

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 17, 2014**

TAB	DESCRIPTION	ACTION
1	WWAMI PROGRAM REPORT	Information Item
2	BOARD POLICY III. V, STATEWIDE ARTICULATION-FIRST READING	Approval Item
3	BOARD POLICY III. G, PROGRAM APPROVAL AND DISCONTINUANCE-SECOND READING	Approval Item
4	BOARD POLICY III. N, GENERAL EDUCATION-SECOND READING	Approval Item
5	BOARD POLICY III. Y, ADVANCED OPPORTUNITIES-SECOND READING	Approval Item
6	BOISE STATE UNIVERSITY-GRADUATE CERTIFICATE IN VICTIM SERVICES, SELF-SUPPORT PROGRAM	Approval Item
7	BOISE STATE UNIVERSITY-MASTER OF ATHLETIC LEADERSHIP	Approval Item

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SUBJECT

University of Washington School of Medicine Curriculum Renewal Report

BACKGROUND/DISCUSSION

The University of Washington started the WWAMI program (Washington, Wyoming, Alaska, Montana, Idaho) as a regional medical education program in 1971. WWAMI was founded with five goals: 1) provide publically supported medical education; 2) increase the number of primary-care physicians and correct the maldistribution of physicians; 3) provide community-based medical education; 4) expand graduate medical education (residency training) and continuing medical education; and 5) provide all of these in a cost-effective manner.

Currently, twenty-five Idaho WWAMI students complete their first year of medical training at the University of Idaho's Moscow campus, sharing resources and faculty at Washington State University in Pullman. WWAMI allows first-year medical students to train in their home state, increasing their familiarity with the health care needs of their region and state, and increasing the likelihood that students will select further training or practice opportunities in Idaho, once their training is complete.

Students take their second year of training at the University of Washington School of Medicine (UWSOM) in Seattle. During their third and fourth years WWAMI students have the opportunity to return and complete their clinical training requirements in Idaho. These clinical rotations are coordinated through the University of Washington School of Medicine WWAMI (Idaho) Office for Clinical Medical Education in Boise.

In 2010, the UWSOM initiated a Curriculum Renewal Process which currently is in the final stage of development. The new curriculum model will be composed of three phases:

- Scientific Foundations
- Clinical Foundations
- Career Exploration & Focus

The target start date is academic year 2015-16. This new curriculum will be instituted throughout the five state WWAMI region.

IMPACT

While these changes will have no fiscal impact to WWAMI states or students, the curriculum changes will constitute a foundational shift in the delivery of medical education to WWAMI students. The new model will also change the duration and geographic location of delivery.

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ATTACHMENTS

Attachment 1 – UWSOM Curriculum: Current and Proposed	Page 3
Attachment 2 – Curriculum Renewal: Changes at the UI	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

WWAMI briefed the Board's now decommissioned Medical Education Study Committee several times on the Curriculum Renewal Process. Now that the new curriculum is nearing deployment, Board staff requested a presentation to the full Board. Representatives from UWSOM will present an update on the Curriculum Renewal. The referenced Attachments provide information on how the current and proposed curricula differ, and how the curriculum change will impact WWAMI at UI.

BOARD ACTION

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

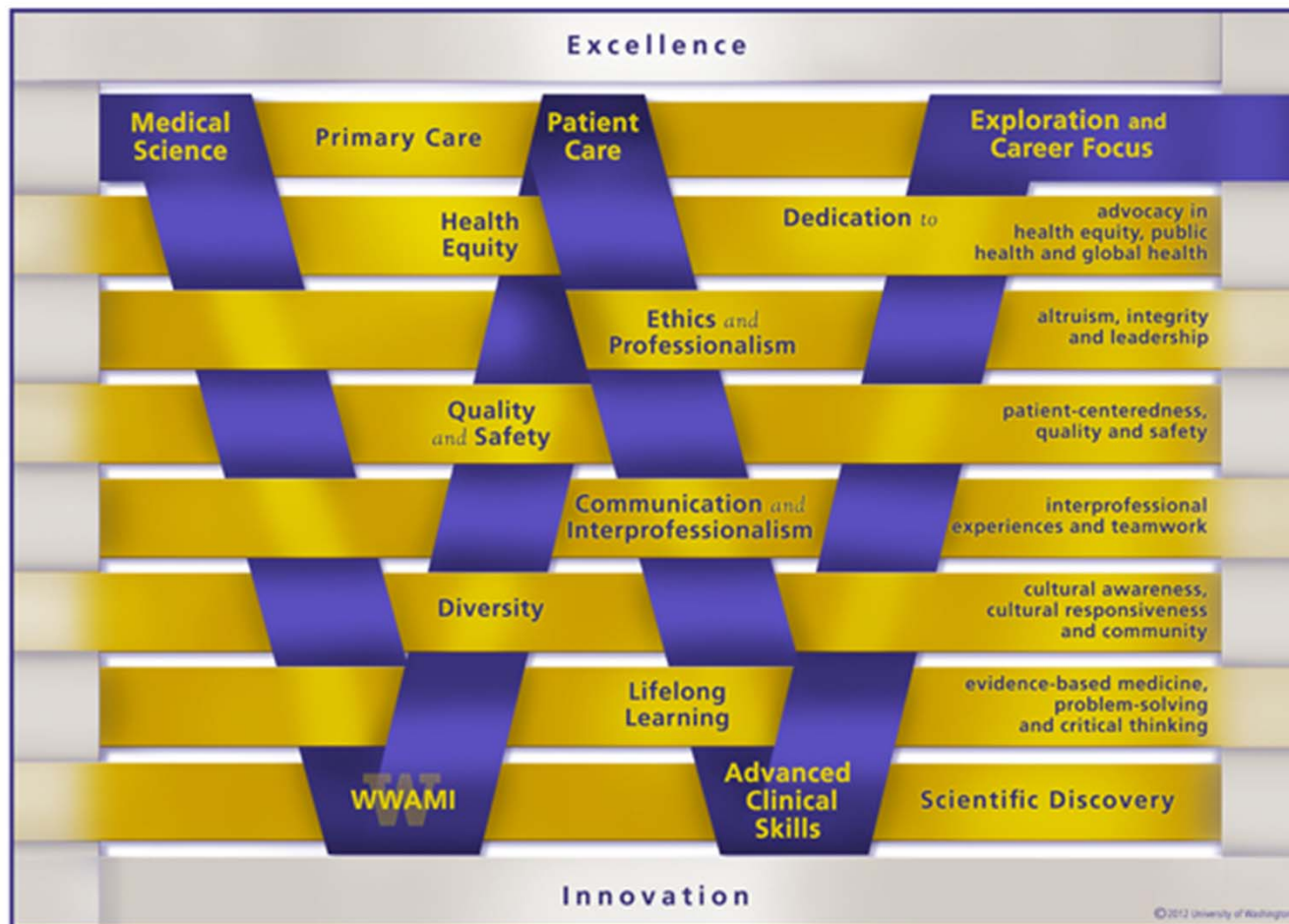
Current UWSOM Curriculum

1 st year	2 nd year	3 rd year	4 th year
<p>11 Basic Science Courses</p> <p>Introduction to Clinical Medicine (ICM I)</p> <p>Preceptorships</p>	<p>17 Organ System Science Courses</p> <p>ICM II</p> <p>Preceptorships</p>	<p>Required Clerkships –</p> <p>6 over 42 weeks</p>	<p>Required Clerkships –</p> <p>4 over 16 weeks</p> <p>Elective Clerkships – 4 over 16 weeks</p>

New UWSOM Curriculum

Scientific Foundations Phase	Clinical Foundations Phase	Career Explore & Focus Phase
<p>Integrated blocks medical science in clinical context</p> <p><i>Meaningful</i> clinical experience: longitudinal clerkship</p>	<p>Required clerkships</p> <p>Integrated basic science</p> <p>Specific rotations in Seattle</p>	<p>Career exploration</p> <p>Specialty- specific preparation</p> <p>Scholarship</p>

Fabric of the University of Washington School of Medicine Curriculum



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Curriculum Renewal: Changes at the UI

1. Increased instructional participation: 18 months of instruction on the Palouse
2. Systems-based instructional format
3. Integration of basic sciences and clinical medicine

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SUBJECT

Board Policy III.V, Articulation and Transfer- First Reading

REFERENCE

February 2007	The Board approved the second reading of proposed amendments to Board Policy III.V.
June 2011	The Board approved the first reading of proposed amendments to Board Policy III.V, which reduced the number of general education credits from 16 to 15 credits and updated titles of AAS degree core areas.
August 2011	The Board approved the second reading proposed amendments to Board Policy III.V.
October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in the six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board Policy III.V.

BACKGROUND/DISCUSSION

Board Policy III.V, Articulation and Transfer, provides Idaho's public institutions with guidance for administering the articulation and transfer of courses between Idaho's public postsecondary institutions.

The proposed changes in Board Policy III.V will transform articulation and transfer among Idaho's public institutions by the establishment of a common general education framework. This new framework establishes statewide General Education Matriculation (GEM) competencies that will guide institutions' in identifying courses that will be designated as GEM courses. Students who take an approved GEM course at one Idaho public institution will be able to transfer to another Idaho public institution and fulfill their general education requirements. The framework includes 36 credits of which 27 to 30 credits are general education matriculation credits leaving six to nine credits, set aside for institutional design. The proposed new Policy III.N details each of the competency areas and how those credits are distributed.

Board Policy III.V was revised to bring it into alignment with new Board Policy III.N General Education for the facilitation of GEM course transfer. Other amendments include removal of language that has been incorporated into the new Board Policy III.N. From the student perspective, the changes make

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statewide general education more comprehensive and transparent across institutions. This will promote transfer and transfer planning.

The proposed amendments were shared with the Registrar's Council in January and also shared with the Council on Academic Affairs and Programs at their February meeting. Both groups endorsed the general education related changes. Additionally they recommended the removal of the maximum 70 lower division credit rule.

IMPACT

Approval of proposed amendments will bring Board Policy III.V into alignment with Board Policy III.N and will provide institutions and staff with the necessary guidance for articulation and transfer for general education and non-general education courses between postsecondary institutions.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.V,
Articulation and Transfer – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.V will bring policy into alignment with proposed new Board Policy III.N on statewide general education and provide a seamless transfer of courses between Idaho public postsecondary institutions for students.

It's important to note that CAAP also forwarded a recommendation to remove language from Policy III. V – the final sentence - which deals with acceptance of credit between institutions. Staff determined this language properly ensures the facilitation of transfer between Idaho's public institutions and concluded that it should remain in policy. Some academic institutions have expressed concern this language could be interpreted to require them to accept professional-technical credits.

Board staff recommends approval as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.V, Articulation and Transfer as submitted in Attachment 1.

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: V. Articulation and Transfer

~~December 2012~~June 2014

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.

The Statewide General Education Policy outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their General Education courses and programs.

1. Statewide Articulation

a. Associate of Arts, ~~and~~ Associate of Science, ~~and~~ Baccalaureate Degrees

~~To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, shall individually and jointly honor the terms of this statewide articulation policy.~~

i. Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho will be considered as satisfying the ~~lower division~~ General Education ~~core~~ Requirement, as defined in Board Policy III.N., ~~s and shall be granted junior standing~~ upon transfer to a four-year public institution in Idaho and will not be required to complete any additional ~~lower division~~ General Education Requirements ~~core~~ courses ~~subject to the conditions listed below.~~

ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and Transfer students from any in-state or out-of-state academic accredited an Idaho public postsecondary institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division General Education core courses Requirements at the receiving institution. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

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iii. If a student has completed GEM courses/categories but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree those GEM courses will satisfy the associated GEM course requirement at the receiving institution.

~~This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.~~

~~Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.~~

~~A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.~~

b. Associate of Applied Science Degrees

i. A student who satisfactorily completes a GEM course as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have satisfied the associated GEM course of the receiving institution for an AAS.

ii. The Bachelor of Applied Science (BAS) and Bachelor of Applied Technology (BAT) are interdisciplinary degrees designed for students who have completed an AAS degree. The BAS and BAT provide AAS graduates the opportunity to pursue a baccalaureate degree focused on upper-level academic coursework.

~~Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.~~

2. Transfer Associate Degree

~~The 100 and 200 level general education core requirement must fit within the following thirty (30) credit and course requirements and must have a minimum of~~

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thirty-six (36) credit hours. The remaining six (6) credits may come from the disciplines listed below, interdisciplinary courses, or foundational program courses.

Interdisciplinary courses integrate coursework from different academic areas and provide students an opportunity to engage in learning through inquiry while drawing on knowledge from multiple fields.

Foundational program courses integrate a disciplinary lens approach to the curriculum, serve as an academic introduction to the kinds of inquiry that are required for college learning, build problem solving skills, and identify student learning outcomes.

State Board of Education General Education Core:

	Required Courses	Minimum Credits
<u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	1	2
<u>English Composition</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
<u>Behavioral and Social Science</u> Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. <u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. <u>Note:</u> Courses must be distributed over two (2) different disciplines.	2	6
<u>Humanities, Fine Arts, and Foreign Language</u> Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. <u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6
<u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Chemistry, Physical Geography, Geology, and Physics. <u>Note:</u> Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.	2	7

	Required Courses	Minimum Credits
<u>Mathematics</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics, and Statistics.	1	3

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3. ~~Associate of Applied Science Degree.~~

~~This professional technical degree requires a minimum of 15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.~~

	Required Courses	Minimum Credits
a. <u>English/Communication</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.	2	6
b. <u>Mathematics/Computation</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.	4	3
c. <u>Social Science/Human Relations</u> Coursework in this area provides the student with the skills needed for understanding individuals in the work place and the functioning of thought and behavior. <u>Disciplines:</u> Human Relations, Psychology, and Sociology	4	3
d. <u>Elective</u> Coursework in this area may come from any general education core requirement as listed in III.V.2.	4	3

2. Each institution is responsible for publishing the current curriculum equivalencies of GEM courses on the state transfer web portal.

- 43. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and accept equivalent or elective credits on behalf of transferring students who have earned those credits from any out-of-state accredited institution or from any non-accredited institution or other educational source. ~~However, if the Board has previously approved credits for courses and programs, those credits are transferable among all Idaho public institutions. Notwithstanding the foregoing, an institution may deny credit transfer to comply with specialized accreditation requirements, or in unique degree requirements.~~**

Credits accepted by one institution under the Board's governance are transferable by the student to any other postsecondary institution under the Board's governance.

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SUBJECT

Board Policy III.G. Program Approval and Discontinuance- Second Reading

REFERENCE

March 2005	The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
April 2005	The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
June 2007	The Board approved the first reading of proposed amendments to Board Policy III.G.
August 2007	The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures.
June 19, 2013	The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.
December 2013	The Board approved the second reading of Board Policy III.G.
February 2014	The Board approved the first reading of proposed amendments to Board Policy III.G that would clarify the proposal submission and modification of PTE programs.

BACKGROUND/DISCUSSION

Board Policy III.G, Postsecondary Program Approval and Discontinuance provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and professional-technical programs.

During the implementation of policy changes approved by the Board in December 2013, the State Division of Professional-Technical Education (PTE) identified areas of policy that may not be as clear regarding proposal submission and modification of PTE programs. This was not realized until after the second reading was approved. While clarifying language would be minor, required

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language changes were substantial enough to warrant additional changes to Board Policy, requiring two readings.

IMPACT

Approval of proposed amendments will provide institutions and staff the necessary guidance for processing PTE programs.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.G, Page 3
Postsecondary Program Approval and Discontinuance

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will clarify requirements for new PTE programs and modifications to existing programs. Amendments also include striking out redundant language for name or title changes to programs and instructional units. Structural changes were also made so that provisions in policy for PTE programs flow and align with the requirements for academic programs.

Additional changes were made between the first and second reading to clarify that programs may not be implemented without prior Board approval where applicable. Board staff and the Council on Academic Affairs and Programs recommend approval as presented.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

ATTACHMENT 1

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

April 2014

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the educational and workforce needs of the state. All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.
- g. Professional-Technical Program Components shall include option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program.

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Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

a. Branch Campuses

The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

b. Academic Programs

- i. All new, modification, and/or discontinuation of academic program majors certificates, associates, bachelors, masters, doctorates, instructional units, administrative units, expansions, consolidations, including the transition of existing programs to an on-line format requires completion of the program proposal prior to implementation.

- 1) ~~Prior to implementation, an institution shall obtain The Board shall approve~~, prior to implementation, of any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.
- 2) ~~Prior to implementation, an institution shall obtain The Executive Director shall approve~~, prior to implementation, of any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
- 3) ~~Prior to implementation, an institution shall obtain The Board shall approve~~, prior to implementation, of any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

- ii. Modifications to existing programs shall include, but not be limited to, the following:

- 1) Converting one program option into a stand-alone program.
- 2) Consolidating an existing program to create one or more new programs.
- 3) Adding a degree program not already approved by the Board.
- 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 5) Transitioning of existing programs to an on-line format.

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- 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
- iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal is consistent with the program approval process. meets the standards approved by the Board and established in rule.

c. Academic Program Components

Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. of this policy applies.

New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

- i. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection [43.b.i](#) of this policy, and shall be reviewed and approved by the Board.

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- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credit changes in a program; descriptions of individual courses; other routine catalog changes; and do not require additional funding to implement. ~~Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.~~

4. Professional-Technical Programs

~~New, modification, and/or discontinuation of professional technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional technical program proposals shall be forwarded to the State Administrator of the Division of Professional technical Education for review and recommendation. All professional-technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Professional-Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.~~ Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval.

For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

a. Professional-Technical Programs

- i. All new, modification, and/or discontinuation of professional-technical degrees, instructional units, expansions, consolidations, including the transition of existing programs to an on-line format, require completion of the program proposal prior to implementation. Professional-Technical program proposals shall be forwarded to the State Administrator of the Division of Professional-Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.

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1) Prior to implementation, an institution shall obtain ~~The~~ Board ~~shall~~ approve ~~all, prior to implementation, of~~ any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.

2) Prior to implementation, an institution shall obtain ~~The~~ Executive Director ~~shall~~ approve ~~all, prior to implementation, of~~ any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.

3) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not be limited to, the following:

- 1) Converting one program option into a stand-alone program.
- 2) Consolidating an existing program to create one or more new programs.
- 3) Adding a certificate or degree program not already approved by the Board.
- 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 5) Transitioning of existing programs to an on-line format.
- 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

b. Professional-Technical Programs Components

Modification of existing professional-technical program components may or may not require a proposal. For professional-technical program components that require a proposal, subsection 4.a.i of this policy applies.

New, modification, and/or discontinuation of professional-technical options for existing programs; changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

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- i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education.

~~ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.~~

5. Sunset Clause for Program Approval

Board or Executive Director approval of academic and professional-technical education programs shall include a three-year sunset clause. A program not implemented within the three years from the date of its approval shall be resubmitted by the institution to the Board or Executive Director for approval. Institutions shall submit a new proposal to include a justification for the renewal.

6. Academic and Professional-Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Board Policy Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

a. Students

Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

b. Employees

- i. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.
- c. Institutions shall notify the Board office in writing when an approved program has been officially implemented.

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SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

The Board approved the first reading of proposed new Policy III.N, General Education.

BACKGROUND / DISCUSSION

A key initiative of the Board's Complete College Idaho Plan includes reforming general education under the Structure for Success strategy. The goal of this initiative is to re-map the delivery of general education statewide by creating an outcomes-based core, rather than a discipline-based core. This new approach to program design and assessment addresses the needs of stakeholders and creates stronger general education alignment between postsecondary institutions.

The General Education Taskforce, consisting of key educational leaders from all eight public institutions, received draft rubrics and recommendations in early December from the various discipline groups, which resulted in a proposed new policy that would provide guidance and coverage for General Education statewide. The new policy provides a common general education framework; establishes statewide General Education Matriculation (GEM) competencies that will guide institutions' determination of courses that will be designated as GEM courses; establishes shared rubrics that guide course/general education program assessment; and creates a transparent and seamless transfer experience for undergraduate students.

IMPACT

Approval of the proposed new policy will allow for restructuring the delivery of general education statewide and provide a common general education framework, which will facilitate seamless transfer between all of Idaho's public institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – 2nd Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The new policy will establish ongoing responsibilities for the faculty discipline groups, who will ensure consistency and relevance of General Education competencies related to their discipline. Additionally, policy will also formally establish the State General Education Committee, who will be responsible for reviewing competencies and rubrics for institutionally-designated General Education categories and ensure transferability.

