reallocation recurring funds 1 new class will be req.	\$9,000 reallocation recurring funds 1 new class will be req.		
Emerging Media and Design	Certificate	College of Art and Architecture	Moscow;North/Boise; Southwest/Coeur d'Alene;North	State-wide	Summer 2014	On-line; hybrid/combination	This certificate will serve students in any degree program wishing to explore innovative design of new technologies. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences.	1) Every discipline and industry relies on technological tools. The Emerging Media asks students to creatively imagine new applications of technology within their design disciplines. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated.		\$25,000 reallocation recurring \$40,000 non-recurring funds \$55,000 Other – Industry Recurring Professional fee	\$40,000 reallocation recurring \$25,000 non-recurring funds \$75,000 Other – Industry recurring	\$40,000 reallocation recurring funds \$75,000 Other – Industry recurring		

University of Idaho – Proposed Programs

								3) Serious games in education is ripe for growth. Ambient Insight: Mobile edugame market revenues will reach \$263.3 million by 2015. In addition, the U.S. game-based learning market will produce revenues of \$413.2 million by 2015. Students with this proficiency + design discipline will be more competitive.						
Information Design and Visualization	Certificate	College of Art and Architecture	Moscow;North/Boise; Southwest/ Coeurd'Ale ne;North	State-wide	Summer 2014	Online	This certificate will serve students in any degree program wishing to acquire proficiency and theoretical background in information design and virtualization. It supports state and university efforts in STEM disciplines as well as research in humanities and social sciences.	1) Increasing number of disciplines/ industries require clear information design and visualization. The Certificate would provide fundamental technical proficiency. 2) CWI Cap Analysis projected growth: Information - 60%; Educational services - 30%; Arts, design, entertainment, and media - 22%; Web/Information Design - 13%; Digital animators - 34%. Students with design and visualization proficiency will have an edge in the industries indicated. 3) Design Intelligence: Professional and business services 2.1%; Educational services 2.3%; Health care and social assistance 3%; Management, scientific, and technical consulting services 3.8%. Additionally, business opportunities are maturing and emerging. The market capacity is growing.		\$40,000 Reallocation non-recurring \$25,000 reallocation recurring funds \$55,000 Other – Industry Recurring Professional fee	\$25,000 reallocation non-recurring \$40,000 recurring funds \$75,000 Other – Industry recurring	\$40,000 reallocation recurring funds \$75,000 Other – Industry recurring		
Marketing	Minor	College of Business and Economics-Business	Moscow; North	Regional	Summer 2014	Traditional	Marketing focuses on processes that organizations use to identify and serve the needs and wants of consumers. It has the potential to enhance career prospects for students whose major incorporates dimensions of marketing. It is a critical component of successful entrepreneurship, so has the potential to increase entrepreneurial activity in Idaho.	The Idaho and U.S. Departments of Labor only collect workforce needs data for majors, not minors. As a result, deriving the ongoing workforce needs for a minor is difficult. The rationale for offering a marketing minor at the University of Idaho, however, is to provide an academic program area that can be used to complement allied degrees (i.e., majors) already being granted by the institution, ultimately providing a differentiating body of knowledge that graduates can utilize to be more competitive when pursuing employment opportunities in the workforce. It is expected that as the business landscape becomes increasingly competitive and global that increased business acumen provided by a minor in marketing will present a distinct advantage for graduates of such allied programs as agricultural economics, communications, food science, forest products, and textiles and design.	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.					
Golf Management	Option	College of Business and Economics-	Moscow; North	Regional	Summer 2014	Traditional	The MHR major with option in Golf Management includes all the course work for a Business	1) The current Marketing with PGA Golf Management program has 80 students, and by offering multiple major options with	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to					

University of Idaho – Proposed Programs

		Business					MHR degree (leadership, HR management, marketing, finance, economics, accounting, etc.) and also includes all PGA required course work (hospitality management, turf management, etc.) including PGA player eligibility requirements.	the PGA Program students will have the option to choose a major that is more suited to their personal interests and career aspirations. The addition of Management/Human Resource option will spread PGA Golf Management students across multiple majors and use resources more effectively. 2) Since inception in 2002 the Marketing with PGA Golf Management program has had 100% job placement within 3 months of graduation. In recent history we have not been able to meet employer demand for both internships and full time employment. SRI International's 2011 golf economy reported a \$1.8 billion growth in the golf facility operations economy from 2005 to 2011. A phone call to the Idaho Department of Labor indicated there are currently 76 golf professional positions and they project 93 by 2020.	deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.
Golf Management	Option	College of Business and Economics-Business	Moscow; North	Regional	Summer 2014	Traditional	The MHR major with option in Golf Management includes all the course work for a Business MHR degree (leadership, HR management, marketing, finance, economics, accounting, etc.) and also includes all PGA required course work (hospitality management, turf management, etc.) including PGA player eligibility requirements.	1) The current Marketing with PGA Golf Management program has 80 students, and by offering multiple major options with the PGA Program students will have the option to choose a major that is more suited to their personal interests and career aspirations. The addition of Operations Managment option will spread PGA Golf Management students across multiple majors and use resources more effectively. 2) Since inception in 2002 the Marketing with PGA Golf Management program has had 100% job placement within 3 months of graduation. In recent history we have not been able to meet employer demand for both internships and full time employment. SRI International's 2011 golf economy reported a \$1.8 billion growth in the golf facility operations economy from 2005 to 2011. A phone call to the Idaho Department of Labor indicated there are currently 76 golf professional positions and they project 93 by 2020.	No new faculty/instructors are required to deliver the minor; no new courses will need to be created and staffed to deliver the minor since it will utilize existing courses; no additional administrative support will be required to deliver the minor; no physical laboratory space or research-related equipment is required to deliver the minor.
Ed.D.	Ed.D.	College of Education	Coeur d'Alene;North	Regional	Summer 2014	Traditional classroom, on-line, compressed video, hybrid	The Ed.D. prepares education leaders, (K-12, community college, etc.) whose career goals will likely include use of research but usually as it pertains to program evaluation and program and/or system improvement. The Ed.D. prepares graduates to perform research within their	Currently, Ed.D. students in North Idaho all register through the Moscow campus. Many students, however, work directly with faculty on our Coeur d'Alene campus. By adding the Coeur d'Alene campus as a location, we provide recognition of our highly qualified Coeur d'Alene faculty to serve as major professor and have the campus recognized as the location of the	Notes: The only additional cost associated with offering the program from the Coeur d'Alene campus is the addition of the site connection when appropriate because of the hybrid delivery platform that already exists.

University of Idaho – Proposed Programs

							profession and likely within the context of their work.	degree. Courses are already delivered on-line and/or hybrid and are shared across multiple locations. The degree is already offered and students can enter the degree via the Moscow or Boise campus. This change will allow us to accept students at the Coeur d'Alene campus and recognize the campus affiliation. There are no costs associated with this request.						
Ph.D. in Education	Ph.D.	College of Education	Coeur d'Alene:North	Regional	Summer 2014	Traditional classroom, online, compressed video, hybrid	The Ph.D. prepares researchers, primarily but not exclusively for positions in higher education. The degree is intended for those whose career goals include basic research. The Ph.D. prepares graduates to design and implement research that contributes to national and international conversations and generalizes to populations similar to those being studied.	Currently, Ph.D. students in North Idaho all register through the Moscow campus. Many students, however, work directly with faculty on our Coeur d'Alene campus. By adding the Coeur d'Alene campus as a location, we provide recognition of our highly qualified Coeur d'Alene faculty to serve as major professor and have the campus recognized as the location of the degree. Courses are already delivered on-line and/or hybrid and are shared across multiple locations. The degree is already offered and students can enter the degree via the Moscow or Boise campus. This change will allow us to accept students at the Coeur d'Alene campus and recognize the campus affiliation. There are no costs associated with this request.	Notes: The only additional cost associated with offering the program from the Coeur d'Alene campus is the addition of the site connection when appropriate because of the hybrid delivery platform that already exists.					
On-line teaching	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	On-line; hybrid/combination	Compliance for all teacher candidates of Idaho State Board of Education (IDAPA 08, Title 02, Chapter 02) All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above for Online teaching.	RULE: IDAHO STATE BOARD OF EDUCATION (IDAPA 08, TITLE 02, CHAPTER 02) 0_ .01. Online-Teacher Endorsement (Pre-K-12). To be eligible for an Online-Teacher Endorsement Pre-K-12, a candidate must have satisfied the following requirements: a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study; b. Demonstrates proficiency in Idaho state Online Technology standards; c. Provides evidence of online experience or course time and demonstrates online learning proficiency; d. Has completed (Completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable experience as a teacher delivering curriculum online in grades Pre-K-12 within the past 3 years; e. Provides verification of completion of a state-approved program of at least (20) semester credit hours of study in online teaching and learning at an accredited college or university. This program shall		\$24,000 Other recurring grant funds	\$24,000 Other recurring grant funds	\$24,000 Other recurring grant funds		

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								include the competencies of the Idaho Standards for Online-Teachers.						
Outdoor Leadership	Graduate Certificate	College of Education-Movement Sciences	Moscow;North	Regional	Summer 2014	Hybrid/Combination	This certificate program will prepare educators to take both children and adults into outdoor learning experiences. Both appropriate pedagogy and safety considerations will be fully explored, with resulting skills ensuring safe and productive outdoor learning.	Using the out-of-doors as an educational laboratory is becoming common place. We regularly encounter educators who desire to gain the skills to lead outdoor excursions. They currently seek safety certifications with us. This graduate certificate is intended to acknowledge an already existing and growing need to recognize the skills needed to safely lead outdoor education and to certify those with the skills with a recognized acknowledgement of skills.		\$80,000 other recurring \$30,000 other non-recurring	\$80,000 other recurring \$30,000 other non-recurring	\$80,000 other recurring \$30,000 other non-recurring		
Heating, ventilation, air conditioning	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014		Heating, Ventilation, and Air Conditioning (HVAC) Systems is designed to provide engineers with a concentrated focus on HVAC. The Certificate consists of mechanical engineering and architecture graduate courses aimed at engineers who want to learn about more formal approaches to the design and implementation of heating and air-conditioning systems. Along with the course work, the Certificate includes a 1-credit project that will be arranged with the Certificate of Completion Coordinator. The focus will be on an applied industrial project. A total of 13 credits are required to obtain the certificate.	College of Engineering	Discontinue					
Advanced Materials Technology	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014	Traditional	courses to support advanced materials science study.	College of Engineering	Discontinue					
Semiconductor Theory and Devices	Graduate Certificate	College of Engineering	Moscow;North	Regional	Summer 2014	Traditional	12 credits of post bachelor's degree coursework which provides an introduction to semiconductor theory and devices, as well as breadth courses in electronic circuit design	College of Engineering	Discontinue					
American Studies	B.A./B.S.	College of Letters, Arts and Social Sciences	Moscow;North	state-wide	summer 2014	traditional	B.S./B.A in American Studies gives students an understanding of U.S. history, society and cultures. Students may earn a B.S./ B.A. with a focus on literature, social science or history. Students frequently double major or minor in history, English, political science, journalism and mass media or Latin American or	N/A	Discontinue					

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							American Indian studies.							
Experimental Psychology	Ph.D.	College of Letters, Arts, & Social Sciences- Psychology & Communication Studies	Moscow;North/Couer d'Alene;North	Regional	Summer 2014	hybrid/combination	A Ph.D. doctoral program in Experimental Psychology with an emphasis in Human Factors (which involves applying psychological research and expertise to technological design to enhance the safety and productivity of working and living environments). The program will be offered in Couer d'Alene and Moscow with internship and dissertation work potentially done in Idaho Falls in collaboration with CAES.	1) Professionals with doctoral training in human factors lead research or design teams to ensure complex technological systems meet the needs of end-users, promote safety, increase efficiency and productivity. Our M.S. program in Human Factors can be readily expanded to provide doctoral training. 2) Within Idaho, M.S. Graduates in Human Factors are employed by Idaho National Laboratory, Center for Advanced Energy Studies, Hewlett-Packard and the Kohl Group among others who are also seeking employees with Human Factors doctorates. 3) The American Psychological Association and the Bureau of Labor Statistics data indicate that job opportunities for Psychology PhDs are excellent with a 22% increase expected between 2010 and 2020, and expect prospects should be best for those who have a doctoral degree in an applied specialty. 4) Human Factors specialists are vital to recruiting and retaining a highly qualified workforce. 5) There is no Human Factors doctoral program in Idaho.			\$100,000 reallocation recurring \$250,000 other funds	\$100,000 reallocation recurring \$250,000 other funds	\$100,000 reallocation recurring \$250,000 other funds	
Energy Systems Management	Undergraduate Certificate	College of Letters, Arts, & Social Sciences- Environmental Science	Moscow;North	Regional	Summer 2014	On-line; hybrid/combination	This Certificate provides 12 credits in energy related coursework to aid in career advancement. The Certificate will consist of 3 required courses: EnvS 483/583 Water and Energy Systems, EnvS 484 History of Energy, EnvS 485 Energy Efficiency and Conservation and one elective course approved by the EnvS Director.	We anticipate 5 students per year for the next three years will enter the program and complete it in the subsequent two years. The undergraduates earning the certificate will be full-time students and the certificate-seeking students will be part-time students. Students earning this Certificate will have the background to continue their studies in the field of energy systems. The Center for Advanced Energy Studies is a research and education partnership among the Idaho National Laboratory, University of Idaho, Idaho State University and Boise State University. This certificate will lead students to consider graduate education in the energy field, possibly at CAES. This is not a degree, rather it is a certificate earned to enhance one's undergraduate experience or provide a milestone on the way to graduate degree completion. Again, this certificate may be useful in encouraging students to do graduate research at CAES.	There is existing faculty and staff capacity for program admin and advising. No new expenses for delivery as these courses are already constructed and delivered online.					
Sustainability Science	Undergraduate	College of Letters, Arts,	Moscow;North	Regional	Summer 2014	On-line; hybrid/combi	This Certificate provides 12 credits in sustainability	This is not a degree, rather it is a certificate earned to enhance one's	There is existing faculty and staff capacity for program admin and advising. No new expenses for delivery as these courses are already constructed and delivered online.					

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	Certificate	& Social Sciences-Environmental Science				nation	coursework to show mastery of the material to aid in career advancement. The Certificate consists of 3 required courses: EnvS 436/536 Principles of Sustainability, EnvS 482 Pollution Prevention, EnvS 485 Energy Efficiency and Conservation, and one elective course approved by the EnvS Director.	undergraduate experience or provide a milestone on the way to graduate degree completion. The Environmental Science Program and its degrees are on the University of Idaho's current program inventory. This Certificate is consistent with the current degree offerings and is based on current coursework. It simply allows students to complete a credential after 12 credits, either prior to completing an undergraduate degree or as a pathway to beginning graduate coursework.						
Fire Ecology & Management	B.S.	College of Natural Resources-Forest, Rangeland & Fire Sciences	Boise;Sout hwest	State-wide	Summer 2014	hybrid; on-line	<p>Graduates understand the causes and effects of wildland fire in forest and rangeland ecosystems. They can conduct fuels and vegetation inventories, and interpret both data and science literature to inform fire and fuels management decisions based on critical thinking, problem-solving, and communication skills developed in this program.</p> <p>BS; Graduates pursue careers as a fire management officers, wildland fire fighter, forestry or range technician, forest hydrologist, natural resources policy specialist, wildland fuels specialist, landscape and fire ecologist, and wildland fire extension specialists. Graduates work for local, state and federal land management agencies, nonprofit organizations, consulting and other businesses.</p>	<p>1) Employment of environmental protection scientists and technicians is expected to grow by 24 percent from 2010 to 2020, faster than the average for all occupations, and is expected to be in federally owned forest lands, particularly in the Western US (Occupational Outlook Handbook). No other UI institution offers this program. 2) Preventing and suppressing wildfires has become the primary concern for government agencies managing forests and rangelands. 3) First and still the only Wildland Fire program in the country. As wildland fire becomes increasingly prevalent across the western landscape, expertise in this area will be in even higher demand. 4) Market capacity is yet unmet, with job opportunities strong and growing. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). 5) Several course will be offered online, minimizing the residence time in Moscow.</p>	Given the intended transition to be able to continue offering the program traditionally from Moscow and on-line to service the SW region as well as the entire state, a letter with the details of the transition including minimal costs will be provided.					
Science Teaching	M.A.	College of Science	Moscow	Regional	Summer 2014	Hybrid (combination of video lecture and in-person lab content)	The Master of Arts in Science Teaching is designed primarily for in-service middle school and high school science teachers. Much of the coursework will be offered in a distance-available video format, supplemented by summer lab courses offered at centers around the state.	We anticipate that demand for a program like this will be high among high school teachers both in Idaho and (because the program will be available through distance education) nationwide. This degree program would offer an accessible option for these teachers to advance their background in the fields they teach while earning the Master's degree. This has been the primary reason for the demand we've seen in our distance-available MAT degree in Mathematics (one of the models for our proposed program in Science). Additionally, qualified Math and Science teachers are in the shortest supply of any of the disciplines covered in secondary education. Idaho has over 100			\$25,000 reallocation recurring	\$25,000 reallocation recurring	\$25,000 reallocation recurring	
											\$9,000 reallocation recurring funds for course proctoring	\$16,000 reallocation recurring funds for course proctoring	\$24,000 reallocation recurring funds for course proctoring	
											\$24,000 external funding for course development	\$24,000 external funding for course development	\$24,000 external funding for course development	

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								independent school districts, and state standards require that each district have a staff of STEM teachers, so demand for teachers with strong content knowledge greatly exceeds supply.						
Operations Research (option within the Mathematics BS)	Option	College of Science - Mathematics	Moscow; North	Regional	Summer 2014	Traditional	We are considering discontinuation of this option within the Mathematics BS because of low enrollments, plus the fact that students with interests in a Business/Math hybrid curriculum are being better served by the Actuarial Science and Finance option of the Mathematics BS.	College of Science - Mathematics	Discontinue					
Mathematics Education	Ph.D.	College of Science Joint Program with College of Education-Mathematics	Moscow, Coeur d'Alene/North	Regional	Summer 2014	Traditional	The PhD in Mathematics Education Degree prepares students to pursue a career as a College Professor specializing in pre-service and in-service education of Mathematics teachers as well as the furthering of research in Mathematics Education.	The recent national emphasis on STEM education has created interest among graduate students in moving from pure mathematics to mathematics education. Over recent years there has been sufficient demand just among our current graduate students to successfully pilot this program. We anticipate demand to be greater than our expected capacity once the program is formally established and we begin actively recruiting students. Nationally, the number of PhD graduates in Mathematics Education is far short of the number of available positions in the field. Hiring in Mathematics Education (at the post-secondary level) is extremely competitive because of this.			\$20,000 reallocation recurring funds \$100,000 external funding for RA positions \$20,000 External funding for course development	\$20,000 reallocation recurring funds \$100,000 external funding for RA positions	\$20,000 reallocation recurring funds \$100,000 external funding for RA positions	
GIS Certificate	Graduate Certificate	College of Science-Geography	Moscow;North/Boise; Southwest/ Coeur d'Alene;North	Regional	Summer 2014	Traditional, on-line and hybrid	Our existing GIS certificate (offered in both north and southwest regions) was designated "undergraduate" a couple of years ago when it became necessary to choose grad or undergrad designations. The undergraduate designation made more sense for Moscow students, but has diminished the usefulness for professional audiences in Coeur d'Alene and Boise. We seek to expand the certificate now to offer a graduate option as well. This graduate GIS certificate will have a focus distinct from existing programs by including basic principles of spatial science and applications in transportation, business, demographics and advanced topics in GIS. It will provide students with skills needed by employers in both	We have awarded approximately 6-12 GIS certificates each year since 2003, with increased demand in recent years. Placement in jobs depends in part on the accompanying degree program for individual students, but of students we have tracked in our own or interdisciplinary degree programs, placement in relevant employment in approximately 90%. The Idaho Dept of Labor estimates that growth in "information" related fields to be approximately 60% over the next 10 years. Our best estimate of market capacity at this time is approximately 30 students in the program at one time from all locations.	\$12,000 outreach course fees	\$12,000 outreach course fees	\$12,000 outreach course fees			

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							private and public sectors (eg., city and county planning offices, county assessors, transportation depts., and business location decision-making).							
Mathematical Biology	Option	College of Science-Mathematics	Moscow; North	Regional	Summer 2014	Traditional	Biomathematics, biostatistics, and bioinformatics are growing fields with huge employment potential. Students who wish to take advantage of these opportunities or wish to obtain graduate education in these interdisciplinary fields need to be appropriately cross trained. This new option within the Mathematics BS will provide this needed cross training. Required coursework will come primarily from Mathematics, Statistics, and Biology, but will also include Chemistry and Computer Science.	Careers in which cross training in mathematical sciences and biological sciences are required occur in the pharmaceutical Industry and health care sector, as well as in biomedical, genetics, and experimental biology research. Student interest in these careers is strong as indicated by applications to a current NSF-funded program at UI supporting five new students each year in a mathematical biology research experience. Student interest will grow with the job market, and BLS reports that jobs in the Bio-medical field that require cross-training in mathematics, statistics and biological sciences will increase by more than 10% per year for the next five years.	Note: this degree option requires no new courses to be taught, but rather makes use of existing courses in which there is currently unused capacity. Similarly, advising will be done by existing advising resources in the Mathematics Department. So, there are no costs directly associated with the addition of the degree option.					
Gifted and talented students	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	Traditional		College of Education						
Middle School Math	Secondary education teaching endorsement (Teaching Minor)	College of Education	Moscow; North	Regional	Summer 2014	Traditional		College of Education						
Food Science, Dairy Food Manufacturing	Option	College of Agricultural and Life Sciences-School of Food Science	Moscow; North	Statewide	Summer 2015	Face-to-face, hybrid	The existing BS in Food Science will utilize several changes to customize it for students interested in Dairy Food Manufacturing. The Introductory course (FS 110) will be replaced with an Introduction to Dairy Food Science; the Current Dairy Processing course will be split into Dairy Processing I and Dairy Processing II courses; the program will require 2 internships within the dairy foods business; 9 credits of business courses will be required.	Idaho is ranked #3 in milk production and in cheese production in the United States. Dairy manufacturing is growing rapidly and is the largest manufacturing industry in the state. Dairy manufacturing companies have been asking for greater in-state support for their growing industry for over a decade. Idaho dairy companies are filling positions with university graduates from outside of Idaho, especially from Utah and South Dakota, but will preferentially hire from within the state if qualified graduates are available. The estimated number of students that will choose this option would be 10-12.			\$90,000 Reallocation recurring funds 1 asst. professor position	\$90,000 Reallocation recurring funds 1 asst. professor position	\$90,000 Reallocation recurring funds 1 asst. professor position	
Masters of Business Administration	M.B.A.	College of Business and Economics/Business	Moscow;North	Regional	Summer 2015	Traditional	M.B.A. is under consideration at this time	We are exploring the market potential and we will be developing a business model. Start date will depend on outcome of market demand.			Self-support			
China Executive MBA	M.B.A.	College of Business and Economics/B	Moscow;North/China;Intl	Regional	Summer 2015	Hybrid; combination	The doctorate is under consideration with partners in China at this time.	We are still exploring a program to be delivered in Beijing to a targetcohort of at least 30 students every 3 years. The			Self-support			

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		usiness					Convervsations on the doctorate are over at this time. Next conversations will explore a regular M.B.A.	target audience for this self-funding program are Chinese working professionals and government officials. Budget is still under discussion; however, this executive program -- if developed and delivered -- has the potential to grow, and being self-funding also has the potential to genrate revenues.						
Outdoor Leadership	M.S.	College of Education-Department of Movement Sciences	Moscow and Coeur d'Alene : North Region. Students recruited nationwide as it will involve summer residencies .	Regional	Summer 2015	Hybrid/Combination summer residencies with fall/spring online via web/live video/rcord video using Blackboard analagous.	This Master's Degree will help teachers develop outdoor leadership/learning/safety skills and competencies to facilitate use of outdoor activities to enhance both leadership skills and U.S. core competency skills into K-12 curricula.	Program will take advantage of unique geographic/outdoor opportunities of Northern Idaho - Population will be both in-state, out-of-state, and possible international graduate students, primarily focussed on those in teaching or related profession desiring to enhance professional credentials and enhance skills/knowledge of methods of building outdoor activities and leadership experiences into development of curricula that enhances core competency skills and leadership/collaboration/communication skills, particularly of K-12 students. Primary target students will be professional educators who can spend 2 summer residencies on Moscow campus, and take 12credits online while working full-time during academic year.			Self-support TBD			
Adult & Organizational Learning	Graduate Emphasis	College of Education-Leadership & Counseling	Moscow;North/Boise;Southwest/Coeurd'Alene;North	Regional	Summer 2015	Online	Reestablish an emphasis within the degree to include Higher Education			TBD				
Industrial Technology	B.S.	College of Engineering	Coeur d'Alene;North	Regional	Summer 2015	Traditional	B.S. Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. They interface with engineers and designers.	1. The demand for qualified Industrial Technology majors is high and the degree provides students with broad-based education in technology related areas like manufacturing, quality control, network administration, materials, safety and systems integration. Approximately 60% of new jobs will require some sort of technology degree. 2. This is the only type of program available to students in the Idaho Falls area and serves employees of the Idaho National Lab. 3. We feel we can double the enrollment into the program with expansion into the Coeur 'd Alene area. The businesses in this area span multiple industries including aluminum casting, metal products for the semiconductor industry, carbon aircraft brakes and engines for the aerospace industry, pharmaceutical products and other devices for the medical industry, rugged wireless laptops and more. 4. We feel our enrollment can		\$35,000 Reallocation-recurring funds \$20,000 Other non-recurring funds	\$35,000 Reallocation recurring funds \$35,000 Other recurring funds \$50,000 Other non-recurring funds	\$35,000 Appropriated New-recurring funds \$35,000 Other recurring funds \$20,000 Other non-recurring funds		

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								be sustainable around 200 students. 5. The biggest barrier currently is funding for teaching laboratories.						
Software Engineering	Minor	College of Engineering-Computer Science	Moscow;North	Regional	Summer 2015	Traditional	A minor in Software Engineering would enable students to better design software programs to be better structured and efficient	1. Computing technologies have infused all areas of business and there is an increased demand for workers that have an ability to develop and modify software. It is not practical for many students to obtain a second degree in Computer Science but a minor will appeal to a broad base of majors. 2. Employment of software engineers is projected to grow 30% from 2010 to 2020, much faster than the average for all occupations. The main reason for the rapid growth is a large increase in the demand for computer software. 3. We anticipate this program would grow 10 percent per year. 4. The Bureau of Labor Statistics estimates over 600,000 new computing jobs will be created between 2010 and 2020, which is over 80% of the anticipated growth in STEM employment. 5. This minor provides the grounding in the basic essentials of software development needed for workplace success.		\$80,000 reallocation recurring funds \$20,000 other non-recurring	\$80,000 reallocation recurring funds \$50,000 other non-recurring	\$80,000 reallocation recurring funds		
American Indian Studies	B.A./B.S.	College of Letters, Arts, & Social Sciences-English	Moscow;North	Regional	Summer 2015	Online, hybrid/combinational, traditional classroom	B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	This degree would provide students with culturally appropriate education and skills necessary for numerous jobs with the tribes and with government agencies (including the Bureau of Indian Affairs), business ventures (including tribal casinos, golf courses, and health services), and educational institutions. There is workforce demand for individuals with expertise in the following skills in the context of cultural understanding and sensitivity: scientific training coupled in an understanding of complicated federal Indian policy and legal precedents; ability to develop inclusive curricula and culturally appropriate pedagogy; research, development and management skills for conservation efforts; and business expertise for tribal economic development, infrastructure, investment, prioritization.		\$1500,000 reallocation recurring funds \$50,000 other funds	\$1500,000 reallocation recurring funds \$50,000 other funds	\$1500,000 reallocation recurring funds \$50,000 other funds		
Contemporary Global Issues	Certificate	College of Letters, Arts, & Social Sciences-International Studies	Moscow;North	Regional	Summer 2015	Online	With the increased effort to provide viable educational alternatives through Distance and Extended Education programs comes an opportunity to provide ancillary training in the global context of any number of fields in which a student will compete. A certificate will	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. The CCGI would certainly benefit teachers looking to enhance their civics, global issues, geography, and other teaching specialties. As far as the workforce goes, this dovetails nicely with the efforts on behalf of the Idaho		\$50,000 Appropriated-new (recurring)	\$50,000	\$50,000		

