

**LATE AGENDA  
OCTOBER 16, 2014**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>IRSA - BOISE STATE UNIVERSITY – COLLEGE OF INNOVATION AND DESIGN</b>	Approval Item
<b>2</b>	<b>IRSA – BOISE STATE UNIVERSITY – RESTRUCTURE OF SPECIAL EDUCATION &amp; EARLY CHILDHOOD STUDIES</b>	Approval Item

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Approval of the College of Innovation and Design

**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 College of Innovation and Design (CID). The creation of the college is a direct result of Program Prioritization, and it will serve a key role in creating new academic programs and new research programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The college will breach the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs and research programs that pull together knowledge and skills from multiple disciplines.

The CID will facilitate the creation of new, transdisciplinary programs in three ways. First, the CID will direct the assignment of resources (funding and space) to programs that are transdisciplinary. Second, the CID will provide an administrative home for tenure and sabbatical, as necessary, for those faculty members deeply involved in CID activities. Third, CID will help develop and modify appropriate policies so as to better support faculty member who work across disciplines.

The proposed unit will be housed on BSU's main campus and will be overseen by a dean who will report to the Provost.

The college will enhance BSU's ability to pursue new approaches to learning and teaching and to find new applications for our degree offerings and research. The college will foster a culture that will marshal creativity and innovation. The mission of the new college reads:

*"The College of Innovation and Design is a university-wide hub focused on transforming teaching, learning, and research at Boise State University. Leveraging the speed, collaboration, and risk-taking of a start-up, the college inspires and supports faculty, students and community members from diverse disciplines to create new pathways of learning that anticipate the demands and opportunities of our ever-changing world and workplace. These teams will generate pioneering degrees, badges and certificates as well as design new and innovative approaches to research, community engagement efforts and other initiatives that transcend conventional university boundaries, structures or disciplines."*

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Two campus initiatives are underway in anticipation of the creation of the college, and serve to illustrate:

- In spring, 2014, a Request for Proposals was issued for the development of new undergraduate degree programs, certificates, minors, or badges. Twenty-four proposals were received and initial development of several programs has begun.
- Tentatively, the College will be the academic home of faculty lines resulting from an NSF-funded EPSCoR grant and designed to create a new center focusing on the application of quantitative methods to coupled human-environment systems to answer complex social, science, and engineering questions.

**IMPACT**

The basic administrative structure of the college, consisting of the dean's salary and fringe, administrative support salary and fringe, and operating expenses, is estimated to total \$239,000 per year. Because the college is a work in progress, it is not feasible at this time to specify additional funding associated with the college, such as the salaries of faculty members, operating expenses, and equipment that will fund new instructional and research programs that will result from the work of the college.

**ATTACHMENTS**

Attachment 1 – College of Innovation and Design proposal

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**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) proposes to create a new College of Innovation and Design. BSU states the College will serve as an incubator for new transdisciplinary programs and anticipates that the College will be in place by spring semester 2015.

Instructional units are not subject to the Five-year Planning process. However, any new programs will be required to go through the proposal review process consistent with the Board's policy on program approval.

The Board's approval of this proposal in its current form will have noticeable implications. BSU's proposal went through the review process and was presented to the Council on Academic Affairs and Programs (CAAP) on September 25, 2014. CAAP held considerable discussion regarding the proposed structure and whether programs needed to be identified at the time of the initial request. As a matter of history, this is the first time CAAP has forwarded a recommendation for an instructional unit that did not identify programs. CAAP understood why no programs are currently being proposed and decided to recommend approval, but this does represent a departure from past practice and sets a precedent that provosts anticipate they will be able to rely upon for future proposals. Thus, the first implication will be that institutions are no

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longer required to provide programmatic detail when proposing new instructional units. This creates a second implication for the interpretation of Board Policy III.G.1.a. Currently, that section of policy reads [emphasis added]:

*“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.”*

As a matter of interpretation, Board staff has historically interpreted this provision to mean that a proposed college is an instructional unit when academic programs are proposed. Board approval of the proposal in its current form could lead to a reasonable interpretation that colleges are instructional units even if they are not responsible for academic programs. Moving forward, this would mean currently existing colleges, such as Boise State’s Venture College and Honors College, could be treated as bona fide instructional units. This could have unintended consequences.

A final implication regards general oversight and the amount of detail usually relied upon to provide that oversight. Board oversight has historically required programmatic and budgetary detail as a basis for informed decisions. Board approval of this proposal does not necessarily mean Board oversight no longer requires historic levels of detail but it could generate a slippery slope in other areas where Board oversight has historically been based on a previously established level of detail.

Staff believes the creation of a new unit – whether administrative or instructional - could be an important incubator of new, highly relevant, transdisciplinary instructional and research programs.

Board staff and CAAP recommend approval as presented.

Instruction, Research and Student Affairs Committee (IRSA) reviewed this proposal at its October 2, 2014 meeting and moved it forward to be considered by the whole Board.

**BOARD ACTION**

I move to approve the request by Boise State University to create a new College of Innovation and Design as presented.

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

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OCTOBER 16, 2014

Institutional Tracking No.

14-08

## Idaho State Board of Education

### Proposal for Other Academic Program Activity

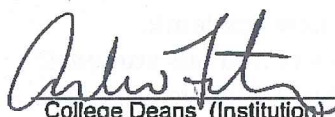
Date of Proposal Submission:	August 27, 2014
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	NEW: College of Innovation and Design
Name of Department(s) or Area(s):	New: College of Innovation and Design

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

Title:	New instructional/research unit: College of Innovation and Design	
Degree:	N/A	
Method of Delivery:	N/A	
CIP code (consult IR /Registrar)	Multiple	
Proposed Starting Date:	Spring Semester, 2015	
Indicate if the program is:	<input checked="" type="checkbox"/> <b>Regional Responsibility</b>	<input type="checkbox"/> Statewide Responsibility

**Indicate whether this request is either of the following:**


- |   |   |
|---|---|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <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 checked="" type="checkbox"/> New Instructional/Research Unit         | <input type="checkbox"/> Expansion of an Existing Program             |
| <input type="checkbox"/> Contract Program/Collaborative                     | <input type="checkbox"/> Other :                                      |


 8/26/14  
College Deans (Institution) Date


Vice President for Research Date


Graduate Dean (as applicable) Date

State Administrator, SDPTE Date

 8/27/14  
Chief Fiscal Officer (Institution) Date

 8/25/14  
Academic Affairs Program Manager Date

 8/25/14  
Chief Academic Officer (Institution) Date

 9/25/14  
Chief Academic Officer, OSBE Date

 8/25/14  
President Date

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

Boise State University proposes the creation of a new "College of Innovation and Design." The college will be overseen by a dean who will report to the Provost.