In the development of this new policy, outdated language regarding general education was taken from Board Policy III.V (Articulation and Transfer) and updated and incorporated in Board Policy III. N. Specifically, subsections 2 and

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3 were removed from III.V. This is reflected in the proposed amendment to Board Policy III.V presented earlier.

There were no changes between the first and second readings. Board staff and Council on Academic Affairs and Programs recommend approval as presented.

BOARD ACTION

I move to approve the second reading of the proposed new Board Policy III.N, General Education as presented and to be implemented by the Fall 2015 academic semester.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education

Attachment 1

April 2014

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with a student's major, General Education competencies prepare students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. Course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This section shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees shall be:

- a. The General Education curricula must be thirty-six (36) credits.
- b. Twenty-seven (27) to thirty (30) credits of the General Education curricula (dependent upon Written Communication placement) must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4.
- c. Six (6) to nine (9) credits of the General Education curricula are reserved for institutions to create competency areas that address the specific mission and goals of the institution. Courses in these competency areas shall have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

2. The intent of the General Education framework is to:

- a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
- b. Establish shared rubrics that guide course/general education program assessment; and
- c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) General Education Matriculation (GEM) competency areas. The first two emphasize integrative skills intended to inform the learning process throughout General Education and major. The final four represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

- a. Written Communication
- b. Oral Communication
- c. Mathematical Ways of Knowing
- d. Scientific Ways of Knowing
- e. Humanistic and Artistic Ways of Knowing
- f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

- a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
- b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
 - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
 - iii. Understand interpersonal rules, roles, and strategies in varied contexts.
 - iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
 - v. Employ effective verbal and nonverbal behaviors that support communication goals.
 - vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

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- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
 - i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
 - i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
 - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

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- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees.

General Education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	3 to 6 (depending on placement)
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Competency Areas	6 to 9 (depending on Written Communication placement)

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
 - ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science degrees.
 - i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

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Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Institutionally-Designated Competency Areas	3

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Those courses are transferable as meeting the GEM requirements at any Idaho public institution. Faculty discipline groups representing all public postsecondary institutions shall ensure consistency and relevance of General Education competencies related to their discipline.
- b. The State General Education Committee (The Committee): The Committee, established by the Board, shall consist of a representative from each of the eight public postsecondary institutions. To ensure transferability, the Committee reviews competencies and rubrics for institutionally-designated General Education categories; final approval resides with the Board. Committee membership and duties are prescribed by the Board.
- c. The eight (8) public postsecondary institutions shall identify all GEM courses in their curricula and identify them on the state transfer web portal.

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SUBJECT

Board Policy III.Y. Advanced Opportunities – Second Reading

REFERENCE

April 2012	Board approved the first reading of amendments to Board Policy III.Y.
June 2012	Board approved the second reading of amendments to Board Policy III.Y.
February 2014	Board approved the first reading of amendments to Board Policy III.Y which would allow secondary students two options for earning postsecondary credits through the technical college system.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Over the last year, the Division of Professional-Technical Education (PTE), in conjunction with a stakeholder group made up of representatives from the technical colleges and industry evaluated Idaho's TechPrep Program and has proposing amendments to the program. The "traditional" TechPrep Program contained in Board policy allowed secondary professional-technical students the opportunity to participate in a TechPrep Program that allowed them to transcribe postsecondary credits within a defined period of time at the conclusion of the program. The TechPrep Programs must have an approved articulation agreement between the high school and the postsecondary institution. This agreement outlines how the credits will transfer at the conclusion of the program. The proposed amendments would allow for two pathways of earning technical credits. The first, Technical Competency Credit would be similar to the current process for TechPrep. The second, Technical Dual Credit would mirror the current dual credit options.

Technical Competency Credit students would not be considered postsecondary students and do not earn credits until they matriculate to a postsecondary institution. The credits earned would be based on successfully mastering the program competencies. Technical Dual Credit students, similar to Academic Dual Credits students, would be awarded at the successful completion of each course, students would be dually enrolled as secondary students and postsecondary students.

The Council on Academic Affairs and Programs (CAAP) expressed some concerns regarding proposed amendments to Board Policy III.Y. following the approval of the first reading. Board staff met with the Provost and VP's of Academic Affairs to discuss their concerns, the most significant concerns expressed were regarding the language specify the qualifications for instructors and the fee for the technical dual credit courses, the bulk of the changes made

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were wording changes for additional clarity and the moving of language approved during the first reading to different sections of the policy. The group come to consensus on the following changes:

- the language regarding faculty qualifications was amended to mirror the language in the academic dual credit section. The intent of the original language was that the college approve the faculty, and that the faculty or instructor have the same credentials required by the institution for their professional-technical courses
- the language regarding the fee for the technical dual credit courses was changed to mirror the original dual credit fee language. This language specifies that the Board will set the fee at their Fee Setting meeting. The fee is currently \$65 per credit
- the reference to "technical college" was changed to "postsecondary institution" throughout the policy
- additional specificity was added to the advising language in the technical dual credit standards and the technical competency credit standards specifying that advising must include information regarding the difference between professional-technical credit and academic credit and how these credits would apply toward a degree
- language was removed from both the academic dual credit standards section and technical dual credits standards section that was not clear regarding requirement that students successfully complete all of the course requirements. Language in other sections of the standards already specified that the students are assessed based on the same standards as traditional postsecondary students and that course content meets the same standards as the on-campus courses. To add additional clarity in the student assessment section the language "and awarded credit" was added.
- the introduction to the term Professional-Technical Advanced Learning (PTAL) was removed, the two pathways that fell under PTAL were split out, the standards for the two programs introduced in the first reading stayed the same, except as noted herein
- the definition of dual credit was amended to clarify that dual credit encompassed both academic dual credit and technical dual credit
- the technical dual credit standards were moved so that they followed the academic dual credit standards
- the definition of technical competency credit was moved to its own definition section rather than following under the PTAL designation
- the reference to statutory requirements in the standards section for dual credit courses taken on campus was amended to bring it into alignment with changes made to the that referenced section of code. The statutory requirement was removed from code making the reference no longer accurate
- redundant language in the dual credit on campus standards was cleaned up, since the standard only applies to high school students taking classes

The fee for technical competency credit did not change and remains the same Workforce Training Fee as specified in the first reading.

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IMPACT

Approving the amendments now would allow the institutions time to evaluate changes they would like to make in the advanced opportunities they offer secondary students and notify the school districts they work with prior to the start of the secondary schools summer break. This will allow the secondary schools to make any necessary changes to their fall course offerings.

ATTACHMENTS

Attachment 1 – Board Policy III.Y. Certificates and Degrees –
Second Reading

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) was notified that PTE was proposing changes to III.Y Advanced Opportunities at their December meeting and was provided a draft of the proposed policy amendments at their February meeting. CAAP did not have any additional changes or recommendations to bring forward at that time. Subsequent conversations following the approval of the first reading brought to light some additional concerns and lack of understanding regarding some of the proposed policy amendments. The additional amendments requested by the institutions provide for added clarity to the policy without changing the overall intent of the consistent application of advanced opportunities for secondary students across the state. The original fee proposed for the technical dual credit courses was based on the current funding structure for professional-technical courses provided by the technical colleges, further discussions made it evident that additional oversight would be needed to assure the standards for the technical dual credit courses were met, thereby making it appropriate for the institutions to charge the same fee as the academic dual credit courses.

Lewis-Clark State College (LCSC) expressed concerns regarding the policy itself. The language in the technical competency credit standards specifying that these students are not postsecondary students and do not receive the postsecondary credits until they matriculate will impact LCSC's current TechPrep practices. LCSC concurrently enrolls these students as postsecondary students. The Technical Dual Credit model would allow LCSC to concurrently enroll secondary students, however, these courses would now be subject to the dual credit fee set by the Board. LCSC does not currently charge for TechPrep courses.

The Board policy outlines the process and minimum standards for the various Advanced Opportunity options available to secondary students. It does not dictate how the secondary schools or postsecondary institutions internally manage the processes.

Due to timing related to secondary school schedules, if the Board were to approve the second reading of the amendments to Board Policy III.Y. at this meeting, it is anticipated that the changes would not impact the students until the Fall of 2014. Institutions would be expected to implement any necessary changes no later than Fall of 2014.

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BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

~~June 2012~~April 2014

1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, to support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The ~~primary intent of the Board is to develop a~~ purpose of this policy is to provide program standards for advanced opportunities ~~programs~~ for secondary students which ~~would~~:

- a. Enhance their postsecondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- c. Reduce the overall cost of educational services and training to the student.

3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, ~~Tech Prep Professional Technical Advance learning (PTAL)~~ technical competency credit, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, ~~Tech Prep PTAL~~ technical competency credit, and the International Baccalaureate program.

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a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. ~~Academic~~ Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. Dual credit may be earned for both academic courses and professional-technical courses. Academic dual credit refers to credits earned on a student's secondary transcript and postsecondary transcript for a single academic dual credit course. Technical dual credit refers to credits earned on a student's high school transcript and postsecondary transcript for the same professional-technical course.

c. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

d. ~~Tech Prep~~ Professional Technical Advance Learning (PTAL) ~~Technical Competency Credit~~

~~Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree. PTAL is an advanced opportunity that provides a head start on a technical certificate or an associate of applied science degree. PTAL allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits for programs delivered through the Idaho Technical College System. Credits earned in a PTAL course may become part of a student's permanent college record or be escrowed for future use. Technical Competency Credit provides an avenue for secondary students to document proficiency in the skills and abilities they develop in high school professional-technical programs to be evaluated for postsecondary transcription for future transcription as appropriate when they matriculate to a~~

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postsecondary institution. Technical Competency Credits are awarded for courses and competencies identified as eligible Technical Competency Credit through a Technical Competency Credit Agreement with at least one Idaho ~~technical college postsecondary institution~~. Eligible courses are professional-technical courses provided at the high school and approved by the postsecondary institution in advance. Students participating in a technical competency credit program are not considered postsecondary students until they matriculate to a ~~technical college postsecondary institution~~.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

- a. Academic Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in <u>at a</u> postsecondary <u>institution</u> or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues

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	such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed <u>and awarded credit</u> using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading

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(AE2)	standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

- b. ~~Technical Dual Credit provides the opportunity for high school students to simultaneously earn high school and technical college credit. Credits earned will become a part of a student's permanent college record; and~~ Technical Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

<u>Curriculum 1 (C1)</u>	<u>Courses are catalogued postsecondary technical courses approved through the regular course approval process of the technical college-postsecondary institution. These courses have the same departmental designation, number, title, and credits as traditional technical-college postsecondary institution courses. These courses adhere to the same course description and course content as the technical-college postsecondary institution course.</u>
<u>Curriculum 2 (C2)</u>	<u>Courses are recorded on a student's official academic record of the technical-college-postsecondary institution.</u>
<u>Curriculum 3 (C3)</u>	<u>Courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring department at the technical-college postsecondary institution.</u>

Faculty

<u>Faculty 1 (F1)</u>	<u>Instructors teaching courses must meet the professional-technical certification requirements for postsecondary faculty and instructors of the postsecondary institution awarding credits or provisions are made to ensure instructors are capable of providing quality college-level</u>
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	<u>instruction through ongoing support and professional development.</u>
<u>Faculty 2 (F2)</u>	<u>The technical college postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and Technical College postsecondary institution administrative requirements before approving instructors to teach the technical college's postsecondary institution's courses.</u>
<u>Faculty 3 (F3)</u>	<u>Instructors are part of continuing professional development, such as seminars, site visits, and ongoing communication with the college faculty, and Division of Professional-Technical Education Program Manager, and regional Transition Coordinator. This interaction addresses issues, including but not limited to: course content, course delivery, assessment, evaluation, and professional development in the field of study.</u>
<u>Faculty 4 (F4)</u>	<u>Instructors teaching Technical Dual Credit courses are evaluated according to processes agreed upon by the technical college postsecondary institution and school district.</u>

Students

<u>Students 1 (S1)</u>	<u>High school students enrolled in Technical Dual Credit courses are considered both high school and technical college postsecondary institution students.</u>
<u>Students 2 (S2)</u>	<u>High school students are provided with a student guide that outlines their responsibilities, as well as guidelines for the credit transfer and the value over time of transcribed technical credit information regarding how the credit will apply to postsecondary certificate and degree requirements. The student guide will include an explanation of the difference between technical and academic credit, how a professional-technical course is a part of a professional technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.</u>
<u>Students 3 (S3)</u>	<u>Technical Dual Credit student admission requirements are outlined in Board Policy Section III.Q.11 Professional-Technical Early Admission.</u>
<u>Students 4 (S4)</u>	<u>To enroll the student must enroll as a technical college postsecondary institution student to receive the post-secondary credit. Enrolled students are only awarded credit if they successfully completes all of the course requirements.</u>

Assessment

<u>Assessment 1 (A1)</u>	<u>Technical Dual Credit students are held to the same course content standards and standards of achievement as those expected of students in technical college postsecondary institution courses.</u>
<u>Assessment 2 (A2)</u>	<u>Every Technical Dual Credit course offered is annually reviewed by technical college postsecondary institution faculty and high school program instructors to assure that technical college postsecondary institution standards are being met.</u>
<u>Assessment 3 (A3)</u>	<u>Students enrolled for Technical Dual Credit are assessed and awarded credit at the same level of proficiency using the same methods as technical college postsecondary institution students and by a process approved by the technical college postsecondary institution.</u>

Program Administration and Evaluation

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Admin & Evaluation 1 (AE1)	The technical college in each region will provide a Transition Coordinator to facilitate the PTAL program and provide transition services to high school professional technical students.
Admin & Evaluation <u>21</u> (AE <u>21</u>)	Agreements are established between the high school and the technical college postsecondary institution to ensure instructional quality. Teacher qualifications, course content, student assessment, and faculty assessment are reviewed and agreed upon by the technical college postsecondary institution.
Admin & Evaluation <u>32</u> (AE <u>32</u>)	Costs information is provided to students prior to enrollment in a course. Students pay a transcription fee consistent with the current Workforce Training Fee (SBOE Policy IV.R.3.a.ix). Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses.

c. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus (Academic and Technical Dual Credit)

A.	The student is admitted by the postsecondary institution as a non- matriculating degree seeking student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, An institution may require prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form provided by the school district <u>or the institution</u> that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor the risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met: The student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school. Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate

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	<p>application.</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part time basis or full time basis as defined in Board policy.</p>
G.	<p>Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration.</p> <p>Students <u>under the age of 16</u> enrolled in a <u>public secondary</u> school may seek admission to enroll <u>in courses provided on the postsecondary campus</u> by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.</p>

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2	Information must be available from the high school counselor, AP

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(S2)	coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.
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Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

- d. ~~Tech Prep Professional Technical Advanced Learning (PTAL) Technical Competency Credit~~ Standards

~~Professional Technical Education programs in Idaho are delivered through comprehensive high schools, professional technical schools, and the technical college system. Tech allows secondary professional technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree. There are two pathways for the awarding of PTAL credits, Technical Dual Credit and Technical competency Credit. The technical college in each region provides a Transition Coordinator to facilitate the PTAL program and provide transition services to high school professional technical students.~~

Curriculum

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution. High school professional technical courses and course content must have competencies comparable with <u>technical college postsecondary institution</u> courses and be identified as eligible for Technical Competency Credit consideration through a Technical Competency Credit Agreement (e.g. articulation agreement) with a least one Idaho <u>technical college postsecondary institution</u>.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, and agree to the <u>student learning outcomes, and</u> level of proficiency <u>to be demonstrated by the student.</u>

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate <u>professional technical</u> certification in the program area for which <u>articulated</u> credit is to be awarded.
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Students/Parents

Students 1 (S1)	<u>Tech-Prep Technical Competency Credit</u> students <u>participating in this advanced opportunity</u> are high school students, <u>and are not enrolled in the technical college postsecondary institution.</u> <u>These students are not counted as dual credit students.</u> <u>Postsecondary credits are not awarded until the student matriculates to the postsecondary institution.</u>
Students 2 (S2)	<u>High school students are provided with a student guide that outlines their responsibilities, guidelines for the process of transcribing and the value over time of the transcribed technical college postsecondary credit</u> <u>and information regarding how the technical credit will apply to postsecondary certificates and degree requirements.</u>
<u>Students 3</u> <u>(S3)</u>	At the completion of the <u>TechPrep course Technical Competency Credit program.</u> The instructor will <u>recommend identify</u> students <u>eligible for college credit based on their performance.</u> <u>To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.</u> <u>who have met program competencies.</u>

Assessment

Assessment 1 (A1)	The students are assessed for <u>high school and</u> postsecondary <u>technical</u> credit according to the requirements of the <u>articulation Technical Competency Credit</u> agreement.
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Program Administration and Evaluation

<u>Admin & Evaluation</u> <u>4</u> <u>(AE1)</u>	<u>The technical college in each region administers the Advanced Learning Partnership (ALP).</u> <u>The school districts in each region are members of the ALP.</u> <u>The Tech Prep program is administered through the six Advanced Learning Partnerships and each of the technical colleges serves as the fiscal agent.</u> <u>The ALP Advisory Committee meets at least twice per school year.</u>
Admin & Evaluation <u>21</u> (AE <u>21</u>)	<u>Each articulation Any Technical Competency Credit agreement between a secondary professional-technical program and a technical college postsecondary institution</u> must be reviewed annually.
<u>Admin & Evaluation</u> <u>2</u> (AE <u>2</u>)	<u>At the time of regular admission to the technical college postsecondary institution program, the student will be assessed a transcription fee consistent with the current Workforce Training Fee (Board Policy Section IV.R.3.a.ix.) for qualifying Technical Competency credits earned in high school.</u>

BOISE STATE UNIVERSITY

SUBJECT

Approval of Graduate Certificate in Victim Services

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new self-support program that will award a Graduate Certificate in Victim Services. This proposed program is a one year curriculum designed to provide a theoretical and applied foundation in victimization and victim services. The program will be offered fully online, and will therefore be accessible both to working professionals and to individuals interested in becoming professionals in this discipline. For students interested in victim services, there is no specialized degree program (undergraduate or graduate) in Idaho and only five exist nationally of which two are offered via distance education or a hybrid program of study.

There is a growing demand for victim service providers (especially those working within the criminal justice and social services systems) to have academic degrees. Typically, however, the most relevant degrees are general degrees in criminal justice, social work, or psychology/counseling and 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 system of services.

By creating academic credentialing of victim service providers, BSU will create more skilled criminal justice and social service professionals. In turn, those professionals will provide enhanced services to crime victims in Idaho and across the nation. Enhanced services to crime victims will reduce the likelihood of secondary victimization and increase the likelihood of cooperation with criminal justice processing of offenders.

BSU commissioned a study by the Education Advisory Board entitled "Employer Demand for Graduate Certificates in Victim Services" (Appendix B in the full proposal). That study found:

- From 2010-2012, there was a 69% increase in jobs requiring victim services skills.
- From 2010-2012, there were 79,912 job postings nationwide requiring victim services and case management skills and a bachelor's degree.
- The jobs with the highest need for victim services education, included positions spanning in areas of health sciences, social work, human services, social services, law, and criminal justice, and included:

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- Registered Nurses
- Medical and Health Services Managers
- Social Workers
- Social and Human Service Assistants
- Paralegals and Legal Assistants
- Mental Health Counselors
- Physical Therapists
- Probation Officers and Correctional Treatment Specialists
- Criminal Justice and Law Enforcement Teachers
- Substance Abuse Specialists

IMPACT

BSU plans to charge \$340 per credit hour. Students enrolled in the program are expected to generate 260 graduate credit hours per year. The expected annual gross revenue will therefore be approximately \$88,400.

ATTACHMENTS

Attachment 1 – Graduate Certificate in Victim Services Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new program granting a Graduate Certificate in Victim Services. The proposed program will require 16 credits of graduate coursework. BSU projects that 18 students will enter the program each year and anticipates they will complete in one year, resulting in approximately 18 students enrolled at any time. BSU estimates that since there will be attrition from the program, 14 students will graduate per year.

BSU's request to create a new self-support Graduate Certificate in Victim Services is aligned with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in the Southwest Region. Pursuant to III.Z, no institution has the Statewide Program Responsibility in this discipline.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on March 20, 2014.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b. (v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program. CAAP and Board staff recommends approval of the proposed self-support Graduate Certificate in Victim Services as presented.