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							directly augment resumes of workers across the state.	Departments of Commerce, Business, Agriculture, and Tourism, among others, to expand our state’s international footprint and competence. The certificate would enhance University of Idaho degrees in Business, Natural Resources, and Engineering.						
Fire Ecology & Management	M.S.	College of Natural Resources- Forest, Rangeland & Fire Sciences	Moscow; North/Boise;Southwest	State-wide	Summer 2015	Traditional; on-line	<p>Graduates understand the role of wildland fire in forest and rangeland ecosystems, and to analyze, interpret and synthesize scientific information. They use critical thinking skills to communicate clearly and work effectively with others to inform science and management issues related to wildland fire ecology and management.</p> <p>MS; Graduates take on scientific and leadership positions in local, state and federal land management agencies, nonprofit organizations, consulting and other businesses as fire management officers, wildland fire fighters, forestry or range technicians, natural resources policy specialists, wildland fuels specialists, landscape and fire ecologists, and wildland fire extension specialists.</p>	<p>1) Employment of environmental protection scientists and technicians is expected to grow by 24 percent from 2010 to 2020, faster than the average for all occupations, and is expected to be in federally owned forest lands, particularly in the Western US (Occupational Outlook Handbook). No other UI institution offers this program. 2) Preventing and suppressing wildfires has become the primary concern for government agencies managing forests and rangelands. 3) First and still the only Wildland Fire program in the country. As wildland fire becomes increasingly prevalent across the western landscape, expertise in this area will be in even higher demand. 4) Market capacity is yet unmet, with job opportunities strong and growing. Restoring lands affected by fires also will be a major task, particularly in the western states, where such fires are most common (Occupational Outlook Handbook). 5) Several course will be offered online, minimizing the residence time in Moscow.</p>	Given the intended transition to be able to continue offering the program traditionally from Moscow and on-line to service the SW region as well as the entire state, a letter with the details of the transition including minimal costs will be provided.					
Statistics (option within the Mathematics BS)	Option	College of Science - Mathematics	Moscow; North	Regional	Summer 2015	Traditional	Discontinuation of the Statistics option in the Mathematics BS would coincide with the creation of a Statistics degree offered by the Department of Statistical Science. This would thus be part of a transfer of responsibility for that curriculum.	N/A		Discontinue				
Statistics	B.S.	College of Science - Statistical Science	Moscow; North	Regional	Summer 2015	Traditional	The field of Statistics addresses how to collect, analyze, and interpret information, typically in the form of numerical data. The Bachelor of Science degree in Statistics provides training in mathematical, computational, and communication skills to prepare students for careers as statistical analysts or for further graduate training.	Statisticians are in demand in many fields including government, health and medicine, business, environmental studies and in other sciences. Measuring workforce needs for a BS in Statistics is complicated by the fact that many jobs entitled 'Statistician' require MS degrees. However, there are many other occupations that require these skills with a bachelors degree, such as Market Research Analysts, Survey Researchers, and other data analysts. According to bls.gov, the job outlook for Market and Survey Research positions for 2010-2020 are 41% and 24% growth, respectively.			TBD			

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								With the pervasive use of data to inform decisions, job growth for other data analyst positions should be similarly strong.						
Geography	M.S.	College of Science-Geopraphy	Boise;Sout hwest	Regional	Summer 2015	Traditional, on-line and hybrid	The M.S. in Geography has been offered in the northern region for 30 years and is proposed for offering in the southwest by tenure-track and adjunct faculty affiliated with the only Geography department in the state. Program coursework includes spatial analysis and modeling, geographic thought and specialty courses. (Thesis/non-thesis options).	UI is the only institution in the state offering degrees in Geography at any level (BS, MS and Ph.D). Applications to the MS program in Moscow began a surge in 2011 in part due to the high ranking of our Ph.D. program by the National Research Council in 2011 (20th in country and #1 among small depts). We expect demand in the SW region for a comprehensive MS Geog to be strong among those retraining in new careers and among working professionals in GIS. Our current MS graduates have a very high (approx. 95%) placement rate in relevant positions in private industry, local, state, tribal and federal agencies, INL and/or going on to Ph.D. programs at top programs in the country. The Idaho Dept of Labor estimates growth in "information" related fields to be approximately 60% over the next 10 years.			\$21,000 Distance/outr each fees – shared expenses w/existing GIS certificate	\$28,000 Distance/outr each fees – shared expenses w/existing GIS certificate	\$28,000 Distance/outr each fees – shared expenses w/existing GIS certificate	
Analytics Certificate	Graduate Certificate	Collge of Science - Statistical Science	Moscow; North	Regional	Summer 2015	Hybrid - traiditional and on-line	This certificate would provide a credential of expertise in the emerging field of analyttics, or modern applied data analysis. It would be useful to workers in health care or business jobs where handling large data sets is important. The curricular objective would be to develop this expertise without the more intense mathematical prerequisites of a pure statistics program.	North Idaho, the Coeur d'Alene area in particular, has a growing health care industry and a large student and worker population that would benefit from an available and accessible credential of expertise in analytics. We would market this certificate to the Couer d'Alene audience in particular utilizing coursework at the CDA center as well as possible online delivery of other coursework.			TBD			
Marriage and Family Therapy	M.S.	College of Agricultural and Life Sciences-Family and Consumer Sciences	Moscow; North	Statewide	Summer 2016	Hybrid/comb ination	MS FCS MFT students follow approved accredited coursework to prepare them to be Marriage and Family Therapists. Students will be marketable and able to do third party billing.	The need to work with families continues to increase in part due to increasing mental health issues. Students graduating from the FCS Family Life Option often want to pursue a MS in Marriage and Family Therapy. There are no MFT programs available in the states of Idaho and Montana; and the closest public universities with the MFT program are the University of Oregon and Utah State.				\$180,000 Reallocation Recurring funds	\$180,000 Reallocation Recurring funds	\$180,000 Reallocation Recurring funds
Master's of Science in Nutrition	M.S.	College of Agricultural and Life Sciences-School of Family and Consumer	Moscow, Coeur d'Alene, and Boise; North; Southwest	Regional	Summer 2016	Courses will be offered via hybrid, compressed video, face-to-face, and BbLearn	The Master's of Science in Nutrition will provide courses related to the science and behavior of nutrition, feeding, eating, and food preparation.	The field of nutrition is growing and in response to the increased health care needs, advanced degrees in nutrition support this need. The audience for the degrees would be those working in health related fields that need advanced degrees. Students would need to be				\$150,000 Reallocation Recurring funds	\$150,000 Reallocation Recurring funds	\$150,000 Reallocation Recurring funds

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		Sciences				format		located in one of the three locations listed above. The estimated number of students to enroll would be 5-10 students. The current academic or industry demand is demonstrated in a recent publication that stated the need for increased programs who offer use of new technologies for managing diet, the need for a higher number of dietitians due to the retirement of experienced registered dietitians, the changes in the health care payment that include registered dietitians and nutrition professionals, the increased health risks in the population to include the increased rate of overweight or obese. At the present time, there isn't an MS in nutrition offered in the Inland Northwest. Washington State University recently eliminated the graduate degrees.						
STEM Education	M.S.	College of Education	Idaho Falls;South east/Moscow;North	Regional	Summer 2016	Hybrid/Online	This MS in STEM Education has been identified by U of Idaho's Idaho Falls campus as a priority. We would work across departments to offer the new degree	STEM degrees are often conferred with little understanding of how knowledge in each of the disciplines impacts and informs the others. This degree is intended to address major problems that require multiple STEM disciplines for effective solutions.			TBD			
Kinesiology	Ph.D.	College of Education-Movement Sciences	Moscow;North	Regional	Summer 2016	Traditional	The Ph.D. in Education does not meet the needs of those pursuing the Ph.D. in Movement Sciences. This new degree will mirror standards across the country.				TBD			
Digital Media Skills	Certificate	College of Letters, Arts, & Social Sciences-Journalism & Mass Media	Moscow;North	Regional	Summer 2016	Online	Agencies and organizations have increased their use of online and social media. Editors and managers need editing and content management skills. Mid-career professionals in all areas of mass media will find this certificate helpful.	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. Members of the JAMM Advisory Board – who represent a cross-section of media professionals across the Northwest – have identified this field as a priority for continuing education for their organizations. Attendance at JAMM's first Oppenheimer Ethics Symposium in 2011 indicates high interest in the legal and ethical challenges posed by communicating in an online environment. The Occupational Outlook Handbook makes it clear that while traditional journalism jobs are experiencing a slight decline, the future is in digital media areas. The University of Idaho has almost 500 students majoring in the various areas of Journalism & Mass Media. This certificate offers an essential enhancement to the degree programs.			\$250,000 reallocation recurring funds	\$250,000 reallocation recurring funds	\$250,000 reallocation recurring funds	

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Jazz Studies	B.M.	College of Letters, Arts, & Social Sciences- Lionel Hampton School of Music	Moscow; North	Regional	Summer 2016	traditional classroom	A B.M.degree program focusing on instrumental jazz performance, arranging/composing and pedagogy, in preparation for careers as professional performers, composer/arrangers and educators.	A B.M.degree program focusing on instrumental jazz performance, arranging/composing, and pedagogy, that is offered in preparation for a career as a professional performer, composer/arranger and educator. Jazz has become increasingly “legitimized” in formal academia over the past fifty years. There are more than 120 colleges and universities in the US offering degrees in jazz studies. This uniquely American art form has become a major cultural export with post-secondary degree programs available in Europe, Canada, and Australia. Mainstream music educators no longer consider jazz a passing trend; jazz is affirmed as both a highly expressive style and an appropriate topic for serious study. Research has enhanced the historical, theoretical, and pedagogical knowledge of jazz. Historians, musicians, and educators consider jazz to be among America's most significant contributions to the world of music.						\$300,000 reallocation recurring funds	\$300,000 reallocation recurring funds Same for FY19
International Studies	M.A.I.S.	College of Letters, Arts, & Social Sciences- Martin School	Moscow; North	Regional	Summer 2016	traditional classroom	The M.A.I.S. is a professional degree designed to prepare people for careers in governmental, nongovernmental, and intergovernmental agencies in addition to think tanks and related organs. It is interdisciplinary in nature and draws on faculty and staff expertise in a variety of fields, the better to prepare people for the challenging and multifaceted IS job market.	Future workforce needs and projections are less available for this program. The need is indicated by the value listed below. The only two MAIS programs in the Mountain West/Pacific Northwest are at University of Denver (the Korbel School) and University of Washington (the Jackson School). They accept a small percentage of applicants each year, as do the big schools in the DC and NYC markets. There is unmet need for such programs, and the trend is upward for application to them. Additionally, they are typically populated by full fee paying students as most MAIS programs lack a need for traditional research or teaching internships. It is anticipated that we could enroll twenty students per year rather easily. No other institutions currently offer the program. Governor Otter's “Project 60” emphasizes growing global business. In order to do this, it is essential for Idahoans and others to have social, cultural, and language knowledge of the international setting.						\$350,000 reallocation recurring funds	\$350,000 reallocation recurring funds Same for FY19
Music Education	Ph.D.	College of Letters, Arts, & Social Sciences- Lionel Hampton School of	Moscow; North	Regional	Summer 2017	hybrid/combi nation	The Ph.D. Program is designed to meet the needs of an experienced music educator who wishes to pursue a terminal degree in music education. It is appropriate for those wishing to meet high professional	The success of the hybrid Master of Music in music education program as well as the continued interest in a terminal music education degree from those with MM music education degrees indicate significant need for this degree. It is appropriate for those wishing to meet high						\$150,000 Reallocation recurring funds	\$150,000 Reallocation recurring funds Same for FY19

University of Idaho – Proposed Programs

		Music					standards in secondary schools, those wishing to prepare themselves for college teaching, or those wishing to become lead administrators in education.	professional standards in secondary schools, those wishing to prepare themselves for college teaching, or those wishing to become lead administrators in education. There is significant capacity and demand for professional music educators with advanced degrees including the doctoral degree exists. Research on music education faculty positions in higher education (Sims et. al 2010), reveals 112 vacancies in a 1-year period (2007-08) revealing a doubling of positions available since 2003-2004. According to Archald (2011), online enrollment in degree-granting postsecondary institutions doubled in the time period between 2002-06 and have been effective in meeting the needs and interests of a diverse student body.						
Sociology	M.A./M.S.	College of Letters, Arts, & Social Sciences- Sociology & Anthropology	Moscow;North	Regional	Summer 2017	hybrid/combin	M.A/M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	The American Sociological Association found the MA the most common graduate degree in sociology with a third of programs offering applied, professional and clinical tracks. No graduate program in the state offers the opportunity to develop sociological research on significant, complex problems at the community level. The sociologists in CLASS engage in significant research, but the program lacks faculty and graduate student capacity to elevate research and fully support externally funded projects across the university that benefit from understanding social dimensions of a problem in an interdisciplinary manner. The program will cultivate skills and build capacity at the University of Idaho to develop research on the social dimensions involved in any significant, complex problem facing communities, the state, and the nation. Sociology job growth is faster than average because applicants possess specific analytical, methodological, data management and grant writing skills applicable to many employment fields.					\$200,000 reallocation recurring funds	\$200,000 reallocation recurring funds Same for FY 19
Anthropology	Ph.D.	College of Letters, Arts, & Social Sciences- Sociology & Anthropology	Moscow;North	Regional	Summer 2017	hybrid/combin, traditional classroom	The Ph.D. program offers a four-field background in anthropology and offers particular specialization in archaeology and applied, collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	With the expected expansion of federal funding for infrastructure, archaeologists are currently projecting that there will be considerable growth in the demand for contract archaeology work. UI has a competitive advantage in historical and Plateau archaeology with faculty specializing in historical archaeology and Plateau archaeology. The Ph.D. program						\$250,000 reallocation recurring funds Same for FY 19 & 20

University of Idaho – Proposed Programs

								will enhance opportunities for external funding both through research and contract archaeology. Idaho is the only state in the country that lacks a Ph.D. program in anthropology. Moreover, all of the nearby inland states have fairly large Ph.D. programs in anthropology (UMontana: 20 faculty; UWyoming: 16 faculty; UNR: 10 faculty; UUtah: 13 faculty). UI will enhance its status as a teaching/research institution and will be more competitive if it strengthens graduate programs in the social sciences, including with the first Ph.D. program in Anthropology within the state--further reinforcing UI's position as the flagship institution in the state of Idaho.						
1st Year LAW Juris Doctor curriculum Boise	J.D.	College of Law	Boise;Sout hwest	Statewide	Summer 2017 or 2018	Traditional classroom with distance education connections between Moscow and Boise	1st year curriculum to be delivered in Boise (phased in), with the existing 3rd and 2nd years.	College of Law					TBD	
Note: While the University of Idaho and Idaho State University both desired to add Doctor of Medicine to their Five-Year Plans, both campuses agreed to wait until the Board’s Medical Education Committee has made a recommendation.														

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Idaho State University – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013 – approved														
Spanish for Health Professions	BA	Art & Letters and Division of Health Sciences/Languages & Literatures	Southeast Region	Regional	2013-2014	Hybrid/combination	This cooperative, interdisciplinary major combines existing courses in the College of Arts and Letters and in the Division of Health Sciences to create a flexible, hybrid degree designed to increase graduate marketability and to better serve the health care needs of our state, region, and country.	Creation of this major in Spanish at the state's lead institution for health programs will increase the number of linguistically and culturally competent graduates in health care fields in the state. Health care professionals will need Spanish language competence to serve what is in some areas 40% of the population, of which 33% speak English not well or not at all. <i>Idaho Hot Jobs 2008-2018</i> lists Registered Nurses, Farm Ranch and Agricultural Managers, Pharmacists, and Sales Managers as jobs that will grow the fastest in Idaho. Each of these areas either employ or service the Hispanic/Latino Population. The Idaho Department of Labor has projected that health care will be Idaho's fastest growing, highest paying industry over the next decade. Yet, the Department of Labor also projects a lack of qualified personnel for those jobs, especially in rural areas. Culture and language are critical to how health care services are delivered and received, as they define the limits and effectiveness of the working relationship between the health care provider and the patient.	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds			
Spanish for Health Professions	Graduate Certificate	Arts & Letters and Division of Health Sciences/Languages & Literatures	Southeast Region	Regional	2013-2014	Hybrid/Combination	This 15-credit certificate combines existing courses in the College of Arts and Letters and in the Division of Health Sciences to create a flexible, hybrid program of study that will provide graduate students with the opportunity to establish basic proficiency in Spanish.	Creation of this graduate certificate at the state's lead institution for health programs will increase the number of linguistically and culturally competent graduates in health care fields in the state. Health care professionals will need Spanish language competence to serve what is in some areas 40% of the population, of which 33% speak English not well or not at all. <i>Idaho Hot Jobs 2008-2018</i> lists Registered Nurses, Farm Ranch and Agricultural Managers, Pharmacists, and Sales Managers as jobs that will grow the fastest in Idaho. Each of these areas either employ or service the Hispanic/Latino Population. The Idaho Department of Labor has projected that health care will be Idaho's fastest growing, highest paying industry over the next decade. Yet, the Department of Labor also projects a lack of qualified personnel for those jobs, especially in rural areas. Culture and language are critical to how health care services are delivered and received, as they define the limits and effectiveness of the working relationship between the health care provider and the patient.	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds	\$60,497 Reallocation/ non-recurring funds			

Idaho State University – Proposed Programs

Proposed offerings commencing 2014													
Bioinformatics (Joint Program between BSU and ISU)	BS, MS	Arts & Sciences, Engineering; Biology, Mathematics, Chemistry, Physics, Computer Science.	Boise, Southwest/Po catello, Southeast	Regional	2014-2015	Traditional and Online	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.	Bioinformatics is a field that includes the tools and approaches to analyze vast quantities of biomedical data, including genomes, proteomes, images, health records, disease physiopathogy, and more. One major bottleneck to biomedical research is that new, high throughput technologies have produced more data than can be analyzed by the current bioinformatics workforce using existing tools. This problem will only get worse unless educational institutions can provide more and better-trained graduates. This field is consistently mentioned among career opportunities with the highest demand, job satisfaction and salary. Most of the emerging jobs are for well-trained bioinformaticians with a relevant B.S. or M.S. degree and meaningful experience. These jobs are at Pfizer, Monsanto, and hundreds of other biotechnology companies. However, most contemporary bioinformatics programs train young people for science careers, assuming they will be leading an academic or industry lab that requires Ph.D. level training, rather than technical careers that require B.S./M.S. level training required for most available jobs.		Budget to be determined			
Idaho State University Physician Assistant (PA) program -- approved	MPAS	Medical & Oral Health/ Physician Assistant Studies	Southwest	Regional	Fall 2014	Face to face and DL	ISU currently offers a Masters in Physician Assistant Studies at two sites using distant learning technology. The current sites are Meridian and Pocatello. This proposal is for the expansion of the existing Idaho State University Physician Assistant (PA) program to a new campus in Caldwell, ID at College of Idaho	The AAPA/PAEA Joint Task Force on the Future of the PA Workforce concluded that PAs can help meet the predicted US unmet healthcare needs "only if the profession is able to substantially increase the number of graduates over the next 10 years." The three main factors predicted to create a crisis in the US healthcare system by 2020 are: the projected physician shortage - AAMC projects a shortage of 45,000 primary care physicians and 46,000 specialist physicians by 2020. Physician assistants with generalist education, commitment to team-based practice and relatively short training are ideally positioned to address the short term and long term needs of the nation; An aging population - the proportion of the population over age 65 will increase from 12% to nearly 20% by 2030. Three fourths of adults over age 65 suffer from at least one chronic medical condition, and 20% have five or more; Implementation of the Affordable Care Act (ACA) of 2010 - when ACA is fully implemented at least 32 million currently uninsured patients will have health care coverage. Other data supporting the expansion: A recent analysis of Supply and Demand study of physician assistants concluded the combined current					

Idaho State University – Proposed Programs

								production of PAs of Utah and Idaho will not likely meet the projected demand for the PA demands in Utah alone, much Idaho or the region. Idaho department of Labor trends are predicting a 41.6% growth of the profession from 2008 -2018. These predictions were written prior to the passing of the Affordable Care Act of 2010. Money Magazine 2010 ranks Physician Assistant as the number two for the best jobs in America. Of the top 50 jobs listed, it listed number three in the predicted ten year job growth, with a prediction of 39%. The student demand for the ISU PA Program has been consistently high. The applicant pool is robust, with approximately 500 applications for 60 seats.						
DNP - Family Nurse Practitioner— approved	DNP	Nursing		Statewide	2014	Online	The School of Nursing (SON) in the Division of Health Sciences (DHS) at Idaho State University is proposing a new online graduate nursing degree program: the Doctorate of Nursing Practice (DNP). The DNP is designed for nurses seeking a terminal degree in comprehensive clinical nursing practice, grounded in evidence-based practice within a changing health care system. Nursing is moving in the direction of other health care professions who offer practice doctorates including: Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT) and Audiology (AudD).	In October 2004, the American Association of Colleges of Nursing (AACN), the national accrediting body for baccalaureate and graduate degree nursing education, proposed that the current level of preparation necessary for advanced practice nursing (APN) move from the Master's degree to the doctorate degree by the year 2015. Advanced Practice Nurses (APN's), include the Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Certified Nurse-Midwife (CNM), and Certified Registered Nurse Anesthetist (CNRA). ISU currently offers the Family Nurse Practitioner (FNP) and Adult Health CNS options at the masters level. The publication of the Institute of Medicine, The Future of Nursing, Leading Change and Advancing Health (IOM, 2010) identifies nurse practitioners and other advance practice nurses as having a significant role in improving health care access, particularly in rural areas as a result of a shortage of primary care physicians. Today, NPs together with physicians and physician assistants provide most of the primary care in the United States (HRSA, 2008; Steinwald, 2008). While the numbers of NPs and physician assistants are steadily increasing, the numbers of medical students and residents entering primary care have declined in recent years (Naylor and Kurtzman, 2010). NPs make up slightly less than a quarter of the country's primary care professionals (Bodenheimer and Pham, 2010), and is a group that has grown in recent years and has the potential to grow further at a relatively rapid pace (IOM, 2010).						
Health Physics	BS	Science & Engineering/ Nuclear Engineering and Health Physics	Southeast Region	Regional	2014-2015	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected		Budget Neutral				

Idaho State University – Proposed Programs

							radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. BS degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to transition the degree to BS degree in Health Physics. The request is necessitated by organizational changes which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. ISU provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health Physicists.						
Health Physics	MS	Science & Engineering/ Nuclear Engineering and Health Physics	Southeast Region	Regional	2014-2015	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. MS degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to transition to the MS degree in Health Physics. The request is necessitated by organizational changes which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. Idaho State University provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health	Budget Neutral					

Idaho State University – Proposed Programs

								Physicists.						
Industrial Production Technology	AAS	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	This Associate of Applied Science degree program will fulfill a need for industrial production technicians and process operators. The program is requested by Enrichment Technologies Corporation to support construction of a uranium fuel enrichment facility in Idaho Falls, Idaho.	Enrollment projections over the next 5-8 years are estimated at 20 students annually. This program will be developed specifically to the needs of the uranium fuel enrichment field. Over 100 technicians will be hired by Enrichment Technologies Corp. in the next 5-8 years. A new cohort will begin every other year. Enrichment Technologies Corporation is the primary employer for graduates who will work in either the Urenco (Louisiana Energy Services) facility or the future Areva (Eagle Rock Enrichment) facility in Idaho Falls. Enrichment Technology Corporation anticipates that once the facilities are complete, the incumbents would be offered retraining during and after construction. There are, however, two outlets for employment (Hobbs, NM and Idaho Falls, ID). Given the background they will acquire over the duration of the project, graduates will likely remain in the area becoming resources to the INL, Areva and other high tech companies in the region.		\$42,964 The program will only be offered if grant dollars are secured.	\$18,150 grant-funded recurring	\$16,950 grant-funded recurring		
Proposed offerings commencing 2014														
Energy Systems Technology	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	The Technical Certificate in Energy Systems Technology allows students to obtain a transportable credential prior to fulfilling the requirements of the AAS degree in one of four Energy Systems Technology and Education Center programs. This program provides students with the knowledge and tools to work in an electronics based industry.	Energy Systems Technology is a growing field requiring specialized knowledge of electrical and electronic system component and function. The Center for Energy Workforce Development, in partnership with U.S. DOL, has developed an Energy Competency Model that defines basic competencies, industry fundamentals, industry technical competencies, and job specific competencies in eight separate tiers. Stackable credentials are viewed by industry as a key to developing pathways to careers in many professions. This certificate program makes up the first year of an A.A.S. energy systems degree and provides the basis for additional stackable credentials for employment in a variety of energy and manufacturing jobs. Graduates will seek jobs as electronics, technicians, field technicians, electrical installers, and electrical repairers. These jobs are expected to grow by five to 12 percent, depending on the field, through the year 2018. In addition to employment growth, the need to replace workers who transfer to other occupations or leave the labor force will result in some job openings.		Budget Neutral				

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Critical Infrastructure Security	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	The objective of the Critical Infrastructure Security program is to teach students to work in fields involving the protection of information and property from theft, corruption, or natural disaster, while allowing the information and property to remain accessible and productive to its intended users and to assure the security of vulnerable and interconnected infrastructures of the United States.	Protecting and ensuring the continuity of the critical infrastructure of the United States are essential to the nation's security, public health and safety, economic vitality, and way of life. The term "critical infrastructure" has the meaning given to that term in section 1016(e) of the USA Patriot Act of 2001 (42 U.S.C. 5195c(e)) defining critical infrastructure as those "systems and assets, whether physical or virtual so vital to the United States that the incapacity or destruction of such systems and assets would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters." The growing number of attacks on our computerized information and control networks has become a sober economic and national security threat to the nation. Critical infrastructure security technicians play an important role in countering these threats. This program is focused on educating students to work in security fields keeping civilian networks secure, and securing the cyberspace and critical infrastructure on which we all depend. Graduates will work across government and private sector networks to create a safe, secure, and resilient control environment, and promote infrastructure security knowledge and innovation.		\$314,900 Grant funded	\$269,900 Grant funded	\$244,698 Grant funded		
Materials Testing	PSTC	Technology/ Technical	Southeast Region	Regional	2014-2015	Traditional Classroom	The Material Testing Post-secondary Technical Certificate will provide students with the skills and knowledge to conduct field testing activities in a civil engineering related field. Students will perform testing and inspection tasks in a laboratory and in the field on various construction operations to ensure compliance with specifications.	The Advisory Committee for the Civil Engineering Technology program has suggested the need for more Materials Testing Technicians, but the majority of the Civil Engineering Technology graduates do not take jobs in Materials Testing. Offering a Post-Secondary Certificate in Materials Testing would satisfy regional industry need for qualified Materials Testing Technicians. Recipients of the proposed Post-Secondary Certificate would also obtain certification credentials from the Western Alliance for Quality Transportation Construction (WAQTC). A suitable match for Materials Testing Technician could not be found in the Bureau of Labor Statistics Occupational Outlook Handbook. The Advisory Committee for the Civil Engineering program, which consists of seven major employers of the program's graduates, has expressed the need for more qualified Materials Testing Technicians.		Budget Neutral				
Smart Grid	TC	Technology/ Energy Systems Technology & Education Center	Southeast Region	Regional	2014-2015	Traditional Classroom	Smart Grid refers to a class of technology used to bring electricity delivery systems into the 21st century. These systems utilize two-way communication technology and computer processing employed in other industries.	Smart Grid generally uses computer-based remote control and automation. These systems are made possible by two-way communication technology and computer processing that has been used for decades in other industries. SmartGrid		\$188,600 Federal \$50,000 non-recurring	\$188,600 Federal \$20,000 non-recurring	\$188,600 Federal		