We are in an era of re-design in higher education where we need to test new approaches to learning and teaching, find new applications for our degree offerings and research, and foster a culture that will marshal our creativity and innovation. That will be the mission of the new college. The mission reads:

*The College of Innovation and Design is a university-wide hub focused on transforming teaching, learning, and research at Boise State University. Leveraging the speed, collaboration, and risk-taking of a start-up, the college inspires and supports faculty, students and community members from diverse disciplines to create new pathways of learning that anticipate the demands and opportunities of our ever-changing world and workplace. These teams will generate pioneering degrees, badges and certificates as well as design new and innovative approaches to research, community engagement efforts and other initiatives that transcend conventional university boundaries, structures or disciplines.*

The College's creation is a natural progression of trends in higher education, in the marketplace, among our students and of our faculty. It is a trend taking hold at premier universities across the country.

- 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.*

The new College of Innovation and Design will serve a key role in creating new academic programs and new research programs that are relevant to the needs of society and our students. Often, the needs of society evolve more quickly than change can occur within a specific discipline. The college will breach the constraints of individual disciplines by facilitating the creation of transdisciplinary academic programs and research programs that pull together knowledge and skills from multiple disciplines.

The future work of the college can be best illustrated by two campus initiatives that have begun in anticipation of the creation of the college:

- In spring, 2014, a Request for Proposals was issued for the development of new undergraduate degree programs, certificates, minors, or badges. In support of the RFP process, the university organized a day-long workshop that featured a presentation by Dr. Mikhail Gershovich of the City University of New York. Twenty-four proposals were received and initial development of several programs has begun.

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- Beginning fall, 2015, the College will be the academic home of four new faculty lines resulting from an NSF-funded EPSCoR grant and designed to create a new center focusing on the application of quantitative methods to coupled human-environment systems to answer complex social, science, and engineering questions. The center will weave together biophysical and social science knowledge and skills to develop quantitative approaches and solutions.

- 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 college:

- **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 of academic departments 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. This process will be applied to all programs in the College of Innovation and Design.
- **Graduate Policy and Procedure:** Graduate program in all departments 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. These measures will apply to all graduate programs that emerge from the College of Innovation and Design.

- 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.*

No new courses will be added to the curriculum as a direct result of this proposal. No new programs will be added as a direct result of this proposal. However, it is the expressed purpose of the College of Innovation and Design to serve as an incubator for new transdisciplinary programs.

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

N/A

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

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**6. Identify similar programs offered within Idaho or in the region by other**

**colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

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

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

**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.*

N/A

**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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EITC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

N/A

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

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

	Year 1	Year 2	Year 3	Total
Region	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Nation	N/A	N/A	N/A	N/A

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

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.*

The College of Innovation and Design will facilitate the development of highly-creative, transdisciplinary academic and research programs. Therefore, the primary contribution of the College to the SBOE's strategic plan is through Goal 2: Critical Thinking and Innovation and its Objective A, which are quoted below and which strongly parallel the mission statement of the College (see question 1 above).

*GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.*

*Objective A: Critical Thinking, Innovation and Creativity – Increase research and*

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*development of new ideas into solutions that benefit society.*

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program:

*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**.*

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
GOAL 1: CREATE A SIGNATURE, HIGH-QUALITY EDUCATIONAL EXPERIENCE FOR ALL STUDENTS.	The CID will be an incubator for high-quality, signature academic programs that meet the needs of society.
GOAL 3: GAIN DISTINCTION AS A DOCTORAL RESEARCH UNIVERSITY.	The CID will facilitate the development of highly productive and highly relevant transdisciplinary research programs.
GOAL 4: ALIGN UNIVERSITY PROGRAMS AND ACTIVITIES WITH COMMUNITY NEEDS.	The CID will not be constrained by typical disciplinary boundaries, and will therefore be more responsive to the needs of society.

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

Yes \_\_\_\_ No   x  

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

New administrative structures are not included in the five year plan.

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?*

N/A

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**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).

**Program Resource Requirements.** 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

<b>A. REVENUE</b>									
	FY 2015		FY 2016		FY 2017		Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)		\$76,573	\$239,900	\$0	\$239,900		\$479,800	\$76,573	
2. Appropriated (New)							\$0	\$0	
3. Federal							\$0	\$0	
4. Tuition							\$0	\$0	
5. Student Fees							\$0	\$0	
6. Other (Specify)							\$0	\$0	
<b>Total Revenue</b>	\$0	\$76,573	\$239,900	\$0	\$239,900	\$0	\$479,800	\$76,573	
<b>B. EXPENDITURES</b>									
	FY 2015		FY 2016		FY 2017		Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Personnel		\$56,573	\$209,900		\$209,900		\$419,800	\$56,573	
2. Operating		\$20,000	\$30,000		\$30,000		\$60,000	\$20,000	
3. Equipment							\$0	\$0	
4. Facilities							\$0	\$0	
5. Other (Specify)							\$0	\$0	
<b>Total Expenditures</b>	\$0	\$76,573	\$239,900	\$0	\$239,900	\$0	\$479,800	\$76,573	
<b>Net Income (Deficit)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0	\$0	
<p><i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i></p> <p><i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i></p>									
<p>Budget Notes:</p> <p>A.1. Funding for the college will result from reallocation of existing appropriated funds.</p> <p>B.1. In FY2015, personnel costs consist of salary and fringe for interim director, 0.5 FTE administrative support and \$20k OE.</p> <p>In FY2016 and 2017, personnel costs consist of dean salary and fringe, administrative help salary and fringe, and OE.</p>									

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## **MEMORANDUM**

**To:** Dr. Marty Schimpf, Provost  
**From:** Dr. Christopher Mathias, Chief Academic officer  
**Re:** Proposed College of Innovation and Design  
**Date:** September 16, 2014

I have received and read your proposal for the creation of a College of Innovation and Design (CID). As an interdisciplinarian by design, I am very excited to see Boise State University (BSU) create this "intellectual refuge." I suspect it will become a model for Idaho's system of higher education. This memo is being provided to outline two concerns: the College's fiscal foundation and its interdisciplinary foundation.