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BOARD ACTION

I move to approve the request by Boise State University to create a new self-support program granting a graduate certificate in Victim Services.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Graduate Certificate in Victim Services program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 13-0009

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Social Sciences & Public Affairs
Name of Department(s) or Area(s):	Criminal Justice

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

Title:	Graduate Certificate in Victim Services	
Degree:	Graduate Certificate in Victim Services	
Method of Delivery:	Online, Self Support	
CIP code (consult IR /Registrar)	43.0199 Corrections and Criminal Justice, Other	
Proposed Starting Date:	Fall 2014	
Indicate if the program is:	<u>Regional Responsibility</u>	Statewide Responsibility

Indicate whether this request is either of the following:

<input checked="" type="checkbox"/> New Program (minor/option/emphasis or <u>certificate</u>)	<input type="checkbox"/> Discontinuance of an Existing Program/Option
<input type="checkbox"/> New Off-Campus Instructional Program	<input type="checkbox"/> Consolidation of an Existing Program
<input type="checkbox"/> New Instructional/Research Unit	<input type="checkbox"/> Expansion of an Existing Program
<input type="checkbox"/> Contract Program/Collaborative	<input type="checkbox"/>

College Dean (Institution)

Date

Vice President for Research (as applicable)

Date

Graduate Dean
(For Grad Progs)/ ExtStudies Dean
/ Self-spprt &/or online

Date

State Administrator, SDPTE
(as applicable)

Date

Chief Fiscal Officer (Institution)

Date

Academic Affairs Program Manager

Date

Chief Academic Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

President

Date

SBOE/OSBE Approval

Date

February 26, 2013

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

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

Boise State University's Department of Criminal Justice proposes to create a self-support, fully online graduate certificate program in Victim Services. This graduate certificate is a one year curriculum designed to provide a theoretical and applied foundation in victimization and victim services. The online aspect of the program was created to be accessible to both working professionals and traditional students.

The discipline of victim services is in the midst of a movement towards professionalism. Nationwide, victim services professionals are seeing more requests for credentials specific to crime victims. Professional organizations, such as the National Organization for Victim Assistance (NOVA), offer certifications, but these are professional, not academic, in nature. There is a growing demand for victim service providers (especially those working within the criminal justice and social services systems) to have academic degrees and 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 system of services. For students interested in victim services, there is no specialized degree program (undergraduate or graduate) in the entire state of Idaho and only five (5) exist nationally of which two (2) are offered via distance education or a hybrid program of study.

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

Objectives of creating the program are the following:

1. Create a program to meet the growing need for education and credentialing specific to crime victimization and its effects.
2. Create a curriculum to develop victim service professionals who are more effective at serving crime victims because of increased knowledge about the physical, psychological, financial, and societal effects of crime on its victims.
3. Support a standard level of knowledge and professionalism for the discipline of victim services.
4. Recruit and retain professionals who are knowledgeable and committed to improving the quality of service provided to crime victims through medical, social, human, and criminal justice services.

Expected Student Learning Outcomes are the following:

1. Synthesize theory and research to inform policy and practice affecting crime and its victims.
2. Create attitudinal and behavioral change in communities and their systems that supports

victims of crime.

3. Develop skills to provide evidence-based services to reduce the effects of crime on its victims.

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

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

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

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

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Financial Review: Current federal regulations require online certificate programs (both undergraduate and graduate) to undergo annual financial audits and long term reporting on loan repayment and graduates' success in obtaining relevant employment. State board policy requires that all self-support programs undergo audits on a 3-year cycle.

Online Programs: Quality assurance measures for online programs and faculty: A) The program faculty participate in a 10-week online program curriculum, outcome, and course mapping process. B) The faculty members developing courses go through the 12-week eCampus Course Design and Development seminar, working with an Instructional Design Consultant, receiving 20 hours of hand-on development support, and building the courses in a Boise State online course template that has been developed using the Quality Matters rubric. Each course will undergo a peer review using the Quality Matters course design rubric. C) All faculty teaching in the program will also participate in a 6-week seminar, eCampus Teaching Online Seminar.

There is no applicable specialized accreditation in victim services.

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

Victim Services (VS) Courses:

VS 531 Research Methods and Data Analysis – (3 credits) Covers the basic methods of quantitative and qualitative research and their application to the field. Discusses the relationship among theory, research, and social policy. Instructs on the use of computerized

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statistical packages in the social and behavioral sciences and statistical problem-solving using various data-sources. PREREQ: Victim services admission required.

VS 532 Administration of Justice – (3 credits) Locates the profession of criminal justice within historical, theoretical, and political perspectives. Focuses on contemporary theoretical perspectives. Defines the nature and scope of the discipline through the relationships among theory, policy, and practice. PREREQ: VS 531 and victim services admission required.

VS 533 Victimology and Victim Services – (3 credits) Explores theoretical perspectives on the role of victims in crime. Discusses the prevalence of various forms of victimization, the effects of crime on its victims, and the nature and scope of victim services as a discipline. Locates the evolution of victims' rights within the context of other societal movements. PREREQ: VS 532 and victim services admission required.

VS 534 Crisis Intervention and Ethics in Victim Services – (3 credits) Instructs students in the foundational tools to intervene in crisis situations with victims of crime. Discusses the various existing programmatic frameworks for intervention and evidence-based research supporting their use. Provides overview of ethical considerations and professional requirements in victim services, including confidentiality, mandatory reporting, boundaries, and case management. PREREQ: VS 533 and victim services admission required.

VS 535 Survey of Types of Victimization – (1 credit) Focuses on current issues in victimology and victim services. PREREQ: VS 534 and victim services admission required.

VS 536 Intimate Partner Violence and Rape – (3 credits) Explores the theoretical perspectives of violence occurring within intimate relationships and across all forms of rape. Discusses topics in terms of offending, victimization, and criminal justice/social services response. PREREQ: VS 535 and victim services admission required.

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

Credit hours required in certificate:	16
Credit hours required in minor:	N/A
Credit hours in institutional general education or core curriculum:	N/A
Credit hours in required electives:	N/A
Total credit hours required for completion:	16

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

No other university or college within Idaho or the region offers a similar program.

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution

BSU Graduate Certificate in Victim Services	Graduate Certificate		Broadly covers victim services.
CSI	none		
CWI	none		
EITC	none		
ISU	none		
LCSC	None		
NIC	None		
UI	None		

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

The Department used two primary factors in determining enrollment projections: current staffing levels in the department and contacts within the community.

First, staffing levels place limits on the size of cohorts to be enrolled in the proposed program: a new cohort of 18 will begin every August, and each cohort will be expected to complete in one year.

Second, a number of lines of evidence indicate that there will be well more than 18 students who will want to pursue the program.

- The primary audience for this degree program is working professionals who are often on shifts or on-call statuses. In order to best serve this audience, we believe the program must be offered solely in an online environment to meet those limitations. In addition, the lack of degree offerings for this discipline across the country allows us to market beyond the Treasure Valley and the State of Idaho, thus necessitating an online format.
- The Department has a solid working relationship with the two primary professional organizations for victim services in the state of Idaho: the Idaho Coalition Against Domestic & Sexual Violence (ICDSV) and the Idaho Victim-Witness Association (IVWA). In addition, the Department also has contact with the primary federal funding agency in the state for victim services, the Idaho Council on Domestic Violence & Victim Assistance (ICDVVA). The Department has been in ongoing discussion with our community partners over the past four years regarding the development, potential, and marketing of this proposed graduate certificate.
- We have examined interest here on campus. Interest in victim services is growing here at BSU as evidenced by the increasing enrollment in our Crime Victims' Rights Week workshop, internships at victim service agencies, external and internal funding into the department, and research interest among graduate students. This growing interest has led to an increased number of students requesting internships in victim services, registering for the one week Crime Victims' Rights Week workshop (which has seen a 100% growth in the past 5 years to a current cap of 75-100 students across multiple disciplines), and requesting information on additional educational opportunities for this area. The Department of Criminal Justice has a healthy M.A. program where, in the past

two years, at least half of the students undertook culminating events involving victimization topics. Thus, we believe a number of our M.A. students would be interested in the graduate certificate as well as evidenced by the number of graduate students who are currently enrolled in the graduate certificate in Addiction Studies.

We project that 18 students will enter the program each year and will complete in one year, resulting in approximately 18 students enrolled at any time. Given that there will be attrition from the program, we estimate that 14 students will graduate per year.

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

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

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Graduate certificate in victim services	Projected: 18 maximum enrolled at any one time			Projected: 14 per year			14 per year
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI							

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

We do not foresee any negative impact in enrollments for our Masters of Arts program in Criminal Justice or any other graduate level programs. In fact, we see this as an attractive ancillary to a number of those current graduate programs.

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

We commissioned a study by the Education Advisory Board's COE Forum entitled "Employer Demand for Graduate Certificates in Victim Services" (Appendix B). That study found:

- From 2010-2012, there was a 69% increase in jobs requiring victim services skills.
- From 2010-2012, there were 79,912 job postings requiring victim services and case management skills and a bachelor's degree.
- The jobs with the highest need for victim services education; those positions spanned health sciences, social work, human services, social services, law, and criminal justice, and included:
 - Registered Nurses
 - Medical and Health Services Managers
 - Social Workers
 - Social and Human Service Assistants
 - Paralegals and Legal Assistants
 - Mental Health Counselors
 - Physical Therapists
 - Probation Officers and Correctional Treatment Specialists
 - Criminal Justice and Law Enforcement Teachers
 - Substance Abuse Specialists

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

	Year 1	Year 2	Year 3	Total
Region	665	665	665	1,995
State	1,332	1,332	1,332	3,996
Nation	26,637	25,411	25,411	79,912

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

Nation: Calculated as one-third of the total job listings nation wide for 2010-2012.

State: Calculated as 5% of the nation-wide openings, which is the percent of the nation's population that resides in Idaho.

Region: Calculated as ½ of the state-wide openings, corresponding to the approximate proportion of the state's population residing in this region of the state.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
N/A
- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Enhancing the knowledge and skills of criminal justice and social service professionals who have contact with crime victims will assist in reducing secondary victimization and increase crime victims' willingness to seek services and cooperate with criminal justice processing of offenders.

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

One of the primary audiences for this degree program is working professionals who are often on shifts or on-call statuses. In order to best serve this audience, we believe the program must be offered solely in an online environment to meet those limitations. In addition, the lack of degree offerings for this discipline across the country allows us to market beyond the Treasure Valley and the State of Idaho, thus necessitating an online format.

This certificate program will be delivered online using a design created specifically with the working professional/working student in mind, using shorter, intensive courses to be taken one at a time (8 week courses), year round, with all course work completed online.. This design allows for student completion within a timely manner (1 year).

The Graduate Certificate in Victim Services follows the Boise State University mission of expanding graduate programs and is in line with the University's plan for flexibility of delivery method and meeting a community need. The Boise State program will be the only online program in the Western U.S., and will serve the of current students and current professionals who are searching for formal education in the area of victimization and victim services.

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

By creating academic credentialing for victim service providers, we will create more skilled criminal justice and social service professionals. And more skilled criminal justice and social service professionals will provide enhanced services to crime victims in Idaho and across the nation. Enhanced services to crime victims reduce the likelihood of secondary victimization and increase the likelihood of cooperation with criminal justice processing of offenders.

Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access [The proposed program will provide online access to a valuable program relevant to a wide range of professionals]

Objective C: Adult Learner Re-Integration – [The proposed program will meet the needs of professionals seeking credentialing in victim services]

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

Goals of Institution Strategic Mission Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students. Strategies: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.	Offering an innovative program in a discipline with unmet educational needs
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population. Strategy: Bring classes to students using advanced technologies and multiple delivery formats.	Offering an online certificate program with a one year start-to-completion time to meet the educational needs of both traditional students and working professionals.
Goal 4: Align university programs and activities with community needs. Strategy: Include community impact in the creation and assessment of university programs and activities.	The Department has been in ongoing discussion with our community partners over the past four years regarding the need, development, potential, and marketing of this proposed graduate certificate.
Goal 4: Align university programs and activities with community needs. Strategy: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.	Enhancing the knowledge and skills of criminal justice and social service professionals who have contact with crime victims will assist in reducing secondary victimization and increase crime victims' willingness to seek services and cooperate with criminal justice processing of offenders.
Goal 5: Transform our operations to serve the contemporary mission of the university. Strategy: Reinvent our academic and business practices to improve service and efficiency.	The program makes use of a self-support model

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

Yes x No

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

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

There are numerous ways that potential students will become aware of the Graduate Certificate in Victim Services.

- The Department of Criminal Justice at BSU has over 850 students in both the undergraduate and graduate degree programs. Those students will be made aware of the existence of the program.
- An increasing number of students, not all of them Criminal Justice majors (i) request internships in victim services and (ii) have registered for the one week Crime Victims' Rights Week workshop, both of which will make students aware of the program.
- The Department has a solid working relationship with the primary professional organization for victim services in the state of Idaho: the Idaho Coalition Against Domestic & Sexual Violence (ICDSV). The ICDSV hosts an annual summit on victimization issues in

October of each fall. These summits regularly bring in 350-700 people working directly with crime victims or in allied professions. We will provide hard copy information on the proposed program and links to the online Department website in registration packets and offer an educational presentation during the summit on the program itself.

- The Department also has contact with the primary federal funding agency in the state for victim services, the Idaho Council on Domestic Violence & Victim Assistance (ICDVVA). The ICDVVA also hosts an annual conference in June which is required attendance for all grantee programs and is routinely attended by representatives from most victim services programs in the state and a growing number of allied professionals as well. We will provide hard copy information on the proposed program at the conference.
- In addition, the Department is the academic partner to the Idaho Victim Assistance Academy (IVAA), an organization offering one week of college level, theoretical education on victimization issues to victim services and allied professionals here at BSU each June. Acceptance into the IVAA is interdisciplinary and competitive in nature and the program is viewed as one of the best state level victim assistance academies in the country. Again, the opportunity for recruitment is ripe in this arena, especially since the IVAA is already offered for academic credit to interested students who are selected to attend and would be offered as one on-site, possible elective for the certificate program.
- The Department would have the opportunity to recruit potential students through the National Organization for Victim Assistance (NOVA) website by purchasing advertising space. NOVA currently offers voluntary, professional certification and the IVAA's basic and advanced curricula have been accepted as meeting the baseline requirements for NOVA certification.
- There is a professional organization in Idaho specifically for victim service professionals, the Idaho Victim Witness Association (IVWA). The Department has regular contact through community committee work with officers/members of this organization and would find opportunities for student recruitment during their bi-annual meetings to publicize the program.

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

The program will use a self-support model.

Cost per credit for the graduate certificate will be \$340. We anticipate an annual cohort of 18 students will begin the year-long program, with attrition to 14 students by the end of the year. The expected graduation rate is 14 students per year. The expected average annual revenue is approximately \$88,400. Expenditures include faculty costs, administrative salary replacement and stipend, travel costs for faculty professional development, program marketing/advertising, and course related costs.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Annual Faculty FTE = (Credit hour load)/30

Annual Student FTE = (Student Credit Hrs)/24 for Grad programs

	FY 15					FY 16					FY 17			
	Fall	Spring	Summ	year total		Fall	Spring	Summ	year total		Fall	Spring	Summ	year total
total enrollment	18	16	14			18	16	14			18	16	14	
Student FTE				11					11					11
# of courses running	2	2	2	6		2	2	2	6		2	2	2	6
# of credits running	6	6	4	16		6	6	4	16		6	6	4	16
Credit Hours Produced	108	96	56	260		108	96	56	260		108	96	56	260
grad cost per credit	\$340	\$340	\$340			\$340	\$340	\$340			\$340	\$340	\$340	
Total Income	\$36,720	\$32,640	\$19,040	\$88,400		\$36,720	\$32,640	\$19,040	\$88,400		\$36,720	\$32,640	\$19,040	\$88,400

I. Planned Student Enrollment		(FTE calculated as 1 FTE = 24 credit hours per year for grad programs; Headcount calculated as 1/3 of total registrations for year; assumes each student takes 3 courses)							
		FY 15		FY 16		FY 17		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		11	18	11	18	11	18	33	54
B. Shifting Enrollments		0	0	0	0	0	0	0	0

II. Revenue		FY 15		FY 16		FY 17		Cumulative Totals	
		On-going	One-time	On-going	One-time	going	One-time	going	One-time
1. Appropriated-Reallocation									\$0
2. Appropriated new									\$0
3. Federal									\$0
4. Tuition									\$0
5. Student Fees			\$88,400		\$88,400		\$88,400		\$265,200
6. Other (Local Account)									
Total Revenue		\$0	\$88,400	\$0	\$88,400	\$0	\$88,400	\$0	\$265,200

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 17, 2014

III. Expenditures	FY 15		FY 16		FY 17		Cumulative Totals	
	On-going	One-time	On-going	One-time	going	One-time	going	One-time
A. Personnel Costs								
1. FTE		0.91		0.91		0.92		2.74
2. Faculty		\$21,510		\$21,180		\$22,170	\$0	\$64,860
3. Administrators		\$7,813		\$7,813		\$7,813	\$0	\$23,438
4. Adjunct Faculty		\$2,850		\$2,850		\$2,850	\$0	\$8,550
5. Instructional Assts		\$0		\$0		\$0	\$0	\$0
6. Research Personnel		\$0		\$0		\$0	\$0	\$0
7. Support personnel		\$6,500		\$6,631		\$6,764	\$0	\$19,895
8. Fringe benefits		\$12,530		\$12,463		\$12,846	\$0	\$37,839
Total FTE personnel and costs		\$51,202		\$50,937		\$52,442	\$0	\$154,581
B. Operating Expenditures								
1. Travel		\$6,000		\$6,000		\$6,000	\$0	\$18,000
2. Professional Services		\$800		\$800		\$2,000		\$3,600
4. Communications		\$3,000		\$3,000		\$3,000	\$0	\$9,000
6. Materials and Supplies		\$1,800		\$1,800		\$1,800	\$0	\$5,400
7. Rentals		\$0		\$0		\$0	\$0	\$0
10. Miscellaneous		\$1,000		\$1,000		\$1,000	\$0	\$3,000
TOTAL OPERATING EXPENSES		\$12,600		\$12,600		\$13,800	\$0	\$39,000
C. Capital Outlay								
1. Library resources		\$0		\$0		\$0		\$0
2. Equipment		\$0		\$0		\$0		\$0
D. Physical facilities construction		\$0		\$0		\$0		\$0
E. Indirect costs (overhead)		\$7,264		\$7,238		\$12,812		\$27,314
TOTAL EXPENDITURES		\$71,066		\$70,775		\$79,055		\$220,896
Net Income (Deficit) per year		\$17,334		\$17,625		\$9,345		
Net Income (Deficit) cumulative		\$17,334		\$34,959		\$44,304		\$44,304

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

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

Budget Notes

III.A.2: Faculty FTE: 0.533 per year total

III.A.3: Administrator FTE: 0.13 per year

III.A.4: A practitioner from the community will teach the "crisis intervention & ethics in victim services" course

III.A.6: Support personnel: 0.25 FTE per year

III.A.7: Benefits calculated as 34% for faculty and administrators; 35% for support personnel.

III.B.1: Travel to professional conferences

III.B.2: Video services

III.B.4: Advertising

III.B.6: Office supplies and materials

III.E: Indirect costs consist of: University administrative fee: 10% of expenditures; Online support fee: 1% of revenue; Extended Studies administrative fee: 6% of revenues beginning third year.

February 26, 2013

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Attachment A: Curriculum

Graduate Certification in Victim Services	
<i>Course Number and Title</i>	<i>Credits</i>
Foundational Courses The following core courses are required of all students. They are to be taken in chronological order.	
CJ 531 Research Methods and Data Analysis	3
CJ 532 Administration of Justice	3
CJ 533 Victimology and Victim Services	3
CJ 534 Crisis Intervention and Ethics	3
CJ 535 Survey of Types of Victimization	1
CJ 536 Intimate Partner Violence and Rape	3
<i>Total</i>	16

Appendix B: Following Page: Employer Demand for Graduate Certificates in Victim Services



Employer Demand for Graduate Certificates in Victim Services
Data Request – January 2013

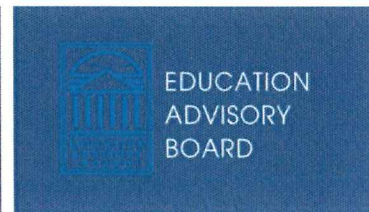
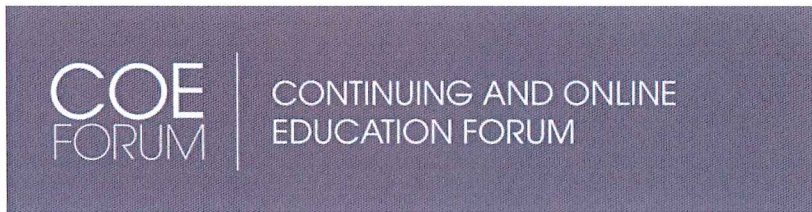
Burning Glass – The Education Advisory Board’s Partner for Real-Time Labor Market Data

The data included in this report is made possible through our partnership with Burning Glass, a Boston-based firm specializing in use of web spidering technology and Artificial Intelligence engines to mine more than 80 million online job postings for real-time employer demand data. Under the partnership, the Education Advisory Board may use certain features of Burning Glass’s proprietary tool called Labor/Insight™ to answer common member questions about employer demand for specific educational requirements, job titles, and competencies over time and by geography. A fuller description of the tool is available at <http://www.burning-glass.com/products/labor.html>.

