8	**BOISE STATE UNIVERSITY – DISCONTINUATION OF THE DEPARTMENT OF COMMUNITY AND REGIONAL PLANNING, THE MASTER OF COMMUNITY AND REGIONAL PLANNDING AND THE COMMUNITY AND REGIONAL PLANNING GRADUATE CERTIFICATE PROGRAM**	Motion to Approve

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.

WWAMI is a benefit to Idaho. It allows Idaho citizens to attend the number one ranked medical school in the country for primary care, family medicine and rural medicine. Over 50% of Idaho WWAMI students return to practice in Idaho. If physicians from other WWAMI states who come to Idaho to practice are included, the return on investment for the state is over 70% (national average is 39%). It costs approximately $70,000/students/year to train a WWAMI student (national average is between $105,000-$130,000).

Currently, thirty 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 new curriculum will be instituted throughout the five state WWAMI region beginning August 2015. Within the new curricular model, Idaho WWAMI students will spend three terms at the University of Idaho. This means during the fall

semester there will be twice as many medical students on campus as there has been previously.

IMPACT

Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus.

Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho is in the process of identifying and hiring necessary faculty to support programmatic changes to be implemented Fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state for the majority of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

BOARD ACTION

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

SUBJECT

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

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless transfer.

The General Education Committee as well as the Scientific Ways of Knowing and the Written Communications discipline groups convened on March 6, 2015. The Written Communications group discussed concerns regarding written communication GEM competencies as it relates to Associate of Applied Science degree programs. These concerns - specifically, the competencies associated with the credit requirements under Board Policy III.N.5.b. - precipitated the waiver granted by the Board at its January 22, 2015 special board meeting. In response to these concerns, the committee is requesting Board Policy III.N. be amended to reflect that any general education course may meet the current three (3) credit requirement.

The Scientific Ways of Knowing Group met to discuss whether its credit requirement needed to span two disciplines. The question had been raised due to the difficulty that can arise in trying to distinguish between disciplines. The group reaffirmed its commitment to the requirement but provided language indicating that for the purposes of this policy, disciplines are indicated by course prefix.

Other amendments include:

- Clarification that the general education curricula must consist of 36 credits or more.

- The written communication competency area must consist of six (6) credits or more; so too must the institutionally-designated credits. Additionally, language was added to clarify how institutions may designate Institutionally-Designated credits.
- The addition of Figure One to visually clarify Idaho's general education framework.
- The expansion of the statewide General Education Committee to include a representative from the Division of Professional-Technical Education as well as a member of the Registrars Council as an ex-officio member.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework by removing the variance in credit requirements triggered by placement in written communication courses. Additionally, proposed language additions and deletions will ensure more uniform interpretation of expectations across campuses as well as ensure the statewide General Education committee includes key stakeholders.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

In April 2014, Idaho's new general education framework was approved by the Board. As the institutions worked last fall to begin identifying which courses in their curricula would be "GEM stamped" and included in the statewide list of general education courses, questions arose. The proposed amendments would clarify the statewide general education framework.

The statewide General Education Committee reviewed and approved the proposed changes at its March 6, 2015 convening. CAAP reviewed the proposed changes at its March 19, 2015 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented, effective Fall 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education April 2015

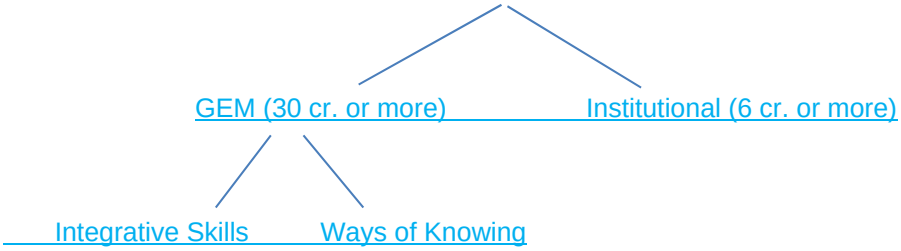
In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education ~~competencies~~ curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education ~~C~~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 subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

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

   a. The General Education curricula must be thirty-six (36) credits or more.
   b. ~~Twenty-seven (27) to t~~Thirty (30) credits or more 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)~~ or more credits of the General Education curricula are reserved for institutions to ~~create competency areas that~~ address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. ~~Courses in these competency areas shall~~Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General Education framework reflecting 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 (2) emphasize *integrative skills* intended to inform the learning process throughout General Education and major. The final four (4) 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.
      vii. Read, interpret, and communicate key concepts in writing and rhetoric.

   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.

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.

   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. For the purpose of this policy, disciplines are indicated by courses prefixes.

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 Credits~~ompetency 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 (AAS) degrees.

i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

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~~Any General Education course	3

c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.