Idaho State University – Proposed Programs

							<p>This Technical Certificate program provides students with the knowledge and tools to work in industrial and utility settings.</p>	<p>forms the basis of the nation's future electrical power distribution, transmission and generation system. Currently no SmartGrid technical education is offered in Idaho PTE programs even though the Integrated Resource Plans of Idaho's inventory owned utilities that have been approved by IPUC are based on SmartGrid system demand response technology being installed and implemented on a statewide basis. The number of applications that can be used on the smart grid once the data communications technology is deployed is growing as fast as inventive companies can create and produce them. Benefits include enhanced cyber security, handling renewable sources of electricity and integrating electric vehicles onto the grid. In December 2007, Congress passed, and the President approved, Title XIII of the Energy Independence and Security Act of 2007 (EISA). EISA provided the legislative support for DOE's smart grid activities and reinforced its role in leading and coordinating national grid modernization efforts.</p>		federal	federal			
Proposed offerings commencing 2014														
Small Business Technology	PSTC	Technology/ Business Technology	Southeast Region	Regional	2014-2015	Online	<p>The Small Business Technology Post-secondary Technical Certificate will include instruction on small business opportunities, business plans, sources of financing, and small business management and marketing. The Associate of Applied Science will articulate any Idaho State Board Approved PTE certificate consisting of 27 credits or more, and will focus on creating a small business plan in collaboration with the technical skills gained through the articulated certificate.</p>	<p>Many students in the college have studied in their area of interest (i.e. welding, cosmetology, automotive repair, massage therapy) and wish to start their own business. This small business management training will provide the tools to help them be successful. Small businesses are the backbone of Idaho's economy. Enrollment projections are estimated at 15 to 20 students per semester over the next three years. The need for this certificate became apparent after the closing of a related program. The curriculum has been streamlined and the classes are more hands-on in nature, appealing to the larger group of students.</p>		Budget neutral				
Geriatrics Interprofessional	Certificate	Division of Health Sciences	Southeast Region	Regional	2014-2015	online	<p>This program is designed to prepare students for interprofessional collaborative practice with the focus on the older adult. It will be offered online to both undergraduate and graduate students. The curriculum includes 3 classes: Survey of Aging Issues, Interprofessional Management, and a culminating internship experience applying collaborative practice skills. The certificate supports ISU's mission to prepare competent health care professionals.</p>	<p>Health professionals with expertise in caring for the geriatric population are unique, “but a scarce resource who nevertheless play a critical role in shaping the care of older adults” (Mezey, Mitty, Burger, & McCallion, 2008, p.1724). Employers such as hospitals, long term care, hospice, as well as ambulatory care settings are seeking graduates with expertise in caring for the older adult. The demand for qualified health professionals with specific expertise in geriatrics will continue to increase to meet the needs of aging individuals (Older Americans, 2010). Students who complete the geriatric certificate program will be well</p>		Budget Neutral				

Idaho State University – Proposed Programs

								prepared to care for the aging population. Currently there are 3,325 students enrolled in health professions programs who would be potential candidates for the geriatric certificate program. Students can complete the certificate program concurrent with completion of the professional degree making the choice to enroll based on a desire to expand expertise in geriatrics. The proposed Interprofessional Geriatric Certificate supports ISU's mission to prepare competent health care professionals. The Interprofessional Geriatric Certificate program will increase the competencies of the health professional workforce for the provision of care to the older adult, a growing population in the state of Idaho and across the nation. Students enrolled in health professional programs at ISU can complete the certificate from any location as the didactic courses will be offered online using current technological approaches to teaching and learning. The certificate program will maximize much needed workforce skills for healthcare professionals, and increase marketability upon graduation. The senior care industry is steadily creating new jobs due the increase in the nation's population over the age of 65 years. The Department of Labor predicts a 30% increase for health care workers & one of the major contributing factors is the aging population. (www.healthcarejobs.org/). Education is the key to meeting the needs of this population.						
Dietetic Internship Expansion	Certificate	Kasiska School of Health Professions/ Dietetics	Southwest Region	Regional	2013-2014	Classroom	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The Dietetic Internship Program with eight seats in Pocatello and eight seats in Meridian will expand its offerings to the Twin Falls area by adding one seat in 2012-13 and two seats in 2013-1014. 2012-2013 is a trial year with expansion in 2013-2014 dependent upon outcomes. ISU's Dietetic Internship (DI) Program is to provide a supervised postgraduate practical experience that exceeds the performance requirements of the Commission on Accreditation for Dietetics Education (CADE), which prepares interns for successful completion of the registration exam and entry-level practice.	The dietetic profession has seen a decrease in the number of internship seats offered resulting in a nationwide decrease to approximately 50% placement of undergraduate applicants. The dietetic internship is a required supervised practice experience allowing eligibility for taking the national registration exam for Registered Dietitians at the completion. The Academy of Nutrition and Dietetics (formerly the American Dietetic Association) is strongly encouraging dietetic internship seat expansion if possible. ISU undergraduate placement for internship seats is between 50 & 75%. This increase will provide more opportunities for placement for our own students as well as provide needed seats nationally. This increase has been approved by the Accreditation Council for Education in Nutrition and Dietetics. The additional revenue from the intern (s) of \$1350.00 per semester in professional fees could potentially be used to hire one adjunct clinical faculty member to oversee the intern (s) in rotations in the Twin Falls		\$5,400 professional fees	\$5,400 professional fees	\$5,400 professional fees		

Idaho State University – Proposed Programs

								area and be paid hourly for approximately 30 hours for each semester. The intern (s) will be required to travel to Pocatello weekly for Monday seminar which is held on campus with a blend of traditional classroom and distance learning with the Meridian site. No additional workforce will be needed for this additional seat (s).						
MRI Emphasis	Certificate	Kasiska School of Health Professions/ Radiographic Science	Southeast Region	Regional	2014-2015	Online and Self Study	ARRT certified technologists will be provided an opportunity to obtain an advanced certificate in MRI from the ARRT. The certificate will be awarded from the Registry but the college will provide the gateway for postgraduates to obtain competency exams via the clinical affiliates associated with the Radiographic Science Program.	<p>There is an increased need for students to become multi-credentialed. This is a benefit to students as multi-credentialing may provide a better opportunity of securing employment when competing for jobs, especially in rural settings. The demand from employers has increased in the past few years, but the hardship is that employees need to leave the job to be trained. The target audience are graduates from ISU's program and ARRT registered technologists in the SE part of the state that are affiliated with a clinical site associated with ISU's program. This program would not encroach on BSU's program. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for a year to move to the Boise area or out of state. Adding these courses at ISU will benefit the student and keep the tuition dollars in Idaho. These additional courses could potentially draw another 3-4 students the first year and 5-10 students per year thereafter. Currently one-two post graduates per year pursue post graduate CT/MRI training out of the State of Idaho. A few ISU graduates are admitted into BSU's program, 1-2 per year average; lastly, 1-2 per year are admitted to Weber's program. ISU could potentially draw 7-8 students per year. From the Bureau of Labor Statistics: Employment of radiologic technologists (CT/MRI included) is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Projected growth rate is 10-15% in the SE part of the state. Employers are looking for employees who are multi-credentialed. The market capacity would be the number of hospitals or clinics in the State of Idaho that have CT/MRI machines that are operated by registered technologists. The requirement should be that all CT/MRI operators are qualified and registered, and that any patients requiring such an exam undergo testing by a registered CT/MRI technologist. This is currently not the case in the state of Idaho.</p>		\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring		
Proposed offerings commencing 2014														

Idaho State University – Proposed Programs

CT Emphasis	Certificate	Kasiska School of Health Professions/ Radiographic Science	Southeast Region	Regional	2014-2015	Online and Self Study	ARRT certified technologists will be provided an opportunity to obtain an advanced certificate in CT from the American Registry of Radiologic Technologists (ARRT). The certificate will be awarded from the Registry but the college will provide the gateway for postgraduates to obtain competency exams via the clinical affiliates associated with the Radiographic Science Program.	There is an increased need for students to become multi-credentialed. This is a benefit to students as multi-credentialing may provide a better opportunity of securing employment when competing for jobs, especially in rural settings. Currently Idaho residents to leave the area jobs for additional training that could be provided by ISU. Most individuals looking for this type of training are employed as technologists and cannot leave the area or job without quitting. The demand from employers has increased in the past few years. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for a year to move to the Boise area or out of state. These additional courses could potentially draw another 3-4 students the first year and 5-10 students per year thereafter. Currently 1-2 post graduates per year pursue post graduate CT/MRI training out of the State of Idaho. A few ISU graduates are admitted into BSU's program, 1-2 per year average; lastly, 1-2 per year are admitted to Weber's program. ISU could potentially draw 7-8 students per year. From the Bureau of Labor Statistics: Employment of radiologic technologists (CT/MRI included) is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Projected growth is 10-15% in the SE part of the state. The need for multimodality trained CT techs is on the rise. Nationally the trend for the profession is a movement toward digital imaging and CT. There is currently no training available in SE Idaho for this type of training. Weber State University and BSU are the closest sites available for advanced modality training.		\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring	\$1,300 Student fees/Contract funded Recurring		
Language Certificate	Certificate	Arts & Letters/Languages & Literature	Southeast Region	Regional	2014-2015	Traditional classroom, online, hybrid/combination	The Language Certificate is designed to benefit students, who want to show their language proficiency. Potential candidates for certification are students in any field with prior language knowledge. Students will be required to take three upper level courses and pass a comprehensive language exam.	According to <i>The Council on Foreign Languages</i> the promotion of languages is essential due to “an increasingly competitive international economy [...]” <i>The Idaho’s Workforce Development System</i> highlights that “Industrial transition and global competition impact Idaho companies and their employees.” In a global economy the need for a bilingual workforce becomes apparent, and <i>The Council on Foreign Languages</i> asserts that “a workforce with more market-relevant foreign language skills is a strategic economic asset for the United States” (http://www.cfr.org/united-states/languages-jobs-initiative/p28396). Apart from the need for a bilingual workforce in the health professions, the Idaho Department of Labor, points to		Budget Neutral				

Idaho State University – Proposed Programs

								Idaho's growing tourism industry. According to the Idaho Department of Labor, "Idaho's tourism industry encompasses almost 2,000 businesses with nearly 31,000 jobs that generate almost \$600 million in wages - 5 percent of total jobs and 2.4 percent of total wages," demonstrating the need for bilingual employees.						
Mammography	Post Graduate Certificate	Kasiska School of Health Professions/Radio-graphic Science	Southeast Region	Regional	2014-2015	Online, self study	There is an increased need for students to become multi-credentialed especially for mammography in the state of Idaho. This offering would allow mammography training to commence at ISU. This would be a benefit to students as multi-credentialing may provide a better opportunity of securing employment and when competing for jobs, especially in rural settings. Currently, Mammography training is not offered in the state of Idaho.	Mammography training would allow students to pursue post baccalaureate certificate training at ISU. Adding this certificate will benefit the student and keep the tuition dollars in Idaho. These additional courses could potentially draw another 3-6 students the first year and thereafter. It will serve the students who have graduated from ISU's Radiology program and would not require a student to relocate or go out of state for this training. A mammography program is not offered in other areas of the state. Currently this type of training is performed "on the job" and at special conferences. It is estimated that 4-6 students per year may be interested in this type of training. The projected growth rate would also include current technologists in SE Idaho and possibly state wide depending on clinical site placement. The barriers that exist are related to the availability of clinical sites and difficulty of overseeing distant learning with limited resources. The target audience are graduates from ISU's program and ARRT registered technologists in the SE part of the state that are affiliated with a clinical site associated with ISU's program. The idea is to train technologists locally, to provide a service to the community, and keep employers happy by offering training that does not require an individual to quit his/her job for additional training.		\$1,300 Professional Fees-recurring	\$1,300 Professional Fees-recurring	\$1,300 Professional Fees-recurring		
Workplace Training and Leadership	Minor	College of Education	Southeast Region	Regional	2014-2015	Online	An 18 credit minor in Workplace Training and Leadership would be constructed of primary core courses foundational to training and development, including foundations, occupational analysis, course construction, delivery and evaluation methods, learning styles, and instructional technology. The Workplace Training and Leadership minor compliments majors outside of the program by providing professional delivery knowledge and skills.	A much requested Workplace Training and Leadership minor has been informally explored by the faculty, yielding sufficient positive results to suggest a formal needs analysis. This professional development option would serve a consumer looking for curriculum that will teach current trends and methods in facilitation skills that can serve any professional development goals. The minor would be offered online to reach beyond Idaho.	Budget Neutral					

Idaho State University – Proposed Programs

Proposed offerings commencing 2015														
Health Physics	AS	Science & Engineering /Nuclear Engineering and Health Physics	Southeast Region	Regional	2015-2016	Hybrid/combination	Health Physics is an interdisciplinary science that combines the elements of physics, biology, chemistry, and statistics, in the evaluation and improvement of practices involving radiation producing machines and radioactive materials with the goal of optimizing system performance with respect to human health and safety, economy and stewardship of the environment. A.A.S. degrees were granted as degrees in Physics with emphasis in Health Physics. We request the authority to convert the degree title to AAS degree in Health Physics. The request is necessitated by organizational change which moved the Health Physics program to the Department of Nuclear Engineering and Health Physics.	The Idaho National Laboratory as well as other Idaho employers will continuously seek new employees to fill Health Physics positions consistent with the national demand. Independent of the projected growth of the nuclear industry or advances in nuclear diagnostic or therapeutic medicine, the demand for health physicists will remain strong over the next two decades simply to respond to attrition due to retirement. It is unlikely that the current academic programs in Health Physics will be able to meet demand. Idaho State University provides the only academic programs in the State of Idaho above the certificate level. The demand for Health Physics is statewide, and indeed national in scope. The current academic programs are nationally important for providing professionals to the discipline of Health Physics. Our projection of programmatic enrollment and work force requirements is consistent with demand projections for Health Physics published by the United States Nuclear Regulatory Commission, the Health Physics Society, and the Nuclear Energy Institute. These organizations predict job growth to continuously increase at a rate with about 30% growth in the field over the next two decades. The Bureau of Labor Statistics predicts between 9%-10% growth in the various areas that describe the duties of the profession of a Health Physicists.	Budget neutral					
DNP - Psychiatric Mental Health Nurse Practitioner-Option	DNP	Nursing	Southeast, Southwest, Northern Regions	Statewide	2015-2016	Online	The School of Nursing in the Division of Health Sciences at Idaho State University has received approval for a new online graduate nursing degree program: the Doctorate of Nursing Practice (DNP). The SON is planning to add a Psychiatric Mental Health Nurse Practitioner (PMHNP) option in the 2014. The DNP PMHNP program will prepares graduates to function as psychiatric nurse practitioners. Emphasis will be placed on the development of PMHNP providers who are prepared to function autonomously in a variety of clinical settings.	A recent report from the Institute of Medicine, The Future of Nursing, Leading Change and Advancing Health (2010) speaks to the changing demands of the complex healthcare environment and the critical need to double the number of nurses with doctoral degrees by 2020. The DNP proposal strongly supports the ISU mission of state wide health education that includes graduate nursing education. The DNP will continue to provide highly qualified NPs as primary care providers for statewide health care in many settings and CNSs who provide highly specialized expert care in acute care settings but in line with the national standards and professional expectations. In addition, as graduates with a terminal professional degree and a very strong knowledge base in adult and family heath, all APN graduates are prepared as potential nursing educators in DNP, Master of Science (MS) in nursing, Baccalaureate of Science (BS) in nursing, Associate Degree (AD) in nursing, and			\$228,198 Reallocation recurring funds \$159,000 professional fees	\$319,448 Reallocation recurring funds \$250,000 Professional fees	\$319,448 Reallocation recurring funds \$250,000 Professional fees	

Idaho State University – Proposed Programs

								Licensed Practical Nurse (LPN) programs. Idaho has a shortage of mental health professionals in all areas of the State. According to current HRSA data (2011), Idaho has 28 mental Health Professional Shortage Areas (HPSAs) Statewide. The PMHNP program will provide critically needed mental health care providers through-out the State.						
Rehabilitation and Communication Sciences	Ph.D.	Rehabilitation & Communication Sciences	Southeast Region	Regional	2015-2016	Hybrid traditional and online	This proposed doctoral program would provide an interdisciplinary academic and research experience designed to build the skills and abilities to enter and succeed in academic faculty positions in the rehabilitation and communication sciences fields. Currently there is a shortage of rehabilitation and communication sciences professionals and a critical shortage of qualified faculty members to teach in entry-level clinical programs and conduct research. This PhD program would be ideally suited for current physical therapists, occupational therapists, speech-language pathologists, and audiologists to advance their knowledge, pursue a line of research, and develop their teaching abilities within an interprofessional context.	All four fields addressed by this doctoral degree (Physical Therapy, Occupational Therapy, Speech-Language Pathology and Audiology) have extreme shortages of doctoral level research faculty, a problem that will become increasingly acute as the nation's population ages and the need for skilled therapists increases. Graduates in all disciplines are identified by the Bureau of Labor Statistics as high growth areas for job potential, and yet the numbers of qualified doctoral faculty are not increasing. For Speech-Language and Audiology, a 2002 white paper referred to the "Crisis in the Discipline," stating that "...a method has been developed and preliminary empirical estimates have been established, making it possible to project that over the next 15 years the shortage of PhD faculty is likely to become so severe as to require massive restructuring of the field, with many program closures and reductions in the proportion of faculty holding the PhD." The picture is similar for Physical Therapy and Occupational Therapy, with accreditation standards that specifically require doctoral faculty. As a result of the shortage of qualified applicants these position either remain unfilled or are filled by clinical faculty who are not specifically trained in research methods and academic classroom teaching. The lack of doctoral level faculty places program accreditation at risk. This program will attract state, regional, and national interest. The growth rate of the field is expected to be between 23% and 39% annually.			\$90,000-reallocation /recurring \$32,000-new \$90,000 Online & professional fees	\$91,800-reallocation /recurring \$32,960-new \$91,800 Online & professional fees	\$93,636-reallocation /recurring \$33,949-new \$93,636 Online & professional fees	
Museum Studies	Certificate, AA, Minor	Idaho Museum of Natural History/Arts & Letters	Southeast Region	Regional	2015-2016	Hybrid/combination	The Idaho Museum of Natural History proposes to offer a series of related courses in Museum Studies resulting in a Minor in Museum Studies for ISU students. These courses would focus on existing and emerging issues in museum professional practice. Students would explore museum issues through current research, theory, and practice in museums through courses featuring conservation and preservation, documentation, funding sources, legal and ethical issues, security, standards, and technology.	The proposed Minor in Museum Studies is not offered at any institution of high learning in the state of Idaho. Currently, Idaho students interested in the museum profession must attend universities out of state to receive the proposed course of study or take it as an online series of classes.			Budget Neutral			

Idaho State University – Proposed Programs

Proposed offerings commencing 2015														
Emergency Management	Minor	Technology/Health Occupations	Southwest Region	Regional	2015-2016	Online	The program will use existing courses to offer a minor that will allow graduates to plan and direct disaster response or crisis management activities, provide disaster preparedness training, and prepare emergency plans and procedures for natural, wartime, or technological disasters or hostage situations.	Students seeking a minor in Emergency Management may major in fields such as Political Science, Fire Service Administration, International Studies, or other related fields that will complement the coursework in the minor. In 2010, there were 12,100 jobs in this field and the median annual wage was \$55,360. It is anticipated that the growth of occupations in this field will increase by 13 percent by 2020.			Budget Neutral			
Workplace Training and Leadership	Certificate	College of Education	Southeast Region	Regional	2015-2016	Online	A 15 credit certificate of Workplace Training and Leadership has been sought by individuals and corporations looking to credential themselves or their employees through on-degree professional training instruction endorsed by Idaho State University and recognized by the professional workforce.	Workplace Training and Leadership has been approached by a Boise firm, and other organizations and individuals looking for a training certificate. The Boise firm has done a need analysis indicating there is interest in the certificate. Workplace Training and Leadership plans to have a graduate student conduct a form needs analysis as a master's project in the FY 2013. The certificate would be offered online to reach beyond Idaho.			Budget Neutral			
Proposed offerings commencing 2016														
Foreign Language – Spanish	MA	Arts & Letters/Languages & Literatures	Southeast Region	Regional	2016-2017	Hybrid/combination	The MA degree in Spanish teaches skills in speaking, listening, reading and writing of the Spanish language. It increases the student's understanding of the history, traditions, literature, and civilization associated with the Spanish language. The master's degree prepares students for teaching positions, managerial positions, high-level translator positions, and any high-level position requiring multi-linguistic skills.	There is not a MA program in Spanish in Idaho. As a result, Idaho State's service region is suffering from a lack of qualified personnel to offer Spanish courses in area high schools and to teach high-demand dual enrollment courses. Demand for bilingual professionals is rising in Idaho's job market, leading to an unmet need for graduate-trained Spanish speakers. According to the 2010 United States Census, 16% of Americans are of Hispanic or Latino heritage; that number is expected to increase substantially by 2020. Idaho's Hispanic population increased by 73% between 2000 and 2010 (Pew Hispanic Center). In addition, an MS in Spanish, complimenting MAs in History and English among others at ISU, would enable BYU-Idaho to move more students smoothly from undergraduate work into graduate programs at ISU, as per ongoing agreements with BYU-Idaho.			Budget Neutral			
Masters Health Care Informatics Administration	MHI	College of Business & Kasiska School of Health Professions/Health Care Administration	Southeast Region	Regional	2016-2017	Online/hybrid	The online/hybrid MHI will be delivered as a mix of traditional classroom instruction and online classes. Depending on program enrollments and student demand, a fully online degree option would follow.	Unites States healthcare system expenditures are approaching 18% of the nation's GDP. As the nation seeks to contain rapidly rising health care costs and improve access and care for all Americans the design, implementation, and management of electronic health records and other types of information systems is becoming critical. The U.S. Department of Labor, Bureau of Labor Statistics, estimates a job growth rate in excess of 21% [1]. The Idaho Department					\$142,626 – new appropriation request \$5,000 non-recurring funds	\$289,530 – new appropriation request \$5,000 Non-recurring funds

Idaho State University – Proposed Programs

								of Labor forecasts a growth rate in Idaho of 27.7% [2]. [1] http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm [2] http://lmi.idaho.gov/Default.aspx?TabId=781&ctl=OccupationProjections&mid=982&AspxAutoDetectCookieSupport=1						
Doctorate Physical Therapy (Expansion to Meridian)	Doctor of Physical Therapy (DPT)	Rehabilitation & Communication Sciences: Department of Physical and Occupational Therapy	Southwest Region	Statewide	2016-2017	Hybrid	The Doctor of Physical Therapy (DPT) program in Meridian will be a “mirror” program expansion of the existing, fully accredited ISU DPT program. The DPT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello.	The need for an increase in the number of physical therapy graduates in Idaho stems from two main sources. Currently, according to the 2010 census, the population in Idaho increased by 21.1% since 2000, the fourth highest growth rate among all the states during that period. According to one source, the growth in the number of persons over the age of 65 in Idaho has been particularly high during that period and the proportion of senior citizens in the total Idaho population is expected to increase from 12.5% to 18.3% by 2030. This rapid growth in population and especially of senior citizens will translate into an increase in the demand for physical therapy services. According to the US Bureau of Labor Statistics, the occupation of physical therapy is expected to experience rapid growth as well, probably reflecting the anticipated aging of the population. The growth rate in PT is estimated at up to 30%, which is much higher than the average expected growth rate for all occupations. This anticipated occupational growth will produce an increase in the demand for seats in educational programs that train PTs. Furthermore, the number and density of physical therapists per unit population in Idaho is at or below the national average. Because an increase in the Pocatello DPT class size beyond the current number of 24 – 26 is not possible at present due to space limitations, and because it is anticipated that additional DPT seats in Southwest Idaho will be more attractive to applicants than additional seats in Pocatello, an expansion to the ISU Meridian Center would meet a critical workforce need.				\$16,000 New appropriation request \$270,000- professional fees	\$16,480 New appropriation request \$275,400- professional fees	\$16,974 New appropriation request \$280,098- professional fees
Dietetic Internship with Combined Master's Program and/or Health Education	Masters	Kasiska School of Health Professions/ Dietetics	Southwest Region	Regional	2016-2017	Online and/or classroom	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The Dietetic Internship would partner with an existing graduate program (e.g. Master of Public Health or Master of Health Education) to offer a combined internship/master's program. Existing graduate programs could possibly have a nutrition track or emphasis in addition to already offered emphasis areas for	Previous surveys have been conducted among dietetic students and interns regarding the option of a master's degree and/or graduate credit. There has been overwhelming support for this with the student and interns. Benefits to adding a master degree option would be for graduate credit received for required supervised practice and increased financial aid opportunities for interns.				\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal	\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal	\$50,000 reallocation -recurring funds \$50,000 new appropriation \$15,000 - federal

Idaho State University – Proposed Programs

							dietetic interns to choose from.							
Esthetics	PSTC, TC	Technology/ Business & Services	South-central Region	Regional	2016-2017	Traditional classroom	This program will train skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure.	Employment for estheticians is expected to grow 25 percent nationally and 33 percent in Idaho from 2010 to 2020. The increase in employment reflects demand for new services being offered such as mini sessions and mobile facials. Job opportunities will be good due to the growing number of beauty salons and spas.				\$77,400 Reallocation- recurring funds \$25,000 non- recurring	\$77,400 Reallocation- recurring funds	\$77,400 Reallocation- recurring funds
Proposed offerings commencing 2017														
Engineering Geology	MS	Science & Engineering/Scho ol of Engineering	Southeast Region	Regional	2017-2018								TBD	
Degree Completion Program -Dental Hygiene (added name Dental Hygiene)	Bachelor of Sciences	Medical & Oral Health/Dental Hygiene		Regional	2017-2018	Online and video conferencing	The degree completion program is designed for licensed dental hygienists who have completed professional education, earned an associate's degree and are currently licensed. The degree awarded through this proposed completion program will a baccalaureate degree in dental hygiene. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene.	Currently, there are 288 entry-level dental hygiene programs in the nation that award the Associate Degree and only 54 programs award the Bachelor's Degree. Of these existing programs, only 47 programs offer a Degree Completion option in dental hygiene and 11 programs offer a Bachelor's degree in another field (e.g. Health Science, Allied Health). The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. The number of Associate Degree programs in Idaho (n=3) and surrounding states has flooded the employment market. The ISU Department of Dental Hygiene is in an academic position to provide licensed dental hygienists holding Associate Degrees with an avenue for advancing their education and entry-level degree and expanded their career opportunities. The ISU Department of Dental Hygiene receives approximately 15-20 inquiries each year from licensed dental hygienists who are interested in earning a Bachelor's Degree in Dental Hygiene. The Department of Labor projects a 36% increase in employment opportunities for dental hygienist from 2009 to 2018, The need is fueled by the fact that older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. The dental hygiene profession is recognized by the Idaho Department of Labor as a top 100 Hot Job and shows dental hygiene as the number five top job in the state and is also the 39th fastest growing occupation out of 358 occupations listed (6.41%). There will be 1532 jobs in 2018 showing a 50.7% in growth percentage from 2006-2016					TBD	