Learn about Burning Glass and Labor/Insight™

Many Education Advisory Board member institutions subscribe to the Labor/Insight™ tool, to provide program directors and marketers desktop access to the tool’s full suite of features. Burning Glass is pleased to provide Labor/Insight™ to our members at a substantial discount. For more information about the service, please contact Kelly Bailey, Business Development Manager, kbailey@burning-glass.com or 732-800-2484.

1 of 9

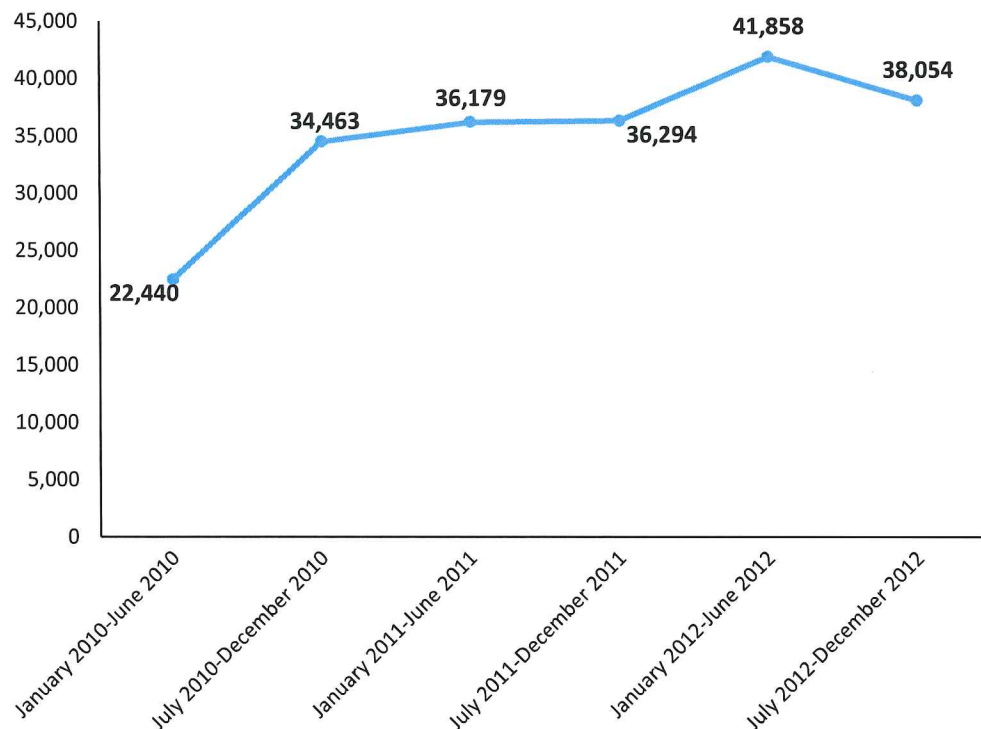


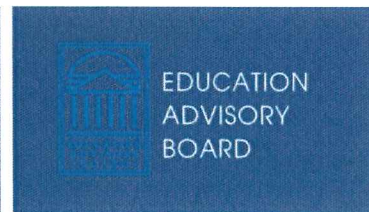
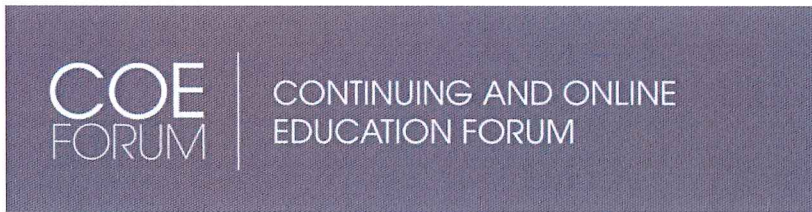
This report includes data from online job postings that require victim services and case management skills and a bachelor's degree in the United States in 2010, 2011, and 2012.

Demand Over Time: The number of job postings requiring victim services and case management skills in the United States increased by almost 54 percent in the second half of 2010 and a little over 15 percent between the end of 2011 and the first half of 2012. From the end of 2010 until 2012, the number of job postings remained relatively stable. Additionally, in the second half of 2012, job postings decreased by approximately nine percent.

Number of Job Postings Requiring Victim Services and Case Management Skills

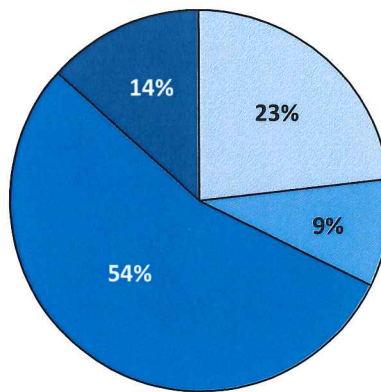
January 2010-December 2012





Education Levels Required: The majority of the 219,600 job postings require applicants with a bachelor's degree. Fourteen percent require candidates with a graduate or professional degree. However, this does not include information on employer's preferred education qualifications and 33 percent of the job postings do not specify education requirements.

Levels of Education Required for Victim Services Job Postings in the United States
Between January 1st, 2012 and December 31st, 2012



- ☐ Percent of Job Postings Requiring a High School Diploma
- ☐ Percent of Job Postings Requiring a Post-secondary or Associate's Degree
- ☐ Percent of Job Postings Requiring a Bachelor's degree
- ☐ Percent of Job Postings Requiring a Graduate or Professional Degree

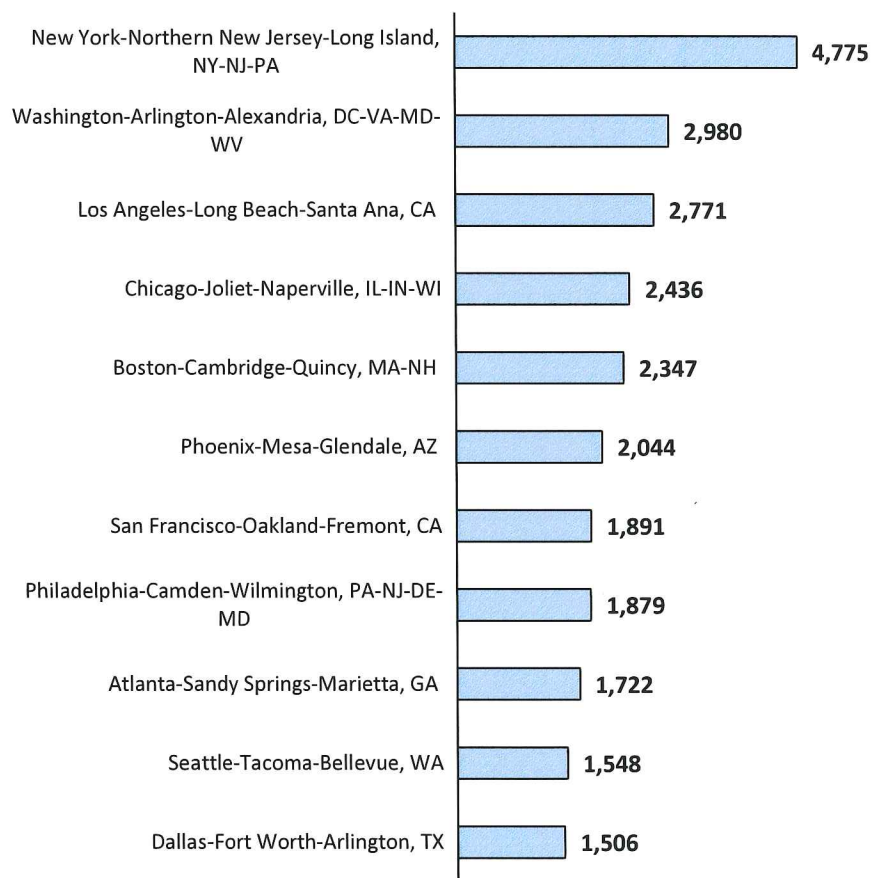
n=219,600 job postings with 71,954 unspecified



Demand by Location: 79,912 job postings require victim services and case management skills and a bachelor's degree. Almost 10 percent of these postings are located either in the New York or Washington D.C Metropolitan areas. Victim services and case management skills are in high demand in all regions.

Top Metropolitan Statistical Areas for Job Postings Requiring Victim Services and Case Management and Bachelor's Degrees

Between January 1st, 2012 and December 31st 2012

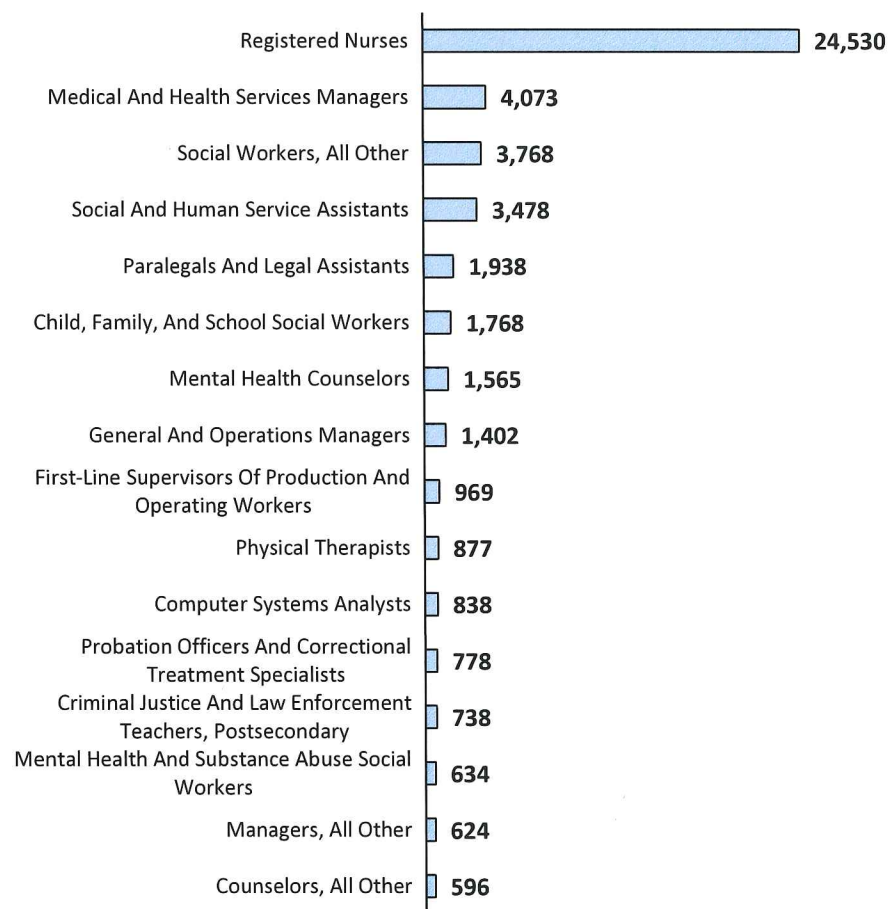


n=79,912 job postings with 0 unspecified

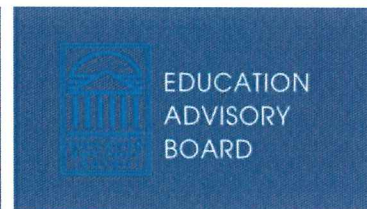
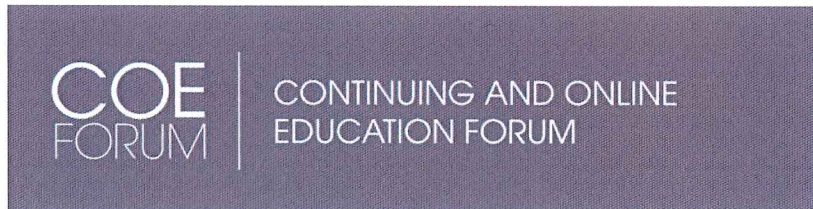


Demand by Occupation: Registered nurses represent 30 percent of all job postings and are the most common occupations for job postings that require victim services and case management skills and a bachelor's degree in the United States between January 1st, 2012 and December 31st, 2012. Almost one-half of all 79,912 job postings fall under the top four occupations, which include registered nurses, medical and health services managers, social workers, and social and human service assistants.

Top Occupations for Job Postings Requiring Victim Services and Case Management
Between January 1st, 2012 and December 31st, 2012



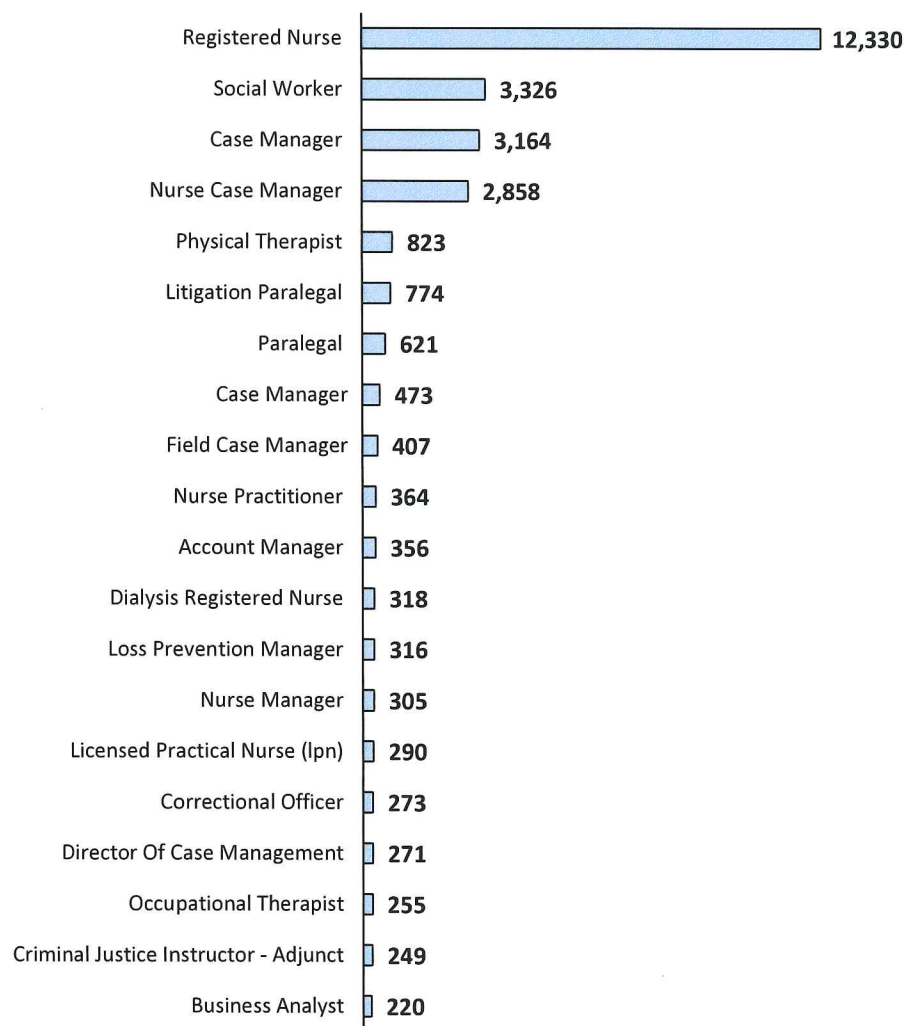
n=79,912 job postings with 2,948 unspecified



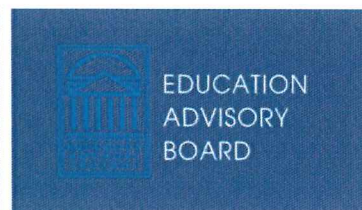
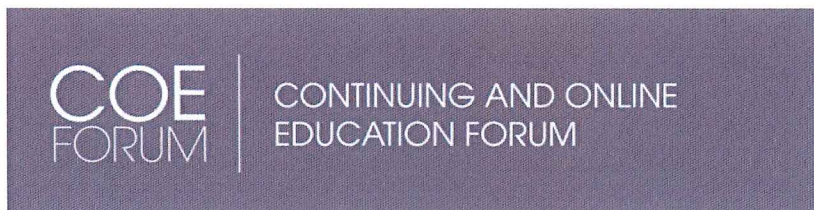
Demand by Job Titles: The top job title, registered nurse, represents less than twenty percent of all job postings, and the top four job titles represent almost 30 percent of total job postings. The fifth most common title, physical therapist, represents only one percent of the total job postings, which indicates that the remaining 70 percent of postings are spread among a variety of job titles and positions.

Top 20 Titles for Job Postings Requiring Victim Services and Case Management Skills

Between January 1st, 2012 and December 31st 2012

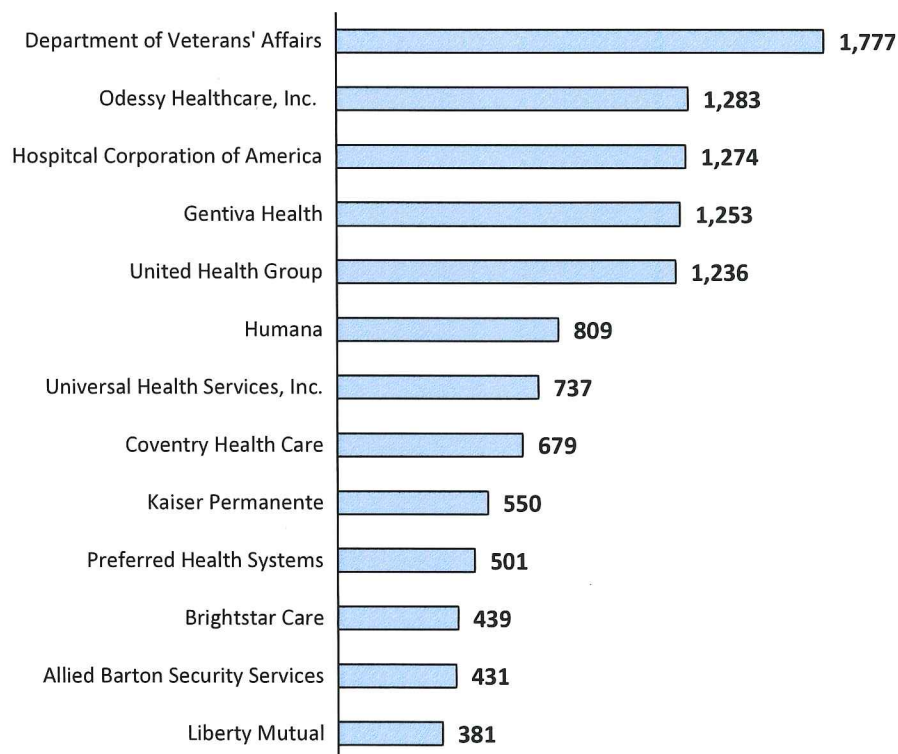


n=79,912 job postings with 195 unspecified



Employer Demand: The top employer, the Department of Veterans' Affairs, posts only two percent of the 79,912 total job postings that require victim assistance and case management skills and a bachelor's degree, which suggests a wide variety of employers seek similarly qualified candidates. Many health insurance companies such as United Health Group and Kaiser Permanente hire applicants with victim services and case management skills, which suggests demand for victim services skills by health care providers.