### *Fiscal Foundation*

Your proposal provides that beginning fall 2015, the new college will be the academic home of four new faculty lines supported by the NSF-EPSCoR grant. I respect BSU's uncertainty at this time regarding the number of faculty members that will actually be hired and what their placement will be. However, staff anticipates that IRSA and the Board will want to have the actual costs for the proposed new College including those faculty members currently assigned to the College.

### *Interdisciplinary Foundation*

Your proposal states the CID will "breach the constraints of individual disciplines." In my office's earlier request for more information, Vice Provost Munger stated that "the CID will facilitate the development of policies that will ensure that faculty members are not penalized for working outside their discipline." From my perspective, it seems reasonable to conclude that without these policies, the CID cannot be the envisioned transdisciplinary haven. Said alternatively, if the "breach" is the characteristic that distinguishes the CID from other Boise State colleges, I would like to know more about it.

From what I have learned thus far, program proposals for the new CID are under consideration. I am concerned that in these early days, too much attention is being paid to potential programs offered within the CID and too little attention is being paid to the consecration of the "breach." For these reasons, I feel the cart is being put before the horse. Why is a proposed CID considering new programs if the breach hasn't been institutionalized? Without the breach, couldn't the programs be housed in an existing college? If I were proposing an interdisciplinary program, I would need to know what environmental conditions exist in the instructional center.

Any further information you can provide regarding these two concerns would be much appreciated.

# Idaho State UNIVERSITY

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

September 18, 2014

Chris Mathias  
Chief Executive Director  
Idaho State Board of Education  
650 West State Street, Suite 307  
PO Box 83720  
Boise, ID 83720-0037

Greetings Dr. Mathias,

Idaho State University appreciates the opportunity to review Boise State University's proposal for a new College of Innovation and Design. While ISU is generally supportive of the concept proposed by BSU, we do have questions and areas of concern.

On the surface it appears that BSU is establishing a new college and that there is no intent for the new college to house specific programs, but the proposal includes four new faculty lines to be housed in the proposed college. If the four faculty are not responsible for the oversight or delivery of courses or programs, then what will their areas of responsibility be?

The proposal also indicates that no new courses or programs will be added as a direct result of the proposal (item 4, page 3); however, it is the expressed intent of the proposed college to facilitate the creation of transdisciplinary academic programs and research programs (item 2, page 2). If the intent of the proposed college is to establish transdisciplinary programs, Idaho State inquires about the administrative home for these new programs, and how these programs will be managed across college and department lines.

Finally, we recognize the challenges attendant to the administration of transdisciplinary collaboration, but feel that the proposal fails to make a strong argument for the necessity of a college structure for this purpose. Moreover, which college(s) will have responsibility for the assurances of enrollment or completion numbers for programs that are developed out of the proposed college, but housed elsewhere?

To summarize, Idaho State University is supportive of the concept presented in this proposal. Our concerns/questions focus on the proposal's lack of detail, planning structure, and vague processes. Once we understand the role and function of this College, Idaho State University would be interested in a structure that would include opportunities for our faculty to work with this new college in a direct, collaborative manner.

Sincerely,



Laura Woodworth-Ney, Ph.D.  
Provost and Vice President for Academic Affairs



# University of Idaho

Provost and Executive Vice President

Administration Building, Suite 105  
PO Box 443152  
Moscow ID 83844-3152  
Phone: 208-885-6448  
Fax: 208-885-6558  
www.provost.uidaho.edu

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Dr. Chris Mathias  
Chief Academic Officer  
Idaho State Board of Education  
650 West State Street, Suite #307  
P.O. Box 83720  
Boise, ID 83720-0037

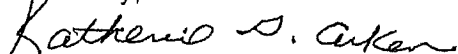
Dear Chris:

The University of Idaho is, in principle, certainly in favor of both innovation and design. However, board policy requires a modicum of substance for the creation of an instructional unit such as a college and absent the assignment of academic programs to the proposed college, it lacks this substance.<sup>1</sup> Even in broader terms, the ambiguity of this proposal is problematic.

According to Webster's, the definition of innovation is "the introduction of *something* (italics mine) new," and the definition of design is "to conceive and plan out in the mind." Thus, by definition the BSU proposal for a new College of Innovation and Design is ambiguous and therefore it is difficult to provide substantive comments.

Thank you for the opportunity to review this proposal.

Sincerely,



Katherine G. Aiken  
Interim Provost and Executive Vice President

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<sup>1</sup> Policy III.G.1.a defines Instructional Units to include colleges as follows: "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." Further, under Policy III.G.3 (Academic Program Proposal Submission and Approval Procedures) any new instructional unit must complete the program proposal process. This proposed college, lacking the assignment of any academic programs, lacks the substance needed to complete the program proposal process.

OCTOBER 16, 2014



BOISE STATE UNIVERSITY

OFFICE OF THE PROVOST

September 25, 2014

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

Dear Chris,

We appreciate the thoughtful input from Idaho State University (ISU) and University of Idaho (UI) on our proposal to create a College of Innovation and Design (CoID).

ISU asks about the four faculty lines mentioned in the proposal; those lines will be part of a research program funded initially by an EPSCoR grant. They will not be directly involved in any new academic degree programs.

ISU asks about the administrative home for programs that will result from the work of the college. The proposal we have submitted, if approved, will only establish the college structure. No specific academic programs are being proposed at this time. Any new programs that are developed in the future as a result of the college's work will follow standard University and State Board procedures. As new academic or research programs are developed, the university will decide on the most appropriate administrative locations, which may or may not be in the new College. Idaho State University, along with all Idaho colleges and universities, will continue to have the opportunity to review the specifics of any new academic programs (including their administrative homes) that are developed in the future.

ISU asks whether a college is the appropriate administrative structure for the administration of transdisciplinary collaboration. Boise State has given much thought to an administrative structure that would best support the development of transdisciplinary programs. Academic departments are often too small in scale to facilitate inter-college programming. An Institute or Center will not work because Boise State policy expressly forbids the housing of academic programs within institutes or centers. The new College will provide leadership for faculty in developing innovative new transdisciplinary programs, whether or not such programs are ultimately administered by that college. As faculty culture develops around transdisciplinarity, that leadership will also facilitate the development and evolution of university policies and procedures that encourage, support, and reward such activities.