Idaho State University – Proposed Programs

								(Economic Update. 2006-2016 Regional Employment Projections Idaho Department of Labor. Bob Uhlenkott, Chief Research Officer, Feb. 2010). The Idaho Department of labor also considers dental hygiene's employment future in the state to be "bright."							
Dental Hygiene (expansion of Bachelor of Science degree to Meridian)	Bachelor of Sciences	Medical & Oral Health/Dental Hygiene	Southwest Region	Statewide	2017-2018	DL and classroom	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency.	Currently, there are 288 entry-level dental hygiene programs in the nation that award the Associate Degree and only 54 programs award the Bachelor's Degree. Of these existing programs, only 47 programs offer a Degree Completion option in dental hygiene and 11 programs offer a Bachelor's degree in another field (e.g. Health Science, Allied Health). The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. The number of Associate Degree programs in Idaho (n=3) and surrounding states has flooded the employment market. The ISU Department of Dental Hygiene is in an academic position to provide licensed dental hygienists holding Associate Degrees with an avenue for advancing their education and entry-level degree and expanded their career opportunities. The ISU Department of Dental Hygiene receives approximately 15-20 inquiries each year from licensed dental hygienists who are interested in earning a Bachelor's Degree in Dental Hygiene. The Department of Labor projects a 36% increase in employment opportunities for dental hygienist from 2009 to 2018, The need is fueled by the fact that older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. The dental hygiene profession is recognized by the Idaho Department of Labor as a top 100 Hot Job and shows dental hygiene as the number five top job in the state and is also the 39th fastest growing occupation out of 358 occupations listed (6.41%). There will be 1532 jobs in 2018 showing a 50.7% in growth percentage from 2006-2016 (Economic Update. 2006-2016 Regional Employment Projections Idaho Department of Labor. Bob Uhlenkott, Chief Research Officer, Feb. 2010). The Idaho Department of labor also considers dental hygiene's employment future in the state to be "bright."					TBD		
Community Paramedic	Certificate	Kasiska School of Health Professions/ Paramedic Science	Southeast Region	Regional	2017-2018	Online	This will be a stand-alone certificate for licensed paramedics as well as an area of emphasis under the B.S. in Emergency Medical Services.	The current workforce of EMT/Paramedics, in Idaho and throughout the nation, is challenged in terms of opportunities for professional advancement. Traditionally, emergency						TBD	

Idaho State University – Proposed Programs

								medical services employment has not provided pathways for advancement nor much in the way of variety of work settings beyond ambulance services and fire departments. The Community Paramedic concept provides the opportunity for paramedics to expand their role through training that will prepare them to conduct follow-up to hospital discharges and to provide basic care to patients with chronic illness and the uninsured that helps avoid inappropriate use of hospital emergency room care. The target market for this program is existing paramedics, some 200,000 nationally, who want to expand their professional experience and/or continue on academically by going beyond the Community Paramedic certificate to earn a B.S. in Emergency Medical Services. The program will be delivered online and will thus be available to paramedics throughout the state and around the country. While several options exist around Idaho for training as a paramedic, only ISU offers the fully transferable Associate of Science degree program and ISU will be the only source of training in Community Paramedics.						
Social Work	MSW	Arts & Letters/ Sociology, Social Work and Criminal Justice	Southeast Region	Regional	2017-2018	Hybrid/combination	The master's degree in Social Work will build upon a highly successful undergraduate Social Work program that currently prepares students to work as professionals in entry-level social work generalist practice. The master's degree will provide an in-depth, specialized approach to Social Work practice and theory, with an emphasis on ISU program strengths in gerontology, child welfare, social work and health, and rural social problems.	The ISU Social Work Program receives weekly calls inquiring as to whether ISU has a MSW program. ISU also consistently receives requests from community employers seeking social work applicants at the MSW level. As MSW program offerings increase in our area, demand for MSW level practitioners increases. In order to remain competitive in many social work job markets, our graduates will need a MSW degree. The MSW degree is considered a terminal degree in the field of social work. In it's Occupational Outlook Handbook 2010-2011 Edition, the Bureau of Labor Statistics describes future employment outlook for social workers as favorable. Employment is projected to grow faster than the average for all occupations. About 54% of jobs were in the healthcare and social assistance industries, and 32% work for government. While a bachelor's degree is necessary for entry-level positions, a masters degree in social work or a related field is necessary for some positions. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas. Due to the continual demand for communities to employ social workers, social work programs at colleges and universities are relatively stable. Additionally, it is projected that there will be an increased demand for medical and geriatric social					TBD	

Idaho State University – Proposed Programs

								workers, which will be strengths of ISU's program.						
Physician Assistant Residency, Psychiatry	MPAS-Psychiatry	Medical & Oral Health/Physician Assistant Studies	Southeast Region	Regional	2017-2018	classroom, DL and onsite clinical	This request is to initiate a new post-graduate residency culminating in a graduate degree within the existing Department of Physician Assistant Studies. The degree will be the "Masters of Physician Assistant Studies with an emphasis in Psychiatry" (MPAS-Psychiatry). The P.A. program provides a quality graduate medical education that emphasizes critical thinking, problem solving, and service-learning in a curriculum that is technologically enhanced, research oriented, and evidence-based, with strength in both the basic and clinical medical sciences.	The state of Idaho is in dire need of additional psychiatrists to meet the demands for inpatient hospitalization management, outpatient medication management, hospital consultative services, Long Term Care consultation, clinical supervision and education. For example, at this time, there are seven psychiatrists located in Pocatello, Idaho. With the population of Idaho continuing to grow, mental health providers will be needed in increasing numbers. Due to our rural nature, small communities in Idaho may not be able to support a physician practice in psychiatry, but may be able to support a physician assistant who is under the supervision of a psychiatrist.						
Physician Assistant Residency, ER	Postgraduate Residency Certificate	Medical & Oral Health/Physician Assistant Studies	Southwest Region	Regional	2017-2018		Rural, Critical 'Access Hospitals typically do not have the resources to hire a fulltime Emergency Medicine Physician. Our residency would train mid-level providers to staff rural hospital emergency rooms with oversight by physicians in more metropolitan areas. Graduates of our PA program, who are interested in Emergency Medicine, are waiting for this program which will be developed in cooperation with St. Alphonsus Hospital in Boise.	Residency specialty training is becoming more popular in all health professions. The PA program graduates are interested in a pursuing advanced education in a focused area of Medicine. This program would fulfill that need.						
Integrative Neuroscience	MS, Ph.D.	Science & Engineering; Division of Health Sciences; College of Pharmacy; College of Arts & Letters	Southeast Region	Regional	2017-2018	Traditional Classroom	This degree program will be a MS, Ph.D. in Integrative Neuroscience combining the academic resources of the three colleges and eight departments. The program will have a solid grounding in neurobiology and emphases developed within the students own department.	Integrated neuroscience is a field that has expanded in recent decades. ISU now has a critical mass of faculty expertise in neuroscience, located across a number of departments, colleges and divisions. We propose to encompass this into a joint effort that will increase interactive research and promote collaboration amongst the colleges and divisions at ISU. Additionally, this program will allow us to collaborate to pursue further external funding opportunities to increase neuroscience funding for the state of Idaho. Students are currently choosing to go elsewhere because of limited funding for graduate students. One of our goals is to increase RA stipends in the field. The market for qualified students to earn a graduate degree in neuroscience has expanded tremendously in the past twenty years. Idaho State University is well poised to develop these programs through collaborative interactions amongst our colleges and departments. Between 1980 and 2000, the number of neuroscience programs in the U.S. doubled, but demand still outpaces the number of graduates. The market for qualified students to earn a graduate degree in neuroscience has expanded tremendously					TBD	

Idaho State University – Proposed Programs

								in the past twenty years. From mental health, one of the single most underserved professions in Idaho, to physical therapy to MD/DO programs, Idaho has most certainly not saturated the market for neuronal research and clinical programs.						
Biochemistry	MS	Science & Engineering/ Chemistry	Southeast Region	Regional	2017-2018	Traditional Classroom	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology.	Currently, there is no MS program in Biochemistry offered in the state. Yet, just within ISU, we have seen declared BS in Biochemistry majors balloon to 44 students and growing. While some find employment in the field, and this major feeds into a number of health profession graduate programs, there is a growing number of students who want to pursue graduate studies in the field. At this time these students have no option but to leave the state to pursue graduate work and yet, many would like to remain in the area. This program would allow students to get a MS in Biochemistry with an emphasis in Chemistry. It is projected that total employment in the field will increase at a annual rate of 8.7% from 23,200 in 2008 to 31,900 in 2018. The figures are all the more appealing since these are slated to be high paying jobs. Nationally the average wage is \$82,913 and although Idaho's figure is lower, the latest figure for 2009 was \$74,850, it has been growing steadily (\$58,910 in 2006). As with all growing fields and industries, there will be an ever increasing need for individuals with the credentials to move up in these fields and industries. Currently, Idaho does not offer those credential opportunities and is not able to facilitate advancement in the field through further education. This program would respond to that need.					TBD	
Computer Science	MS	Science & Engineering and Business/ Computer Science	Southeast Region	Regional	2017-2018		The computer science program helps students gain the following abilities: An awareness and commitment to one's ethical and social responsibilities, an understanding that life-long learning is an integral part of personal, professional, and social interaction, the requisite qualifications for obtaining employment as a Computer Scientist, and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses.	The Bureau of Labor Statistics reports that "employment of network and computer systems administrators is expected to grow 28 percent from 2010 to 2020, faster than the average for all occupations. Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks." As Idaho's economy continues to transition from extractive industry to technological and green energy industries, demand for highly trained network and systems professionals will continue to rise. The median income for master's level-prepared systems administrators was over \$69,000 annually in 2010, according to the Bureau of Labor Statistics.					TBD	
Biomedical Engineering	MS	Science & Engineering	Southeast Region	Regional	2017-2018								TBD	

Idaho State University – Proposed Programs

Applied Mathematics	BS	Science & Engineering/Dept of Mathematics	Southeast Region	Regional	2017-2018									TBD	
Mathematics	BA	Science & Engineering/Dept of Mathematics	Southeast Region	Regional	2017-2018									TBD	
Watershed Science	MS	Science & Engineering	Southeast Region	Regional	2017-2018									TBD	
Advanced Dental Hygiene Education	PhD	Medical & Oral Health/Dental Hygiene	Southeast	Regional	2017-2018	Online Program	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship.	In 2005, the American Dental Hygienists' Association (ADHA) published a document entitled Dental Hygiene: Focus on Advancing the Profession. Within this paper, the profession recognized that dental hygiene scholars were needed to lead the development of theory and knowledge unique to the discipline of dental hygiene, and that there is a shortage of dental hygiene faculty that is expected to increase. The leaders noted that doctoral preparation of dental hygienists is essential for building the dental hygiene knowledge base for advancing the professionalization process. Since the program is meant to include international students as well as students from the United States, there is potential for growth of the doctoral program. Currently, there are 22 graduate programs in dental hygiene in the United States. If each program has 5 students enrolled per year, and each program takes a minimum of two years to complete, the target market from the US would include over 200 current students. This does not include all those dental hygiene alumni of graduate programs who might be interested in pursuing a doctoral degree in their discipline. What makes this program attractive to graduate dental hygiene students within the US and abroad is that it is an online program. Since this would be the first doctoral program in dental hygiene anywhere, there is no competition from other programs. This provides an edge in securing students into the program. Within the past five years, there have been reports of dental hygiene faculty shortage. The American Dental Education Association Task Force on Allied Dental Faculty surveyed existing dental hygiene programs and found that a noticeable shortage of dental hygiene educators in the future will result as faculty retire without equivalent numbers of younger persons becoming full-time faculty. These reports suggested that the number of advanced education programs in dental hygiene should be increased and that institutions should address recruitment tactics and shortage issues.						TBD	

Idaho State University – Proposed Programs

Proposed offerings commencing 2017														
School Psychology	Ph.D.	Education/ School Psychology, Literacy, and Special Education	Southeast Region	Regional	2017-2018	Hybrid/combination	The Educational Specialist in School Psychology Program was fully approved by the National Association of School Psychologists since 2008. The Educational Specialist program is designed for persons who have completed a master's degree and wish to increase their skills for advanced certification requirements or other professional objectives. The Ed. S. level is the minimum preparation for school psychologists and directors of special education in most states.	Idaho State University is the only institution of higher education in Idaho that currently has a functioning school psychology program (Ed.S. level) that is approved by the National Association of School Psychologists (NASP). This program addresses a number of student issues, such as working with students with disabilities and special needs. However, as the practice of school psychology changes due to a growing awareness of how students' mental health and behavioral problems affect learning, as well as helping students managed personal crisis (e.g., bullying), it is anticipated that individuals planning on becoming school psychologists will need additional professional training. The proposed Ph.D degree in School Psychology will incorporate existing Ed.S. level work and add components relating to field work, research, and courses. The Bureau of Labor Statistics' Occupational Outlook Handbook (2010-11) reports that employment of psychologists is expected to grow 12% from 2008-2018 (152,000 to 168,000).					TBD	
Advanced Manufacturing Technology	AAS	Technology/ ESTEC, Technical & Trade and Industrial	Southeast Region	Regional	2017-2018								\$109,526 reallocation -recurring	\$109,526 reallocation -recurring Same for FY19
Community College Education	EdD	Education/Grad Dept of Educational Leadership & Instructional Design	Southeast Region	Regional	2017-2018	Traditional/Hybrid	Ed.D. in Educational Leadership with an emphasis in Community College Leadership. The emphasis would share the current EdD Core classes, most of the Higher Education Concentration courses, and five "specialty" courses, two of which would be concentrated residential summer classes with a close relationship with instate community colleges.	Community college enrollments nationally are at record highs. Senior leadership positions at community colleges are typically occupied by advanced degree holders. Eighty-eight percent of CEOs hold the PhD, EdD, or JD. American Association of Community Colleges (AACC) notes the impending leadership crisis as presidents and senior administrators are retiring at "an alarming rate." The situation is of sufficient gravity that AACC and the Association of Community College Trustees (ACCT) issued a joint statement regarding the preparation of a new generation of diverse community college leaders by increasing the participation in leadership programs designed to prepare community college leaders. There is no Community College Leadership program in the inter-mountain west. A similar program is at Oregon State. The program at WSU has suspended admission (faculty position shortage). The potential EdD candidate population at CSI, CWI, EITC, NIC, and ISU's College of Technology						

Idaho State University – Proposed Programs

								supplemented by distance learning enrollees from Utah, Wyoming, and Montana can provide sufficient enrollment for cohorts of 25 easily.						
Proposed offerings commencing 2018														
Adult Learning and Development Organizational Learning and Performance	Ph.D.	College of Education Technology & Education/ Human Resource Training and Development	Southeast Region	Regional	2018-2019		A Ph.D. in Adult Learning and Development Organizational Learning and Performance will be proposed by the College of Education.						TBD	
Optometry	O.D.	Division of Health Sciences	Southwest Region	Regional	2018-2019									
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Rehabilitation & Communication Sciences: Department of Physical and Occupational Therapy	Southwest Region	Statewide	2018-2019	Hybrid	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello.	The need for an increase in the number of Occupational Therapy graduates in Idaho stems from two main sources. According to the 2010 census, the population in Idaho increased by 21.1% since 2000, the fourth highest growth rate among all the states during that period. The growth in the number of persons over the age of 65 in Idaho has been particularly high during the period and the proportion of senior citizens in Idaho is expected to increase from 12.5% to 18.3% by 2030. Rapid growth in population and especially of senior citizens will translate into an increase in demand for occupational services. According to the US Bureau of Labor Statistics, the profession of occupational therapy is expected to experience rapid growth, reflecting the anticipated aging of the population. The growth rate in occupational therapy is estimated at up to 26%, which is much higher than the average expected growth rate for all occupations. This anticipated growth will produce an increase in the demand for seats in educational programs that train occupational therapists. This meets a critical workforce need, in that it allows individuals within the Treasure Valley to access training in occupational therapy, and increases the capacity of the occupational therapy program. The need for graduates exceeds the program capacity, and this allows the capacity to increase, while also serving the critical Treasure Valley region of Idaho.					TBD	
Note: While the University of Idaho and Idaho State University both desired to add Doctor of Medicine to their Five-Year Plans, both campuses agreed to wait until the Board’s Medical Education Committee has made a recommendation.														

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Boise State University – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2012 – approved														
Certificate in IDo-Teach STEM teacher certification	Certificate	Education, Arts & Sciences, Engineering	Boise	Regional	Fall 2012	Traditional	The certificate is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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.	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.						
BS in Biology, Secondary Education emphasis	emphasis	Arts & Sciences; Biology	Boise	Regional	Fall 2012	Traditional	The emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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. The proposed emphasis will replace the existing, free-standing BS in Biology 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 course and vice versa.	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.						

Boise State University – Proposed Programs

Proposed offerings commencing 2012 – approved														
BS in Chemistry, Secondary Education emphasis	emphasis	Arts & Sciences; Chemistry & Biochemistry	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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. The proposed emphasis will replace the existing, free-standing BS in Chemistry Secondary Education.	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.						
BS in Geosciences, Secondary Education Emphasis	emphasis	Arts & Sciences; Geosciences	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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. The proposed emphasis will replace the existing, free-standing BS in Earth Sciences Secondary Education.	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.						
BS in Mathematics, Secondary Education Emphasis	emphasis	Arts & Sciences; Mathematics	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in	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						

Boise State University – Proposed Programs

							22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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. The proposed emphasis will replace the existing, free-standing BS in Mathematics Secondary Education.	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.							
BS in Physics, Secondary Education Emphasis	emphasis	Arts & Sciences; Physics	Boise	Regional	Fall 2012	Traditional	The proposed emphasis is part of an overhaul of how students will pursue Secondary Math and/or Science Teaching Endorsements at Boise State. The proposed program will replicate the UTeach teacher preparation program, which has (over the last 10 years) become a nationally recognized program for math and science teacher preparation and has been successfully replicated in 22 sites throughout the United States. Our programs, as part of the “IDo-Teach” 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 we 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. The proposed emphasis will replace the existing, free-standing BS in Physics Secondary Education.	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.							
Economics - Quantitative Emphasis	BA	Business and Economics Economics	Boise	Regional	2012-2013 (fall 2012)	Traditional	The Quantitative Emphasis differs from the BA-ECON degree in that it better prepares students for applied quantitative professional employment or for graduate programs in economics. In contrast, the traditional BA and BBA degrees are better suited for students pursuing graduate programs in law, political science, or business.	The course of study has been recommended in recent years for students interested in pursuing graduate studies in economics. Formalizing this area of emphasis will make the recommended course of study explicit and facilitate the graduation process.							
Executive Masters Business Operational Excellence	Masters	Business and Economics Graduate Programs	Boise	Regional	2012-2013 (spring 2013)	Traditional	A self-support, executive-type program to prepare mid-level executives to assume a leadership role to create operational excellence in their organization using Lean and Six Sigma tools and methodologies.	Summary: Most students in the program will be sponsored by their employers. Businesses with revenues >\$50M are the most likely to participate. Assuming one student per each such company provides an estimate of 34,000 potential students in the US and 120 in Idaho. That estimate is very conservative in that it does not include government agencies, NGOs, or privately held firms.							

Boise State University – Proposed Programs

Proposed offerings commencing 2013 – approved														
Adult-Gerontology Nurse Practitioner (AGNP) Program	Master	Health Sciences School of Nursing	Boise, Online	Regional	2013-2014 (spring 2014)	Online with face to face component	The AGNP program will educate BS prepared nurses to develop skills & knowledge necessary to practice as an acute care &/or primary care advanced practice nurse. These practitioners will learn comprehensive health assessments, diagnoses, leadership & collaboration with other healthcare professional as well as management of acute & chronic illness.	The market for the proposed program will be considered to be the pool of bachelor's prepared nurses; they number approximately 5,000 in Idaho and 135,000 nationally Workforce needs are estimated based on the estimated annual openings for master's prepared nurses: those numbers are approximately 235 annually in Idaho and 60,000 nationally.	self-support and local funds	\$156,975	\$344,319	\$451,005		
Educational Leadership, Superintendent Endorsement	EdS	Education Curriculum, Instruction and Foundational Studies	Boise	Regional	2013-14 (summer 2013)	Traditional with online components	A program to prepare student for a wide range of educational leadership positions and for the superintendent certification. Graduates will be agents of change, capable of facilitating improvement in educational systems. Offered in a closed cohort model with integrated 6-credit modules and substantial mentorship from practicing educational leaders.	The potential market includes master's prepared educators who, were they to enter an educational leadership program, would be interested in a closed-cohort model for a leadership program; we estimate that number to be ~3,000 in Idaho and ~ 600,000 nationwide. We estimate there to be 54 annual openings in Idaho and ~9,500 nationally in the employment categories that best align with the proposed degree. The proposed program would complement the existing UI program.	self-support	\$120,000	\$120,000	\$120,000		
Post Master's Doctorate of Nursing Practice	Doctorate	Health Sciences School of Nursing	Boise, Online	Regional	2013-2014 (fall 2013)	Online with face to face component	The proposed program will focus on nursing of populations with an emphasis on evidence-based practice, enhancing development of interventions that impact health outcomes, and complex healthcare systems.	We regard the potential market to be master's prepared nurses: we estimate their number to be ~ 1575 in Idaho and 41,000 nationwide. The workload projection is based on the number of doctorally-prepared nurses, we conservatively estimate that there will be 25 openings annually in Idaho and 6,000 nationally.	self-support		\$156,975	\$344,319	\$451,005	
Computed Tomography, Diagnostic Medical Sonography, Magnetic Resonance Imaging	Undergraduate Certificates	Health Sciences/Radiologic Sciences	Boise/Southwest	Regional	Fall 2013	Traditional	Create three undergraduate certificates that parallel the emphases within our existing BS in Radiologic Sciences. The certificates will accommodate those students who are after a specific set of coursework as opposed to a full bachelor's degree.	A number of our students already have a BS or AS, and a certificate program will enable those students to complete the coursework they need for credentialing AND for us to be able to document their completion. Approximately 40% of our seniors leave the program because they are able to secure employment without completing their BS; the certificate would document a level of competence in those students, and would provide a stepping stone for them to return to complete their BS. Labor analyses indicate 45 annual openings for relevant positions in Idaho, and 25,910 annual openings nationally.		No additional cost to offer program				
Applied Physics, Biophysics	Emphases in existing BS Physics	Arts & Sciences/Physics	Boise/Southwest	Regional	Fall 2013	Traditional	The emphases provide the opportunity to emphasize the overlap of physics with the biological sciences or to emphasize the overlap of physics with engineering, especially materials science and engineering.	Nationally, there are 2100 openings annually for physicists and biophysicists. However, the proposed minors will prepare students for diversity of difficult-to-quantify jobs in the semiconductor and biotechnology industries. The emphases will also be excellent preparation for entry into our PhD in Biomolecular Sciences and PhD in Materials Science and Engineering.		No additional cost to offer program				

Boise State University – Proposed Programs

Mathematics Consulting Teacher Endorsement	Graduate Certificate	Education/Curriculum, Instruction,& Foundational Studies	Boise/Southwest	Regional	Fall 2013	Traditional	This program will prepare students for a Mathematics Consulting Teacher Endorsement. The State Dept of Education has mandated that all K-12 teachers and administrators in the state take a course entitled Mathematical Thinking for Instruction. The proposed program will provide the next step in improving mathematics instruction.	The program is intended to increase the skills and knowledge of existing teachers to assist them in becoming school and district leaders of mathematics. Mathematics education is in a time of intense change with the adoption of the Common Core State Standards for Mathematics, the implementation of a new testing system (Smarter Balanced Assessment), and the widespread understanding regarding needed changes in mathematics instruction following the MTI course. Schools and districts need teachers who can act as district leaders and assist in these changes in a meaningful way. The MCTE program will assist greatly in this area.		\$60,000 Self-support/Student fees	\$120,000 Self-support/Student fees	\$120,000 Self-support/Student fees		
Proposed offerings commencing 2014														
World Language: Arabic, ASL, Basque, Chinese, French, German, Japanese, Korean, Latin, Spanish, etc.	Undergraduate Certificate	Arts & Sciences/World Languages	Boise/Southwest	Regional	Fall 2014	Traditional or via challenge exam	A certificate recognizing completion of 12 credits of a modern language or 8 credits of Latin. Enables employers to identify job candidates with a desired language background. In combination with existing programs, enables students to document competence at three different levels: a major, a minor or a certificate.	The certificate does not prepare the student for any particular job. However, employers will be able to more easily identify job candidates with the desired language background, for example: American Sign Language for any state agency complying with ADA law; French for agencies working with African refugees; Spanish for the health professions; Chinese for companies doing business with China, Basque for business ties with the Basque Country, French for companies marketing to Quebec, etc.			No additional cost to offer program			
Digital Solutions Development	Undergraduate Certificate	TBD	Boise/Southwest	Regional	Fall 2014	Traditional	Students will graduate with the ability to develop a variety of digital solutions, including mobile applications, serious games, simulations, and digital media. The primary focus will be on development of digital solutions for use in the college environment. However, the skills learned will easily translate into K-12 and workplace environments.	Just as desktop publishing has changed the way we produce documents, new frameworks for software development have lowered the threshold for creating applications. Undergraduate students in the certificate program will gain the software development and project management skills necessary to build custom applications. Technically inclined students from any discipline would benefit from the practical experience of building software solutions for clients. A certificate in Digital Solutions Development would make a graduate from any discipline more marketable in today's highly competitive job market.			\$100,000 Reallocation/recurring	\$100,000 Reallocation/recurring	\$100,000 Reallocation/recurring	
Refugee Studies	Minor	Social Sciences & Public Affairs/ Social Work, History	Boise, Southwest	Regional	Fall 2014	Traditional	The proposed minor will compliment, enrich, and expand the School of Social Work's new clinically-focused Refugee Studies Certificates. The minor will educate students about the wide range of issues and complex problems posed by the world-wide displacement of people; from 2001 to 2011 over 5,341 refugees settled in the Idaho.	The worldwide number of refugees is currently estimated at 450 million. Idaho began officially accepting refugees in 1975; in 2011, 775 refugees from 17 different countries arrived in Idaho. Students from any discipline could enroll in the program, and the knowledge gained from the coursework of the minor would enable them to pursue a career with refugee resettlement agencies here and abroad. It would also give them volunteer opportunities or part-time work with various agencies who would know that they bring with them a sensitivity and			No additional cost to offer program			

Boise State University – Proposed Programs

								understanding of refugee needs. Finally, in various fields like nursing, counseling, teaching, etc., the minor would enable them to work more effectively with the refugee population.						
Nonprofit Management	Minor	Business & Economics/Management	Boise/Southwest	Regional	Fall 2014	Traditional	The minor provides an interdisciplinary focus on nonprofit management and community development efforts. Nonprofit management has a significant role in the Treasure Valley through a wide variety of community service organizations in health management, underprivileged advocacy, and education.	The minor will provide nonprofit leaders in a wide variety of nonprofit fields. Major jobs include grant writers, leaders of nonprofit organizations involved with health care, and various roles with philanthropic organizations. The most appropriate job title in Labor databases is "Social and Community Service Managers"; 6480 annual openings are projected nationally; 42 annual openings are projected for the state.		\$27,000 Summer Session Revenue Non-recurring	\$27,000 Summer Session Revenue Non-recurring	\$27,000 Summer Session Revenue Non-recurring		
Arabic Studies	Minor	Arts & Sciences/World Languages	Boise/Southwest	Regional	Fall 2014	Traditional	Combines Arabic language instruction with electives on the Middle East from History to create for students an area-studies emphasis in the Arab world, whatever their major may be--from Political Science to Engineering	Increase focus and political unrest in the Middle East has created interest in Arabic Studies. Additionally, in 2011, 15% of refugees who came to Idaho through the Idaho Resettlement Programs spoke Arabic and this is expected to grow over the next few years. Growth of this population will provide support for and demand for this program. Presently, students from 38 majors are enrolled in Arabic language classes.			No additional cost to offer program			
Computational Science and Engineering	Minor	Engineering, Arts & Sciences/ Mechanical & Biomedical Engineering, Materials Science & Engineering, Electrical and Computer Engineering, Civil Engineering, Computer Science, Mathematics, Physics, Geosciences, Biology, and Chemistry	Boise/Southwest	Regional	Fall 2014	Traditional	Computational Science and Engineering (CSE) minor is an interdisciplinary program that prepares STEM students to develop and apply computer models for scientific discovery and problem solving in various science and engineering disciplines using supercomputers. The program builds on the foundations of applied mathematics, engineering and computer science.	New fields such as computational materials design, computational biology or computational medicine have emerged because of increased computing power. Despite these advances, scientific computing and computer programming is not emphasized in undergraduate STEM curricula. Oftentimes, businesses are unable to take advantage of technological advances because of a lack of qualified workforce. Scientists at Idaho National Laboratory have expressed a need for a workforce savvy in supercomputing and trained in the fundamentals of computational sciences. The CSE minor will supplement STEM programs with applied mathematics, computational modeling, and computer programming. It will help create future engineers and scientist with skills to program supercomputers and analyze massive data. Graduates of this minor will carry titles such as Computational Chemist, Computational Physicist etc. The importance of computational science and engineering education was described in the June 2005 Report to the President entitled "Computational Science: Ensuring America's Competitiveness.			No additional cost to offer program			
Environmental Engineering	Minor	Engineering/Civil Engineering	Boise/Southwest	Regional	Fall 2014	Traditional	This minor will allow students to create a focus in the field of environmental engineering and to receive recognition that they have emphasized in this area of specialization.	Environmental engineers must understand, arrange, and manipulate the biological, chemical, ecological, economic, hydrological, physical, and social processes that take place in our environment in an effort to balance our material needs with the desire for			No additional cost to offer program			