Top 13 Employers with Job Postings Requiring Victim Services and Case Management Skills
Between January 1st, 2012 and December 31st 2012

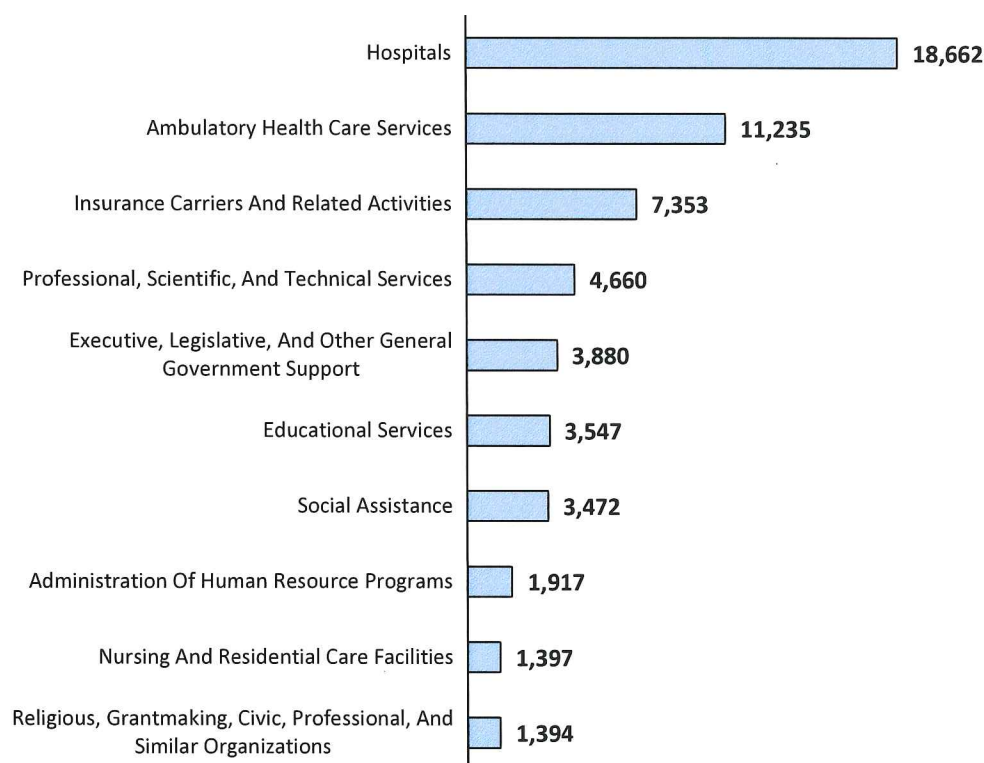


n=79,912 job postings with 18,282 unspecified



Industry Demand: Forty-eight percent of job postings that require victim services and case management skills and a bachelor's degree are in healthcare-related industries, including hospitals, ambulatory health care services, insurance carriers and related services, and nursing and residential care facilities. Professional, scientific, and technical services comprise under six percent of job postings, suggesting the remaining 52 percent of job postings are distributed in small amounts among many other industries service-oriented industries, such as educational services, social assistance, and civic organizations.

Top 10 Industries for Job Postings Requiring Victim Services and Case Management Skills
Between January 1st, 2012 and December 31st, 2012



n=79,912 job postings with 12,452 unspecified



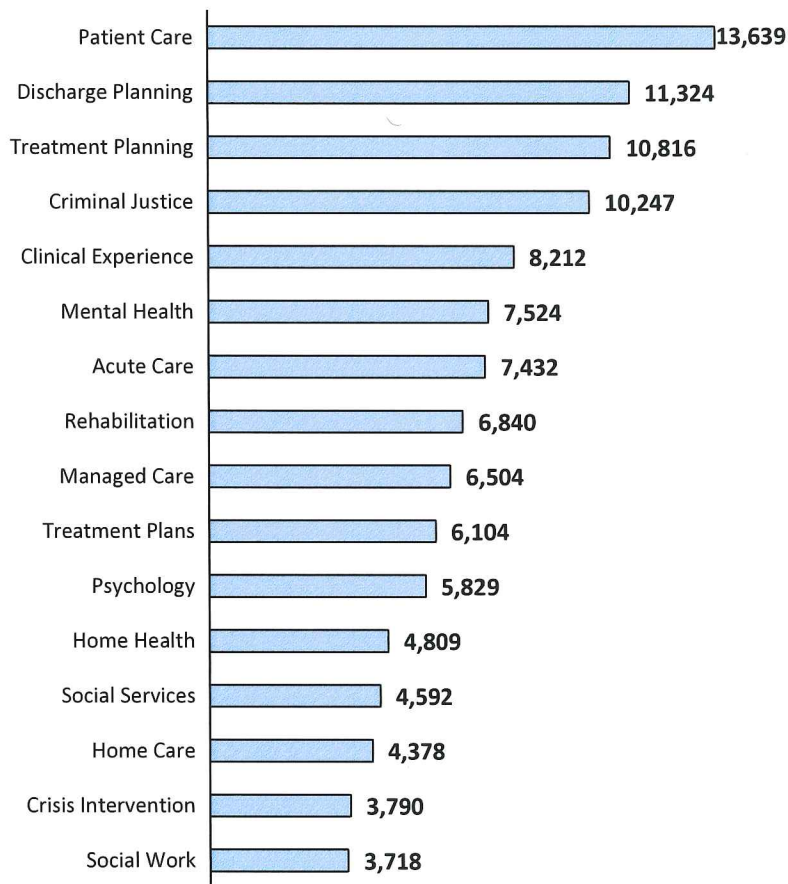
CONTINUING AND ONLINE
EDUCATION FORUM



EDUCATION
ADVISORY
BOARD

Job Titles: In addition to victim services and case management skills, employers require familiarity with patient care and discharge and treatment planning. Almost 13 percent of job postings require criminal justice skills and ten percent require clinical experience skills. A small number of job postings require a specialized focus, such as mental health or pediatrics and childcare, which indicates a demand for specializations within jobs that require victim services and case management skills.

Top Specialized Skills for Job Postings Requiring Victim Services and Case Management Skills
Between January 1st, 2011 to December 31st, 2012



n=79,912 job postings with 0 unspecified

BOISE STATE UNIVERSITY

SUBJECT

Approval of New Master of Athletic Leadership Program

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new self-support program that will award a Master of Athletic Leadership degree. The proposed program will be offered face-to-face in BSU's regional service area, and will differ from programs currently offered in Idaho because of its focus on leadership training from both coaching and athletic administration perspectives, and the inclusion of substantial practical experience and mentoring, as opposed to being based only on traditional coursework.

The program will emphasize the development of essential leadership competencies necessary to create and maintain athlete-centered athletic programs. The hallmark of athlete-centered athletic programs is that they provide clearly delineated infrastructure and overall support for student-athletes to seek and achieve excellence in academic and athletic pursuits.

The proposed program will prepare future leaders of athletic programs for service in youth sport, interscholastic, and intercollegiate settings, and has been designed to meet the educational goals and professional aspirations of professionals who are currently employed as (a) K-12 public school teachers, coaches, and/or athletic directors, (b) current coaches and administrators of club and/or youth sport organizations, and (c) graduate assistants employed by BSU Athletics.

Chris Peterson, former Head Football Coach at BSU, said of the proposed program in his letter of support:

"This type of training and the ability to be mentored would have saved me years of frustration as a young coach. I ultimately learned by trial and error over the years, but as I work with young coaches today, I realize they would be more effective if they had an educational foundation and an opportunity to participate in a mentorship like the Master of Athletic Leadership program."

Franklin Dea, Athletic Director of Rolling Hills Charter School, said of the proposed program in his letter of support:

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“Current and future coaches would benefit from the various leadership competencies and skills that will be provided by the proposed program. This program will help K-12 schools by increasing leadership skills of teachers and coaches at all levels of the game...”

Idaho State University's (ISU) Department of Sport Science and Physical Education offers a Master of Physical Education/Athletic Administration that is broadly similar to the proposed program. It is offered at the ISU-Meridian Campus and at the ISU-Pocatello campus. The brochure for the program describes the program as follows: *“The Athletic Administration degree is designed to prepare students for management positions within the sports industry. These can include positions such as a high school athletic director or coach; positions in a college athletic department such as a coach, athletic director, development officer, marketing coordinator, compliance officer, sports information, or event manager; positions in professional sports; or positions in fitness and recreation.”*

BSU and ISU have developed a Memorandum of Agreement that describes the cooperative actions that will be taken by the two institutions, including (i) sharing of and access to coursework common to the two programs, (ii) advising of potential students to choose the most appropriate program, and (iii) agreement on administrative issues relating to student enrollments. Note that graduate assistant-coaches employed at BSU must be enrolled in a program wholly controlled by BSU and with a curriculum wholly offered by BSU so as to comply fully with NCAA rules and regulations that pertain to institutional control.

BSU's proposed Master of Athletic Leadership program differs from ISU's Master of Physical Education/Athletic Administration in the following ways.

- Although BSU's proposed program necessarily includes some coursework pertaining to athletic administration, the focus is strongly on leadership training from the coaching perspective. In contrast, the program at ISU maintains a predominate focus on athletic administration, not on coaching. Programs with a focus on coaching education from a leadership perspective are few in number across the country. The BSU program is designed to provide the leadership training and support to help coaches become leaders, not just coaches who know their respective sports.
- The curriculum of BSU's proposed program is focused on practical experience, requiring that students enroll in KIN-AL 508 & 509 ATHLETIC LEADERSHIP PRACTICUM I & II, which consist of 10 total credit hours (nearly one-third of the total credits required) of practical experience under the guidance of a qualified professional mentor. The qualified mentors used in BSU's program will be leaders of athletic teams or programs (coaches or athletic administrators) who have demonstrated a consistent,

long-standing commitment to an athlete-centered philosophy of leadership and who have earned a level of respect and admiration from peers in the field. In contrast, ISU's program requires practical experience consisting of (i) a minimum one-year of professional experience or an internship of 3 credits and (ii) the option for a student to take an additional 3 internship credits as elective.

- The curricula of the two programs differ substantially beyond the practical experience requirement listed above. Comparing ISU's non-thesis option to BSU's proposed program, (i) the ISU and BSU programs require 33 and 32 credits total, respectively, (ii) courses totaling 15 to 21 credits are required by ISU but have no equivalent in BSU's curriculum, (iii) courses totaling 14 to 20 credits are required by BSU but have no equivalent in ISU's curriculum.

The program adheres to Board Policy V.R.3.b.(v), as follows:

- *"The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online."*

This program will primarily serve two groups of working professionals: (i) those presently employed as coaches or teachers at K-12 or post-secondary institutions, or coaches or administrators with club sports, etc., and (ii) those employed as graduate assistants with BSU's Athletic Department. Graduate Assistants employed by the Athletic Department work in a number of fully professional positions such as the following: (i) Graduate Assistant Athletic Trainer, often with full responsibility for a sport, (ii) Graduate Assistant Coaches, (iii) Graduate Assistants in Media Relations, and (iv) Graduate Assistants in Promotions. Note that because of strict demands on their time, Graduate Assistants employed by the Athletic Department are unable to participate in activities that would be regarded as part of the lifestyle of a traditional student.

- *"No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up."*

No appropriated funds will be used to support this program. Program revenue will cover all indirect costs of the program by the second year of the program.

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- *“Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.”*
BSU’s Division of Extended Studies serves as the entity that tracks and accounts for all self-support program fees. Program fees will be held in a separate local account.
- *“If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.”*

BSU’s budget model includes the repayment of \$57,117 in local funds within three years of program startup.

IMPACT

BSU plans to charge \$340 per credit hour taken. In the second year of the program (when the program is fully functional), BSU will teach a total of 6 courses of 5 to 6 credits each with an estimate of 18-20 students per class. BSU expects to produce 593 graduate student credit hours per year for a total gross income of \$201,620. Local funds totaling \$57,117 will be used to initiate the program; the local account will be repaid with program revenues by the end of the third year of the program consistent with Board Policy V.R.

ATTACHMENTS

Attachment 1 – Master of Athletic Leadership Proposal
Attachment 2 – MOU between BSU and ISU

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a new program granting a Master of Athletic Leadership degree. The proposed program will require 32 credits of graduate coursework. The program will enroll a cohort of 20 new students each year, and those students will be expected to complete in two years. BSU believes that there is sufficient market need to provide more than 20 new students per year, based on information from Department of Labor statistics and from a survey of potential students.

BSU’s request to create a new Master of Athletic Leadership is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in the Southwest Region. Pursuant to III.Z., no institution has the Statewide Program Responsibility for Education.

Currently, ISU offers a similar program at its Meridian and Pocatello campuses leading to a Master of Physical Education, Athletic Administration. The offerings at the Meridian campus are primarily via distance delivery. Staff believes there

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are sufficient differences in focus, curriculum, delivery method, and pedagogy to justify the simultaneous offering of the BSU program and the ISU program.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on January 23, 2014 and March 20, 2014. While ISU had initial concerns regarding potential duplication of their existing Athletic Administration program, both institutions agreed to a memorandum of understanding to facilitate cooperation between the institutions.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Staff had initial concerns regarding the proposed program meeting self-support criteria, particularly, whether the program is distinct from traditional offerings of the institution. BSU indicates the proposed program would specifically serve a distinct group of working professionals, such as graduate assistant-coaches employed by BSU Athletics, K-12 public school teachers, coaches, and/or athletic directors. Based on this clarification and information for self-support fees provided in the proposal, staff finds the proposed program meets the criteria consistent with Board Policy V.R.

BOARD ACTION

I move to approve the request by Boise State University to create a new self-support program granting the degree of Master of Athletic Leadership.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate a self-support fee for the Master of Athletic Leadership program in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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APRIL 17, 2014

Institutional Tracking No. 13 - 010

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OFFICE OF THE
STATE BOARD OF EDUCATION

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Department of Kinesiology

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

Title:	Master of Athletic Leadership	
Degree:	Master's Degree	
Method of Delivery:	Traditional; Self-Support Program	
CIP code (consult IR /Registrar)	31.0504 Sport and Fitness Administration/Management.	
Proposed Starting Date:	Summer 2014	
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

<u>Ronald Peltier</u> 11/23/13 College Dean (Institution) Date	<u>Patty Long</u> 3/27/14 Vice President for Research (as applicable) Date
<u>John R. Peltier</u> Graduate Dean / ExtStudies Dean (For Grad Progs / Self-sppt &/or online) Date	<u>AMC</u> 3/27/14 Academic Affairs Program Manager Date
<u>Steve Pearson</u> 12/12/13 Chief Fiscal Officer (Institution) Date	<u>AMC</u> 3/27/14 Chief Academic Officer, OSBE Date
<u>M. Pearson</u> 12/13/13 Chief Academic Officer (Institution) Date	SBOE/OSBE Approval Date
<u>Robert W. Pearson</u> 12/13/13 President Date	

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

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

Boise State University proposes the creation of a new self support program leading to the degree of "Master of Athletic Leadership."

The goal of the proposed program is to prepare future leaders of athletic programs for service in youth sport, interscholastic, and intercollegiate settings. The proposed program has been designed to meet the educational goals and professional aspirations of potential students who are currently employed as (a) K-12 public school teachers, coaches, and/or athletic directors (b) graduate assistants in Boise State University Athletics, and (c) administrators and current coaches of club and/or youth sport organizations.

The proposed program will meet the needs expressed by Kris Knowles, Assistant Principal at Sandpoint High School, in his letter of support:

"It has been my experience, through 15 years of athletic and educational service at the high school and collegiate level within the State of Idaho, that there is great need for a masters program to enhance professional development and prepare future leaders in the fields of coaching and athletics. I believe that currently, leadership training in athletics at the interscholastic and intercollegiate level is underdeveloped; very few opportunities to attain leadership competencies in these areas exist in the state. Athletics is a growing industry, and developing a masters program to foster leadership skills through research of current, historical, and legal issues in athletics, providing expert instruction by current professionals working in the industry, and developing mentor relationships with coaches and athletic personnel at Boise State, as well as throughout Idaho is greatly needed."

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

The Master of Athletic Leadership program is designed to enhance the leadership competencies of current and future athletic leaders. The program is practitioner-oriented, with a strong emphasis on development of essential leadership competencies necessary to create and maintain athlete-centered athletic programs. The hallmark of athlete-centered athletic programs is that they provide clearly delineated infrastructure and overall support for student-athletes to seek and achieve excellence in academic and athletic pursuits.

The current program will address the following learning domains specified by the National Association for Sport and Physical Education (NASPE) and the North American Society for Sport Management (NASSM):

1. Philosophy and Ethics
2. Socio-Cultural

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3. Leadership and Management
4. Interpersonal and Organizational Communication
5. Athletic Program Administration
6. Program Evaluation

The expected learning outcomes each graduate will achieve are:

- Development an athlete-centered philosophy of athletic leadership
- Facilitate a positive learning environment in athletic leadership settings
- Enhance self-management and reflection skills in athletic leadership settings
- Demonstrate application of sound ethical decision-making in athletic leadership settings
- Model communication skills that support an athlete-centered philosophy of leadership
- Implement motivational strategies that relate to an athlete-centered philosophy of leadership
- Teach and reinforce the positive values of sport
- Model ethical behavior in athletic leadership settings
- Establish athletic program management skills pertaining to finance, human resources, public relations, legal liability, and program evaluation

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

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

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

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

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Financial Review: Current federal regulations require online certificate programs (both undergraduate and graduate) to undergo annual financial audits and long term reporting on loan repayment and graduates' success in obtaining relevant employment. State board policy requires that all self-support programs undergo audits on a 3-year cycle.

As outlined above, the program will be organized following the learning domains specified by the NASPE and the NASSM. Aligning the program with the learning domains delineated by these two organizations will serve two primary purposes for the proposed program: (i) ensure the highest standards for program quality and (ii) provide a framework for periodic review and program evaluation opportunities. Although the Commission on Sport

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Management Accreditation (COSMA) does offer an accreditation approval process, the proposed program will not seek accreditation from this agency: the focus of the proposed program relates to athletic leadership from both coaching and sport management perspectives; COSMA accreditation is specifically devoted to sport management programs, not to coaching education programs. By aligning the proposed program with the learning domains specified by the NASPE and the NASSM, stakeholders and program participants can be assured of appropriate education and training recommended by respected national organizations.

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

KIN-AL 501 FOUNDATIONS OF ATHLETIC LEADERSHIP (3 credits). Emphasizes the knowledge, skills, and dispositions needed of leaders in athletic programs. Includes a study of advanced leadership theory and its application to athletic programs and a focus on personal leadership development.

KIN-AL 502 ATHLETIC ORGANIZATIONAL COMMUNICATION (3 credits). Analysis of organizational communication theory and research as related to athletic leadership. Examines communicative practices associated with relationship development, leadership, and collaboration.

KIN-AL 503 ATHLETIC PROGRAM MANAGEMENT (3 credits). Examines managerial responsibilities of athletic leaders including legal liability, sport law, finance and marketing, personnel management, and program evaluation.

KIN-AL 504 PHILOSOPHY OF SPORT & ATHLETIC LEADERSHIP (3 credits). Examines philosophical and ethical issues within sport and society and their corresponding relevancy to athletic leadership settings.

KIN-AL 505 SOCIOLOGY OF SPORT & ATHLETIC LEADERSHIP (3 credits). Examines sociological and cultural issues within sport and society and their corresponding relevancy to athletic leadership settings.

KIN-AL 506 PSYCHOLOGICAL ASPECTS OF ATHLETIC LEADERSHIP (3 credits). Examines individual differences and environmental factors relevant to athletic leadership as identified by sport and exercise psychology theory and research. Focuses on applying psychological skills training programs to athletes, coaches, and administrators.

KIN-AL 507 ATHLETIC LEADERSHIP ACADEMY (2 credits). Provides training and mentoring from current and former athletic leaders from Boise State University and other institutions regarding various facets of athletic leadership.

KIN-AL 508 ATHLETIC LEADERSHIP PRACTICUM I (5 credits). Provides students with a supervised practical experience in athletic leadership under the direct supervision of a qualified mentor.

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KIN-AL 509 ATHLETIC LEADERSHIP PRACTICUM II (5 credits). Continuation of KIN-AL 508.

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required:	32
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	32

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

Program participants will be expected to complete a comprehensive portfolio documenting their learning throughout the program. The portfolio will serve as a culminating activity that provides participants the opportunity to demonstrate how they will use their education and training in their future responsibilities as leaders of athletic programs.

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

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

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU Master of Athletic Leadership	Master's	Coaching Education Sport Management A program that prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event	Master of Athletic Leadership A program designed to prepare future leaders of athletic programs for service as sport coaches and/or athletic administrators. Each course in the program offers educational training related to both coaching and athletic administration. The program specifically emphasizes the leadership competencies required of professionals in both coaching and athletic administration positions.
CSI			
CWI			

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EITC		promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.	
ISU Master of Physical Education, Athletic Administration	Master's		Master of Physical Education in Athletic Administration A program designed to strengthen the student's understanding, knowledge, and skills in the areas of leadership and administration as they relate to the management of athletic programs at the interscholastic and intercollegiate levels.
LCSC			
NIC			
UI			

The University of Idaho offers one master's level program that concerns athletics but is only peripherally related to the proposed program: a Master of Science in Athletic Training.