UI questions whether it is acceptable under board policy to create a college that does not house academic programs, citing Policy III.G.1.a as follows: "Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges.....that are responsible for academic programs." Note that the policy does not require institutes, colleges, etc., to house instructional units. In fact, centers and institutes at Boise State are not responsible for instructional programming. The policy states that new instructional units complete the program proposal process. It is because we expect to eventually house instructional programs in the CoID that we are submitting the new college for State Board approval.

In summary, it is our hope that ISU and UI can understand that the proposal lacks detail because it is only a starting point. Specifics of what the college will accomplish will be developed once the college is established and specific degree and research programs are conceptualized before being proposed to the State Board for approval.

Sincerely,

Martin E. Schimpf  
Provost and Vice President for Academic Affairs

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 16, 2014**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Approval of New Master in Teaching in Special Education and Master in Teaching in Early Childhood Intervention

**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 two new graduate degree programs: a Master in Teaching in Special Education and a Master in Teaching in Early Childhood Intervention. The proposed programs will be offered in BSU's regional service area using a mix of formats: field intensives with online coursework and streamed video seminars.

The proposed changes arise from BSU's Program Prioritization process, and constitute a complete restructuring of the graduate degree and graduate certificate programs offered by the Department of Special Education and Early Childhood Studies. The following represents the changes BSU proposes to make:

- Discontinue the Master of Arts in Special Education and Master of Arts in Early Childhood Studies. Relatively few students seek a thesis-based degree, that is, the Master of Arts, in Special Education and in Early Childhood Studies. A Master of Education degree is a better option for students who are seeking additional training, but plan to stay in the K-12 system.
- Consolidate the existing Master of Education in Special Education and Master of Education in Early Childhood Studies into a single new Master of Education in Early & Special Education. This consolidation will provide a more meaningful program of study, which will focus exclusively on advanced training of already certified teachers who are seeking to enhance their career potential and professional development. Students will emerge with a more comprehensive understanding of how to serve children across the age range of birth through childhood.
- Create two new degrees: a Master in *Teaching* in Special Education and a Master in *Teaching* in Early Childhood Intervention, the subject of the present proposal.
- Restructure the curriculum of the Graduate Certificate in Consulting Teacher Endorsement to focus on positive behavior support, justifying a name change to "Graduate Certificate in Consulting Teacher Endorsement—Behavioral Specialist." The existing Graduate Certificate includes four potential areas of focus: Instructional Design, Positive Behavior Support, Secondary Transition, and Early Childhood Special

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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Education. Given the proposed changes in the other programs in the department, described above, the focus areas of instructional design, secondary transition and early childhood special education are no longer necessary because students will have the opportunity to take the required courses in these areas within their program of study. The offering of the focused graduate certificate will help graduates be more marketable while addressing specific needs in our schools.

The two new Master in Teaching (MIT) programs will focus on initial training and certification at the graduate level. These programs are new and innovative ways to prepare teachers for working with (a) children ages birth through 8 with and without disabilities (MIT in Early Childhood Intervention), and (b) students with disabilities in the K-12 system (MIT in Special Education).

Students in these graduate degree programs will earn both a Master in Teaching degree and an initial teacher certification within four academic semesters. MIT students will have multiple field experiences both in the classroom and clinical setting. Field placements will provide a setting for direct application of strategies learned in coursework with the support of both university and school-based supervisors and peer collaboration. Given the high number of post-baccalaureate students that enter BSU's program each year, BSU believes this alternative program is a more effective way to prepare future teachers while maximizing the efficiency of resource used in the department.

The program has four primary objectives:

- Replace the existing and highly successful Technology Accentuated Teacher Education for Rural Schools (TATERS) program with a program that will award a master's degree. Students in the TATERS program must take 30+ credits, and a master's degree will better recognize their efforts.
- Increase the number of qualified special education teachers in Idaho to meet the critical shortage that exists.
- Increase the number of highly trained early interventionists in Idaho to serve the needs of young children with developmental delays and other disabilities.
- Ensure that people interested in special education statewide have access to a high quality training program. Course content will be delivered using BSU's online platform (currently Blackboard) and live streaming will be used for our seminars.

**IMPACT**

There will be no budgetary impact of the proposed program. The proposed changes will result in better resource utilization because they will result in more graduates per resource expenditure.

**ATTACHMENTS**

Attachment 1 – Proposal

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**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University (BSU) proposes a complete restructuring of their graduate programs in Special Education and Early Childhood Studies based on Program Prioritization. As part of that restructure, they propose the creation of two new graduate programs: a Master in Teaching (MIT) in Special Education and an MIT in Early Childhood Intervention.

According to BSU, the proposed changes will result in greater productivity of the department and therefore more efficient resource utilization. BSU also indicates that the proposed changes will result in programs that are more attuned to the needs of the educational community.

BSU's request to create an MIT in Special Education and an MIT in Early Childhood Intervention is consistent with their Service Region Program Responsibilities. As per Board Policy III.Z., no institution has the Statewide Program Responsibility for educational programs. Currently, ISU offers an M.Ed in Human Exceptionality and UI offers an M.S. & M.Ed. in Special Education. The following represents current program offerings in the areas of special and early childhood education:

Institution	Program Title	CIP Code	Degree Level	Options/Minors/Emphases	Location(s)	Regional/Statewide	Method of Delivery
BSU	Early and Special Education	13.1210	B.A.		Boise	Regional	Traditional
BSU	Early Childhood Studies	13.1210	M.Ed., M.A.		Boise	Regional	Traditional
BSU	Early Special Education	13.1001	B.A.		Boise	Regional	Traditional
BSU	Special Education	13.1001	M.A., M.Ed.		Boise	Regional	Traditional
ISU	Early Childhood Education	13.1210	BA	Emphases	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Ed S	Deaf Education minor	ISU Campus	Regional	Hybrid
LCSC	Early Childhood Development	13.1210	BAS		Lewiston	Regional	classroom/ online
LCSC	Special Education - Paraprofessional to Teacher	13.1001	BA, BS		Lewiston	Regional	classroom
UI	Early Childhood Development and Education	19.0701	B.S.Early Chl dhd.Dev.Ed.		Moscow		Traditional, combination
UI	Special Education	13.1001	M.Ed.		Boise, Coeur d'Alene, Moscow	Regional	Online

The program will have no budgetary impact. Statewide Special Education teachers are designated as an area of high need in our public schools. The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on September 25, 2014. CAAP recommended approval. Staff notes that the proposed changes still

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require review and recommendation from the Professional Standards Commission consistent with their procedures.