Boise State University – Proposed Programs

								sustainable environmental quality. They are involved in efforts to improve recycling, waste disposal, public health, and control of water and air pollution. They work towards the prevention, control, and remediation of environmental hazards. Employment of environmental engineers is projected to grow 22 percent from 2010 to 2020. In Idaho, environmental engineers are important because of the large proportion of our economy that is resource-based. Environmental engineers have a critical role in efficiency of water use and in the clean up of contaminated sites. Environmental engineering attracts a higher percentage of women into engineering than the national average; thus the minor will increase the number of women pursuing engineering degrees.						
Geophysics	Emphasis, BS Geosciences	Arts & Sciences/Geosciences	Boise/Southwest	Regional	Fall 2014	Traditional	What is now a freestanding BS in Geophysics will become an emphasis within the BS Geosciences degree. Geophysics integrates geology, mathematics, and physics in order to understand how the Earth works. Geophysicists study Earth processes through a combination of laboratory experiments, computational and theoretical modeling, remote imaging, and direct observation.	The BS Geology, Geophysics emphasis is preparation for a range of applied geosciences jobs and for post-graduate study. Nationally, 2070 annual openings are projected for "Geoscientist"; 17 annual openings are projected for Idaho.			No additional cost to offer program			
Computational Physics and Astrophysics	emphases in existing B.S. in Physics	Arts & Sciences/Physics	Boise/Southwest	regional	Fall 2014	Traditional	The computational physics emphasis bridges the gap between physicists as scientists and physicists as computer programmers, and will prepare students for careers or further study in computational science and physics. The astrophysics emphasis will include courses in solar system and stellar astronomy, as well as advanced astrophysics and planetary science.	Computational methods have become the "third technique" in physical sciences after experiment and theory. However, although physicists are increasingly expected to master computational methods, very few scientists in general are skilled programmers. Students choosing this emphasis will be employable in the computer industry, in research labs, or able to further their education in graduate programs in physics or computational science. Astrophysics is one of the branches of physics that students find to be the most engaging. An emphasis in astrophysics will attract students to the program, and with the same basic skills and knowledge of other physics majors, they will be employable in many of the same industrial settings as students choosing other emphases.			No additional cost to offer program			
Asian Studies	BA	Social Sciences and Public Affairs, Arts and Sciences/History, World Languages	Boise/Southwest	Regional	2014-2015	traditional	Will include intensive language study, a study abroad experience in Asia, and a comprehensive historical/economic understanding of Asian societies. Excellent preparation for a number of professional opportunities in the fields of business, law, and international relations. Professional schools and careers are focusing increasingly on interdisciplinary preparation of applicants.	The relevance of a BA in Asian Studies degree is evidenced by (i) more than 60% of the world's population is in Asia, and (ii) approximately 32% of the world's gross domestic product is in Asia. There is obviously a tremendous impact of Asia on the world economic and political fabric, and therefore an opportunity for anyone with deep understanding of this field. The BA in Asian Studies will be a popular second major, especially for business			No additional cost to offer program			

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								majors. We believe that it is unreasonable to try to estimate either market or workforce need.						
Computer Systems Engineering	BS	Engineering/Electrical & Computer Engineering	Boise/Southwest	Regional	Fall 2014	Traditional	Computer Systems Engineering is an interdisciplinary field that deals with modeling, analysis, design, integration, optimization, and management of electronic, electrical and integrated circuit based systems and processes. The program focuses on how computer systems are used as well as how they integrate into other systems and the larger scheme of our personal and professional needs.	Graduates of the program will be highly employable, and will meet a demand in the Treasure Valley. Conversations with our electrical engineering advisory board entrepreneurs, as well as with executives and engineering managers, indicate a need for graduates of the program: engineers with a systems view that are able to work on hardware and software. The program will serve companies of all sizes such as Marvell, Micron, HP, CradlePoint, Telemetric, and startups.State and federal job classifications do not clearly identify a category for systems engineering, however, the following titles are most likely used to classify engineers currently working on systems engineering.Predicted job openings in the state for “Computer Software Engineer, System Software” and “Computer Specialists, all others” total 92 per year. Predicted job openings nationally for “Software developers/System software” and “Computer Occupations, Other” total 21,960 per year. Both numbers are likely severe underestimates.			\$500,000 Reallocation/recurring \$250,000 reallocation /non-recurring	\$850,000 Reallocation/recurring \$250,000 Reallocation/non-recurring	\$850,000 Reallocation/recurring	
Nonprofit Administration	Graduate Certificate	Social Science & Public Affairs/ Public Policy & Administration	Boise/Southwest, Idaho	Regional	Fall 2014	Traditional with online components	This graduate certificate is designed for individuals, including current and former students in business administration, the health sciences and public administration, who wish to further their careers in government or nonprofit organizations through promotion or career change, or anticipate consulting with government and nonprofit organizations.	Idaho's nonprofit sector, employing ~8% of the state's workforce, would, if it comprised its own industry, rank 6th in the number of jobs generated. This sector grew at 8.8% annually from 2000 to 2010. According to Idaho's Dept of Labor (July 2012), many of the 'hot jobs' include a diversity of positions in the nonprofit realm with titles ranging from Development Officer, Community Relations Director, Director of Operations, Events Director/Coordinator, Executive Director, Finance Director, Foundation Director, Fundraising Manager, Government Affairs Director, Grant Management/Writer, and Volunteer Coordinator/Director. A 2012 needs assessment found that 82% of current students of our MPA program and 63% of alumni expressed interest in graduate-level nonprofit education. The consensus of nonprofit executives in Ada and Canyon counties is that graduate level nonprofit education would improve service delivery and would enable their personnel to supplement their mission related experience with nonprofit-focused education.			No additional cost to offer program			
Play Therapy	Graduate Certificate	Education/Counselor Education	Boise/Southwest	Regional	Fall 2014	Traditional	This program will provide current students and professionals in the community with the training and education needed to learn how to counsel children through	This certificate will prepare mental health workers to counsel young children and families. Community agencies, hospitals, and schools all employ mental health workers to work with children, and this			No additional cost to offer program			

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							developmentally-responsive and research-based play therapy methods. Coursework will help students gain hours toward earning their Registered Play Therapist (RPT) credential.	certificate would provide these child mental health workers unique skills to better serve their clientele. Specific jobs this certificate would prepare people for include child life specialists in hospitals, social workers/counselors/psychologists who work in school, agency, or hospital settings, as well as child psychiatrists.						
College Teaching	Graduate Certificate	Graduate College/Graduate College	Boise/ Southwest	Regional	Fall 2014	Traditional	The program will: (i) enhance teaching effectiveness of our graduate teaching assistants and thereby increase the quality of education of our undergraduate students, (ii) provide marketable skills for graduate students seeking employment in higher education as faculty members, and (iii) give our adjunct faculty members an avenue for professional development.	The proposed program will contribute to the education of post-secondary instructors; annual openings are projected at 58,600 nationally and 179 for the state of Idaho. Those program graduates who go on to teach at other institutions, e.g., the College of Western Idaho, will provide a higher quality of instruction to the students at that institution. Additionally, the program will increase the quality of education of college students at Boise State because graduate assistants and adjunct instructors who participate in the program will provide better instruction to their students in classes at Boise State.			\$4,100 Reallocation/ recurring \$4,500 Reallocation/ non-recurring	\$9,400 Reallocation/ recurring	\$9,400 Reallocation/ recurring	
Victim Services	Graduate Certificate	Social Sciences & Public Affairs/Criminal Justice	Boise/ Southwest	Regional	Fall 2014	Online	This program will examine the theoretical issues pertaining to the impact of crime on its victims and provision of services to this population. It will include a foundation in victimization within the context of the criminal justice system and include specialized knowledge in various forms of victimization and services.	There is a growing demand for victim service professionals (including law enforcement officers, prosecutors, nurses, counselors, treatment providers, as well as advocates within non-profit organizations and victim-witness coordinators) to have academic degrees. Currently these degrees are generally criminal justice, social work, or psychology/counseling degrees. However, these courses of studies do not offer a specialization in working with crime victims who are often experiencing physical, emotional, financial, and safety consequences of their victimization while attempting to navigate the criminal justice system. From 2010-2012, there was a 69% increase in jobs requiring victim services skills. Roughly 68% of job listings in victim services required either a bachelor's or graduate degree. A review of job postings in 2012 demonstrated a nationwide need for victim services skills which included 16 different job titles spanning health sciences, social work, human services, social services, law, and criminal justice.			\$50,000 Student fees Non-recurring Self-support	\$60,000 Student fees Non-recurring	\$70,000 Student fees Non-recurring	
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Arts & Sciences, Engineering; Biology, Mathematics, Chemistry, Physics, Computer Science.	Boise, Southwest/Pocatello, Southeast	Regional	Fall 2014	Traditional and Online	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses.	Bioinformatics is a field that includes the tools and approaches to analyze vast quantities of biomedical data, including genomes, proteomes, images, health records, disease physiopathogy, and more. One major bottleneck to biomedical research is that new, high throughput technologies have produced more data than can be analyzed by the current bioinformatics workforce using existing tools. This problem will only get worse unless educational institutions can provide more and better-trained graduates. This			Costs not yet determined			

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								field is consistently mentioned among career opportunities with the highest demand, job satisfaction and salary. Most of the emerging jobs are for well-trained bioinformaticians with a relevant B.S. or M.S. degree and meaningful experience. These jobs are at Pfizer, Monsanto, and hundreds of other biotechnology companies. However, most contemporary bioinformatics programs train young people for science careers, assuming they will be leading an academic or industry lab that requires Ph.D. level training, rather than technical careers that require B.S./M.S. level training required for most available jobs.						
Business Intelligence	Graduate Certificate	Business & Economics/Graduate Studies	Boise, Southwest	Regional	Fall 2014	Traditional and Online	This certificate will give a grounding in business intelligence, which is a set of methodologies and technologies that transform raw data into meaningful and useful information used by an organization to enable more effective strategic, tactical, and operational insights and decision-making.	Every organization (business, nonprofit, governmental agency) needs to be able to transform raw data into actionable information, and would therefore benefit from the skills that would be acquired in this certificate program. Business intelligence is a relatively new field, and therefore jobs for business intelligence analysts are not listed in federal and state databases. A similar job title is "Management Analyst," and currently Idaho estimates 120 annual openings for this type of position			No additional cost to offer program			
Applied Psychological Science	MS	Social Sciences & Public Affairs/Psychology	Boise/Southwest	Regional	Fall 2014	Traditional	The program focuses on the application of psychological theory and research methods to generate effective solutions to real world problems faced by individuals, groups, families, institutions/organizations, and policy makers. Graduates will contribute to their institution/agency through advanced training in research methodology in the social/behavioral sciences.	The program will produce graduates with the ability to address contemporary problems with the use of psychological theories and research. The applied component of the program will prepare students to (i) address practical problems using psychological principles, (ii) use innovative ways to disseminate solutions to the general public. Graduates would be prepared for careers focused on the Assessment of productivity and effectiveness in a wide variety of settings including corporate, non-profit organizations, public school systems, and government sponsored programs. Graduates would also be prepared to conduct in-depth research to understand the causes of societal challenges and to determine the effectiveness of initiatives that are deployed.			\$150,000 Reallocation/ recurring	\$150,000 Reallocation/ recurring	\$150,000 Reallocation/ recurring	
Political Science	MA	Social Sciences & Public Affairs/Political Science	Boise/Southwest	Regional	Fall 2014	Traditional	Students will be exposed to the subfields of American Government and Politics, Comparative Politics, and International Affairs, as well as the use of research methodologies. The program will integrate courses from our established Public Policy Administration PhD, the Master of Public Administration, and the Master of Community and Regional Planning.	After completing their MA degrees, graduates from our program will be better prepared to teach at the high school, middle school, junior high school, and community college levels. A survey to our undergraduate majors during the 2010-2011 academic year indicated that two-thirds would be interested in applying for a MA program at Boise State University. Other graduates will pursue further graduate work in Ph.D. programs in Public Administration or Political Science. Other students will find work in journalism, and within the many entities of the executive			\$91,800 Reallocation/ recurring \$3,000 Reallocation/ non-recurring	\$91,800 Reallocation/ recurring \$3,000 Reallocation/ non-recurring	\$162,000 Reallocation/ recurring \$5,000 Reallocation/ non-recurring	

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								and legislative branches of state and federal government. An additional benefit of the proposed program is that it will provide an expanded source of research expertise for Idaho’s citizens, public servants, and legislators. Graduate students would conduct research, mentored by our faculty members regularly conduct research on “real world” problems. The resultant research will assist citizens and policymakers in a complex and changing environment.						
Coaching Leadership	M.Ed.	Education/Kinesiology, Curriculum, Instruction & Foundational Studies	Boise/Southwest (SW Idaho)	Regional	Summer 2014	Traditional	The program objective is to develop coaches as leaders in sport, education, and the community. Students study the concepts, acquire the skills, and assess the issues common to coaching leadership in all sports and in a variety of employment settings (K-12, NCAA, and sport clubs).	Anecdotal evidence indicates a significant need in the Treasure Valley for a graduate program for coaches practicing in diverse sports and employment settings. The university will undertake a comprehensive needs assessment in summer 2013. Labor projections for "coaches and scouts" indicate 133,000 national and 99 Idaho annual openings. A 2012 study by the Education Advisory Board indicates that (1) the vast majority of jobs requiring sports-related skills is in educational services, (2) job titles within educational services are faculty, program director, teacher, instructor, trainer, and coach, and (3) graduate degrees in coaching and physical education are cited by 30% of employers specifying sports-related graduate degrees (second most common degree citation). The same 2012 study suggests that the proposed program will attract men and women seeking pay-scale increases associated with an advanced degree, and that many will retain teaching and coaching positions while completing the program.			\$300,000 Other-Student Fees Self-Support	\$300,000 Other-Student Fees Self-Support	\$300,000 Other-Student Fees Self-Support	
Applied Physics	M.S.	Arts & Sciences/Physics	Boise/Southwest	Regional	Fall 2014	Traditional	This M.S. program provides the students with an opportunity to broaden and to intensify their knowledge in a number of interdisciplinary areas of Physics such as Computational Physics, Biophysics, and Materials Physics. The graduate program is intended to provide the sound scientific foundation for careers in research, teaching, and industry.	Many of the tools and methods that drive progress in science and engineering are drawn from physical sciences. Currently, many students are trained in a single traditional discipline within physical, biological, or chemical sciences. However, rapid progress in the fundamental understanding of complex phenomena and the transfer of this knowledge to other disciplines require interdisciplinary approaches that overlap traditional academic boundaries. This program is proposed to meet this need by integrating core concepts in physics, biology, computational, and materials sciences. The program will feed Ph.D. programs at BSU in Biomolecular Science, Materials Science and Engineering, and Computational Science and Engineering.			No additional costs to offer program			
Educational Technology	EdS	Education/Educational Technology	Boise/Southwest	Regional	Fall 2014	Online	Students in the program of Educational Technology will explore the use of current and emerging technologies for effective and efficient teaching in a dynamic global society. Areas of focus include but are not limited to online	The degree enables advancement and forward movement on teacher salary scales and may also serve as a bridge between our MS and EdD programs. The potential estimated as the sum of two groups: Elementary and Secondary level			\$86,400 Non-recurring Student Fees	\$86,400 Non-recurring Student Fees	\$86,400 Non-recurring Student Fees	

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							teaching and learning, technology integration, and innovative teaching in K-12 and higher education.	Education Administrators and master’s-prepared Primary, Secondary, & Special Education Teachers. We estimate that number in Idaho to be 9,038, growing over 10 years to approximately 10,400. Nationally, we estimate the market at 1,656,210, expected to grow over 10 years to approximately 1,904,500. State and federal predictions for workforce needs will be based on the identifiable categories for which an EdS in Educational Technology is directly relevant: Instructional Coordinators; Education Administrators, Elementary and Secondary School; and Education Administrators, All Other. In Idaho, there are expected to be 57 openings annually. Nationally, there are expected to be 16,000 job openings in those categories per year.			Self-Support	Self-Support	Self-Support	
Proposed offerings commencing 2015														
Biomedical Sciences	BS	Arts & Sciences/Biologic al Sciences	Boise/ Southwest	Regional	Fall 2015	Traditional	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech).	The Idaho market is roughly the number of high school students who pursue a bachelor’s degree in a similar discipline; we estimate that number at 1,000. That market is shared among all Idaho institutions of higher education. Workforce is estimated as the total number of jobs for which the proposed program yield’s an appropriate degree or is the first step toward a professional or graduate degree. A partial list of jobs included in workforce estimation is: Biochemists and Biophysicists; Biological Technicians; Medical Scientists; Pharmacists; Physician Assistants; Physical Therapists; Veterinarians. The expected number of job openings is 98,800/yr nationally and 452/yr for Idaho. This degree does not map to a specific profession as does nursing. However, a graduate with a BS in Biomedical Sciences would be prepared for any job requiring the communication and problem solving skills that come with a college degree.			No additional costs to offer program			
General Business	BBA	Business & Economics/Manag ement	Boise/ Southwest	Regional	Fall 2015	online	An online degree completion program in General Business for those students who have completed all prerequisite courses and only need upper division coursework to finish their degree.	The primary market for this program would be those individuals who have stopped out from the university, perhaps to take a job or for other reasons, after completing their initial business coursework. The degree and curriculum would be the same as that presently offered for our traditional BBA in General Business			No additional costs to offer program			
Radiologic Sciences	BS	Health Sciences Radiologic Sciences	Boise, Online	Regional	Fall 2015	Hybrid or on-line	The program will allow certified practitioners to expand their career opportunities for clinical supervisory advancement, graduate education preparation, and sales/marketing positions. This program will develop	There is a need for baccalaureate opportunities for advanced practice for regional (as well as national and international) radiologic technologists. Many are place-bound. In the state of Idaho, there were 824 radiologic				\$100,000 Student Fees Self-support	\$100,000 Student Fees Self-support	\$100,000 Student Fees Self-support

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							professional leadership skills, provide advanced knowledge of radiologic procedures, provide exposure to health care administration and regulation, and develop critical thinking skills.	technologists/technicians in 2008, with an expected 28% increase to 1054 positions in 2018; there will be an estimated 35 openings annually. Nationally, in 2010 there were 219,000 positions predicted to rise to 281,000 by 2020, a 28% increase; an estimated 9500 openings annually.						
Computational Geosciences	Graduate Certificate	Arts & Sciences/Geosciences, Mathematics	Boise/Southwest	Regional	Fall 2015	Traditional	Graduates will demonstrate a specialization in the computational skills needed for data analysis, mathematical modeling and simulation in the Geosciences. The certificate program will contribute to the statewide mission to improve computer comprehension in science and technology.	Industry jobs in the Geosciences are almost entirely computational and rely on simulation modeling and interpretation of large data sets. For example, to develop methods for detecting oil, or to put a satellite into orbit one must rely on numerical simulations of the events or processes. We anticipate that students with this certificate will have job titles such as Research Geophysicist, Remote Sensing Specialist, Seismic Data Analyst or Hydroinformatics Specialist. Nationally, 2070 annual openings are projected for Geoscientists and Hydrologists; 17 openings are projected for Idaho.				No additional cost to offer program		
Sport Ethics, Coaching, and Humanitarian Studies	Graduate Certificate	Education/Kinesiology	Boise/Southwest	Regional	Fall 2015	wholly on-line	This program will provide knowledge to coaches in the field regarding: (a) serving as positive role models; (b) demonstrating ethical behavior through sport and non-sport activities; (c) creating environments for positive youth development through sport; and (d) encouraging humanitarian efforts with athletes to give back to their community.	The proposed certificate will be offered in collaboration with The World Sport Humanitarian Hall of Fame, and will provide coaches with a foundation to develop personal philosophies and self-reflective strategies to examine and exhibit ethical behavior in sport. The certificate will be appropriate for coaches of all levels. In 2010, there were approximately 242,900 coaches and scouts nationally and 1900 in Idaho. There are expected to be 13,000 annual openings nationally and 99 annual openings in the state.				Budget under development		
Leadership and Conflict Management.	MA	Social Sciences & Public Affairs/Public Policy & Administration	Boise/Southwest	Closely Related to Statewide Mission	Fall 2015	Traditional	The MA in Leadership and Conflict Management supports regional education and skill development in the use of large and small group conflict management processes. In particular, the program will build capacity to engage questions and resolve conflicts at the science-policy nexus.	Agencies and communities increasingly need or are required by law to engage in public deliberation of proposed policies, siting of dams or facilities, treatment of endangered species, and many other issues. The knowledge and ability needed to manage these thorny discussions is a unique skill set. In several areas, federal law requires public participation in science-based decisions. The new MA degree will focus on several of these processes. For example, U.S. Department of the Interior Technical Memorandum 86-68211-10-01 outlines how agencies can use Environmental Dispute Resolution and a variety of collaborative decision-making processes.				\$219,000 Reallocation/non-recurring	\$219,000 Reallocation/non-recurring	\$219,000 Reallocation/non-recurring
Biomedical Engineering	MS and MEng	Engineering/Mechanical & Biomedical Engineering	Boise/Southwest	Regional	Fall 2015	Traditional	The proposed degree programs will prepare students for engineering careers in the biomedical and allied health fields or PhD programs in biomedical engineering. The degrees are interdisciplinary and build on Boise State's strengths in biomechanics, biomaterials and nanomaterials research, instrumentation, and sports medicine.	Biomedical engineers analyze and design solutions to problems in biology and medicine with the goal of improving quality and effectiveness of health care. Biomedical engineers work in manufacturing, hospitals, research facilities of companies and educational medical institutions, and government regulatory agencies. The master's degree provides the background to design				\$388,000 Reallocation/recurring \$200,000 Reallocation/non-recurring	\$388,000 Reallocation/recurring	\$388,000 Reallocation/recurring

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								systems and products such as artificial organs, artificial devices that replace body parts, medical instruments and equipment. This program aligns closely with the national classification of Biomedical engineers: 1,310 annual openings are projected. In Idaho, those working in this field would most likely be classified as Engineers, All others or Mechanical Engineers, with a total of 88 annual openings expected.						
Health Care Emphasis in Executive MBA	MBA	Business & Economics, Health Sciences/Graduate Programs, Community & Environmental Health	Boise/Southwest	Regional	Fall 2015	Traditional	The program will be an addition to our Executive MBA program to create a special healthcare focus. An MBA degree is by design a broad-based overview of management, but for the proposed program, the applications, cases, and readings in this program will be healthcare-related. Healthcare leaders will supplement BSU faculty.	New health care legislation will expand insured care to 30 million US citizens and to approximately 126,000 individuals in Idaho. This legislation is designed to provide a patient-centered environment while decreasing health related costs. The sweeping changes require public health agencies, hospitals, clinics and insurers to rethink their business models and management strategies to ones that address health care through a population health framework. Not surprisingly, recent in-depth interviews conducted with key local leaders of a wide variety of public, private and non-profit health agencies collectively suggested that BSU "pursue offering a graduate degree that prepares professionals for intermediate to high level administrative/executive positions in health care." Interviewees expressed a significant need in the Treasure Valley and beyond for an MBA program in particular. Nationally, 14,000 annual openings are projected for Medical and Health Service Managers; 83 annual openings are projected for Idaho.					\$15,000 Student Fees Self-support	\$45,000 Student Fees Self-support
Dramatic Writing	MFA	Arts & Sciences/Theatre Arts	Boise/Southwest	Regional	Fall 2015	Traditional	A studio-based, experiential program to develop playwrights and screenwriters. Focused on advanced technical skills in dramatic construction; integration of elements of theatrical production in the development of scripts; use of theories and methods of script analysis, criticism, and dramaturgy; understanding of how theatre history and theory influence the creative process.	Despite the growth, increased quality and expanding national profile of the professional theatre in the Treasure Valley, there is no local graduate program in theatre arts. Our proposed graduate program will serve a growing number of theatre professional and amateurs in southern Idaho. Nationally, 4760 annual openings are projected for Writers and Authors, a broad category that will include playwrights and screenwriters.				\$215,000 Reallocation-recurring funds \$200,000 Reallocation-nonrecurring funds	\$220,000 Reallocation-recurring funds	\$225,000 Reallocation-recurring funds
Integrated Project Delivery Joint w/UI	MS	BSU - Engineering/UI - Architecture BSU Construction Management/ UI Architecture & Interior Design	Boise/Southwest	Regional	Fall 2015	Traditional	This BSU/UI collaborative graduate program will focus on integrated project delivery, the future direction in the designing and delivering constructed facilities. The degree will focus on professionals who want to acquire knowledge, skills, and credentials as leaders in the construction industry with emphasis in leadership and sustainability.	Integrated project delivery is the future of designing and delivering constructed facilities. Currently being adopted by a few industry innovators, integrated project delivery is the process of multiple project participants (designers, contractors, subcontractors) contractually sharing risk and reward collaboratively. It is a tremendously effective and efficient method of project delivery. The degree will meet the needs of the construction industry in Idaho, the Intermountain West, and the U.S. It will attract practicing professionals who hold degrees in				\$450,000 Reallocation/recurring funds \$100,000 Reallocation/non-recurring funds	\$450,000 Reallocation/recurring funds	\$450,000 Reallocation/recurring funds

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								associated disciplines (e.g., architecture, construction management, engineering, business). This program will attract the best and brightest students in the industry from all over the world. It will provide a positive impact on the University of Idaho, Boise and Boise State University academic community. Due to the nature of the program, it will develop rich relationships with significant Owner, Design, and Contractor organizations. Because this is a new field, there are no accurate estimates for market or for workforce need.						
Proposed offerings commencing 2016														
Public Sociology and Community Research	MA	Social Sciences & Public Affairs/Sociology	Boise/Southwest	Regional	Fall 2016	Traditional	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors.	The Treasure Valley is the center of governmental and non-profit activities in Idaho. The program will produce researchers and statisticians able to help constituents to grapple with problems that emerge with population growth, urbanization, increasingly diverse communities, and shifting economic opportunities. In addition, the program will contribute to continuing teacher education in Idaho at the high-school level and college level. A needs assessment several years ago found that 33% of recent alumni polled said they were likely to enroll in a sociology master's program were it available. A recent census of upper-division sociology students found that 43% were "very likely" or "somewhat likely" to enroll in such a program, and 70% of those interested in graduate training in sociology indicated that without such a program, they would not pursue a graduate education at Boise State.						\$32,000 Reallocation/ recurring funds FY19 \$98,000 Reallocation/ non-recurring funds
Teaching Writing Online	Graduate Certificate	Arts and Sciences English	Boise/Southwest	Regional	Spring 2017	Online	The program will provide secondary and post-secondary instructors both theory and practice in course design, communication, and assessment in online writing instruction. Emphasis is on innovation and applied research through inquiry-based teaching and learning. It will be the first program nationally with this focus at the secondary and post-secondary levels.	Nationally, there has been exponential growth in secondary and post-secondary online writing course offerings, particularly in first-year writing, a discipline required on most college campuses. Surprisingly, however, no certificate program currently has been designed to equip educators to teach writing online in the best, innovative practices of online writing pedagogy. Our program aims to meet that need and to become the preeminent certificate program in the field of teaching writing online. Over 80% of graduate students and professionals surveyed feel coursework in teaching writing-intensive classes online would be somewhat or very valuable to them professionally in terms of their marketability as course instructors. Greater than half of respondents would be very or somewhat likely to enroll in such a program in the next three years. Because of the very new and very focused nature of this discipline, labor statistics are not					\$86,400 Student fees Self- support	\$86,400 Student fees Self- support *same amount for FY19