Idaho State University's Department of Sport Science and Physical Education offers two master's-level programs that concern athletics. Their Master of Science in Athletic Training is only peripherally related to the proposed program, and will not be discussed further. The Master of Physical Education, Athletic Administration is broadly similar to the proposed program. It is offered at the ISU-Meridian Campus and at the ISU-Pocatello campus. The brochure for the program describes the program as follows: *"The Athletic Administration degree is designed to prepare students for management positions within the sports industry. These can include positions such as a high school athletic director or coach; positions in a college athletic department such as a coach, athletic director, development officer, marketing coordinator, compliance officer, sports information, or event manager; positions in professional sports; or positions in fitness and recreation."*

Boise State's proposed Master of Athletic Leadership program differs from Idaho State's Master of Physical, Athletic Administration in three ways. 47

First, although BSU's proposed program necessarily includes some coursework pertaining to athletic administration, the focus is strongly on leadership training from the coaching perspective. In contrast, the program at ISU maintains a predominate focus on athletic administration, not on coaching. Coaching is much more than knowledge of X's and O's. It is leadership at its finest and student-athletes deserve quality leadership to extract significant value from their sport experiences. Quality coaching education programs, such as BSU's proposed program, are needed to prepare coaches to be better leaders. As Cary Cada, Head Boys Basketball Coach at Borah High School observed in his letter of support:

Whenever I interview an aspiring young coach, I always ask them why they believe that they will be a good basketball coach. More often than not, their response is "because I've played a lot of basketball and know a lot about the game." Obviously, one needs to know a lot about

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the sport they wish to coach, however, way too many upcoming coaches are ill-prepared because they don't grasp the reality of being a "leader." Their focus is generally on ability, and talent, drills, concepts, and measurable evaluations while the little things are overlooked . . . I maintain that we can do more to better prepare upcoming coaches and teachers for the reality of the life they are choosing and hope you will consider endorsing the Master of Athletic Leadership program at Boise State University.

Programs with a focus on coaching education from a leadership perspective are few in number across the country. The BSU program is designed to provide the leadership training and support to help coaches become leaders, not just coaches who know their respective sports.

As noted above, the BSU program will also include material related to athletic administration. After considering the NASPE and NASSM standards and in consultation with both coaches and athletic administrators at the interscholastic and intercollegiate levels, it became clear that athletic administrators and coaches each need broad-based training to understand the professional practices needed for success in both positions. In other words, coaches must also understand the day-to-day operations and leadership responsibilities of athletic administrators and vice versa. The main thrust of the proposed program is the development of leadership competencies for implementation in the context of sport. More specifically, the proposed program will enable leaders of sport programs to create and maintain the social, cultural, and psychological environment that supports and aligns with an athlete-centered philosophy of leadership.

Second, the curriculum of BSU's proposed program is focused on practical experience, requiring 10 total credit hours (nearly one-third of the total credits required) of practical experience under the guidance of a qualified professional mentor. In contrast, the ISU program does not have a requirement for any sort of practical experience, although internships could be included as approved electives. The qualified mentors used in BSU's program will be leaders of athletic teams or programs (coaches or athletic administrators) who have demonstrated a consistent, long-standing commitment to an athlete-centered philosophy of leadership and who have earned a level of respect and admiration from peers in the field. Because the proposed program emphasizes development of leadership competencies, coursework is designed to provide a rich blend of classroom and practical experiences. Without practical experience, leadership skills and competencies are not likely to grow and develop. Qualified mentors are needed to guide and direct students in their practical experiences to help them become better leaders. For example, a student in the program may work under the guidance of a (a) head or assistant coach of a Boise State University athletic team or (b) athletic administrator in Boise State University athletics. Mentors will be carefully chosen who clearly exemplify the principles of an athlete-centered philosophy of leadership. In addition, a faculty supervisor from the program will also provide regular consultation with the student during the practical experience with the purpose of bridging the gap between theory and practice.

Third, each course in the program will be taught by multiple instructors. This instructional model is favorable because it (a) provides diverse perspectives related to course content, and (b) offers more networking opportunities for students.

Fourth, the curriculum will be created as an integrated whole. A handful of faculty members with

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expertise to teach in the program will be invited to participate in course development workshops to design learning outcomes, assessments, and learning activities for each course in the curriculum. The purpose of the course development workshops will be to ensure that learning outcomes, assessments, and learning activities are blended across each course in the curriculum. By way of participation in the course development workshops, faculty members will see how each course in the program funnels into the overarching theme of athletic leadership.

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

Two primary factors in determining enrollment projections: pedagogically-appropriate cohort size and a survey of potential students.

First, we believe that limiting the cohort size to 20 will a high quality program. A new cohort of 20 will begin each summer, and each cohort will be expected to complete in two years.

Second, results from a needs-assessment survey conducted in the Treasure Valley earlier this year suggested a strong demand for the proposed program that will provide well more than 20 potential students per cohort. The survey was emailed to (a) K-12 teachers in the Boise, Meridian, Nampa, and Kuna school districts, (b) all high school athletic directors associated with the Idaho High School Activities Association, and (c) all of the main athletic departments at each of the main institutions of higher education in the Treasure and Magic valleys. Three-hundred and fifteen people responded to the online survey that asked questions about their interest in the proposed program. The sample of respondents included professionals in K-12 public and private schools and institutions of higher learning who were teachers, coaches, athletic trainers, athletic directors, administrators, and graduate assistants. Sixty-five percent of respondents indicated that the proposed program would be 'very likely' or 'likely' to help them reach their professional goals. Additionally, 50 percent of respondents indicated that they would be 'very likely' or 'likely' to enroll in the proposed program sometime in the next three years. As these data suggest, a graduate degree in athletic leadership is likely to be a valuable educational program for many current and prospective teachers, coaches, and administrators in K-12 and post-secondary settings. It was quite clear from the needs assessment that respondents are very interested in the proposed program. For example, one respondent observed:

"I think that there is a very high need for this program in order for coaches to pursue high collegiate levels of coaching. I value the pursuit of this degree and would enroll immediately."

Another respondent to the needs assessment declared:

"I know for a fact that many coaches and AD's would love to enroll in this program. I've already received information from other universities about similar programs, but I would much rather take it from BSU."

These and other similar comments and the remaining results of the needs assessment can be found in Appendix C.

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Enrollment and Graduates. Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

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

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU Master of Athletic Leadership (proposed)	Projected Enrollment: 20 will begin each cohort. A cohort will begin each summer.			Projected # of Graduates: We project that 14 students will complete from each cohort, therefore we project 14 graduates per year.			14 per year
ISU Master of Physical Education/ Athletic Administration	47	36	49	20	24	36	20 to 35 per year
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

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

Some current students enrolled in graduate programs in the Department of Kinesiology may decide to transfer to the new program depending on their academic and professional goals. A number of Graduate Assistants (approximately 10-12) will likely enroll in this new program instead of the current Master of Science in Kinesiology degree programs. It is expected that numbers in the existing graduate programs in Kinesiology may drop the first year or two. However, demand for the existing programs is still high and will likely return to current numbers after initiation of the new proposed program.

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

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation

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from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)	375	375	375
State	750	750	750
Nation	15,000	15,000	15,000

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

State and federal labor data is very rough at best. The named classifications include professions not relevant to the proposed program, and they do not include a number of professions that are relevant to the proposed program. The numbers in the table above were derived as follows: (i) based on federal information, the need is estimated at 15,000 openings per year. The state need is then estimated by multiplying the national need by 5%, the proportion of US population residing in Idaho. The local need is then calculated by multiplying the state need by 50%, the rough percentage of Idaho's population that can be considered "local."

SOC Code	2010 National Employment Matrix title	Annual Job openings due to growth and replacement needs, 2010-20
27-2020	Athletes, Coaches, Umpires, and Related Workers	14,960
27-2022	Coaches and Scouts	13,300

IDAHO JOB PROJECTIONS

SOC Code	Occupation	Annual Openings
'27-2022	Coaches and Scouts	113

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

It is expected that most participants in the program will already be employed in K-12 public or private schools or in the Department of Athletics at Boise State University and who are looking for additional training to improve their leadership competencies to administer athlete-centered athletic programs. This program will help them receive this additional training and will likely bolster the number of leaders available locally and regionally to

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facilitate the continued growth and development of the youth sport industry, where leadership is needed to provide training and guidance for the numerous volunteer coaches.

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

N/A

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

The Master of Athletic Leadership program is designed to provide a high-quality educational experience for students who desire to become leaders of athletic programs in a variety of employment settings. A distinguishing characteristic of the program is the numerous opportunities for experiential learning across various disciplines (e.g., philosophy, communication, leadership, sociology, etc.). The program will contribute to the state by ensuring future leaders of athletic programs who have the development of student-athletes as their primary focus.

Those outcomes will serve the following aspects of the SBOE strategic plan:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access [The proposed program will provide online access to a valuable program relevant to a wide range of professionals]

Objective C: Adult Learner Re-Integration – [The proposed program will meet the needs of professionals seeking credentialing in victim services]

The following bolded passages show the relevance of the program to Boise State University's Mission:

*Boise State University is a public, metropolitan, research university **offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity.** Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in **professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.***

Sport is an important social and cultural vehicle for educating and training future generations of young people. The state needs quality leaders of athletic programs to ensure that sport programs for young people (i.e., youth sport, interscholastic, and collegiate) are of the highest quality and that they prepare young people for future leadership roles in other community and business-related activities.

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1 – Create a signature, high quality educational experience for all students	Multi-disciplinary program with educational experiences related to leadership advancement, communication training, and philosophy and ethics exploration.
Goal 4 – Align university program and activities with community needs	Provide meaningful practicum experiences that prepare future leaders of athletic programs to create and maintain athlete-centered programs.

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

Yes X No

- 14. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Approximately 10-12 hired graduate assistants (GA) in the Department of Athletics at Boise State University are expected to enroll in the program each year. Each of these GA's must choose a Master's program to pursue. Results from a needs assessment conducted with current and prospective GA's indicated a strong interest to enroll in the proposed program. Other potential participants will be recruited from K-12 public and private schools.

As a result of the needs assessment conducted earlier this year, some potential students already know about the proposed program and have been in correspondence with the program director about the progress of the proposed program. One such potential student recently related the following via email correspondence:

"I am super interested in starting to work on my masters in coaching and athletic administration and this looks like something that would be good for me. I had intended on going somewhere else to do so but would love to come back to BSU if the opportunity is there."

Another potential student said:

"I am still really excited about the future potential of a graduate coaching program. I want you to know that I will not be finishing my current masters program and will be done in a couple weeks. That being said I really want to enroll in the coaching education program."

These comments from potential students are quite common. It is clear that many potential students have already heard about the proposed program via "word of mouth" and already anticipate participating in this program.

To inform others about the program, marketing materials (e.g., emails, brochures, mailings, etc.) will be disseminated to K-12 teachers in Idaho to inform them of the program. The Boise State University Athletics department has agreed to host a "Learn about the Program" night where athletic directors and coaches from K-12 schools would be invited to learn about the program and meet faculty and professional mentors involved with the program. In addition, a program website would also be created to give potential participants the opportunity to learn about the program and obtain answers to questions.

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

N/A

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

Annual Faculty FTE = (Credit hour load)/30

Annual Student FTE = (Student Credit Hrs)/24 for Grad programs

	FY2015				FY2015				FY2016			
	Summer	Fall	Spring	year total	Summer	Fall	Spring	year total	Summer	Fall	Spring	year total
total enrollment	20	20	19	0	38	37	36	0	38	37	36	0
# of courses running	1	1	1	3	2	2	2	6	2	2	2	6
# of credits per course	6 ³	5 ³	5	16	12	10	10	32	12	10	10	32
Credit Hours Produced	120 ⁶⁰	100 ⁵⁰	95 ⁵²	315	228	185	180	593	228	185	180	593
Student FTE				13				25				25
grad cost per credit	\$340	\$340	\$340		\$340	\$340	\$340		\$340	\$340	\$340	
Total Income	\$40,800	\$34,000	\$32,300	\$107,100	\$77,520	\$62,900	\$61,200	\$201,620	\$77,520	\$62,900	\$61,200	\$201,620

how is this possible for intro grad courses

I. Planned Student Enrollment		(FTE calculated as 1 FTE = 24 credit hours per year for grad programs; Headcount calculated as 1/3 of total registrations for year; assumes each student takes 3 courses)									
		FY 14		FY 15		FY 16		FY 17		Cumulative Totals	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New Enrollments		0	0	7	10	12	18.5	12	18.5	31	47
B. Shifting Enrollments		0	0	7	10	12	18.5	12	18.5	31	47

II. Revenue		FY 14		FY 15		FY 16		FY 17		Cumulative Totals	
		On-going	One-time	On-going	One-time	On-going	One-time	going	One-time	going	One-time
1. Appropriated-Reallocation											\$0
2. Appropriated new											\$0
3. Federal											\$0
4. Tuition											\$0
5. Student Fees			\$0		\$107,100		\$201,620		\$201,620		\$510,340
6. Other (Local Account)			\$24,163		\$32,954		-\$39,112		-\$18,005		\$0
Total Revenue		\$0	\$24,163	\$0	\$140,054	\$0	\$162,508	\$0	\$183,615	\$0	\$486,177

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	FY 14		FY 15		FY 16		FY 17		Cumulative Totals	
III. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	going	One-time	going	One-time
A. Personnel Costs										
1. FTE		0.00		0.88		1.42		1.42		3.7
2. Faculty		\$0		\$33,774		\$67,549		\$67,549	\$0	\$168,872
3. Administrators		\$0		\$5,800		\$5,800		\$5,800	\$0	\$17,400
4. Adjunct Faculty		\$0		\$0		\$0		\$0	\$0	\$0
5. Instructional Assts		\$0		\$0		\$0		\$0	\$0	\$0
6. Research Personnel		\$0		\$0		\$0		\$0	\$0	\$0
7. Support personnel		\$0		\$7,000		\$7,000		\$7,000	\$0	\$21,000
8. Fringe benefits		\$0		\$15,905		\$27,389		\$27,389	\$0	\$70,682
8. Other		\$15,466		\$39,000		\$9,000		\$9,000		\$57,000
Total FTE personnel and costs		\$15,466		\$101,480		\$116,737		\$116,737	\$0	\$334,954
B. Operating Expenditures										
1. Travel		\$0		\$2,500		\$2,500		\$2,500	\$0	\$7,500
4. Communications		\$4,500		\$3,000		\$3,000		\$3,000	\$0	\$9,000
6. Materials and Supplies		\$1,000		\$1,000		\$1,000		\$1,000	\$0	\$3,000
7. Rentals		\$0		\$500		\$500		\$500	\$0	\$1,500
10. Miscellaneous		\$1,000		\$1,000		\$1,000		\$1,000	\$0	\$3,000
TOTAL OPERATING EXPENSES		\$6,500		\$8,000		\$8,000		\$8,000	\$0	\$24,000
C. Capital Outlay										
1. Library resources		\$0		\$0		\$0		\$0		\$0
2. Equipment		\$0		\$0		\$0		\$0		\$0
D. Physical facilities construction		\$0		\$0		\$0		\$0		\$0
E. Indirect costs (overhead)		\$0		\$12,148		\$25,771		\$25,771		\$63,690
TOTAL EXPENDITURES		\$24,163		\$140,054		\$162,508		\$162,508		\$465,070
Net Income (Deficit) per year		\$0		\$0		\$0		\$21,107		
Net Income (Deficit) cumulative		\$0		\$0		\$0		\$21,107		\$21,107
Ongoing is defined as ongoing operating budget for the program which will become part of the base.										
One-time is defined as one-time funding in a fiscal year and not part of the base.										

Budget Notes:

II.4. Revenue from student fees will consist of \$340 per credit.

II.5. Local funds totaling **\$57,117** will be provided to fund the development and initiation of the program. Those funds will be repaid to the appropriate local accounts by the end of the third year of the program.

III.A.7. Fringe benefits are calculated at the rate of 34% of salary for faculty and administrators and 35% for support staff.

III.A.8. In FY14, \$15,466 will be used to buy out two courses for Director of the program Tyler Johnson, who will use the resulting time to develop the program. In FY15, course development costs are covered at the rate of \$5,000 for each of seven courses. Mentors will be funded at a cost of \$4,000, \$9,000, and \$9,000 in FY15, FY16, and FY17, respectively.

III.E. Indirect costs are calculated as 10% of expenditures for university administrative fees and 6% of revenue for Division of Extended Studies administrative fees.

a. Personnel Costs

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a. Personnel Costs

Faculty and Staff Expenditures

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

FY 2015				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Tyler Johnson, Program Director, Associate Professor	\$58,002	0.20	111	4.63
Tenure Track Faculty	\$58,002	0.267	160	6.67
Clinical Faculty Member	\$50,000	0.067	34	1.42

FY 2016				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Tyler Johnson, Program Director, Associate Professor	\$58,002	0.20	102	4.25
Tenure Track Faculty	\$58,002	0.633	323	13.45
Clinical Faculty Member	\$50,000	0.267	122	5.08

FY 2017				
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Tyler Johnson, Program Director, Associate Professor	\$58,002	0.20	102	4.25
Tenure Track Faculty	\$58,002	0.633	323	13.45
Clinical Faculty Member	\$50,000	0.267	122	5.08

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

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary
Admin Assistant	\$28,000	0.50	\$14,000

The support personnel expenditures are expected to remain consistent across FY 2015, 2016, and 2017.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that

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support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Tyler Johnson, Program Director, Associate Professor	\$58,002	0.10	\$5,800

b. Operating Expenditures

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

Operating expense for FY 2015 will consist of the following:

	Costs
Travel	\$2500
Guest Speakers	\$12,000
Promotion (Website Development)	\$3000
Office Supplies	\$1000
Room Rentals	\$500
Miscellaneous	\$1000

Travel expenses have been included for the program director and a clinical instructor to travel to professional conferences related to Master of Athletic Leadership program.

Guest speaker expenses have been included to fund four prominent guest speakers to come to present information to program participants. Guest speakers will be provided airfare and hotel accommodations, meals, and a stipend.

Promotion expenses have been included to fund the creation of a professional website, a program brochure, and other promotion and marketing materials.

Room rentals expenses have been included to fund program meetings that may be held in an off-campus venue.

c. Capital Outlay

(1) Library resources

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

Yes, existing library resources are adequate.

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

Boise State University already has access to the necessary scholarly resources

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needed to administer the program.