The Instruction, Research, and Student Affairs (IRSA Committee) reviewed this policy at their October 2, 2014 meeting.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to restructure their existing Special Education and Early Childhood Studies graduate programs and create a Master in Teaching in Special Education and a Master in Teaching in Early Childhood Intervention as submitted in Attachment 1.

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



OCTOBER 16, 2014

Institutional Tracking No. 14-007

# Idaho State Board of Education

## Proposal for Graduate and Doctoral Degree Program



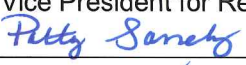
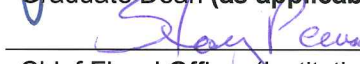
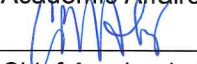
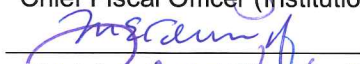

Date of Proposal Submission:	
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Special Education and Early Childhood Studies

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

Title:	DISCONTINUE: MA in Special Education and MA in Early Childhood Studies CONSOLIDATE: M.Ed. in Special Education and M.Ed. in Early Childhood Studies into a new <b>M.Ed. in Early &amp; Special Education</b> CREATE NEW: <b>Master in Teaching in Special Education</b> and <b>Master in Teaching in Early Childhood Intervention</b> RENAME: "Graduate Certificate in Consulting Teacher Endorsement" becomes " <b>Graduate Certificate in Consulting Teacher Endorsement—Behavioral Specialist</b> "	
Degree:	Master in Teaching, Master of Arts, Master of Education, Graduate Certificate	
Method of Delivery:	Mixed: Field Intensives with Online Coursework & Streamed Video Seminars	
CIP code (consult IR /Registrar)	CIP Code 13.1001 Special Education and Teaching CIP Code 13.1210 Early Childhood Education and Teaching	
Proposed Starting Date:	Fall Semester, 2015	
Indicate if the program is:	» <b>Regional Responsibility</b>	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 checked="" type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program   |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input checked="" type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

 College Dean (Institution)	5/19/14 Date	Vice President for Research (as applicable)	Date
 Graduate Dean (as applicable)	6/13/14 Date	 Academic Affairs Program Manager	9/25/14 Date
 Chief Fiscal Officer (Institution)	6/16/14 Date	 Chief Academic Officer, OSBE	9/25/14 Date
 Chief Academic Officer (Institution)	6/14/14 Date	SBOE/OSBE Approval	Date
 President	6/22/14 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 a restructuring of the graduate degree and graduate certificate programs offered by the Department of Special Education & Early Childhood Studies and a renaming of the department:

- Discontinue the Master of Arts in Special Education and Master of Arts in Early Childhood Studies
- Consolidate the existing Master of Education in Special Education and Master of Education in Early Childhood Studies into a single new Master of Education in Early & Special Education.
- Create two new degrees: a Master in Teaching in Special Education and a Master in Teaching in Early Childhood Intervention.
- Restructure the curriculum of the Graduate Certificate in Consulting Teacher Endorsement to focus on positive behavior support, justifying a name change to "Graduate Certificate in Consulting Teacher Endorsement—Behavioral Specialist"

The reasons for these changes are as follows:

- The number of students who are seeking a graduate level degree that culminates into a thesis (that is, the Master of Arts) has been historically low in both Early Childhood Studies and Special Education. A Master of Education degree is a better option for students who are seeking additional training, but plan to stay in the K-12 system.
- Merging the M.Ed. in Early Childhood Studies and the M.Ed in Special Education will provide our students with a more meaningful program of study, which will focus exclusively on advanced training of already certified teachers who are seeking to enhance their career potential and professional development. By combining the two programs students will emerge with a more comprehensive understanding of how to serve children across the age range of birth through 21.
- The two new Master in Teaching (MIT) programs will focus on initial training and certification at the graduate level. These programs are new and innovative ways to prepare teachers for working with (a) children ages birth through 8 with and without disabilities (MIT in Early Childhood Intervention), and (b) students with disabilities in the K-12 system (MIT in Special Education). Students in these graduate degree programs will earn both a Master in Teaching degree and an initial teacher certification within four academic semesters. MIT students will have multiple field experiences both in the classroom and clinical setting. Field placements provide a setting for direct application of strategies learned in coursework with the support of both university and school-based supervisors and peer collaboration. Given the high number of post-baccalaureate students that enter our program each year, we believe this alternative program is a more effective way to prepare future teachers while maximizing the resources of the department.
- The existing Graduate Certificate in Consulting Teacher Endorsement includes four potential areas of emphasis: Instructional Design, Positive Behavior Support, Secondary Transition, and Early Childhood Special Education. Given the proposed changes described above, the emphasis areas of instructional design, secondary transition and early childhood

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special education are no longer necessary. Students will have the opportunity to take the required courses in these areas within their program of study, making an endorsement unnecessary. Based on our experiences and conversations with local school district representatives, we believe that offering the focused graduate certificate will help our graduates be more marketable while addressing specific needs in our schools.

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

This section focuses on the proposed Master in Teaching programs because those are the only new programs proposed. The objectives of the proposed Master in Teaching programs are as follows:

- We have determined that our current special education teacher preparation program, Technology Accentuated Teacher Education for Rural Schools (TATERS), is one of the most successful programs in Idaho that prepares high quality special education teachers. Feedback from special education directors indicates that it is successful because TATERS students are required to do a field placement with course-related field assignments each semester. The program is also online so it is accessible to the entire state, which has been critical for helping smaller, remote districts to have high quality special education teachers. However, the current TATERS program is a post-baccalaureate program, and therefore places constraints on financial aid eligibility for our teacher candidates. Additionally, surveys of interested students and current enrollees consistently indicate that the majority of our students would prefer to earn a master's degree in addition to the certification for the 30+ credits that TATERS requires. Therefore, one objective of the MIT in Special Education program is to replace the TATERS program through an intensive field based program in which teacher candidates will receive significant experience in clinical and school settings.
- A second objective is to address the limited supply of qualified special education teachers in Idaho. Each year for the last 5+ years, special education has been indicated as a critical shortage field in Idaho. Through a four semester, one calendar year program, we will be able to provide a high quality education that gets special education teachers into our P-12 schools much sooner than our traditional programs.
- A third objective is to help address the growing need for highly trained early interventionists in Idaho. Labor department projections indicate that the field of special education will grow by 26% nationally, and that the majority of positions will be in early childhood settings to serve the needs of young children with developmental delay and other disabilities in Idaho.
- A fourth objective is to ensure that people interested in special education statewide have access to a high quality training program. The proposed MIT programs will offer an innovative, field and clinical based internship with accompanying seminars for course content. The course content will be organized online and seminars will be streamed so that students in places outside of Boise can access the program. A field coordinator will make onsite visits to sites at a distance.