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								appropriate for assessing workforce need.							
TESOL (Teachers of English to Speakers of Other Languages) and Applied Linguistics	MA	Arts and Sciences/ English	Boise/ Southwest	Regional	2016-2017	Traditional	The program will offer courses in applied linguistics, second language acquisition theory, and pedagogical strategies for teaching second language learners of English, primarily those who are not in U.S. K-12 educational settings (e.g., adult refugees and immigrants in Idaho and learners of English as an additional language in non-English-dominant countries).	The global spread of English has resulted in a huge demand for trained TESOL professionals. There is substantial need locally because of the increase in refugees, immigrants, and international college students, and around the world, with increasing populations studying English in their own countries. The need for qualified instructors locally was highlighted in the Mayor of Boise's Refugee Resources Strategic Community Plan, which included an Adult Education sub-committee to increase professional development opportunities for instructors and to forge better links between adult-serving educational programs. The proposed program is distinct from those of the Department of Bilingual Education/ESL, which focuses on preparing K-12 teachers. The most applicable job title in Department of Labor statistics is "Adult Basic and Secondary Education and Literacy Teachers and Instructors"; nationally 2600 annual openings are projected. For the state of Idaho, the most applicable job title is "other teachers and instructors;" 229 annual openings are projected.						\$170,000 Reallocation/ recurring funds	\$170,000 Reallocation/ recurring funds FY19 \$340,000 Reallocation/ recurring funds
Commercial Real Estate	Executive Master of Commercial Real Estate	Business & Economics/Graduate Studies	Boise/ Southwest	Regional	Fall 2016	Traditional with online components	The program will prepare professionals from all facets of the commercial real estate and development industry to succeed in the complex regional, national, and global environment.	The proposed degree will be relevant to all individuals in commercial real estate, including those whose current or desired positions deal with issues inherent in rural-urban shifts, transportation and infrastructure challenges, public-private partnerships, stewardship of the land and resources, and sustainable and livable communities. The community has expressed strong interest in a graduate program that is focused specifically on commercial real estate. There are over 250 companies in the region that are engaged in commercial real estate ventures and over 1,500 individuals directly employed in the profession. However, interviews with various companies and the Urban Land Institute indicate that most of these individuals do not have formal education in commercial real estate. No program similar to that proposed exists in the Intermountain West and few are elsewhere in the US.						\$100,000 Student fees-non-recurring Self-support	\$1,000,000 Student fees non-recurring Self-support FY19 \$1,400,000 Reallocation/ non-recurring funds
Athletic Training Program Administration	EdD	Education/Kinesiology	Boise/ Southwest	Regional	Fall 2016	Combination of online and fact to face	This program will prepare future leaders in athletic training education programs (ATP). All of the 350+ such programs in the US must have a designated Program Director with an academic affiliation and with board certification as an athletic trainer. Presently there are no known doctoral level programs of this type.	ATP Directors are required to be versed in preparation of accreditation documents, annual program reports, curriculum development including assessment, student records, coordination of clinical staff and course assignments, etc. Ironically, virtually all current sitting ATP Program Directors do not have						\$112,000 Reallocation/ recurring funds	\$112,000 Reallocation/ recurring funds FY19 \$112,000 Reallocation/ recurring

Boise State University – Proposed Programs

								formal academic training in ATP administration, rather, they typically come from clinical backgrounds as athletic trainers. We anticipate the population served will be BOC Certified athletic trainers planning careers in higher education as ATP Program Directors (approx. 350 such programs nationally at present). With approx. 350 ATPs around the country, virtually all of which seek to hire a doctoral level ATP Program Director, we anticipate there will be significant demand for graduates from this program. The current industry standard title for the job these graduates will assume is "Athletic Training Program Director," or, alternatively, "Athletic Training Education Program Director."							funds
Computational Science and Engineering	Ph.D.	Engineering, Arts & Sciences/ Mechanical & Biomedical Engineering, Materials Science & Engineering, Electrical and Computer Engineering, Civil Engineering, Computer Science, Mathematics, Physics, Geosciences, Biology, and Chemistry	Boise/ Southwest	Regional	Fall 2016	Traditional	Computational science and engineering (CSE) uses mathematical modeling, numerical simulation, data analysis, and advanced computing technologies to understand complex problems in engineering and in the biological, physical, medical, and social sciences. CSE embraces computational Science as the third pillar of the scientific enterprise accompanying those of theory and experimentation.	CSE education and research are critically important to the nation as described in the June 2005 Report to the President entitled "Computational Science: Ensuring America's Competitiveness." Other indications of CSE's importance at the federal level are the Scientific Discovery through Advanced Computing program at the DOE, Computational & Data-Enabled Science and Engineering program at NSF, and the recent Big Data initiative by federal funding agencies. The CSE program will create a 21st century workforce that can understand and tackle pressing and unforeseen technological, social, financial, medical, and national security issues. Graduates will obtain positions as researchers in high tech industry, government, and have the ability to develop new industries. Graduates will have job titles such as Computational Scientist, Senior Engineer, Senior Research Scientists, Professional Data Analyst, and Assistant Professor. The program will also support development of collaborative research by faculty members, enabling them to address complex problems in emerging areas.						\$1,005,000 Reallocation/ recurring funds \$400,000 reallocation/ non-recurring funds	\$1,005,000 Reallocation/ recurring funds FY19 \$1,005,000 Reallocation/ recurring funds
Computer Science	PhD	Engineering/Comp uter Science	Boise/ Southwest	Regional	Fall 2016	Traditional	Graduates will be able to independently conduct research to solve problems in computer science, and apply written and oral communication skills individually and in team environments. Areas of emphasis include software, databases, systems, artificial intelligence, and security.	Benefits of the proposed program: First, graduates will become computer scientists and software developers. Nationally, 122,000 annual openings at all education levels are projected in computer science/software development; statewide, 179 annual openings are projected. Although only 5-10% of those will require a doctorate, a doctorate will greatly enhance the qualifications of those who enter the field. Second, doctoral students and their faculty mentors will conduct basic and applied research that will foster entrepreneurial collaboration and startups critical for our region. Third, the creation of the program will be a catalyst for research efforts of other disciplines,						\$1,000,000 Reallocation/ recurring funds \$1,000,000 Industry support	\$1,000,000 Reallocation/ recurring funds \$1,000,000 Industry support *same amounts for FY19

Boise State University – Proposed Programs

								including biology, physics, engineering, and chemistry. Fourth, the availability of a local doctoral program will reduce “brain drain” caused by local computer scientists who seek to advance their education elsewhere. Finally, the doctoral program will enhance the attractiveness of our undergraduate program, helping us reach our goal of graduating 200 students per year.						
Organizational Performance and Workplace Learning	Ph.D.	Engineering/Organizational Performance & Workplace Learning	Boise/Southwest	Regional	Fall 2016	Online	Graduates will have the theoretical and practical knowledge of needs assessment, program design, evaluation, and systems thinking needed to be practitioners and researchers focusing on organizational performance. Key tenets of the field are careful analysis of performance, development of multidimensional solutions that recognize system complexity, and use of multidisciplinary knowledge.	Benefits of the program: First, graduates will take jobs in human resources areas, especially in training. According to the U.S. Bureau of Labor Statistics, employment in these areas is expected to increase at an approximately 22% rate, in contrast to a projected increase of 11% for all jobs. This means that 13,680 new openings each year are projected nationally in those job areas; in Idaho 56 new openings each year are projected. Second, graduates will become practitioners in the field of organizational performance and workplace learning, either as workers within organizations or as consultants, charged with analyzing performance and making recommendations designed to improve organizational performance. No labor data is available for these practitioners. Third, graduate students and faculty mentors will conduct original research in a discipline with relatively few researchers, providing valuable insights into the factors that affect organizational performance					\$128,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds	\$131,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds FY19 \$134,000 Reallocation/ recurring funds \$20,000 Online fees Non- recurring funds

Boise State University – Proposed Programs

Proposed offerings commencing 2017														
Civil Engineering	Ph.D.	Engineering/Civil Engineering	Boise/ Southwest	Regional	Fall 2017	Traditional	The PhD program will focus on advanced theory and research in various facets of the profession with an emphasis on environmental research.							
Resource Economics	MS	Business and Economics/ Economics	Boise/ Southwest	Regional	Fall 2017	Traditional with online components	This program will focus on developing quantitative and analytical skills increasingly sought by private and public sector employers as well as high quality PhD and MBA programs. The program will include core courses in advanced theory and forecasting/econometrics as well as emphases in Regional Economic Development and Environmental & Resource Economics.							

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Lewis-Clark State College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Communication Arts	B.A./B.S.	Humanities	Lewiston/ North	Regional	Fall 2013	Hybrid	This major encompasses diverse forms of human communication in a variety of contexts and delivers theory and practice related to a broad range of communicative skills essential to many careers. The proposed curriculum replaces a distributive interdisciplinary section of 12 credits of course electives with a choice of focus areas. Three tracks would be offered (Professional Communication, Digital Visual Arts, and Public Advocacy), replacing the current emphasis (Communication).	The Communication Arts degree prepares students to work in human resources, business, media, public relations, administration, sales, teaching, and government. The Bureau of Labor Statistics (www.bls.gov) projects growth in occupations for which this degree prepares graduates: Education, Training, and Library; Arts, Design, Entertainment, Sports and Media; Sales and Related; Office and Administrative Support; Management. The Idaho Dept of Labor (labor.idaho.gov/workforceglance/LongTermOccupations) projects growth over the long term (2010 – 2020) in Human Resources; Training & Development Managers or Specialists; Advertising, Marketing, and Public Relations; Meeting & Convention Planners and related occupations. There are 42 Communication Arts majors at LCSC. We expect enrollment to grow to 50 over 2 years with the inclusion of emphasis areas. Students can complete the major in Lewiston or Coeur d’Alene, through on-site and online courses. Over 90% of surveyed LCSC graduates in all academic programs report successful post-graduate placement in career or continued education.			\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds		
Industrial Electronics (Electronics Engineering Technology Option)	Associate of Applied Science	Technical & Industrial	Lewiston	Region	Fall 2013	Face to face	The Electronics Engineering Technology (EET) program option will educate students to work with engineers in designing, evaluating, troubleshooting and repairing electronics equipment. The AAS degree is in Industrial Electronics with emphasis in Electronics Engineering Technology. EET students will study the first year of the Industrial Electronics curriculum, and the second year in the EET curriculum.	The EET degree will prepare graduates to work with power companies, manufacturing, the computer industry and the service industry by emphasizing the design and evaluation of new products, troubleshooting and repair. Electronic Engineering technicians who work with engineers, scientists, and manufacturers of electronic equipment and systems, represent one of the fastest growing segments of the workforce. Knowledge of mathematics, science and electronic equipment enables them to work in all areas of business and government, from research and development to installation, sales and customer		\$50,000 Other non-recurring funds	\$55,000 new PTE funding request \$100,000 other non-recurring funds	\$55,000 reallocation recurring funds \$55,000 new PTE funding request \$25,000 other non-recurring funds		

Lewis-Clark State College – Proposed Programs

								service. Typical positions available to graduates of the program include research and development (R&D) technician, technical representative (commercial or military), quality control technician, repair and installation technician, and production assistant/supervisor. A local manufacturer, estimates they will need 20 new employees in this area annually, and anticipate an additional 15% to 30% growth annually.						
Proposed offerings commencing 2014														
Environmental Studies	Minor	Social Sciences	Lewiston /North	Regional	Spring 2014	Hybrid	The proposed minor is an interdisciplinary program that introduces students to environmental science and to the social, political, economic, cultural, and philosophical dimensions of the human-environment relationship. It includes lower-division courses in the natural sciences and geography and upper-division courses in the social sciences, humanities, and natural sciences.	According to the Bureau of Labor Statistics, “employment of environmental scientists and specialists is projected to grow by 19 percent from 2010 to 2020.” An environmental studies minor would provide LCSC students an opportunity to gain a competitive edge in the growing field of environmental science and specialty. A student who obtained a Bachelor’s degree in biology, chemistry, or earth science and a minor in environmental studies would be well suited for an entry-level environmental science position or for admission into a graduate-level environmental science or similar program, such as those offered at University of Idaho. Similarly, the minor would be useful for social sciences and humanities majors in preparation for graduate school or entry-level positions in the public sector where there is need for employees who are knowledgeable about environmental issues and policy. We estimate that 5-10 students would declare this minor within two years of launching the program.			\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds		
Post-Baccalaureate Teacher Licensure	Certificate	Education	Lewiston/ North	Regional	Spring 2014	Hybrid	The Division of Education currently offers course work and internship experiences for post-BA/BS teacher candidates seeking to earn teacher licensure in elementary or secondary education. Completion of this program results in teacher licensure and a (proposed) certificate of completion.	The Division of Education currently offers course work and internship experiences for post-BA/BS teacher candidates seeking to earn teacher licensure in elementary or secondary education. Completion of this program results in teacher licensure and a (proposed) certificate of completion. Students who pursue this option complete its requirements mostly online. Currently 25 students are enrolled in this program. The United	The post baccalaureate certificate recognizes the completion of an existing course of study. In the past, an informal certificate was given to completers. Under this certificate option, the certificate is formalized and will be officially recognized on student transcripts, which will benefit graduates as they seek employment. Additional paperwork will be filed for each student at no cost to them and a minimal time commitment for the faculty advisor.					

Lewis-Clark State College – Proposed Programs

								States Bureau of Labor Statistics (www.bls.gov) has projected growth in employment opportunities from 2010-2020 for Kindergarten and Elementary teachers by 17% and for Secondary teachers by 7%. Providing program completers with a certificate of completion further recognizes their educational accomplishments and professional preparation to potential employers.						
Engineering	Associate of Science	Natural Sciences & Mathematics	Lewiston/ North	Regional	Fall 2014	Face-to-face	The Pre-Engineering program offers a local pathway into an Engineering degree through a one- or two-year (or three-year if developmental work is needed) program designed to prepare students for transfer to any accredited 4-year college or university for completion of a Bachelor's degree in Engineering	The engineering program offers students first- and second-year courses offered in a standard engineering curriculum including three semesters of calculus, differential equations, general education courses, physics, and foundational engineering classes. The program produces students that possess many of the capabilities described in the ABET 2000 engineering accreditation criterion. With a focus on developing communication, teamwork and problem solving skills, students in the program benefit from a diverse cohort, intimate class sizes, and opportunities for individualized instruction. Aligning teaching methodology with latest research in engineering education increase the retention of students in engineering that may otherwise leave. Students in the LCSC engineering program can enter any ABET accredited institution in any engineering discipline. Students enter their transfer institution at junior level, having completed most prerequisite courses. Because students will complete an Associate of Science in Engineering, transfer to other institutions is streamlined. LCSC engineering courses are aligned with other Idaho institutions.			\$3,300 reallocation recurring funds \$25,000 reallocation non-recurring funds	\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	
Exercise Science	BA/BS	Division of Education; Division of Natural Sciences and Mathematics (Joint Program)	Lewiston/ North	Regional	Fall 2014	Face-to-face	Offered jointly by the Divisions of Education and Natural Science and Mathematics, the Exercise Science degree program will prepare students with the skills and knowledge needed for entry into professional post-baccalaureate programs in the Allied Health Sciences and for a professional career in the Health or Fitness industry.	The Exercise Science program will serve the student population that seeks preparation in the skills and knowledge needed for entry into professional post-baccalaureate programs in Allied Health Science fields and for professional careers in the Health or Fitness industry. Students pursue this degree path at LCSC will need to enroll in courses offered at the Lewiston campus. The expected initial enrollment is			\$10,000 Other non-recurring funds	\$55,000 Appropriated new-recurring	Program growth will increase enrollment to justify 1.0 FTE for instructor in FY16. However, can manage the coverage through adjuncts for the near future.	

Lewis-Clark State College – Proposed Programs

								estimated at 30 students with a growth rate of 10% per year to a total enrollment of 60 students. The United States Bureau of Labor Statistics (www.bls.gov/ooh) has projected growth in employment opportunities from 2010-2020 for fitness trainers and instructors by 24%, in fields like physical therapy by 39% and occupational therapy by 33%. Approximately 75% of all accredited US Physical Therapy programs utilize PTCAS as their application system. The 2010-2011 PTCAS Applicant Data Report documented that Exercise Science was the most identified major of accepted PTCAS applicants.						
Proposed offerings commencing 2015														
Online Teaching	Minor; Teacher Education Endorsement	Education	Lewiston/North	Regional	Spring 2015	Hybrid	The Online Teaching Minor will prepare certified teachers in elementary and secondary education to understand the experiences of an online learner and with the skills and knowledge to teach in asynchronous and blended learning classrooms. Successful completion of this minor will lead to an Idaho (P-K-12) endorsement in Online Learning.	The Online Teaching Minor will prepare certified teachers in elementary and secondary education to understand the experiences of an online learner and the skills and knowledge to teach in asynchronous and blended learning classrooms. Students who pursue this minor can take classes on the Lewiston campus and online. The expected initial enrollment is 5 students with a growth rate of 5% per year to a total of 20 students. Successful completion of the requirements of the online teaching minor will lead to a state of Idaho (P-K-12) teaching endorsement in Online Learning. Teachers with multiple endorsements are enticing to employers. Furthermore, “today’s digital and information age has brought about a new and growing demand for educators who understand how use educational technologies to enhance teaching and learning...” (Lorenzo, 2011).				\$3,300 Reallocation-recurring funds \$30,000 reallocation non-recurring funds	\$3,300 Reallocation-recurring funds	
Women's and Gender Studies	Minor	Social Sciences	Lewiston/North	Regional	Spring 2015	Hybrid	Women’s and Gender Studies is an interdisciplinary minor that examines the ways that sex and gender emerge in different contexts (political, economic, social, and cultural). Courses in the minor will explore the competing theories of gender and feminist thought, and place them in their historical and contemporary contexts.	The Women’s and Gender Studies minor is geared toward a cross-section of students, giving them a foundation in diversity education. Students can complete the minor through on campus and online courses. This minor is designed to complement a student’s major and students would most likely not choose to go elsewhere for this program. Based on statistics from peer				\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	

Lewis-Clark State College – Proposed Programs

								institutions within the state, we estimate 12-18 students enrolled in any given year. Many of the elective courses for the minor have high enrollments, so we anticipate a reasonable demand for the program. The minor can help prepare students to work in business, education, the social sciences, public service, administration, and government. The Bureau of Labor Statistics projects growth in occupations for which this degree prepares graduates: State Government, Educational Services, Professional and Business Services, and Leisure and Hospitality. There are no barriers to competitive entry into this market.						
Professional Writing	Minor	Business Division/Education Division/Humanities Division/Natural Sciences & Mathematics Division/Nursing & Health Sciences Division/Social Sciences Division	Lewiston/ North	Regional	Fall 2015	Hybrid	This 21 credit minor emphasizes professional writing theory and practice appropriate for academic and professional contexts. Coursework is divided between foundational composition courses and writing-intensive courses in the disciplines. Students select courses appropriate to their major and career aspirations and develop a writing portfolio for assessment.	This minor is available to students pursuing a bachelor's degree at LCSC. It gives them the opportunity to learn, and document that learning, to write effectively for specific disciplinary and professional purposes, and contexts. Courses are offered on-campus and/or online in Lewiston and Coeur d'Alene. This minor targets students who seek to demonstrate strong writing and critical thinking skills to future employers. Industry demand for students with strong writing skills is significant. Based on a national poll of employers and graduates, and as part of its LEAP initiatives, AAC&U lists "the ability to write and speak well" among the Top Ten Things Employers Look for in New College Graduates" (http://www.aacu.org/leap/students/employerstopten.cfm). This minor reflects best practice for teaching and learning writing with multi-level curriculum and assessment occurring throughout a student's college career, not just in first-year composition. We anticipate 20 declared minors the first year, and up to 40 thereafter.				\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds	\$3,300 reallocation recurring funds

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College of Southern Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticipated Delivery Date	Method of Delivery	Program Description	Need Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2014														
Food Science Technology	AAS, TC, PC	Agriculture	Twin Falls/ Southwest	Regional	Fall 2014	Traditional	The Food Processing Program provides practical training and education to professionals working in, or who aspire to work in, the food processing industry. It provides the knowledge and skills needed to increase effectiveness, and progress in the industry; while providing the technical knowledge for making educated decisions about food handling and further processing. Students and employers will benefit from increased skills, knowledge, productivity and improved problem solving and communications. Current employees will benefit by enhancing their career options while employed in one of the largest industries in Idaho. Southern Idaho has a large food processing industry. The employment potential for students is great. This program is ideal for Food processing plant workers, supervisors, and managers. quality control and assurance personnel, supervisors and managers in related supplier and distributor firms, government regulators, or professionals seeking a career in the food industry	Idaho is the third largest dairy producing state in the US representing approximately 3,100 Dairy and Milk processing jobs in southern Idaho alone. Additionally, other food processing industries such as potato, vegetable, meat and aquaculture are located in southern Idaho. Local Food Processing business and industry are in need of educated and trained people.			\$139,000 Appropriated - New Funds (recurring and non-recurring funds) combined			
Proposed offerings commencing 2017														
Dietetic Technology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established guidelines, teach principles of food and nutrition, or counsel individuals.	This program has been requested by healthcare providers in the communities of South Central Idaho.						
Diagnostic Sonography	TC	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	A Sonogram Technician is a healthcare professional who conducts ultrasound examinations to help physicians diagnose and screen medical conditions. Sonogram technicians employ medical equipment using sound waves to capture images of internal tissues within the human body. These images are then used to diagnose such conditions such as cancer or to monitor fetal development in pregnancies.	This program has been requested by healthcare providers in the communities of South Central Idaho.						
Medical Lab Assistant	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff.	This program has been requested by healthcare providers in the communities of South Central Idaho.						

College of Southern Idaho – Proposed Programs

Proposed offerings commencing 2017													
Health Information Technology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Histology Technician	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	A Histotechnologist will prepare very thin slices of human, animal or plant tissue for microscopic examination. This is an important part of the intricate process of scientific investigation used in establishing and confirming patient diagnosis. Because of the histotechnologist's skillful application of sophisticated laboratory techniques, the seemingly invisible world of tissue structure becomes visible under a microscope.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Gerontology	AAS	Health Sciences & Human Services	Twin Falls/ Southwest	Regional	Fall 2017	Traditional	Gerontologists are health care professionals who specialize in working with elderly patients. They provide their services to people in nursing homes, senior citizen centers, and other similar facilities. Applied gerontologists work directly with the elderly, communicating with and analyzing individuals, families, and groups. The growing population of retirees that are healthy and active promises to bring a new dimension to this field.	This program has been requested by healthcare providers in the communities of South Central Idaho.					
Viticulture	AAS, TC	Agriculture	Twin Falls/ Southwest	Region	Fall 2017	Traditional	Duties of the viticulturist include: monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position.	The local horticulture industry is asking the College to explore this possibility. The viticulture industry has spread across Region IV and is growing as part of the Snake River Appellation.					

College of Western Idaho – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticipated Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Medical Administrative Support	AAS	Business & IT Programs	Boise/ Southwest	Regional	2013-2014	Classroom & Online	This program prepares graduates for positions that combine clerical skills and word processing with specialization in medical terminology, anatomy, medical transcription, and medical coding. Jobs of this type may include transcribing reports, composing and processing correspondence, coding of diagnoses and procedures, completing insurance forms, maintaining financial records, greeting and scheduling patients, and other related duties.	The MAS program targets students living in the Treasure Valley, which has approximately 41 percent of the state's population, more than 607,000 people. Program classes are offered as seated classes and would require students living outside of the Treasure Valley to relocate; no online classes are available currently. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 40 per year. This program has been full since we first offered it in Spring 2011. In Fall 2009, research by Economic Modeling Specialists Inc. (EMSI) projected 44 job openings annually for medical administrative assistants in the Treasure Valley with median hourly earnings exceeding \$13. We project a growth rate higher than average for this program. Because of increasing services for an aging populace, the need for medical administrative support personnel is boundless. Students with recent felonies will not be accepted. Program capacity is limited to 20 first year students and 20 second year students; further growth is limited by resources.		\$65,800 Additional PTE funds request	\$67,714	\$69,685		
Proposed offerings commencing 2014														
Engineering	AS	STEM	Boise/ Southwest	Regional	2014-2015	Face-to-Face & Online	This program is an academic transfer program designed to prepare students to finish a Bachelor's degree in engineering at a four-year college. The course work emphasizes math, natural sciences, physics, engineering sciences and English. Students finish their general education core requirements at the transfer institution.	This program will serve degree-seeking students in the Treasure Valley, and we are discussing a scholarship partnership with UI to recruit minority students to the program. Students would take courses at a CWI location--some courses are offered online, but the degree in its entirety cannot be completed via distance learning. Students could attend Boise State at a higher tuition rate, or relocate to Twin Falls or Moscow. Enrollment should be 50 students. CWI currently offers the introduction course to Engineering which fills to capacity due to a 30 seat limitation. A degree program and full-time faculty must be in place before program expansion can occur. Three major universities in Idaho have requested that CWI implement an engineering program that would allow students to complete the first two years of study at CWI and then transfer to their institutions. Department of Labor data suggests that careers in the engineering field will grow by 27% between 2011 and 2019 in Idaho. A bachelor's degree is required for positions in engineering related fields, thus the importance of partnering with senior institutions statewide who offer baccalaureate degrees in Engineering.		\$80,800 New appropriated recurring/non-recurring funds combined New PTE funds request	\$67,714	\$69,685		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2014														
Light Duty Diesel-Hybrid Auto Tech	AAS, ATC	Transportation	Nampa/Southwest	Regional	2014-2015	Face-to-Face	This program prepare students with the skills needed to troubleshoot, repair, maintain, and test multiple types of advanced and hybrid automobiles, trucks, buses, light-duty consumer trucks, and diesel engines. Students study various manufacturers' engines, and examine how diesel power and performance is achieved. Special emphasis on Automotive Technology with emphasis in vehicle systems specific to electric and hybrid powered vehicles.	Target population includes students interested in the light-duty diesel/hybrid auto tech field. Students would be required to relocate as the majority of the program is laboratory learning using specialized equipment, currently offered only in Nampa. The majority of the student population that we would serve is already located in our service area and would probably not choose to go elsewhere. Annual enrollment will be 36 students. Changes in the automotive industry have created a demand for technicians trained to troubleshoot, repair, maintain, and test multiple types of advanced and hybrid automobiles, trucks, and buses. Industry demand for the combination of hybrid and diesel automotive repair business is 40%. According to the Idaho Career Information System (CIS), automotive service technicians and mechanics will have a "very high" growth rate for the future. Annual statewide openings are approximately 140 (per CIS). In order to enter the marketplace, a person needs to have specialized training in light duty diesel and or auto hybrid technology. The training must include hands-on practice in order to be competitive.		\$115,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714	\$69,685		
Software Development (Computer Programming)	AAS	Business & IT Programs	Boise/Southwest	Regional	2014-2015	Face-to-Face	This program prepares graduates for entry-level IT positions by helping students develop the keen problem-solving skills that are essential to understanding computer systems and finding solutions to challenges & skills that are in demand in a variety of industries, from private corporations to government agencies and more. This program also teaches several programming languages, database design, and web development.	This program targets students living in the Treasure Valley, which has approximately 41 percent of the state's population. Program classes will be offered as seated classes and require students living outside of the Treasure Valley to relocate; no online classes are anticipated. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 20 per year. Rapid growth and large student demand is due to an increase in the demand for computer software. Mobile technology, healthcare industry, and cyber security are examples of growth areas. Employment of software developers is projected to grow 30 percent from 2010 to 2020, employment of applications developers is projected to grow 28 percent, and employment of systems developers is projected to grow 32 percent. Local market capacity is 20 positions annually at a minimum. A bachelor's degree is required for many positions in software development, thus the importance of partnering with senior institutions statewide who offer baccalaureate degrees in software development. Finding qualified faculty to teach software development is challenging, since most developers can make significantly more in industry.		\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714	\$69,685		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2014														
Transportation Management	AS	Transportation	Nampa/ Southwest	Regional	2014-2015	Classroom/ Lab	This program is designed for professional drivers who are ready to advance to management or small business ownership. Students will learn business basics needed to run any operation: accounting, business communications, business writing, small business management, business law, computer applications, sales and marketing.	This program would serve all students interested in Transportation Management, including students enrolled in our Professional Truck Driving Program. Portions of the program can be taken via distance learning and the remaining portions utilize a laboratory setting and specialized equipment. The student population that we serve is already located in our service area and would probably not choose to go elsewhere. We expect to enroll 36 students annually in this program. Approximately 100 students register for the Professional Truck Driving Program annually. The industry has new regulations to comply with and is requiring an increase in driver knowledge to meet compliance. This program has been requested by the current Professional Truck Driving Program's technical advisory committee. Idaho Commerce & Labor, Research & Analysis Bureau projects an increase in Heavy and Tractor-Trailer Truck Drivers of 19% or 520 new jobs annually for next 10 years. Market capacity for program graduates will be 200 -500 plus positions annually. Barriers to this program include changes in marketplace requirements due to federal regulations regulating the trucking industry. To be competitive in the job market, additional training will be required.		\$8,000 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$3,000	\$3,000		
Proposed offerings commencing 2015														
Hospitality Management	AAS, ATC	Trade & Technology	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement.	Target population is students with interest in Hospitality field. Students would need to relocate - most courses are taken in a lab environment. Most of our students will come from the local area, & we estimate enrolling 36-48 students annually. About 50% of students currently in Culinary Arts have expressed an interest in a career in hospitality. Careers are expected to grow rapidly in the next several years w/ a large number of job openings. The accommodation and food services sector makes up about 8% of all employment nationally (Bureau of Labor Statistics). Between 2004 & 2014, the Hospitality industry is expected to add 17% in wage and salary employment, and jobs in food services and drinking places are expected to increase by 16 %. The market capacity is approximately 50-75 students per year. The hospitality industry as a whole lacks consistency & portability in training models and skills certifications. Many employers provide internal training programs for entry-level workers, which makes it difficult to monitor the content of training & skills required. Hospitality careers are often stereotyped as a low wage career with no opportunity for advancement which results in qualified workers are unaware of the range of opportunity in the hospitality sector.			\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2015														
Certified Medical Assistant	AAS	Health/Human Services	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	This program prepares students to assist health care providers in outpatient settings perform administrative and/or clerical tasks. Medical assistants are multi-skilled, allied health care workers who perform a variety of skills assisting health care providers with patient care.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 15-20 students annually in this program. According to Idaho DOL, Certified Medical Assistant jobs are considered a HOT JOB statewide and in the Southwest region. 2008 showed employment statewide as 1713, with 1014 of those employed in SW Idaho. Local hospitals are moving from hiring LPN's to CMA's to staff outpatient and inpatient clinics. HR units for both ST Al's and St Luke's hospitals are actively recruiting CMA's. Between 2008 and 2018 a projected increase of 32% statewide and 46% increase in SW Idaho. According to the DOL, annual openings statewide are 74 with 58 in SW Idaho. Market capacity is approximately 50-75 students per year. The range of opening varies with the healthcare setting, i.e. hospital clinics to private practices. Barriers to the program would be meeting the necessary prerequisites.			\$75,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		
Medical Lab Technician	AAS, ATC	Health/Human Services	Boise/ Southwest	Regional	2015-2016	Face-to-Face & Hybrid	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 12-15 students annually in this program. CWI students have asked for this specific training opportunity and health careers are currently in great demand. Projected job openings 2010-2010 is 55,100 with a mean hourly wage statewide of \$25.50 and \$25.80 in southwestern Idaho. Projected growth from 2010 to 2020 is 19. According to Department of Labor, graduates from this program will be in high demand. The range of openings varies depending on the region of the state and individual healthcare settings, ranging from hospital clinics to private practices. Barriers to entry would be the same faced by all pre-healthcare students: competitive grades on prerequisites, priority points for county of residence and experience.			\$279,600 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$143,428 New appropriated recurring/non-recurring funds combined		