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

N/A

(2) Equipment/Instruments

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

Existing equipment and instruments in the Department of Kinesiology are adequate

d. Revenue Sources

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

Self-support program

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

N/A – Self-support program

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

N/A – Self-support program

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

N/A – Self-support program

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

\$350 per credit hour

Appendix A: Proposed Curriculum and Listing of Courses

Master of Athletic Leadership

<i>Course Number and Title</i>	<i>Credits</i>
Requirements	
KIN-AL 501 Foundations of Athletic Leadership	3
KIN-AL 502 Athletic Organizational Communication	3
KIN-AL 503 Athletic Program Management	3
KIN-AL 504 Philosophy of Sport & Athletic Leadership	3
KIN-AL 505 Sociology of Sport & Athletic Leadership	3
KIN-AL 506 Psychological Aspects of Athletic Leadership	3
KIN-AL 507 Athletic Leadership Academy	2
KIN-AL 508 Athletic Leadership Practicum I	5
KIN-AL 509 Athletic Leadership Practicum II	5
Culminating Activity	
KIN-AL 592 Portfolio	2
<i>Total</i>	32

KIN-AL 501 FOUNDATIONS OF ATHLETIC LEADERSHIP (3-0-3)(SU). Emphasizes the knowledge, skills, and dispositions needed of leaders in athletic programs. Includes a study of advanced leadership theory and its application to athletic programs and a focus on personal leadership development. PREREQ: ADM/PROG

KIN-AL 502 ATHLETIC ORGANIZATIONAL COMMUNICATION (3-0-3)(SU). Analysis of organizational communication theory and research as related to athletic leadership. Examines communicative practices associated with relationship development, leadership, and collaboration. PREREQ: ADM/PROG

KIN-AL 503 ATHLETIC PROGRAM MANAGEMENT (3-0-3)(SU). Examines managerial responsibilities of athletic leaders including legal liability, sport law, finance and marketing, personnel management, and program evaluation. PREREQ: ADM/PROG

KIN-AL 504 PHILOSOPHY OF SPORT & ATHLETIC LEADERSHIP (3-0-3)(F/S). Examines philosophical and ethical issues within sport and society and their corresponding relevancy to athletic leadership settings. PREREQ: ADM/PROG

KIN-AL 505 SOCIOLOGY OF SPORT & ATHLETIC LEADERSHIP (3-0-3)(F/S). Examines sociological and cultural issues within sport and society and their corresponding relevancy to athletic leadership settings. PREREQ: ADM/PROG

KIN-AL 506 PSYCHOLOGICAL ASPECTS OF ATHLETIC LEADERSHIP (3-0-3)(SU). Examines individual differences and environmental factors relevant to athletic leadership as identified by sport and exercise psychology theory and research. Focuses on applying psychological skills training programs to athletes, coaches, and administrators. PREREQ: ADM/PROG

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KIN-AL 507 ATHLETIC LEADERSHIP ACADEMY (2-0-2)(F/S). Provides training and mentoring from current and former athletic leaders from Boise State University and other institutions regarding various facets of athletic leadership. PREREQ: ADM/PROG

KIN-AL 508 ATHLETIC LEADERSHIP PRACTICUM I (0-5-5)(F/S). Provides students with a supervised practical experience in athletic leadership under the direct supervision of a qualified mentor. PREREQ: ADM/PROG

KIN-AL 509 ATHLETIC LEADERSHIP PRACTICUM II (0-5-5)(F/S). Continuation of KIN-AL 508. PREREQ: KIN-AL 508

Appendix B – Proposed Catalog Statement

Master of Athletic Leadership

Program Director: Tyler Johnson

Bronco Gymnasium, Room 208, Mail Stop 1710

Telephone: (208) 426-5870

E-mail: tylerjohnson6@boisestate.edu

General Information

The Master of Athletic Leadership is designed to enhance the leadership skills of current and future athletic leaders for service in intercollegiate, interscholastic, and/or youth sport athletic programs. The program is practitioner-oriented with a strong emphasis on participant development of essential leadership competencies for creating and maintaining athlete-centered athletic programs.

Application Requirements

An applicant must satisfy the minimum admission requirements of the Graduate College (see Graduate Admission Regulations).

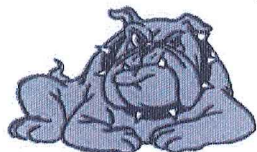
Admission Requirements

The student must apply for admission to and be accepted by the Athletic Leadership Admissions Committee. Enrollment is competitive with a new cohort beginning the program each summer. The following admission materials must be submitted to the program director by February 1.

1. Letter of application describing the applicant's background and professional goals and aspirations.
2. A current resume.
3. Three letters of reference regarding the applicant's professional competencies, potential for leadership, personal and professional integrity, and any other information that will help the selection committee make an informed decision.
4. Official scores from the verbal, quantitative, and analytical reports of the Graduate Record Examination (GRE) have been received. The GRE must have been taken within five years of application. Applicants posting verbal and quantitative scores of 33% and above will receive favorable attention.

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Appendix C: Letters of Support



Sandpoint High School

410 S. Division St. • Sandpoint, Idaho 83864

kris.knowles@lpsd.org

208.263.3034, ext. 4017

Kris Knowles, M.Ed, M.A. - Assistant Principal

Unleash Your Potential

Idaho State Board of Education
650 West State Street, Room #307
Boise, ID 83702

November 12, 2013

To Whom It May Concern,

I am writing this letter in support of the proposed Master of Athletic Leadership program at Boise State University. It has been my experience, through 15 years of athletic and educational service at the high school and collegiate level within the State of Idaho, that there is a great need for a masters program to enhance professional development and prepare future leaders in the fields of coaching and athletics. I believe that currently, leadership training in athletics at the interscholastic and intercollegiate level is underdeveloped: Very few opportunities to attain leadership competencies in these areas exist in our state. Athletics is a growing industry, and developing a masters program to foster leadership skills through research of current, historical and legal issues in athletics, providing expert instruction by current professionals working in the industry, and developing mentor relationships with coaches and athletic personnel at Boise State, as well as throughout Idaho is greatly needed.

I can speak from experience about the value of an Athletic Leadership program, such as the one proposed at BSU. In 2011, I graduated with a Master of Arts in Coaching and Athletic Administration from Concordia University Irvine. I researched long and hard for a program which would provide an experience useful in my coaching career at the time and my desire to move into a leadership role as an athletic director. I was surprised with the lack of qualified programs, not only in our region, but throughout The West. I chose CU because it met my needs with a practical and usable curriculum and provided the leadership training I desired. My experience at Concordia helps me nearly every day in my current role as Assistant Principal and Activities Director at Sandpoint High School. I rely heavily on the information researched as well as connections made with mentors through the program. I also chose CU due to the lack of a suitable program locally. I wish such a program would have been in place at BSU when I was researching, as I would have more than likely enrolled.

It is my opinion that many future athletic leaders would benefit from this program. I speak to coaches and athletic leaders throughout our region on a regular basis, and one common thread continues to arise during our conversations: We have a lack of a true leadership development in the field of athletics, and it is hurting our profession. The time is right for such a program to develop at BSU, and I strongly encourage you to consider approving the proposed Master of Athletic Leadership program. Many teachers, coaches, student-athletes and athletic personnel would benefit greatly.

Thank you for your consideration, and please feel free to contact me with any further questions or assistance.

Sincerely,

Kris Knowles
Sandpoint High School
Assistant Principal for Student Activities and Athletics
kris.knowles@lpsd.org
208-263-3032 ext. 4017
Cell: 208-641-9073

~We will empower and encourage all students to achieve their full potential~

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Borah High School

6001 Cassia
Boise, Idaho 83709
208-854-4370
Fax 208-854-4371

Idaho State Board of Education
650 West State Street, Room #307
Boise, ID. 83702

November 12, 2013

To whom it may concern,

I am writing this letter with great excitement and support of the proposed Master of Athletic Leadership program at Boise State University. I have had the privilege of coaching for 34 years and in that time have watched the role of a coach evolve into an entirely different arena than it was when I started at Cascade, Id. in 1980 fresh out of college. I have seen many coaches succeed and unfortunately many fail in that time frame.

Whenever I interview an aspiring young coach, I always ask them why they believe that they will be a good basketball coach. More often than not, their response is "because I've played a lot of basketball and know a lot about the game." Obviously, one needs to know a lot about the sport they wish to coach, however, way too many upcoming coaches are ill prepared because they don't grasp the reality of being a "leader." Their focus is generally on ability, and talent, and drills, and concepts and measurable evaluations while the little things are overlooked. For example, one of the greatest lessons I learned to be a more effective coach was through my wife. Early in my career and after a tough loss, I was complaining to my wife about one of the players and apparently I crossed the line in my criticism because she snapped me off with "You are talking about someone's son!!!" Honestly, from that point on I was a better coach. I communicate better with students, players, assistant coaches, and especially with parents and quite simply, it put my role as a coach and leader into a perspective that I have never lost sight of.

There truly is so much more to being an effective coach aside from knowing the game and certainly so many little things involved in being a strong leader that others want to follow. We learn a great deal about the sports that we participate in and hopefully we learn a certain amount of leadership skills if we are fortunate enough to have strong role models as coaches and teachers. However, I maintain that we can do more to better prepare upcoming coaches and teachers for the reality of the life they are choosing and hope you will consider endorsing the Master of Athletic Leadership program at Boise State University.

Sincerely,

Cary Cada
Counselor/Head Boys Basketball Coach
Borah High School

Bonita Hammer
Principal

Rich Clements
Assistant Principal

Kelly Fossceco
Assistant Principal

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Appendix D – Needs Assessment Results

Initial Report

Last Modified: 11/04/2013

1. Please indicate your current employment setting.

#	Answer	Response	%
1	Public K-12 school	186	58%
2	Private K-12 school	4	1%
3	Community college	7	2%
4	Four-year college or university	84	26%
5	Sports club	6	2%
6	Professional sports	2	1%
7	Health care	0	0%
8	Community or youth organization (e.g., YMCA)	1	0%
9	Recreation industry	2	1%
10	Unemployed	4	1%
11	Other (please indicate in general terms)	22	7%
	Total	318	100%

2. Please indicate the primary functions of your current position (or most recent position if unemployed). Please select all that apply.

#	Answer	Response	%
1	Coach	143	45%
2	Athletic Trainer	9	3%
3	Teacher or educator	169	53%
4	Administrator	71	22%
5	Medical provider	3	1%
6	Other (please indicate in general terms)	52	16%

3. What degrees do you hold (regardless of discipline)? Please select all that apply.

#	Answer	Response	%
1	Bachelor's degree	232	73%
2	Master's degree	118	37%
3	Doctoral degree	7	2%
4	I do not hold any of the degrees listed above	25	8%

4. People who pursue graduate education do so for a variety of reasons. What would most likely motivate you to seek additional education at the graduate level? Please choose your top three reasons.

#	Answer	Response	%
1	Help me better understand my chosen field	114	39%
2	Help me be an agent of change in my chosen field	104	35%
3	Improve my performance in my current position	208	71%

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4	Improve my pay in my current position		157	53%
5	Enable me to more easily change jobs and/or get a promotion		161	55%
6	Enable me to earn a required certification or license		53	18%
7	Take advantage of tuition assistance from my employer or other source		28	10%
8	Build a professional network		57	19%

5. How likely would a master's degree program in athletic leadership help you meet your professional goals? We realize that program details are important, but we ask that you answer from an overall perspective. You will have a chance to express your program preferences in subsequent questions.

#	Question	Very Likely	Likely	Somewhat Likely	Somewhat Unlikely	Unlikely	Very Unlikely	Total Responses	Mean
1		102	91	52	8	19	22	294	2.38

6. The broad discipline of athletic leadership can encompass different emphases. Please choose one emphasis that best identifies with your interests.

#	Answer	Response	%
1	Athletic administration	160	56%
2	Coaching leadership	108	38%
3	Other	18	6%
	Total	286	100%

7. What structural features of a master's degree program in athletic leadership would be most important to you? Please rank the following features from 1 to 6, with 1 indicating your highest priority and 6 indicating your lowest priority.

#	Answer	1	2	3	4	5	6	Total Responses
1	Face-to-face courses only	48	26	21	23	42	72	232
2	Online courses only	40	25	20	27	48	77	237
3	Mix of face-to-face and online courses (hybrid model)	42	34	43	58	51	12	240
4	Credit for internships (including with my current employer)	28	54	46	45	24	26	223
5	Reasonably flexible course order (not dominated by prerequisites)	54	62	57	31	23	10	237
6	Time to degree (number of years for students following the recommended schedule)	34	38	48	55	46	35	256
	Total	246	239	235	239	234	232	-

8. What additional features of a master's program in athletic leadership would be most important to you? Please select a feature from the following options given below:

#	Question	Essential feature	Important feature	Worthwhile feature	Unimportant feature	Total Responses	Mean
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1	Strong academic and professional background of the faculty	116	119	23	2	260	1.66
2	Guidance by one or more practicing mentors in Boise State athletics	93	109	47	10	259	1.90
3	Development of close relationships with the faculty and fellow students	67	109	70	13	259	2.11
4	Notable guest speakers from the world of athletics	73	110	62	12	257	2.05
5	Generation of contacts with prospective employers	88	95	62	11	256	1.98
6	Affordability of the program	169	76	12	2	259	1.41
7	Program cost covered by employer's reimbursement policy	84	93	55	26	258	2.09
8	Course content and activities reflect both theory and practice	137	101	17	2	257	1.55
9	Cohort model (the same students start and finish together)	26	64	84	82	256	2.87

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10	Field trips and attendance at professional meetings	47	93	87	30	257	2.39
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9. If part of the program was delivered in a summer face-to-face block of graduate instruction on the Boise State campus (M-F, morning and afternoon attendance), what is the maximum number of weeks that you could participate in this format? Assume that the university can provide reasonably priced housing if necessary.

10. How many online courses at the graduate level do you think that you could successfully complete during an academic year? Each course is a 3 credit course. (An academic year consists of the fall and spring semesters together.)

#	Answer	Response	%
1	One course	12	5%
2	Two courses	74	28%
3	Three courses	59	22%
4	Four courses	81	31%
5	More than four courses	38	14%
	Total	264	100%

11. The cost per credit of a professional master's programs depends on type of institution, discipline, program design, number of students, method of course delivery, required facilities, and many other factors. Please choose the maximum cost per credit that you would consider feasible given your personal circumstances. (We anticipate a master's program requiring a total of about 30 credits. It is important to keep in mind that the university does not guarantee its ability to deliver the program at all of these costs per credit.)

#	Answer	Response	%
1	\$350 per credit	107	42%
2	\$375 per credit	16	6%

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3	\$400 per credit		47	18%
4	\$425 per credit		3	1%
5	\$450 per credit		8	3%
6	\$475 per credit		1	0%
7	\$500 per credit		18	7%
8	\$525 per credit		0	0%
9	\$550 per credit		1	0%
10	\$575 per credit		0	0%
11	\$600 per credit		1	0%
12	All of these costs per credit are too high		55	21%
	Total		257	100%

12. Assuming that a master's program in athletic leadership is available that meets your needs, how likely are you to seek admission to that program sometime in the next three years?

#	Question	Very Likely	Likely	Somewhat Likely	Somewhat Unlikely	Unlikely	Very Unlikely	Total Responses	Mean
1		80	52	63	13	19	35	262	2.79

13. Please provide any additional comments in the box below.

Text Response

This sounds like an outstanding program. I look forward to learning more about it!
 -What will differentiate this from other similar Master programs? -Who will "need" this type of Master degree?
 This really sounds like an amazing opportunity. Since I live over 250 miles away this would need to be offered online for me to participate. If this was the case I would absolutely take advantage of this program!!
 I think that there is a very high need for this program in order to coaches to pursue high collegiate levels of coaching. I value the pursuit of this degree and would enroll immediately. A hybrid design would be very advantageous for students currently coaching or working.

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This would be valuable to me if I was interested in coaching or becoming an AD, but my interest lies in becoming a better teacher, so I am actually looking into curriculum and instruction. Thank you, anyway, though. :)

I'm within 5 years of retiring. If this would of been available to me earlier in my career I would participate.

I would highly consider this program for my masters. It would be extremely beneficial for me as an educator and coach

I did not answer the question about cost per credit because I have been away from the University System for the past 6 years. I do understand that a master's program should cost more than other programs because the level of education I am receiving is higher. By the same token, being a current teacher in the treasure valley, it needs to be feasible to attend. I have been seeking a way to get a master's done since I began teaching, though the cost is always the main deterrent. If this program does pan out with the University I would seriously consider it.

Without sport business emphasis options, I wouldn't consider this program.

I am a single mom of 8 kids and a full-time student renting in Moscow, and looking to buy a house. Three semesters before I graduate with a teach certificate as a physical ed major with a minor in biology.

I would hope that if you already have a masters and also your administrative certificate that some classes would be waived or that you would provide a "short track" to complete the degree.

There is a need in our area for athletic leaders. It is offered at U of I and most of our locals take the course through U of I.

Would prefer to get my masters thru BSU. But price is an issue. It would need to be competitively priced with the ISU masters program.

I think it would be great to have a master's program in athletic leadership at Boise State. I already have a master's degree in Sports Management so I probably would not be interested in getting another one in athletic leadership. I would, however, be interested in taking some of the individual classes without seeking to earn another degree.

Already have a degree in Athletic Administration.

My biggest thing with being a coach is having the time to take classes. Living in Twin Falls, I believe having internet classes or even classes were we can see the professor and the professor can see us would be my best solution. Also when you are coaching you don't really know how long you will be at that school. Next, keep in mind if you have to pay out of your pocket you only get an extra 1000 dollars a year when you have a masters degree. At 400 dollars a credit it will take me 12 years until my master starts to benefit my pay. I do understand this is to further my education and make me a better coach, but it is something to think about.

I have a Masters in Educational Leadership "Principal", and I am a full time Health and PE teacher. I think it would be nice if there was a way to take a few additional courses to add the Athletic Admin Masters without needing to retake a lot of courses similar to ones I have taken. Possibly 12-15 credits to add the endorsement without needing to take 30 more credits some of which may be very similar or overlap what I already have with an Admin Degree. Without this option, I foresee a lot of teachers with an Admin Masters working towards a PH.D if they are interested in additional schooling instead of getting another 30 credit Admin masters just to encompass the athletic side when we can already be an Athletic Director without the Athletic Admin degree.

I have seen credits offered at a reasonably lower price. Maybe lower the credit price a little more. Already have a Masters degree in Athletic Administration. I would look into a degree in Recreational Sport Management or some type of Director of Operations for a specific sport.

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I have an earned master's degree from Idaho State in athletic administration. Otherwise I would be highly interested in this program.

I think that this is a really great idea. If it is available in the next year or two, I will probably apply for it.

for those of us in North Idaho the program has to us access from our current location BSU needs to keep in mind the potential participants outside of the Boise area. I know for a fact that many coaches and AD's would love to take these types of courses. I've already received information from other universities about such a course, but I would much rather take it from BSU.

I am currently in a master's program that centers around Athletic Administration. I find being in the program a very worthwhile and rewarding part of being an Athletic Director. It teaches a lot of things that you may not know, and (by being an AD and in the program at the same time) helps me understand and adapt more to the changing athletic world.

I am highly unlikely to enroll in this program given my admission to a different Masters program through a different University. That being said, I am curious about one of the aspects. The previous page asked about the importance of a practicing mentor. Is this in the context of a more advanced along the track student, someone in the sports marketing department, or what? There are several different interpretations of that in my mind, and some clarification would help with that.

I do not see myself needing an additional degree in athletics. If I do go back for my Doctorate it would be in general admin.

I am too far along in my educational career to go after a Master's in Athletic Leadership. It wouldn't help me to pursue it at this time.

Would really like to see this happen

I'm a secondary art and computer teacher and I entered my input to help in designing this program. I think it can be a great program and especially, any effort to develop leadership qualities will benefit us all.

If I were younger and not already a skilled professional I would seriously consider this option. This would be a great program, I really hope there is a way that Boise State can get this up and running. I think even adding an undergraduate program that is similar to this would be amazing also!

I am very excited about the program. If I can be of any other help you can email me a sjnaugle@yahoo.com. Thanks

I already have my Master's degree in Athletic Administration. I received it from BSU/ISU in May 2001.

This is something I have been looking to do. i am considering doing it through Concordia online but I would do BSU if the cost were lower than Concordia.

After already getting a Master's Degree the most important factor by far would be minimizing costs.

I have coached on both the college and high school level for over 25 years. I also coached 20 years of wrestling. I would like to help in athletic's from a leadership position.

I am currently seeking a Master's Degree in an alternative program at an alternative institution. (Master's in Instruction and Curriculum - Emphasis in TESOL and Bilingual Education at the College of Idaho.)

I have 2 master's degrees and zero interest in athletic leadership.

SJM TEST SURVEY - DO NOT INCLUDE IN DATA ANALYSIS~~

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I already hold a master's in Athletic Administration. I really enjoyed this area of study and would recommend it to others. I would be considering further education and answered this survey with that in mind.

Most people looking to go into this program would be coaching a sport. Having a block of classes in the summer would need to be able to work with the sport they are coaching. For instance basketball has several June tournaments, and Football has several in June and they start in August so structuring a block of classes that fits into those schedules would be important. For me and many of my fellow coaches, many of us came into teaching in a field other than Physical Education but would like to earn certification in this area so that we could teach physical education and weight lifting to our athletes. Having a masters program that would end with certification in P.E. would be something that I and many of my fellow coaches would be interested in. Having it gain knowledge towards an athletic administration would be a plus as well. I could see several people taking a course that met the needs of both of these areas. This sounds like the exact program I am looking for. I like the location a lot considering I used to live there, and still live near by.

I think it is very important to have the class delivered online to accomodate those already in the field of education. I have looked at several other universities that do this. I also feel it is important to have work it so all educators, not just PE teachers be able to earn the requirements for this masters program.

I work at Lewis-Clark State College and I am already looking at a graduate program in Educational Leadership. However, athletic centered leadership would better fit my field. It is also key that I could use my benefit of continued education discount. Thanks

I think it is a great idea for those that need a masters in an athletic based career. A masters for me would not directly move me up the pay scale but if it could prove that I would gt some new ideas that could make my performance better or more efficient in the long run I might find it beneficial.