- 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.*

This section focuses on the proposed Master in Teaching programs because those are the only new programs proposed, although the same information applies to all the other programs offered by the department. The following measures will ensure the high quality of the proposed programs:

- **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.
- **Specialized Accreditation: College:** The College of Education (COE) programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the proposed MIT will be reviewed by CAEP, as our existing programs currently are. The COE just completed an NCATE (previous accrediting organization) review in 2008-09 and as a result, a COE assessment committee has developed new procedures for ensuring the quality of graduate programs within the COE, to include assessment and data reporting procedures.
- **State certification of graduates:** Graduates of our proposed MIT program will receive an institutional recommendation for certification, but that certification is awarded by the Idaho State Department of Education after they have determined that our program meets the state requirements for teacher certification. Additionally, given the field and clinical intensive nature of the program, we will collaborate with multiple school districts and agencies to provide field-based sites for our students. Professionals at these sites will provide important feedback and support for our programs.
- **Professional Standards:** Graduate programs in the College of Education, including the proposed MIT, are also guided by the National Board for Professional Teaching Standards, specifically by their recommendations outlined in "Using National Board Standards to Redesign Master's Degrees for Teachers: A Guide for Institutions of Higher Education". The program sequence for the proposed MIT was also developed with input from a steering committee consisting of local, state and national experts and stakeholders in special education. This group will continue to serve in an advisory capacity as we move forward with the MIT program. Finally, national organizations such as the Council for Exceptional Children (CEC), the CEC's Division for Early Childhood, and the National Association for the Education of Young Children have standards for special education teachers that have guided the development of our programs.

**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.*

The following three courses will be created to serve the new MIT degrees:

- ED-ECS 515 Early Intervention, Birth to Three
- EDSPE 540 – Disability/Special Education and the Law
- EDSPE 570 – Mathematics for Special Educators



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?

	MIT in ECI	MIT in SPED
Credit hours required:	36	36
Credit hours required in support courses:	33	30
Credit hours in required electives:	3	6
Credit hours for thesis or dissertation:	0	0
<b>Total credit hours required for completion:</b>	<b>36</b>	<b>36</b>

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

The MIT will take place in Clinical and Field settings. Each semester, students will be required to spend 15 hours each week in a school or other designated setting. Once a student has completed the program, they will need to comply with state requirements to complete relevant teacher certification exams.

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
<b>BSU proposed:</b> M.Ed. in Early & Special Education MIT in Special Education MIT in Early Childhood Intervention Grad Cert in Consulting Teacher Endorsement—Behavioral Specialist	Master's level	CIP Code 13.1001 Special Education and Teaching, General: A general program that focuses on the design and provision of teaching and other educational services to children or adults with special learning needs or disabilities, and that may prepare individuals to function as special education teachers. Includes instruction in diagnosing learning disabilities, developing individual education plans, teaching and supervising special education students, special education counseling, and applicable laws and policies.	Special Education High-Incidence Exceptionalities Early Childhood Education Behavioral Intervention Teaching Certification
<b>CSI</b>	N/A		
<b>CWI</b>	N/A		
<b>EITC</b>	N/A		
<b>ISU</b> M.Ed in Human Exceptionality	Master's	CIP Code 13.1210 Early Childhood Education and Teaching: A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school	Special Education School Psychological Examiner
<b>LCSC</b>			
<b>NIC</b>	N/A		

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<b>UI</b> M.S. and Special Education Certification	Master's	system or state regulations. Includes preparation to teach all relevant subject matter	Special Education
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- 8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

We have been running the TATERS program for five years at BSU, as well as a post-baccalaureate certification program. The two programs combined typically have enrollment of between 12-18 students. Several students who have been interested in TATERS opt out of signing up when they learn that it is not an MIT. We believe that an MIT will be much more appealing to our students because it moves them on the teacher pay scale, it assists with securing financial aid, and it helps them advance in their education levels in a way that a post-bacc only program does not. Additionally, there are several federal grants through the Office of Special Education Programs that provide scholarships to fund graduate students to enter the field as special education teachers. We are currently not eligible to apply for these grants because our current program is not a graduate one. Finally, we have a student wait list of people across Idaho who have indicated their interest in enrolling once the program becomes an MIT.

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

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

In the chart below, we have included enrollment and graduation for our teacher certification programs across Special Education and Early Childhood/Early Childhood Special Education

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current Fall '13	Year 1 Previous	Year 2 Previous	Current ('12-13)	Year 1 Previous	Year 2 Previous	
<b>BSU: Existing Programs:</b>							
MA in Special Education	7	5	6	0	0	0	0/yr
MA in Early Childhood Education	1	0	2	0	1	0	.33/yr
M.Ed. in Special Education	12	18	28	15	7	7	~10/yr
M.Ed. in Early Childhood Education	17	16	13	5	4	6	5/yr
Grad Cert in Consulting Teacher Endorsement	2	1	1	New program	New program	New program	
<b>BSU: Proposed Programs:</b>							
M.Ed. in Early & Special Education	Projection: 30 to 40			Projection: 15-20 per yr			
MIT in Special Education	Projection: 20			Projection: 8 per yr			
MIT in Early Childhood Intervention	Projection: 20			Projection: 8 per yr			

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Grad Cert in Consulting Teacher Endorsement—Behavioral Specialist	Projection: 8			Projection: 3-5 per yr			
ISU M.Ed in Human Exceptionality				7	13	6	
UI M.S. & M.Ed. in Special Education	25	19	26	7	6	7	

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

There will be no impact on programs other than those described in this proposal.

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

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.*

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Local (Regional)</b>	75-100	75-100	75-100
<b>State</b>	300	300	300
<b>Nation</b>	8,000	9,000	9,000

**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 C.**

Local projections were determined by contacting school districts in Ada County and requesting estimates of their projected need for special education teachers and early interventionists.