College of Western Idaho – Proposed Programs

Proposed offerings commencing 2015														
Paralegal	AAS, ATC	Business & IT Programs	Nampa/South west	Regional	2015-2016	Face-to-Face	Known as paralegals, legal assistants, or lawyers assistants, this program prepares graduates to assist in the effective delivery of legal services to both the public and private sector of our society. Graduates are prepared to work in law firms, banks, corporations and government agencies.	The paralegal program targets students living within the Treasure Valley, which has more than 607,000 people. The paralegal program classes may be offered in a distributive model with other colleges and universities within Idaho. This may or may not require students living outside of the Treasure Valley to relocate; online classes may be the norm. Students living in this region would most likely choose College of Western Idaho for this program. Enrollment should be 20 per year. Paralegals may work in many areas of the law--civil litigation, bankruptcy, corporate, criminal, and more. This occupation attracts many applicants, and competition for jobs will be strong. Experienced, formally trained paralegals should have the best job prospects. Employment of paralegals and legal assistants is expected to grow by 18 percent from 2010 to 2020. Market capacity for paralegals is expected to be 20 positions annually. Barriers would include the cost of a law library and finding attorneys and paralegals to teach these classes and serve as adjunct faculty.			\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$67,714		
Pharmacy Technician	AAS	Health/Human Services	Nampa/ Southwest	Regional	2015-2016	Face-to-Face	This program provides both technical and practical training which will enable graduates, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. This program provides students with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms.	This program would target students interested in health careers that live in the Treasure Valley. Currently, this program only offers seated classes - students living outside of the Treasure Valley would need to commute or relocate. The quality and cost of this program vs. others in the valley will appeal to most students looking for this training. We expect to enroll 12-15 students annually in this program. Students are requesting a credit bearing Pharmacy Technician program that would segue into ISU Pharmacy program. Number of jobs in 2010 according to one was 334,400 and they project a faster than average growth of 32%. The growth rate, according to One, between 2010 and 2020, will be 108,300. According to current reports for this market, we could supply 15-20 graduates per year without over saturating the market.			\$279,600 New appropriated recurring/non-recurring funds combined Additional PTE funds request	\$143,428 New appropriated recurring/non-recurring funds combined		
Proposed offerings commencing 2016														
Heavy Equipment Operator	ATC, TC	Transportation	Nampa/South west	Regional	2016-2017	Classroom/ Lab	This program will prepare the student to enter the equipment operations career field as an entry level operator. The program contains instruction and “hands-on” operation experience on machinery such as: bulldozers, backhoes, track excavators, etc. Students will also gain familiarity in interpreting construction grade stakes, safety procedures, and equipment maintenance as they apply to Heavy Equipment Operation. Class “A” Commercial Driver’s License (CDL) training and testing are an integral part of this program.	This program would target any student interested in becoming a Heavy Equipment Operator. Students would be required to locate as the majority of the program is laboratory learning using specialized equipment, currently offered only in Nampa. The majority of the student population that we would serve is already located in our service area and would probably not choose to go elsewhere. We expect to enroll 100 students annually. Student demand is about 200 - 250 students annually. Industry demand for this program is 16,280 annual openings nation-wide. According to the Idaho Occupational Employment and Wages Operating Engineers and Other Construction Equipment				\$70,800 New appropriated recurring/non-recurring funds combined Additional PTE funds request		

College of Western Idaho – Proposed Programs

								Operators will increase 4% or 50 per year. Current market capacity for program graduates is 200+ annual openings. Barriers for competitive entry into the heavy equipment operator field are mainly experience using heavy equipment. People wanting to become employed in this industry need to have training that includes practical application and use of a variety of heavy equipment.						
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North Idaho College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY1& (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2013														
Pharmaceutical Manufacturing	AS	Natural Sciences	Coeur d'Alene/ North	Regional	Spring 2013	F2F, Internet, Hybrid	The Pharmaceutical Manufacturing AS is a comprehensive program that can be completed in 4 semesters. It is designed for students who desire careers in the research and production of pharmaceutical and medicine products. These products are used to treat disease and for the betterment of life. The production of these products requires a fundamental understanding of biology, chemistry, and manufacturing processes.	Allergy Labs Kopenhagen - this has been developed at their request. They have indicated they would need approximately 80 hires over the next 5 years. There are actually 12 Idaho biotech pharmaceutical companies and ALK has indicated that they should have the same needs. Transfer to major institutions within the state of Idaho. We have created 2 new classes and an internship.	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Public Relations	AA & AS/ Emphasis in Public Relations	Communications , Fine Arts & Humanities	Coeur d'Alene /North	Regional	Fall 2013 (FY 2014)	F2F, Internet, Hybrid	This course examines issues, tasks, and responsibilities of public relations practitioners in a variety of professional settings. Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics. This course will cover the theories and foundations of public relations and provide an overview of the principles, strategies, and practices of the profession. Legal and ethical issues facing public relations professionals will also be addressed. Multiple writing assignments address basic requirements of public relations professionals.	With faster than average occupation growth predicted for public relations specialists at 23% from 2010 to 2020, there is a growing demand for this program (Bureau of Labor Statistics 2012-2013). Further, the US Dept. of Labor explains that this growth "will be driven by the need for organizations to maintain their public image in a high-information age and with the growth of social media." This is not only a market worth capitalizing on, but an essential piece of an education for Communication majors. The majority of NIC's major transfer institutions have a public relations degree. Offering this program allows us to help students prepare for baccalaureate study in public relations or enter the career field.	0	0	0	0	0	0
Aerospace Technology-- approved	AAS/ATC	Trades & Industry	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Traditional	Aerospace Technology program is designed to prepare students for careers in the aerospace manufacturing and aviation maintenance industry. Instruction will consist of four (4) training subsets: General Aircraft Maintenance; Airframe; Composite Technology, Machining Technology and Non-Destructive Testing	A licensed airframe or power plant aviation maintenance technician may specialize in these areas: aircraft accessories, aircraft air conditioning and environmental control, aircraft engine overhaul, aircraft fabric repair, airframe overhaul, aircraft construction, aircraft and engine modification, helicopter maintenance, hydraulic specialist, and sheet metal repair. Potential positions include: airline aircraft maintenance technicians, A&P mechanics, military aircraft maintenance, self-employed aircraft operator, technicians, and sales.		\$25,800 Appropriated new \$740,488 Federal grant	\$148,107 Appropriated new \$612,381 Federal grant	\$200,482 Appropriated new \$560,006 Federal grant		
Proposed offerings commencing 2013														

North Idaho College – Proposed Programs

Hospitality Management	AAS/ATC	Business & Professional Programs	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Traditional	The Hospitality and Tourism industry continues to grow both locally and globally. These programs give students the skills needed to begin career paths leading to management of restaurants, hotel departments, on cruise ships, in casinos, at ski resorts, bed-and-breakfasts, banquet centers and catering services. Students will learn through both classroom instructions as well as mandatory hospitality-related field internships. The program focusses on leadership, teamwork, guest satisfaction, finance, safety and sanitation, as well as everyday operations.	The continued increase in tourism and business travel opens many opportunities for men and women to enter careers in the hospitality industry. These careers offer attractive surroundings and the opportunity for mobility and travel as well as excitement and adventure! Potential positions include: Management and supervisory positions in hotels, motels, and restaurants; promotional management; food and beverage restaurants; ownership in management of hotels, motels, restaurants; and many other career opportunities that are within the travel and tourism industry.		\$87,000 Appropriated new -PTE	\$67,000	\$67,000		
Fire Service Technology	AAS, ATC	Business & Professional Programs	Coeur d'Alene/ North	Regional	Fall 2013	Traditional Classroom	Fire Service Technology program is designed to prepare students for the fire service as a career fire fighter. Class instruction will include: basics of fire science; equipment; organization; fire service occupational safety and health; investigations; codes; and fire detection.	Increasing demands for better private, municipal and governmental involvement in fire prevention and suppression fields, and the implementation of more career fire departments in formerly volunteer-protected areas, will provide an increase in the demand for entry-level fire fighters. Potential positions include: Fire fighter, rescue worker, fire loss investigator, fire prevention technician, fire systems technician, fire equipment operator, dispatcher.	\$175,000 Appropriated new -PTE	\$90,000 Appropriated new -PTE Recurring funds	\$85,000 Appropriated new -PTE Recurring funds			
EMT/Paramedic	AAS	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2013 (FY 2014)	Hybrid	Paramedics provide emergency care in pre-hospital and hospital settings. The education and training prepares paramedics to perform advanced procedures and allows them to administer medications. This program is being designed as a degree completion program and is a partnership with INHS. Upon completion of the Paramedic program at INHS's Health Training Network, students will have the opportunity to continue their studies to gain an Associate in Applied Science (AAS) in Paramedic at NIC. Beyond the AAS, students will have additional options of a Bachelor's degree in Paramedic from partner universities.	The Department of Labor projections for 2006-2016 anticipate an annual growth of 2.3%. North Idaho College is developing a partnership with Inland Northwest Health Services (INHS) which will offer the paramedic program. After completing this accredited program, students who choose to complete a degree will come to NIC to complete the degree requirements./The partnership with INHS will provide an opportunity of student to acquire an AAS degree as a Paramedic. NIC will assist in meeting the workforce need to north Idaho, without incurring the entire close of providing a paramedic program.		\$4,254 Reallocation/ Recurring funds	\$4,254 Reallocation/ Recurring funds	\$4,254 Reallocation/ Recurring funds		

North Idaho College – Proposed Programs

Proposed offerings commencing 2014														
Wastewater Lab Technician	AS Emphasis in Wastewter Treatment	Natural Sciences	Coeur d'Alene /North	Regional	Fall 2014 (FY 2015)	F2F, Internet, Hybrid	Under discussion with University of Idaho and Coeur d'Alene Wastewater Treatment personnel.	Recommended by University of Idaho and Coeur d'Alene Wastewater Treatment personnel. Anticipate needing between 8-12 graduates per year for the next 10 years.	0	0	0	0	0	0
Education Assistant Program	AA/ Emphasis in Education	Social & Behavioral Sciences	Coeur d'Alene/ North	Regional	Fall 2014 (FY 2015)	F2F, Internet, Hybrid	The academic certificate is a valuable degree option for students who seek employment as a paraprofessional and who seek to continue their education towards an elementary and/or special education certificate. The proposed academic certificate meets the Idaho State Board of Education requirement of 32 core credits needed to be gainfully employed as a paraeducator. Based upon advisory committees feedback (school district personnel), the purpose of this modification is to provide academic course work that will better prepare pre-service paraprofessionals for the workforce. A second purpose of the modification is to provide a career lattice for paraprofessionals. The proposed modification allows paraprofessionals to plan their educational pathway according to their career interest while giving school districts the opportunity to grow their own paraprofessionals. In other words, a pre-service paraprofessional can earn an academic certificate to an associate's degree, and then earn a bachelor's degree in elementary education and/or special education without leaving Coeur d'Alene.	The Occupational Outlook Quarterly estimated by 2012 we would need 541,000 teaching assistants in the U.S. Recommended by local school districts. Meet school district needs. Transfer to major institutions within the state of Idaho and could lead to a Bachelor's in Education and teacher certification.	0	0	0	0	0	0
Medical Laboratory Technician	AAS	NIC/Health Professions	Coeur d'Alene/ North	Service Region Program/ Service Region Program Responsibility	Fall 2014 (FY 2015)	Hybrid	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease.	Kootenai Health Services (KHS) and the Idaho Rural Health Consortium desire to partner with NIC on a two year Medical and Clinical Laboratory Technician program. Classroom and lab would be offered at NIC with clinical offered at KHS and the rural hospitals. The estimated number of students to be enrolled is fifteen. While ONET reflects a change of 30% or 20 job openings through 2020, KHS and the Idaho Rural Health Consortium have been recruiting individuals outside the U.S. in order to meet their needs - a trend also occurring just across the border in Washington State. An MD who has			\$49,600 Seeking grant funds	\$49,600 Seeking grant funds		

North Idaho College – Proposed Programs

								recently relocated to Coeur d’Alene has contacted NIC to assist in gathering necessary equipment in an effort to assist in program development. Barriers consist of sustainable funding for faculty salaries/benefits.						
Dental Hygienist	AAS with Certificate Option	NIC/Health Professions	Coeur d'Alene/ North	Service Region Program Responsibility	Fall 2014 (FY 2015)	Hybrid	The degree awarded is an AAS degree with a certificate option. The program will prepare students to provide patient care, office assistance, and central supply and sterilization duties to dental offices. The didactic instruction will occur on the Coeur d'Alene campus, the clinical component will be taught at a dental facility in the community.	Dirne Health Center desires to partner with NIC on a two year Dental Hygienist program. Classroom, lab and clinical would be offered offsite at Dirne and those students outside the county would access via IVC for classroom with lab and clinical offered in the county in which the student resides. The estimated number of students to be enrolled is fifteen. According to ONET, Dental Hygienists are expected to grow rapidly (29% or higher by 2020) and projected to have large numbers of job openings (104,900 between 2010 and 2020). For Idaho specifically: 1,140 (2011) and 1,530 (2018) for a 35 % change or 60 job openings (estimate for job openings includes both turnover which results from people who leave the occupation e.g. quit, retire, death and new jobs that are created.)			\$49,600 Seeking grant funds	\$49,600 Seeking grant funds		
Proposed offerings commencing 2015														
Radiation Therapist	AAS	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2015 (FY 2016)	Hybrid	The program will prepare students to assist in the administration of various radiation therapy to treat cancer and other disease processes. The radiation therapist works under the supervision of a radiation oncologist and a radiation physicist in acute care and outpatient settings. Graduates of the program will be eligible to take the national certification exam offered by ARRT.	A thorough needs survey will be conducted prior to any specific planning occurs for this program./Employment is expected to grow much faster than average. Projections for growth between 2008 and 2018 is 27% according to US Bureau of Labor. The growing elderly population is expected to cause an increase in the number of people needing treatment. In addition, as radiation technology becomes safe and more effective, it will be prescribed more often, leading to an increased demand for radiation therapists. Growth is likely to be rapid across all practice settings, including hospitals, physician's offices and outpatient centers.				\$49,600 Seeking grant funds		

North Idaho College – Proposed Programs

Proposed offerings commencing 2016													
Surgical Technology	Certificate w/AAS Option	NIC/Health Professions	Coeur d'Alene/ North	Regional	Fall 2016 (FY 2017)	Hybrid	The program will prepare students to assist in surgical operations in acute care and outpatient settings. Upon successful completion of the program, graduates will be eligible to become certified by passing a national licensing examination. Surgical Technologists serve as members of the operating room team under the direction of licensed professionals and provide care for patients before, during and after surgical procedures.	Department of Labor Projections for 2006-2016 indicates an anticipated 2.5% growth in this field with 2 annual openings in north Idaho. Additional data obtained through an employer survey will be conducted to validate the need for this program prior to any additional program development. Although Idaho projections for surgical technologists appear low, the US Bureau of Labor projections indicate a 25% increase in employment of surgical technologists due to an increase in the volume of surgeries. The number of surgical procedures is expected to continue to rise as the population grows and ages. In addition, technological advances, such as fiber optics and laser technology, have permitted an increasing number of new surgical procedures to be performed and also have allowed surgical technologists to assist with a greater number of procedures.				TBD	

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Eastern Idaho Technical College – Proposed Programs

Program Title	Degree Level	College/Dept.	Location(s)/ Region	Regional/ Statewide	Anticptd Delivery Date	Method of Delivery	Program Description	Needs Assessment & On-going/Future Workforce Needs	FY13 (AY2013/14)	FY14 (AY2014/15)	FY15 (AY2015/16)	FY16 (AY2016/17)	FY17 (AY2017/18)	FY18 (AY2018/19)
Proposed offerings commencing 2014														
Energy Systems Electrical Engineering Technology	AAS	Business, Office and Technology	Southeast	Regional	Fall 2014	Classroom, Laboratory, Online	Energy Systems Electrical Engineering Technology (EET) prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems.	The U.S. energy industry is designated by the Department of Labor as a high growth/high demand industry. New generating and distribution capacity is being planned and/or built including fossil, nuclear and renewable energy sources. Both existing and new facilities will require the integration of advanced devices and technologies to monitor, condition, and transmit electricity. In addition to industry growth, retiring workers are not being replaced as quickly as they are leaving. The Idaho Department of Labor 2008-2018 report on high demand industries identifies 4 NAICS industry classifications that are career paths for this program.			\$78,000 Reallocation-Recurring funds	\$78,000 Reallocation-Recurring funds	\$78,000 Reallocation-Recurring funds	
Proposed offerings commencing 2015														
Heavy Duty Equipment Technician	AAS	EITC/Trades and Industry	Southeast	Regional	Fall 2015	Lecture/ Lab	The Heavy Duty Equipment Technician program at EITC will prepare students to enter the work force as entry-level or apprentice technicians. This new program will include an in- depth study of equipment repair and maintenance needs. The program prerequisites will consist of the current first year diesel classes.	The need for entry-level Heavy Duty Equipment technicians with postsecondary education is growing. According to the U.S. Department of Labor Bureau of Statistic, “The number of heavy vehicle and mobile equipment service technicians and mechanics is expected to grow about as fast as the average for all occupations. Those who have completed postsecondary training programs should find excellent opportunities, as employers report difficulty finding candidates with this training to fill available positions. Those without a formal background in diesel engine or heavy vehicle repair will face competition.” The need in the Idaho Falls region will be assessed by interviewing businesses that hire Heavy Duty Equipment technicians. The current average age of technicians in the heavy duty equipment industry is 55-60, many of whom are rapidly approaching retirement age, which will likely increase the demand for new technicians.				\$60,000 Reallocation – Recurring funds \$100,000 Appropriated - New Funds (thru PTE)	\$60,000 Reallocation – Recurring funds	

Eastern Idaho Technical College – Proposed Programs

Proposed offerings commencing 2015														
Welding Fabrication and Advanced Manufacturing	AAS	Trades and Industry	Southeast	Regional	Fall 2015	Lecture/ Lab	EITC’s Welding Fabrication and Advanced Manufacturing program will provide students with the necessary skills to enter the work force as an entry-level or apprentice welder/fabricator. Students will learn and perform a variety of current industry processes and procedures and will use industry standard state-of-the-art welding equipment.	The College’s Welding Advisory Committee recently reported the need for entry level welding fabricators/manufacturers is growing in the eastern Idaho region and the potential may exist to provide fabrication skill sets in the second year of the Welding Program. The Bureau of Labor Statistics reports that “Job opportunities are expected to be good for qualified applicants in the manufacturing sector, particularly in growing, high-technology industries.” The need in the Idaho Falls region will be assessed by interviewing local businesses that hire welding fabricators. Much like the Heavy Duty technician industry, the current average age of welders/fabricators in the industry is rapidly approaching retirement age which likely will increase the demand for qualified welder/fabricators.				\$60,000 Reallocation – Recurring funds \$200,000 Appropriated - New Funds (thru PTE)	\$60,000 Reallocation – Recurring funds	
Computer Security Technologies	AAS/ Emphasis	Business, Office and Technology	Southeast	Regional	Fall 2015	Classroom/ Laboratory	The Computer Security Technologies Program at Eastern Idaho Technical College will prepare students for entry-level positions in Information Technology Security. The curriculum gives students an understanding of security technologies including computer fundamentals, security information, and online security. Students will be trained for careers in information assurance, computer and network security.	Students from the Southeast Idaho region are requesting options to pursue careers within the Information Security field(s). Currently there is no program offered like this in our region. Estimated number of enrolled students is 20 per academic year. Current student demand for this program is 18-20. Industry demand for these skills is growing. The INL, ISSA, and Melaleuca have been asking EITC to develop a program to help fill their employee needs. Additionally President Obama's creation of the Cybersecurity Office and his declaration that "cyber threat is one of the most serious economic and national security challenges we face" and that "America's economic prosperity ... depends on cybersecurity." future workforce need is projected to grow significantly over the next 7 years, according to the DOL, the Job Outlook for Information Security Analyst "is expected to grow 22% from 2010 to 2020, faster than the average for all occupations".				\$83,878 Reallocation – Recurring funds \$47,000 Reallocation non-recurring funds	\$83,878 Reallocation – Recurring funds	
Registered Nursing (new option)	AAS	Health Professions	Southeast	Regional	Fall 2015	Classroom/ Laboratory/ Online	The new RN option will allow students to go from C.N.A. to RN without a forced "stop-out" between programs. There will be an exit for LPN if students select that option.	Nurses are currently in high demand. Several institutions are no longer hiring LPN's. Focusing on awarding RN degrees will aid these institutions and result in higher paying wages for graduates. The expected Idaho nursing			\$78,000 Reallocation-Recurring The current LPN & RN program budgets will	\$78,000 Reallocation-Recurring	\$78,000 Reallocation-Recurring	

Eastern Idaho Technical College – Proposed Programs

								shortage has been postponed due to current nurses delaying retirement, due to the economy. The delay cannot last forever and the community will have an increased need for trained healthcare providers. There will be a total of 60-80 students concurrently enrolled.			be combined.			
Pharm Tech	Certification	Health Professions	Southeast	Regional	Spring 2015	Hybrid	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component.	A phone survey of local pharmacies indicated an increased need for trained and certified Pharm Techs. As the local population ages, it is projected that better access will be needed for pharmaceuticals. New pharmacies have entered the area and most local pharmacies have expanded. EITC is tasked with meeting the technical work related needs of the local and regional areas of Eastern Idaho. Both of the new programs will result in technical certification for students to enter the work force. EITC currently offers Pharmacy Certification Testing through of workforce training program but would be able to offer training and certification with our new Pharm Tech Program.			\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	
Paramedic Program	AAS	Health Professions	Southeast	Regional	Fall 2015	Didactic/Lab/Clinical	The paramedic program will be offered as one of the PTE distributive modesl where a host college will teach the didactic part of the course and each institution will teach the skills and lab portion of the program.	The local need for qualified paramedics in Idaho Falls is low due to job satisfaction. However, there is a high need nationally. We have many students who are waiting for a place in the LPN program and the Paramedic program would offer another option. Local students would need to be willing to relocate to find employment. EITC offers a lower tuition and this may bring students from outside areas to receive training				\$72,000 Reallocation-Recurring funds	\$72,000 Reallocation-Recurring funds	

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Repeal Board Policy III.K, Credit for Prior Learning – First Reading and Proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction - First Reading.

REFERENCE

March 1999	Board approved the first reading of the proposed amendments to Board Policy III.K, Prior Learning.
April 1999	Board approved the second reading of the proposed amendments to Board Policy III.K, Prior Learning as amended.
December 2008	Board approved the second reading of the proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.K, Credit for Prior Learning and Section, III.L, Continuing Education/Off-Campus Instruction.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.L, Continuing Education/Off-Campus Instruction is to provide for collaboration among the state's two-year and four-year institutions in providing continuing education and to assist institutions in developing appropriate measures for ensuring student access.

Currently, Board Policy III.L provides coverage for off-campus instruction and includes defined primary service regions for each institution. Program delivery and service regions are already covered in Board Policy III.Z; therefore, staff proposes to strike out the language that deals with off-campus instruction in III.L and transfer the primary service regions section to III.Z. Additional amendments include a revised definition for continuing education and revised minimum standards for continuing education activities.

Staff evaluated other Board policies in Postsecondary Affairs to determine if those should be consolidated or merged with III.L. Staff identified Section III.K, Prior Learning, which provides general coverage for the awarding of credit. Continuing education and prior learning share components and related activities; therefore, staff determined to repeal III.K and transfer this language into a new section in III.L that would deal with credit for prior learning. Staff included a revised definition for prior learning and incorporated language for standards that would align with the Northwest Commission on Colleges and Universities.

IMPACT

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013**

Proposed amendments to Board Policy III.L will create efficiencies among existing policies and provide institutions and staff the necessary guidance for continuing education and credit for prior learning activities. These changes will also set the foundation for additional work to be done on developing a statewide framework for awarding credit for prior learning

ATTACHMENTS

Attachment 1 – Repeal, Board Policy III.K. Credit for Prior Learning Page 3
Attachment 2 – Proposed Amendments to Board Policy III.L. Continuing
Education and Credit for Prior Learning Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff determined that service region program responsibilities was inappropriately placed in Board Policy III.L, and should be included in Board Policy III.Z. Staff also determined that the collaboration and delivery component in this section was more appropriately addressed in Board Policy III.Z. as well.