Sports management as an option track also? Coaching leadership, athletic administration (education side), add in sports management (business side). I'd be interested in athletic administration or sports management. I'd rather stay at Boise State then have to move over to ISU - Meridian for athletic administration graduate programs.

I coach basketball and June is busy with basketball camps, tourneyments, and practices. This might be something to be aware of for summer scheduling. Morning classes would work best during the summer. Coaching during the school year and having a family is very difficult. Flexibility with the class work load is essential. During the school year, it would be best to have night and online courses. When do expect to offer this program? I am looking to enroll into something for this fall.

I am close to retirement so my answers reflect that it is too late in my life to do a program like this.

I already have my masters in Sports Administration and Leadership, but I answered the questions if I had not already had it.

I am very interested in this program... also I really do not have any idea what a master's program usually costs per class.

Though I have a Master's Degree related to my career choice in Intercollegiate Athletics, if I were in a position of needing to start the process again I would have much preferred a degree of the type listed in this questionnaire--Athletic Leadership/Administration.

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I am extremely interested in Boise State offering a Masters program. I have been putting off starting the program at Idaho State in the hopes that Boise State would offer one. With my current position within the Athletic Department, I would be looking for something that is very flexible, and gives credit/allows for credit to be given for the current work I am doing. Thank you~

I believe that a master's program in Athletic Leadership will help fill the void that was left when the Athletic Administration master's program from Idaho State was removed a couple years ago. This will also help us to appeal to a broader field of applicants not only for graduate assistant positions, but also for continuing education within our current employees.

Practical application and credit for prior learning

I feel this is a very necessary addition to our degree programs at Boise State.

SOUNDS LIKE AN EXCELLENT PROGRAM THAT I WOULD BE VERY INTERESTED IN BEING A PART OF IF IT WAS WITHIN MY REACH.

I am already currently a student in the MK program here at BSU. Had something like this been offered when I began my masters degree it would have been my first choice to enroll in, and not the program I am currently in. Unfortunately, I am already halfway done with my masters degree, so while this seems like an excellent idea and something I would have had great interest in, it seems as though it is too late for me to viably attain to.

Something like this would have been really valuable earlier in my career; today, I am 62 and retired from teaching but still coaching.

This is something I have been looking for in my pursuit of a Masters.

I believe this Master's program would be very beneficial to many coaches and/or educators. For me individually it would allow me to enhance my abilities in both teaching and coaching.

As an athletic trainer, we are required/strongly recommended to have a master's degree to be working at a collegiate setting and I am not sure if having another master's degree would help advance my career or even increase my salary since we get paid similar or less than other departments that do not require/strongly recommend having a master's degree. Therefore, paying tuition and spending time away from work setting does not seem to benefit my situation, but may be a great opportunity for undergraduates who are seeking a master's degree and wanting to work in an athletic setting.

This program is essential. Especially if instructors such as Dr. Johnson are involved. This program is relevant to the career path I am choosing and would be of great benefit.

I would have been "Very Likely" to have pursued a master's degree in athletic administration from Boise State had I not already earned a similar degree from another institution.

I think this is a great idea! I pursued a masters in Sport Psychology (and loved it), but would have definitely considered Athletic Leadership, had that been an available option!

I would be VERY interested and likely if I did not already have my masters degree in athletic administration. I am excited to see this might be in store for Boise State University students. make it happen asap!!!!!!!!!!!! please and good luck

This graduate program sounds very specific to what a bunch of students in the K-12 field would need to gain more knowledge in. I am very intrigued by this opportunity.

Statistic	Value
Total Responses	68

Office of the Provost and Vice President for Academic Affairs
921 South 8th Avenue, Stop 8063 • Pocatello, Idaho 83209-8063

January 21, 2014

Christopher Mathias
Chief Academic Officer
Idaho State Board of Education
650 West State Street, Suite 307
PO Box 83720
Boise, ID 83720-0037

Dear Dr. Mathias:

Idaho State University appreciated the opportunity to review **Boise State University's Master of Athletic Leadership** Proposal for Graduate and Doctoral Degree Program.

Idaho State University (ISU) has four major concerns regarding Boise State University's (BSU) Master of Athletic Leadership program proposal and are therefore not supportive of this program. Those concerns include: 1) existence of a 20 year partnership between ISU and BSU in delivering a cooperative master's degree program in Athletic Administration and a desire from ISU to continue the partnership; 2) clear duplication of program already in existence at ISU; 3) inaccuracies in the program proposal; and 4) financial sustainability of the proposed self-support model.

With regard to our first concern, ISU and BSU had a cooperative master's degree program in Athletic Administration for 20 years in the Treasure Valley. It began in 1990 and was dissolved in 2010 due to the structure of the cooperative agreement not meeting federal financial aid and credit reporting requirements. When ISU faculty and staff met with BSU faculty and staff, Administrators at BSU recommended that the partnership be restructured in the form of a dual degree program. At that time, ISU proposed a dual degree program that would be similar in function and would meet the structure that was suggested. ISU faculty made over a dozen attempts to work with BSU to reestablish a shared delivery model for our Athletic Administration program.

With regard to our second concern of duplication. The proposed program by BSU is a duplication of ISU's master's degree in Athletic Administration, which is offered both on the Pocatello campus and the Meridian campus. Not only is this program a duplication but it will be recruiting from the same student population base. Our program generally maintains an enrollment of approximately 40 students per semester; which is demonstrative of a successful graduate level program. With regard to curriculum duplication, below is a comparison of the curriculum of the master's degree in Athletic Administration from ISU and the proposed master's degree in Athletic Leadership from BSU. It is apparent from this comparison that there is curricular redundancy. With the exception of one course (Athletic Organizational Communication) six of the seven courses being proposed are reflected in the ISU MPE-AA curriculum.

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ISU MPE-AA Curriculum	BSU Masters of Athletic Leadership
PE 6605, Leadership in Administration	Foundations of Athletic Leadership
PE 6615, Philosophy of Athletics,	Philosophy of Sport & Athletic Leadership
PE 6631, Athletics and the Law,	NO COURSE
PE 6635, Management of Athletics	Athletic Program Management
PE 6640, Research and Writing	NO COURSE
PE 6649, Issues in Administration	Sociology of Sport and Athletic Leadership
PE 6655, Internship in PE	Athletic Leadership Practicum
PE 6610, Adv. Sport Psychology (Required for Non-Thesis Students)	Psychological Aspects of Ath. Leadership
PE 5599, Adv. Sport Marketing	NO COURSE
NO COURSE	Athletic Organizational Communication

Regarding our third concern of inaccuracies in the proposal, ISU would like to provide clarification. The BSU proposal states that, "While some of BSU's coursework pertains to athletic administration, the focus is strongly on leadership training from the coaching perspective. In contrast, the program at ISU maintains a predominate focus on athletic administration, not on coaching." But then the proposal also indicates that "... coaches must also understand the day-to-day operations and leadership responsibilities of athletic administrators and vice versa. The main thrust of the proposed program is the development of leadership competencies for implementation in the context of sport." These two programs are near identical, and both address administration and leadership training. Many of ISU's graduates go on to pursue careers in coaching. In fact, our program is currently serving many faculty and staff within BSU's coaching program.

Further, the proposal states that, "BSU's proposed program is focused on practical experience. In contrast, the ISU program does not have a requirement for any sort of practical experience." It further indicates that students in the proposed BSU program may work under qualified mentors such as a head or assistant coach at Boise State University or an athletic administrator at Boise State University. Students in ISU's program are required to take three credits of Internship, and can take an additional three units of Internship as an elective. These internships are under the supervision and guidance of a high school head coach, a college head coach, a high school athletic administrator, a college athletic administrator, or a youth sports professional. In fact, many of our students on the Meridian campus complete their internships within the athletic department at BSU. Further, many of the current staff members who are employed within the athletic department at BSU are graduates of the Athletic Administration program at ISU-Meridian.

Regarding our final concern of the self-support model as proposed by BSU, there are four components: 1) faculty time devoted to sustain a master's level program; 2) how a program can be self-support when the fees being charged are only \$16 more than their current graduate per credit fee; 3) clarification of the "other revenue" in the budget on page 13; and 4) does not meet all components of Board Policy V.R. for self-support programs.

Our first concern relates to page 15 of the proposal and the fact the program is only allocating .534 faculty and administrative time to the program (.20 for Tyler Johnson, Program Director/Associate Professor, .267 for a Tenure Track Faculty member, and .067 for a Clinical Faculty) to which they will be responsible for delivery of one, five to six credit course per semester (Summer, Fall, Spring). There seems to be limited faculty and administrative time allocated to make this a successful, and rigorous master's level program. Additionally, the program as proposed by BSU will only offer one course that is

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five to six credits per semester for students, in contrast the program at ISU provides greater access as we offer three, three credit courses in the fall and spring, and two, three credit courses in the summer.

Our second concern relates to the self-support fees being proposed. BSU's current graduate per credit hour fee is \$324, and the propose self-support model is only \$340 per credit: a \$16 difference. We question how a master's level program (even one that does not have significant equipment requirements) can be successful at this rate and still ensure rigor and quality in a program like this. Our third concern just requests additional clarification regarding the "other (local account)" fees under Revenue on page 16. We would request further clarification of those resources to ensure they meet the requirements of a self-support program.

Our fourth concern addresses Board Policy V.R.3.b.v.a) 3) specifically. We have concerns regarding the student enrollment population being proposed for this program. On page 9 BSU indicates that, "Some students enrolled in graduate programs in the Department of Kinesiology may decide to transfer..." and "[a] number of Graduate Assistants (approximately 10-12) will likely enroll..." This seems to be in direct conflict with the aforementioned Board policy that states "The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online." The proposed Master of Athletic Leadership is a very traditional program offered on many campuses across the country, including ISU on the Pocatello and Meridian campus.

Sincerely,



Laura Woodworth-Ney
Provost and Vice President for Academic Affairs

cc: Lyle Castle, Vice Provost for Academic Affairs
Selena Grace, Associate Vice President for Academic Affairs
Margaret Johnson, Associate Vice President for Academic Affairs
Connie Tillotson, Management Assistant

APRIL 17, 2014



BOISE STATE UNIVERSITY

OFFICE OF THE PROVOST

January 27, 2014

Dr. Chris Mathias
Chief Academic Officer
Idaho State Board of Education
Boise, ID

Dear Chris:

We appreciate that Idaho State University (ISU) has carefully reviewed Boise State University's (BSU) proposal to create a new program leading to a Master of Athletic Leadership degree. The purpose of this letter is to address the four concerns raised by ISU regarding that proposal.

The first concern is that ISU approached BSU repeatedly regarding the creation of a dual degree program of some sort. Until recently, however, it has not been possible for BSU to participate in a dual degree program because BSU could not have the necessary overlapping expertise. Looking forward, it is necessary that BSU maintain complete control over its degree program in any sort of agreement that might be created with ISU because BSU's program will enroll a number of graduate assistants and student athletes. Thus, to remain in compliance with NCAA rules regarding institutional control, BSU must have sole control of any academic program in which its graduate assistants and student athletes are enrolled.

The second concern is regarding duplication. ISU presents a chart depicting the two curricula and at first blush it appears that there is, indeed, significant overlap of the curricula. However, despite the fact that the same word exists in two of the course titles, the respective courses differ significantly. The appended table illustrates where overlap in the specific courses offered by BSU and ISU does and does not exist. That table, which is based on the non-thesis option of ISU, can be summarized as follows:

- The ISU and BSU programs require 33 and 32 credits total, respectively.
- Courses totaling 6 credits are labeled as duplicates because of substantial overlap.
- Courses totaling another six credits have partial overlap: these courses address the same broad field (e.g., "Philosophy") but have significantly different foci: administration for ISU and coaching for BSU.
- Courses totaling 0 to 6 credits have the potential for overlap, depending on student choice of electives. Thus, ISU requires 3 credits of internship for students without a year of professional experience and students may take another 3 credits of internship *as electives*. We note that neither "professional experience" nor "internship" will necessarily equate with BSU's Athletic Leadership Academy.
- Courses totaling 15 to 21 credits are required by ISU but have no equivalent in BSU's curriculum.
- Courses totaling 14 to 20 credits are required by BSU but have no equivalent in ISU's curriculum.

Thus, BSU's curriculum differs substantially from that of ISU's.

The third concern is that there are inaccuracies in the proposal regarding the claim that the foci of the two programs are different. We hope that this concern has been alleviated above, but emphasize that while the BSU program includes some coursework on administration, administration is not the focus of the program. And while both programs are designed to train leaders, ISU's program is focused on the development of leadership in athletic administrators while BSU's program is focused on the development of leadership for coaches.

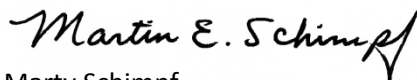
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Regarding the issue of “substantial practical experience,” BSUs’ program requires 10 credits of “Athletic Leadership Practicum, in which the students will be mentored by leaders of athletic teams or programs who have demonstrated a consistent, long-standing commitment to an athlete-centered philosophy and who have earned a level of respect and admiration from peers in the field. ISU’s practical experience consist of (i) a minimum one-year of professional experience or an internship of 3 credits and (ii) the possibility that a student may take an additional 3 internship credits as elective. This requirement is stated in the ISU catalog as follows: “*All students must document professional experience in an athletic setting by prior administrative experience (minimum one year) or by completing an approved internship while completing the MPE/AA program.*” We reassert that the level of practical experience required by the BSU program is significantly greater, with the inclusion of 10 credits of structured mentoring versus the ISU requirement of “professional experience” or a 3-credit internship.

The fourth concern has to do with the self-support nature of the proposed program. The arguments are broken down as follows:

- i. **Insufficient faculty time is devoted to the program.** Regarding the question of offering a program with only 0.533 FTE devoted to teaching for an entire year, this is only for the first year of the program when only half of the curriculum will be offered. However, we did find an error in this figure, which should be 0.667 FTE, and that has been corrected in the budget model. When the program is up and running, a total of 1.33 faculty FTE will be devoted to the program. The FTE is calculated by equating one 3 credit class per year with 0.125 faculty FTE, an equation that is derived from our workload policy and includes service obligations associated with the program. The teaching of 16 credits associated with this FTE ($16\text{cr}/(12\text{cr}/\text{FTE}) = 1.33 \text{ FTE}$) is possible through the design of a tightly prescribed program without electives.
- ii. **The revenue generated by a \$340 per credit hour fee will be insufficient to support the program.** It is important to realize that the entire \$340 per credit would go to the self-support program, and none to student fees. The \$340 per credit compares with \$166 per credit charged to university student in an academic program supported by state funds.
- iii. **The involvement of a “local account” in the budget is unclear.** Funds to initiate the program would be provided by a college-level local account and would be repaid to the local fund by the end of the third year of the program, as required by board policy. This is a common practice for starting new self-support programs in the past, which have been approved by the State Board.
- iv. **Isolation of the self-support program from other programs on campus.** The proposed program will be in full compliance with board policy. Students in the program form a distinct group, separate from other students on campus, taking courses only in the program. There will be no co-mingling of funding sources or students in state-supported programs.

Sincerely,



Marty Schimpf
Provost and Vice President for Academic Affairs.

Cc: Laura Woodworth-Ney, Provost and Vice President for Academic Affairs at Idaho State Univ.

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ISU: Master of Physical Education/Athletic Administration	Degree of overlap	BSU: Master of Athletic Leadership	Credits				
			Substantial overlap	Partial overlap	Potential overlap	ISU cr with no overlap	BSU cr with no overlap
PE6606 Leadership in Administration (3 cr)	Partial overlap: one program focuses on administration, the other on coaching	KIN-AL 501 Foundations of Athletic Leadership (3 cr)		3			
	No overlap	KIN-AL 502 Athletic Organizational Communication (3 cr)					3
PE 6635 Management Aspects of Athletics (3 cr)	Substantial overlap	KIN-AL 503 Athletic Program Mgmt (3 cr)	3				
PE 6615 Philosophy and Principles of Athletics in Administration (3 cr)	Partial overlap: one program focuses on administration, the other on coaching	KIN-AL 504 Philosophy of Sport & Athletic Leadership (3 cr)		3			
		KIN-AL 505 Sociology of Sport & Athletic Leadership (3 cr)					3
PE 6610 Advanced Sport Psychology (3 cr)	Substantial overlap	KIN-AL 506 Psychological Aspects of Athletic Leadership (3 cr)	3				
	No overlap	KIN-AL 507 Athletic Leadership Academy (2 cr)					2
Professional experience or approved internship (0 to 3 cr)	Potential for overlap. Experience may substitute for ISU internship, which may or may not have structured mentorship. Also: 3 cr vs. 5 cr	KIN-AL 508 Athletic Leadership Practicum I (5 cr)			0 to 3		2 to 5
Additional overlap if student chooses additional internship (up to 3 cr) as elective.	Potential for overlap. Elective, not required. Also, ISU internship may or may not have structured mentorship. Also: 3 cr vs. 5 cr	KIN-AL 509 Athletic Leadership Practicum II (5 cr)			0 to 3		2 to 5
	No overlap	KIN-AL 592 Portfolio (2 cr)					2
PE 6631 Athletics & the Law (3 cr)	No overlap					3	
PE 6640 Research & Writing (3 cr)	No overlap					3	
PE 6649 Issues in PED and Athletic Administration (3 cr)	No overlap					3	
PE 6645 Sports Medicine (3 cr)	No overlap					3	
Approved electives (3 to 9 cr)	No overlap					3 to 9	
		Totals:	6	6	0 to 6	15 to 21	14 to 20

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 17, 2014**

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the first day of June, 2014, by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, ('the Board') has directed the institutions under its governance to avoid unnecessary duplication of programs; and

WHEREAS, no institution in Idaho has been assigned the statewide responsibility for offering graduate programs in education in general and in athletic administration and leadership in particular; and

WHEREAS, BSU has the service region responsibility for offering programs in its ten-county service region in southwestern Idaho; and

WHEREAS, ISU presently offers a Master of Physical Education/Athletic Administration program at its Pocatello and Meridian campuses, a program that has focus primarily in administration of athletic programs; and

WHEREAS, BSU proposes to offer a new Master of Athletic Leadership program that will focus primarily on the development of coaches of athletic programs; and

WHEREAS, potential students in the Treasure Valley would be best served by being able to choose the program that best meets their interests and needs; and

WHEREAS, ISU delivers its program at the Meridian campus largely through video conferencing, and BSU would deliver its program face-to-face; and

WHEREAS, potential students in the Treasure Valley would be best served by being able to choose the program that is delivered in a format that their needs; and

WHEREAS, Graduate Assistant-Coaches fall under NCAA rules and regulations that pertain to institutional control, and to avoid any possibility of transgression of NCAA rules and regulations, (i) Graduate Assistant-Coaches must enroll in the program located at the institution at which they are employed and (ii) the program at which they are employed must offer the entire array of courses required for the program; and


WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate education in athletic administration and athletic leadership through the development of set of courses that are common between the two programs;

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:


INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 17, 2014

1. The administration and faculties of ISU and BSU will agree upon a set of four courses that are required of both programs, that may be taught by either of the programs, and that may be enrolled in by students in either program, with the exception of Graduate Assistant-Coaches, who must enroll in courses at the institution at which they are employed. The mutual offering of a set of courses will enhance availability of graduate education in athletic leadership and athletic administration to students in the Treasure Valley, and will eliminate unnecessary duplication of coursework offerings.
2. BSU and ISU agree to provide, as possible, access to one another's graduate courses in athletic administration and athletic leadership beyond the core set of courses so as to provide students with a greater array of possible course choices.
3. The institutions will develop agreement upon administrative issues such as tuition, registration, transcribing, transfer credit, and other issues related to students enrolled in the program of one institution being able to easily enroll in courses of the other institution.
4. Individuals who are not Graduate Assistant-Coaches at either institution will be given a choice as to which program to enroll in. Those students who are primarily interested in athletic administration will be advised by both institutions, but not required, to enroll in the ISU program because of its greater focus on administration. Individuals who are primarily interested in the development of coaches will be advised by both institutions, but not required, to enroll in the BSU program because of its greater focus on coaching.
5. Individuals who are Graduate Assistant-Coaches at either institution will be required to enroll in the program at the institution at which they are employed.
6. ISU will support the proposal of BSU to develop its new Master of Athletic Leadership program.
7. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
8. Either institution may act to terminate this agreement, but must give the other institution at least six months' notice before doing so.

IDAHO STATE UNIVERSITY


Laura Woodworth-Ney, PhD Date
Provost

BOISE STATE UNIVERSITY


Martin Schimpf, PhD Date
Provost