State estimates were obtained by reviewing information from the Idaho State Department of Education.

National estimates were obtained from the Bureau for Labor Statistics, which estimates a 6% increase in the number of special education teacher positions (or 26,000 new jobs) over the next few years.

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

Idaho ranks 47<sup>th</sup> in education nationally, and the success rate of students with disabilities is very low. Special education teacher turnover is extremely high. Having a program that thoroughly prepares special education teachers in a four semester, one calendar year program through intensive clinical and field based internship and accompanying seminars should be very attractive to people wanting to enter the field, so we could potentially draw new students to the area. Also, students from geographical areas across the state will now be able to advance in their profession

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and earn higher salaries. If we can significantly improve the quality of the early childhood education teaching force, students with disabilities in Idaho can get off to a better start. This program will also integrate university and community resources to provide an exemplary program without significantly increasing needed resources.

The proposed program could also serve as a national model that would be of interest for research groups.

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

The program is intended to meet employment needs – not just to fill jobs, but to improve the special education teacher and early interventionist work force so that we are more successful in meeting the needs of students with disabilities across the state. Additionally, the number of students identified each year with Attention Deficit Disorder (ADHD) or Autism is growing – our program will help to prepare teacher candidates to work with these challenging populations.

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

Yes, we will continue to use Boise State University's online platform (currently Blackboard) to deliver course content, and we will use live streaming for our seminars.

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

This request helps to address the following goals of the State Board of Education's strategic plan and Boise State University's role and mission in Idaho.

Goal 1: A well educated citizenry – Adult learner re-integration (internships). With the extensive field and clinical component, the proposed programs provide an applied and supportive education to ensure that our graduates have the required training and have met the required competencies to be effective teachers.

Goal 2: Critical Thinking and Innovation – Objective B – quality instruction – increase student performance through the development and retention of a diverse and highly qualified set of teachers, faculty and staff. Because our program will be available statewide, we will be able to help train rural specialists, as well as teacher candidates who want to work in larger districts that serve English language learners. Through our collaborations with school districts and community agencies, we will also provide a more diverse range of educational experiences for our program graduates.

Goal 3: Effective and Efficient Delivery Systems – The proposed program is a four semester, one calendar year program. This means that students will be in school for one year, and then can immediately enter the work force at a full-time salary. We will also rely on the use of technology to reach a broad range of students across the state.

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

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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.***

<b>Goals of Institution Strategic Mission</b>	<b>Proposed Program Plans to Achieve the Goal</b>
Goal 1 – Create a signature, high quality educational experience for all students.	This program focuses on preparing high quality special education teachers and early interventionists who will be better prepared to meet the needs of an increasingly diverse student population in our state.
Goal 1 – Create a signature, high quality educational experience for all students.	This program relies on an innovative learning environment that includes clinical and school based collaborative partnerships. In these environments they will gain intensive disciplinary expertise in working with children with disabilities. The experiential practice will help them be prepared to meet the challenges and pursue the opportunities of today and tomorrow.
Goal 4 – Align university program and activities with community needs.	The proposed MIT program will include a partnership with a local non-profit, dedicated school based collaboratives, Head Start, Infant Toddler Programs, and other community agencies. These partnerships represent innovative relationships that have not been found in teacher preparation previously.
Goal 4 – Align university program and activities with community needs.	By developing relationships with community organizations and local schools, we will be able to draw on the expertise of a diverse group of people to support the learning experiences of Boise State students.

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

Yes   x   No       

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

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

We will include the program on our list of offerings on our website, and we will work with extended studies at BSU to advertise the program. Additionally, we have developed strong relationships at the state department of education and across the state with special education directors who have helped to advertise and promote our TATERS and other programs.

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

N/A

18. **Program Resource Requirements.** Using the ***Excel spreadsheet*** 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).

**There will be no change in revenues or expenditures or personnel associated with this proposal.**

I. PLANNED STUDENT ENROLLMENT									
	FY 16		FY 17		FY 18		Cumulative Total		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments	~30	~40	~45	~60	~60	~80	~135	~180	
B. Shifting enrollments	~30	~40	~15	~20	0	0	~45	~60	
II. REVENUE									
	FY 16		FY 17		FY 18		Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. Appropriated (Reallocation)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Appropriated (New)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Tuition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6. Other (Specify)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>Total Revenue</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<p><i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>  <i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i></p>									

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III. EXPENDITURES									
		FY 16		FY 17		FY 18		Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00	0.00
2. Faculty		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Administrators		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Adjunct Faculty		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Instructional Assistants		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Research Personnel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Support Personnel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total FTE Personnel and Costs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

		FY 16		FY 17		FY 18		Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Utilities		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Materials and Supplies		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Rentals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Repairs & Maintenance		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Miscellaneous		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Indirect Costs (overhead)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
<b>TOTAL EXPENDITURES:</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Net Income (Deficit)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**a. Personnel Costs**

**Personnel Costs remain unchanged**

**Faculty and Staff Expenditures**

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

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students

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

**Administrative Expenditures**

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

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



**b. Operating Expenditures**

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

Existing Operating Expenses will suffice.

**c. Capital Outlay**

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program?

Yes, current library resources are sufficient for this program.

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

No additional costs will be needed.

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

Students will need to access journal articles through the BSU online system.

(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.

Our current computer systems are sufficient for this program.

**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?

N/A

- (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

- (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

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

N/A

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

N/A

**Appendix A: Curriculum.**

**Proposed new Master in Teaching Programs:**

<b>Masters in Teaching in Early Childhood Intervention</b>	
<i>Course Number and Title</i>	<i>Credits</i>
ED-ECS 510 Foundations of Practice in ECSE	3
ED-ECS 511 EI/ECSE Assessment and Evaluation	3
ED-ECS 512 Positive Behavioral Interventions and Supports in Early Childhood	3
ED-ECS 513 Family Systems and Collaboration	3
ED-ECS 514 ECSE Methods	3
ED-ECS 515 Early Intervention, Birth to Three: ECE/ECSE	3
ED-SPED 540 Disability/Special Education and the Law	3
ED-SPED 552 Language Arts for Special Educators	3
ED-SPED 570 Mathematics for Special Educators	3
ED-SPED 557 Universal Design and Assistive Technology	3
Approved graduate electives	3
ED-SPED 598 Seminar in Special Education	3
<i>Total</i>	<b>36</b>