In evaluating the similarities and overlap in continuing education and credit for prior learning, it appeared more appropriate to combine them into one policy. The changes to credit for prior learning are the minimum requirements or the (NWCCU) and Council on Academic Affairs Programs (CAAP) has agreed that a more detailed and comprehensive statewide policy is appropriate and necessary to ensure the Board's 60% goal can better be met. In that light, CAAP has determined to establish a workgroup to begin work this fall to evaluate best practice and make recommendations which CAAP will bring forward to the Instruction, Research, and Student Affairs (IRSA) Committee. This work will include recommendations from the Workforce Development Council and Educational Attainment Task Force to create a statewide portfolio approval process to award credits based on prior learning and experience.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to repeal Board Policy III.K, Credit for Prior Learning – First Reading.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning– First Reading.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
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K. Prior Learning

April 2012

~~Prior learning, is the award of credit for knowledge acquired from work and life experiences, mass media, independent reading and study, Advanced Placement (AP), the College Level Examination Program (CLEP), challenge courses, American Council on Education (ACE) approved military education or experience, and competency testing. Credit for prior learning may be granted only at the undergraduate level. Each institution will establish its own policies and procedures for evaluating and awarding prior learning credit, subject to the following general Board policies and the policies of the Northwest Commission on Colleges and Universities.~~

~~Prior learning from institutions that are not accredited by a Board recognized accreditation agency has special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.~~

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~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. The six (6) area vocational-technical schools also are included. North Idaho College, the College of Southern Idaho, and the College of Western Idaho are excluded, except as specified in those policies designed to encourage inter-institutional cooperation.~~

~~Higher education in Idaho is committed, as part of its responsibility to the people of the state, to serving the needs of part-time students and adults requiring continuing education. The purpose of this policy is to ensure access and opportunities. Societal change, technological advances, certification requirements and licensing are but a few of the reasons why all institutions are committed to providing opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. The intent of these policies is to assist the college and universities in developing appropriate measures to ensure this access as part of their obligation to the people of Idaho. The policies also seek to encourage inter-institutional cooperation among the state's two-year and four-year institutions in providing continuing education. This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.~~

1. Definitions and Functions

- a. ~~Continuing education—Education shall mean educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to~~ the philosophy and the process under which an institution, organization, agency, or individual provides organized learning activities for the professional or personal development of adults whose primary role is ordinarily something other than a student. Continuing education usually involves off-campus, weekend, or evening instruction, but it may also include daytime and on-campus instruction. The general functions of continuing education include, but are not limited to, ~~the enhance lifelong learning,~~ personal development and cultural enrichment of the individual and community; ~~licensing and certification for professional and practitioner qualification; and credential and degree achievement.~~
~~Of these functions, personal development and cultural enrichment are offered for non-credit.~~
- b. ~~Credit for Prior Learning shall mean demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.~~

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2. Minimum Standardsa. Continuing Education Activities

i. Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).

ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee.

1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

b) procedures for the approval of courses, programs, or activities;

c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

f) the keeping of student records for such activities as admission, academic performance, and transfer credit.

2) Non-credit activities and other special programs shall abide by nationally accepted practices:

a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

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- b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. Credit for Prior Learning

All credit for prior learning must be guided by approved institutional policies and procedures, and institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

Institutional Policies and Procedures

~~Each institution must establish appropriate administrative structure and internal operating policies and procedures to provide continuing education opportunities for Idaho citizens consistent with Board policies.~~

- ~~— a. Continuing education activities that complement but do not directly compete with institutional programs may be conducted on-campus.~~
- ~~— b. Any such credit activities offered on-campus must provide for the enrollment of full-time, on-campus students at no additional general education fee, with the exception of approved laboratory fees.~~

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~~3. Primary Service Regions~~

~~The Board has established primary service regions for the college and universities and vocational technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established by legislative statute, Section 33-2101, Idaho Code. The delineation of primary service regions does not preclude an institution from offering courses and programs in regions where the offerings are consistent with the institution's role and mission (see 5. Unique Programs).~~

~~a. Academic~~

~~The three (3) primary service regions of the college and universities are:~~

~~North (Primary service region of Lewis-Clark State College, North Idaho College, and the University of Idaho.) The service area shall be the entire panhandle, south to and including Riggins. Within this area, North Idaho College serves lower division undergraduate needs in the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone; Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in those counties. Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in the ten (10) county region that includes the counties of Nez Perce, Clearwater, Latah, Lewis, Idaho, Benewah, Bonner, Boundary, Kootenai, and Shoshone. The University of Idaho serves the graduate needs of the entire region.~~

~~Southwest (Primary service region of Boise State University and the College of Western Idaho.) The service area shall be the southwestern section of the state to be bounded by Nevada on the south, Oregon on the west, north to and including New Meadows, and east to Glenns Ferry inclusively.~~

~~Southeast (Primary service region of College of Southern Idaho and Idaho State University.) The service area shall be the southeastern section of the state to be bounded by Montana, Wyoming, Utah, and Nevada, to the north, east, and south respectively, and a perpendicular line extending from north to south to include Stanley, Fairfield, and Bliss. Within this area, the College of Southern Idaho serves lower division undergraduate needs in the counties of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls; Idaho State University serves non-competing, lower division undergraduate needs of this ten-county area as well as upper division, undergraduate and graduate needs of the entire region with the exception that Boise State University will provide the ten-county area with business programs at the undergraduate and graduate level.~~

~~b. Professional-Technical Education~~

~~Postsecondary vocational technical education is delivered by six (6) institutions, each having responsibility for serving a multi-county region. The designated regions, their service institutions, and constituent counties are:~~

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~~Region I (Primary service region of North Idaho College): Benewah, Bonner, Boundary, Kootenai, and Shoshone.~~

~~Region II (Primary service region of Lewis-Clark State College): Clearwater, Idaho, Latah, Lewis, and Nez Perce.~~

~~Region III (Primary service region of College of Western Idaho): Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington.~~

~~Region IV (Primary service region of College of Southern Idaho): Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.~~

~~Region V (Primary service region of Idaho State University): Bannock, Bingham, Bear Lake, Caribou, Franklin, Oneida, and Power.~~

~~Region VI (Primary service region of Eastern Idaho Technical College): Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton.~~

~~c. Implementation Procedures~~

~~(1) When a primary service region is served by more than one postsecondary institution, an agreement must be developed by the institution which details the implementation strategies consistent with policies 3.a-b above.~~

~~(2) An institution desiring to offer instructional activities in a service region assigned to another institution must request permission from the other institution at least thirty (30) days prior to offering or scheduling a course or program and must document, through a survey of potential students or other appropriate means, an unmet need of the residents of that service region. If the course in question is likely to be transferred into a program of the primary service institution, documentation must include a course syllabus. The institution having primary service area responsibility must within thirty (30) days concur that a legitimate unmet need exists, and it may independently or cooperatively with the requesting institution offer activities to meet the documented need. If the primary service institution chooses not to offer activities to meet the documented need, the requesting institution may do so.~~

~~(3) In addition to the documentation, the requesting institution must meet the minimum standards for continuing education activities as stated in these policies and procedures.~~

~~(4) If the Board's minimum standards and an unmet program need of service for region residents are appropriately documented, a letter of agreement is drafted and signed by the chief academic officer of each institution involved and submitted to the Office of the State Board for review and information.~~

~~(5) Conflicts between institutions regarding primary service regions are submitted in writing first to the respective chief academic officers and secondly, if resolution is not achieved, to the Board's chief academic officer for review and resolution.~~

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~~(6) An institution may, with prior Board approval, establish off-campus centers for instructional activities. The establishment of off-campus centers and the offering of courses or programs at those centers are to be governed by the concept of primary service regions outlined in this section and policies on Program Approval, Section III.G. A roster of all Board approved off-campus centers, programs, and program sites are maintained at the Office of the State Board of Education.~~

43. Service Regions and ~~Inter-Institutional Cooperation~~Collaboration

~~The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code, and identified in Section III.Z. Institutional chief academic officers will develop letters of agreement~~Memorandums Of Understanding ~~to facilitate inter-institutional cooperation~~collaboration between the institutions consistent with Section III.Z.b.ii. ; the letters, unless otherwise indicated by the Board, will be retained on file at the institutional level. The letters will indicate institutional cooperation and support with regard to:

~~— a. — Continuing education activities within respective primary service regions offered at off-campus site locations.~~

~~— b. — Their willingness to cooperate with one another by making contact with their counterparts at the other institutions when requests are received from interested Idaho citizens concerning continuing education courses or programs not available at their institutions.~~

~~— c. — Their acceptance of areas of subject matter expertise or approved programs available only at a given institution, thereby encouraging the administrator receiving the request to refer it to his/her counterpart at another institution who can provide the subject matter expertise from that institution.~~

~~— d. — Their institutions' participation in the approval of another institution's teaching faculty to offer cross-listed courses for their institutions.~~

~~— e. — Their willingness to cooperate with each other in the offering of programs on an inter-institutional basis in those subject matter areas that are interdisciplinary in scope, making use of appropriate faculty from two (2) or more institutions.~~

~~f. — Exchanging continuing education course/program activities schedules to ensure open communication and to ensure cooperation in the delivery of continuing education activities to the citizens of Idaho.~~

~~— g. — Offering non-competing courses and programs for which there is a demonstrated need at off-campus centers.~~

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~~Upon request by the Board office, each institution will submit a report concerning cooperative agreements and institutional continuing education activities during the current academic year and will clearly identify all off-campus instructional credit hours and headcount enrollments.~~

5. ~~Unique Programs~~

~~A unique program is defined as an academic or vocational program which is offered by and available at only one (1) of the institutions under the governance of the Board.~~

- ~~a. An institution desiring to offer one (1) or more of its unique programs in a "primary service region" of another institution shall inform the chief academic officer at the assigned service region institution.~~
- ~~b. Courses which are unique to the specific program and not available through the assigned service region institution may be offered by the requesting institution upon notification of the respective chief academic officer at the assigned service region institution.~~
- ~~c. Courses which are not unique to the specific program and available through the service region institution may be offered by the service region institution in cooperation with the requesting institution. If an assigned service region institution does not desire to offer the necessary courses for the unique program, the requesting institution may offer the courses.~~
- ~~d. Any conflicts which may occur in programs previously approved by the Board must be first submitted to the respective chief academic officers and secondly, if not resolved, to the Board's chief academic officer for review and resolution.~~

6. ~~Minimum Standards for Continuing Education Activities~~

~~The following minimum standards are established for continuing education activities of the Board's institutions and agencies. The community colleges are encouraged to comply with these minimum standards.~~

~~a. All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:~~

- ~~(1) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;~~
- ~~(2) procedures for the approval of courses, programs, or activities;~~
- ~~(3) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort.~~

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~~_____ (4) _____ the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;~~

~~_____ (5) _____ the support offered by library, classroom, laboratory, and other resources;~~

~~_____ (6) _____ the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and~~

~~_____ (7) _____ the keeping of student records for such activities as admission, academic performance, and transfer credit.~~

~~_____ b. All academic credit and non-credit activities must conform to institutional role and mission policies approved by the Board (Section III.L.) and to primary service region policies outlined in 3.a-b above.~~

~~_____ c. No institution will offer undergraduate or graduate courses or programs unless there is reasonable access to faculty, library materials, and other resources of the appropriate on-campus units because of the heavy and sophisticated demands made by some undergraduate and graduate courses, programs, or activities upon:~~

~~_____ (1) library resources (and, in appropriate cases, laboratory and clinical resources);~~

~~_____ (2) _____ the availability of a sufficient number of advanced faculty members in the academic unit to confer and decide on evaluation of student progress in all aspects of courses, programs, activities, and research; and~~

~~_____ (3) _____ the availability of faculty members in related fields for advice and guidance and service on examining committees.~~

~~_____ d. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution, i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council, and approved by the chief academic officer or his or her designee as meeting these standards.~~

74. Continuing Education Fees

~~_____ Fees for Continuing continuing education and credit for prior learning shall be assessed consistent with fee policies are provided in Section V.R.~~

8. Non-Credit Activities

~~Continuing education non-credit activities provide for certification and recertification, licensure, professional development and promotion, job skills upgrading and retraining, and recreation and life enrichment. These activities may be measured by such recognized~~

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~~national standards as the Continuing Education Unit (C.E.U.), which is a non-credit unit requiring ten (10) contact hours of participation in an organized activity under the sponsorship and direction of qualified instructors, and they should adhere to the Principles of Good Practice in Continuing Education as a framework for quality assurance.~~

~~9. External Degree Programs~~

~~In order to maximize the availability of the educational resources of the Idaho system of postsecondary education, the State Board of Education authorizes the offering of external degree programs.~~

~~a. Definition~~

~~An external degree program is defined as an organized curriculum leading to a degree offered in whole or in part with on-campus residency requirements by a system institution at an off-campus site.~~

~~b. Policy~~

~~External degree programs may be offered on the campus of another, cooperating system institution or at any other appropriate location approved by the Board. Authorization to offer an external degree program will be granted only upon a clear demonstration by the requesting institution that all necessary facilities, faculty, staff and other supporting resources are available or can be provided at the off-campus site to maintain program standards equal to those maintained on campus. While another system institution may cooperate in the offering of an external degree program, the institution authorized to offer the program shall be charged with the full responsibility for its management and quality. External degree proposals may be submitted only from those institutions having authorized degrees in the disciplines proposed. Approval of a substantive change in an existing program may be required by the Northwest Association Commission on Colleges following Board approval of an external degree program and prior to program implementation.~~

~~The applicable board policies of PROGRAM APPROVAL (Section III.G), PROGRAM REVIEW (Section III.H), and SERVICE REGION (Subsections 3-6 above) shall apply to the development and offering of external degree programs. Institutions submitting proposals for external degree programs shall follow Board policy and the procedural guidelines established by the Academic Affairs and Program Committee for approval of new programs.~~

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~~10. Alternate Delivery Systems for Continuing Education~~

~~The Board encourages the development, establishment, and implementation of alternate delivery systems for continuing education activities. Any such alternate delivery system will maintain comparable standards as are expected for on-campus courses and are subject to all policies and procedures outlined in 1-9 above.~~

~~a. Correspondence Study~~

~~The Correspondence Study Program offers another continuing education opportunity to Idaho citizens. The Correspondence Study Program is administered by the University of Idaho in cooperation with the other institutions and is a statewide program. Credit earned through correspondence study will be accepted as any other credit activity in accordance with the policies and procedures established by each institution.~~

~~b. Idaho Educational Public Broadcasting System~~

~~Courses for credit or telecourses may be offered by an institution through the Idaho Educational Public Broadcasting System through the cooperative efforts of one (1) or more institutions.~~

~~c. Other Media Delivery~~

~~Other media instructional delivery systems, such as radio, video cassette tape, television, computer assisted, ITFS (Instructional Television Fixed Service), and microwave are also encouraged and are required to meet academic standards as established by the policies and procedures of the involved institution as approved by the chief academic officer.~~

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

First Reading, Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.

BACKGROUND/DISCUSSION

On April 17, 2013, Board staff held a work session with the Provosts to discuss the Five-Year Plan and potential concerns with proposed program plans and potential collaborations. This process led to a discussion on the need to revisit the statewide program responsibilities and make corrections to program titles and degrees to align with current trends and national standards.

At the Board's June 19, 2013, meeting, Board staff discussed proposed corrections to the statewide program responsibilities listed in Board Policy III.Z. While Boise State University (BSU) did not request significant corrections, Idaho State University (ISU) had several amendments that included adding their existing Ph.D. in Clinical Psychology program. Currently no other institution offers this program and BSU and University of Idaho (UI) were supportive of this addition. ISU also included their Doctor of Nursing Practice to reflect the shared responsibility with BSU. The UI made several amendments to the degree titles of their statewide program responsibilities in an effort to more accurately reflect the current degree titles in natural resources and agriculture. The UI is requesting the addition of one new statewide program in Fire Ecology and Management. There is also new language related to the UI's WWAMI and W-I Vet med programs. This language comes directly from the original Board approved Mission for the UI.

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At the June 2013 Board Meeting, the Board agreed to review the corrections and provide staff with any feedback or comments. Staff received minimal feedback from Board members. A final draft with changes is being presented to the Board for their consideration.

In addition to the proposed corrections to statewide program responsibilities, staff is bringing forward proposed amendments to Board Policy III.Z that address online program delivery. Currently, Board Policy III.Z does not provide coverage for programs offered online, through correspondence, continuing education courses, or dual enrollment courses for secondary education. At the June 6, 2013, Instruction, Research, and Student Affairs (IRSA) Committee meeting, IRSA was provided with an update on the Five-Year Plan, which included a list of programs that institutions identified needing additional discussion due to either delivery methods and/or potential misalignment with statewide program responsibilities. Due to the number of online programs recently developed and those projected for the future, IRSA wondered if existing language in Board Policy needed to be addressed to provide coverage for online program delivery. To that end, IRSA charged the Council on Academic Affairs and Programs (CAAP) with evaluating existing policy and providing a formal recommendation to IRSA and the Board. On June 27, 2013, CAAP met to discuss the application of existing policy related to online program delivery and if policy revisions were necessary. CAAP determined that Board Policy III.Z should not apply to online programs but recommended that a definition for online should be added to policy.

In reviewing other Board policies in Postsecondary Affairs staff determined Section III.L, Continuing Education/Off-Campus Instruction had significant overlap and areas that should be consolidated into Board Policy III.Z. The intent of this policy is to assist institutions in developing appropriate measures to ensure access and encourage collaboration among the state's two-year and four-year institutions in providing continuing education. Staff proposes to transfer sections of Board Policy III.L, relating to primary service regions to Board Policy III.Z.

IMPACT

Proposed amendments to Board Policy III.Z will provide greater clarity, create efficiencies among existing policies, and provide institutions and staff the necessary guidance for online program delivery.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed the entire section of Board Policy III.L and determined that the section related to primary service regions needed to be moved to Board Policy III.Z as it specifically relates to program planning and delivery. Additional policy

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amendments include adding a definition for online programming. Since the creation and implementation of Board Policy III.Z, the issue of online program delivery had not been addressed. At the request of IRSA, CAAP reviewed existing language for online program delivery. They determined that Board Policy III.Z should not apply to online programs, but that, at a minimum, a definition for online was necessary.

On July 25, 2013, proposed amendments to Board Policy III.Z were presented to IRSA, which included a discussion on proposed amendments to statewide program responsibilities. IRSA discussed the addition of PhD degrees for programs institutions currently have the responsibility for at the bachelor's and master's level. IRSA recommended those be added as part of institution's responsibilities when the PhD is the natural progression for the program or terminal degree. To that end, ISU is also adding the PhD to the Health Physics program which is already on the program list and the UI is adding their PhD in Natural Resources, which was not on the original list. It's important to note that the PhD in Natural Resources provides a student with the option to select an emphasis area; therefore, to represent this, the UI's list includes the Ph.D. in Natural Resources for each of those emphasis areas.

Staff worked with the universities to review the current statewide responsibilities to ensure the degree titles and levels are accurate. Additionally, staff worked with the institutions to address concerns over additions or deletions of statewide responsibilities. Staff also included a revision to the UI's statewide responsibility statement to reflect their assignment for regional medical and veterinary medical education in which the state of Idaho participates.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses

June 2011

The purpose of this policy is to ensure that Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). It is the intent of the State Board of Education (the Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment-credit courses for secondary education.

1. Definitions

- a. "Statewide Program" shall mean an particular educational program identified by the Board to be delivered by a single-particular institution based on that institution's unique strengths, and to be delivered by that institution in all regions of the state. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program responsibilities, which meets statewide educational and workforce needs.
- b. ~~"Statewide Program Responsibility" shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.~~
- c. ~~b.~~ "Service Region Program" shall mean an educational program identified by the Board to be delivered by the a Designated i institution within its respective service region that meets regional educational and workforce needs.

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~~d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.~~

~~e.c. "Designated Institution" shall mean an institution whose main campus is located in a service region as identified in Section subsection III.L.b.ii.1)-2) below.-3.~~

~~f.d. "Partnering Institution" shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility—responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibilityresponsibility, offers and delivers a statewide educational program.~~

2. Planning and Delivery Process and Requirements

a. Planning

i. Five-Year Plan

~~The Office of the State Board of Education (OSBE)~~Board staff shall, utilizing the Institution Plans submitted ~~to OSBE~~, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board every two years.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer ~~(CAO)~~, create and submit to OSBE Board staff a rolling five (5) year academic plan, to be updated every two years, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program ~~Responsibilities~~responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Institution Plan

Institutions assigned a Statewide Program ~~Responsibility~~ shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program ~~Responsibility~~ shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program ~~Responsibilities~~responsibilities. At a minimum, for new Statewide Programs anticipated to be offered within three (3) years of approval of the Institution Plan, each Institution Plan shall include the following:

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- A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums-Memoranda of Understanding (MOU's), if any, entered into with Partnering Institutions pursuant to Subsection b.iii. below.

2) Service Region Program Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver ~~a Service Region Program. A Designated Institution shall include in its Institution Plan all current and proposed programs offered or to be offered~~ that respond to the educational and workforce needs of its primary service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its primary service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities responsibilities if applicable) located outside of the primary service region to deliver the program in the primary service region ~~in accordance with Subsection b.ii.1)-as set forth in Subsection b.ii.1).~~ below. The Institution Plan developed by a Designated Institution shall include at a minimum the following:

- The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the primary service region, or outside of the primary service region, by the Designated Institution and the resources to be employed.
- A description of Service Region Programs-programs offered, or to be offered, in the primary-Service-service Region-region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the primary service region by an institution with Statewide Program Responsibilitiesresponsibility, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibilityresponsibility.

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- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions ~~pursuant to Subsection b.iii. as set forth in Subsection b.iii.~~ below. If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.

3) Plan Updates

Every two years, on a schedule to be developed by the Board's Chief Academic Officer, Institution Plans shall be updated and submitted to ~~OSBE~~ Board staff as follows:

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination at least sixty (60) days prior to submitting to ~~OSBE~~ Board staff.
- Following review by CAAP, Institution Plans shall be submitted to OSBE Board staff. Upon submission of the Institution Plans ~~to OSBE~~, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- In the event the Board's Chief Academic Officer recommends material changes, they ~~CAO~~ shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board's Chief Academic Officer shall then provide recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by OSBE Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy. ~~The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of~~ Section III.G.

b. Delivery of Programs

i. Statewide Program Delivery

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

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Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Community & Regional Planning	M.S., M.C.R.P., Ph.D.
Social Work (Southeast Region <u>V-VI</u> — shared with ISU)	M.S.W.
Social Work	Ph.D.

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

Program Name	Degrees
Audiology	M.S. <u>Au.D.</u> , Ph.D.
Physical Therapy	M.S. <u>D.P.T.</u> , Ph.D.
Occupational Therapy	M.S. , M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest <u>Region III</u> shared w/ BSU)	M.S., <u>D.N.P.</u>
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S., <u>Ph.D.</u>
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
<u>Clinical Medical</u> Lab Science	B.S., M.S.
<u>Clinical Psychology</u>	<u>Ph.D.</u>

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas, as well as responsibility for Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) regional medical education, and W-I (Washington-Idaho) veterinary medical education in which the state of Idaho participates:

Program Name	Degrees
Law	J.D.
Architecture; <u>Integrated Architecture & Design</u>	M.S. , <u>B.S.</u> Arch., <u>M. Arch.</u> ; <u>M.S.</u>
Landscape Architecture	M.S. , <u>B.S.</u> Arch., <u>M.L.A.</u>
Interior Design	<u>B.I.D.</u> , M.S.
Agriculture	
Animal & <u>Veterinary Science</u> ; <u>Animal Science</u>	B.S. <u>A.V.S.</u> ; M.S.: <u>DVM</u>
Plant Science	M.S., Ph.D.
Agricultural Economics; <u>Applied Economics (Agricultural)</u>	B.S. <u>Ag.Econ.</u> ; M.S.

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Food Science	B.S. F.S. , M.S., Ph.D.
Veterinary Science	M.S., DVM
Natural Resources	
Forestry & Forest Products Resources; Natural Resources	B.S. For.Res. ; M.S., M.N.R. (Distance Ed), Ph.D.
Forest Products Renewable Materials; Natural Resources	B.S.Renew.Mat.; M.S., M.N.R., Ph.D.
Wildlife Resources; Natural Resources	B.M.S.Wildl.Res.; M.S., M.N.R., Ph.D.
Fisheries-Fishery [Resources]; Natural Resources	B.S. Fish.Res. ; M.S., M.N.R. Ph.D.
Natural Resource Conservation; Science Natural Resource	B.S. Nat.Resc.Consv. ; M.S., M.N.R. , Ph.D.
Range land Science Ecology & Management; Natural Resource	B.S. Rangeland.Ecol.Mgt. ; M.S., M.N.R., Ph.D.
Fire Ecology & Management; Natural Resources	B.S.Fire.Ecol.Mgt.; M.S., M.N.R., Ph.D.

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

ii. Service Region Program Delivery

The Board has established primary service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program ~~Responsibility~~responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned primary service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution serving lower division undergraduate needs. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving non-competing, upper division undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving lower division undergraduate needs. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving non-competing, upper division undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution serving lower division undergraduate needs. Boise State University is the Designated Institutions serving upper division undergraduate and graduate education needs.

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Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution serving lower division undergraduate needs. Idaho State University is the Designated Institutions serving upper division undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving lower division undergraduate, upper division undergraduate, and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving lower division undergraduate, upper division undergraduate, and graduate education needs.

2) Professional Technical Service Regions

Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

4)3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated

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

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

~~2)4)~~ _____ Designated Institution's First Right to Offer a Program

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

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

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

iii. Memorandums of Understanding

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

If an institution with Statewide Program Responsibilities-responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and OSBE-Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibilities-responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution Statewide Program Responsibilities-responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities-responsibility, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

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

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

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

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program ~~Responsibilities~~responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.43. above.

~~2)~~ Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed), the Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an

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admissions plan between the institutions providing for continuity in student enrollment during the transition period.

2)

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program ~~Responsibility~~ responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program ~~Responsibility~~ responsibility at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program ~~Responsibilities~~ responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

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

5. Resolutions

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

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6. Exceptions

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

INSTRUCTION, REASEARCH AND STUDENT AFFAIRS
AUGUST 15, 2013

SUBJECT

Board Policy III.P. – Student Exception

REFERENCE

April 2010	Board approval of Student Health Insurance Program (SHIP) Consortium contract
April 2012	Board consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered 1 st reading of amendments to Board policy III.P.16. (SHIP). Motion failed.
April 2013	Board consideration of waiver of Board Policy III.P.16 for LCSC students. Motion failed.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND/DISCUSSION

Idaho State Board of Education policy III.P.16 provides that “Every full-fee paying student . . . attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage that is at least substantially equivalent to the health insurance coverage offered through the institution. In the past it has been determined that the coverage provided by health care sharing ministries (HCSM) has not been “substantially equivalent” to health care insurance offered through the institution. During the 2013 legislative session the legislature exempted CHSMs from the requirements of Section 41-121, Idaho Code.

In 2014, under the Patient Protection and Affordable Care Act (PPACA), the federal insurance mandate will come into effect, with new coverage options and sanctions for non-compliance. In October 2013 individuals will be able to enroll in the Idaho Health Care Exchange. HCSMs have recently been recognized as meeting the PPACA requirements.

In light of the recognition, Board staff have received a request for consideration of waiving the requirement for student health insurance for those students who participate in HCSMs.

IMPACT

Waiver of the requirement for students who participate in HCSM's at this time will allow students who participate and are enrolling in the upcoming fall semester to be exempt from obtaining student health insurance.

INSTRUCTION, REASEARCH AND STUDENT AFFAIRS
AUGUST 15, 2013

STAFF COMMENTS AND RECOMMENDATIONS

As defined in Idaho Code, HCSM's clearly do not meet the requirements of Board Policy III.P.16 for student health insurance. While the Board has remained firm in the desire that students be covered by health insurance, the Board has also indicated that it is willing to revisit Board Policy III.P.16. once the Idaho Health Care Exchange is in place and the PPACA requirements are in effect.

BOARD ACTION

I move to waive the requirements of Board Policy III.P.16 for those students who participate in health care Sharing Ministries as defined in section 41-121, Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____