<b>Masters in Teaching in Special Education</b>	
<i>Course Number and Title</i>	<i>Credits</i>
ED-SPED 540 Disability/Special Education and the Law	3
ED-SPED 541 Secondary Transition	3
ED-SPED 550 Teaching Students with Exceptional Needs	3
ED-SPED 552 Language Arts for Special Educators	3
ED-SPED 570 Mathematics for Special Educators	3
ED-SPED 554 Positive Behavior Programs	3
ED-SPED 556 Evidence Based Practices for Students with Support Needs	3
ED-SPED 557 Universal Design and Assistive Technology	3
ED-SPED 558 Assessment in Special Education	3
Approved graduate electives	6
ED-SPED 598 Seminar in Special Education	3
<i>Total</i>	<b>36</b>



## Existing Master of Education programs:

Master of Education in Early Childhood Studies	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 503 Fundamentals of Educational Research	3
ED-CIFS 506 Issues in Education	4
ED-ECS 510 Issues and Topics in ECSE	3
ED-ECS 511 EI/ECSE Assessment and Evaluation	3
ED-ECS 512 Positive Behavioral Interventions and Supports in Early Childhood	3
ED-ECS 513 Family Systems and Collaboration	3
ED-ECS 514 ECSE Methods	3
Approved ED-SPED graduate electives	3
<b>Culminating Activity Options</b>	<b>8</b>
Option 1. Project	
Approved Electives (2 cr)	
ED-ECS 591 Project (6 cr)	
Option 2. Portfolio	
Approved Electives (7 cr)	
ED-ECS 592 Portfolio (1 cr)	
<b>Total</b>	<b>33</b>
Completion of the required courses in the Master of Education in Early Childhood Studies does not qualify the candidate for state certification in Blended Early Childhood/Early Childhood Special Education. The candidate should seek advising to determine certification requirements.	

Master of Education in Special Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 506 Issues in Education	4
<b>Special Education Coursework</b>	
ED-SPED 552 Instructional Strategies for Special Educators or ED-SPED 556 Seminar in Severe Disabilities	3
ED-SPED 554 Positive Behavior Programs	3
ED-SPED 555 Issues and Trends in Special Education	3
ED-SPED 557 Universal Design and Assistive Technology	3
ED-SPED 590 Practicum/Internship	3
<b>General Education Coursework</b>	
ED-CIFS 503 Fundamentals of Educational Research	3
<b>Culminating Activity Options</b>	<b>11</b>
Option 1. Project	
ED-SPED 591 Project (6 cr)	
Approved electives (5 cr)	
Option 2. Portfolio	
ED-ECS 592 Portfolio (1 cr)	
Approved electives (10 cr)	
<b>Total</b>	<b>33</b>

## Proposed Master of Education Program:

Master of Education in Early & Special Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-SPED 549 Multi-Tiered Systems of Support	3
ED-SPED 559 Collaboration and Leadership in Special Education	3
<b>Research</b>	<b>6</b>
ED-CIFS 503 Fundamentals of Educational Research	
ED-CIFS 510 Introductory Statistics in Educational Research	
<b>Behavior Support</b>	<b>3</b>
ED-ECS or ED-SPED 517 School-wide Behavior Support (3 cr)	
ED-ECS or ED-SPED 518 Intensive, Individualized Behavior Support (3 cr)	
ED-ECS or ED-SPED 548 Autism Spectrum Disorders (3 cr)	
<b>Early Childhood Special Education</b>	<b>3</b>
ED-ECS 510 Foundations of Practice in ECSE (3 cr)	
ED-ECS 513 Family Systems and Collaboration (3 cr)	
ED-ECS 515 Early Intervention, Birth to Three: ECE/ECSE (3 cr)	
<b>Instructional Design</b>	<b>3</b>
ED-ECS 514 ECSE Methods (3 cr)	
ED-SPED 552 Language Arts for Special Educators (3 cr)	
ED-SPED 570 Mathematics for Special Educators (3 cr)	
ED-SPED 557 Universal Design and Assistive Technology (3 cr)	
<b>Assessment</b>	<b>3</b>
ED-ECS 511 EI/ECSE Assessment and Evaluation (3 cr)	
ED-SPED 558 Assessment in Special Education (3 cr)	
Approved graduate electives	9
ED-SPED 592 Portfolio	1
<b>Total</b>	<b>34</b>

### **Existing Graduate Certificate Program:**

Graduate Certificate in Consulting Teacher Endorsement	
<i>Course Number and Title</i>	<i>Credits</i>
ED-SPED 549 Tiered Service Delivery Models	3
ED-SPED 559 Mentoring	3
Choose one of the following emphases:	9
Instructional Design	
ED-SPED 552 Instructional Strategies for Special Educators (3 cr)	
ED-SPED 557 Universal Design and Assistive Technology (3 cr)	
ED-SPED 558 Data-Based Decision Making and Assessment (3 cr)	
Positive Behavior Support	
ED-ECS 517/ED-SPED 517 School-Wide Behavior Support Systems (3 cr)	
ED-ECS 518/ED-SPED 518 Intensive, Individualized Behavior Support (3 cr)	
ED-ECS 548/ED-SPED 548 Issues in Autism (3 cr)	
Secondary Transition	
ED-SPED 541 Foundations of Secondary Transition (3 cr)	
ED-SPED 542 Post-Secondary Environments and Interagency Collaboration (3 cr)	
ED-SPED 557 Universal Design & Assistive Technology (3 cr)	
Early Childhood Special Education	
ED-ECS 511 EI/ECS Assessment and Evaluation (3 cr)	
ED-ECS 512 Positive Behavior Interventions and Supports in Early Childhood (3 cr)	
ED-ECS 514 ECSE Methods (3 cr)	
<i>Total</i>	<b>15</b>

### **Proposed Graduate Certificate Program:**

Graduate Certificate in Consulting Teacher Endorsement: Behavior Specialist	
<i>Course Number and Title</i>	<i>Credits</i>
ED-SPED 549 Multi-Tiered Systems of Support	3
ED-SPED 559 Collaboration and Leadership in Special Education	3
ED-ECS 517/ED-SPED 517 School-Wide Behavior Support Systems	3
ED-ECS 518/ED-SPED 518 Intensive, Individualized Behavior Support	3
ED-ECS 548/ED-SPED 548 Issues in Autism	3
<i>Total</i>	<b>15</b>