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 meet at least annually to ensure consistency and relevance of General Education competencies related to their discipline.

b. The ~~State~~ General Education Committee (~~The~~ GEM Committee): The GEM Committee, ~~established by the Board,~~ shall consist of a representative from each of the ~~eight public postsecondary~~ institutions appointed by the Board; a representative from the Division of Professional-Technical Education; and, as an *ex officio* member, a representative from the Idaho Registrars Council. To ensure ~~transferability~~alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review~~s~~ the competencies and rubrics ~~for institutionally-designated General Education categories; final approval resides with the Board~~of the General Education framework for each institution. GEM Committee ~~membership and~~ duties are prescribed by the Board.

c. The ~~eight (8) public postsecondary~~ institutions shall identify all ~~GEM~~ General Education courses in their curricula and identify them on the state transfer web portal.

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SUBJECT

Amendments to 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 of 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 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.
April 2014	The Board approved the first reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.V., and III.N.

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. Proposed amendments to Board Policy III.V will bring this policy into alignment with Idaho's new, common general education framework. This framework was adopted by the Board through Board Policy III.N in April 2014.

Other proposed amendments include removal of language that was incorporated into Board Policy III.N. From the student perspective, the changes make statewide general education more comprehensive and transparent across institutions. This policy change will promote credit transfer and credit transfer planning.

Proposed policy amendments were shared multiple times with the Registrar's Council and the Council on Academic Affairs and Programs (CAAP) including most recently at their March 2015 meeting. In addition to the changes discussed below, both groups endorsed the general education related changes and recommended the removal of the maximum of 70 lower division credit rule.

At the April 2014 Board meeting, the Provosts shared their concerns with Board Policy Section III.V.4, which read: *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.* The Provosts made clear that were they to abide by this provision they would do so in violation of accreditation standards. The Board asked staff to work with the Provosts to remedy this concern prior to a second reading. The Northwest Commission on Colleges and Universities was brought into the discussion and provided feedback regarding the institutions' concerns.

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 necessary guidance for articulation and transfer of general education and non-general education courses between postsecondary institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.V, Articulation and Transfer – 1st Reading Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff worked with CAAP to propose alternative language regarding the acceptance of credit between institutions. At their January 29, 2015 meeting, CAAP recommended that specific Northwest accreditation language be added to the policy that would provide for the ability of an accepting institution to assess transfer credit and for the amendment to be shared and discussed with the Instruction, Research, and Student Affairs (IRSA) committee. IRSA considered this proposed amendment at their February 12, 2015 meeting and determined to retain the existing language in policy to include that the transfer institution has to be a regionally accredited institution for purposes of credit transfer.

The proposed policy amendment was shared with the Registrars most recently at their March 4, 2015 meeting. The Registrars expressed concerns that the language in Section 4 would suggest that all credit would transfer regardless of specific program requirements. They recommended language changes that would clarify the type of credit that would transfer. CAAP endorsed these changes at its March 19, 2015 meeting.

IRSA reviewed this policy at its April 2, 2015 meeting.

Board staff recommends approval.

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~~ June 2015

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

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, 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~~ Academic Undergraduate 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 a~~n~~ regionally accredited postsecondary institution in Idaho will be considered as satisfying the ~~lower division~~ General Education ~~core r~~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 ~~T~~transfer ~~students~~ from ~~any in-state or out-of-state academic accredited~~ a regionally accredited postsecondary institution in Idaho ~~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.~~

iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements 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 college.~~

b. Associate of Applied Science (AAS) Degrees

i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution those GEM courses will be applied towards the associated GEM competency of the receiving institution.

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

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

3. Associate of Applied Science Degree.

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

	~~Required Courses~~	~~Minimum Credits~~
~~a. English/Communication~~ ~~In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English.~~ ~~Disciplines: English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.~~	~~2~~	~~6~~
~~Mathematics/Computation~~ ~~Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.~~ ~~Disciplines: College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.~~	~~1~~	~~3~~
~~c. Social Science/Human Relations~~ ~~Coursework in this area provides the student with the skills needed for understanding individuals in the work place and the functioning of thought and behavior.~~ ~~Disciplines: Human Relations, Psychology, and Sociology~~	~~1~~	~~3~~
~~d. Elective~~ ~~Coursework in this area may come from any general education core requirement as listed in III.V.2.~~	~~1~~	~~3~~

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of section 33-107(6)(c) and 33-2102, Idaho code and Board Policy III.V.2.c and d. ~~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.~~Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:

   a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.

   b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.

c. Non-remedial course credits earned at an institution under the Board's governance, regardless of being a General Education credit or not, are transferable to any other institution under the Board's governance.

d. Academic ~~C~~credits accepted from a regionally accredited institution into an academic program by one institution under the Board's governance ~~are transferable by the student~~shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between ~~to any~~ the other postsecondary institution under the Board's governance.

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SUBJECT

Repeal Board Policy III.O, Curriculum Equivalency Schedules – First Reading

REFERENCE

August 2007	The College of Western Idaho was added to applicable Board Policy Sections.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.O, Curriculum Equivalency Schedules

BACKGROUND/DISCUSSION

Board Policy III.O, Curriculum Equivalency Schedules, requires institutions to identify and publish the institutional lower-division general education requirements for the baccalaureate and associate degrees that are equivalent and those that are not equivalent to degree requirements at each of Idaho's four-year public institutions.

At their November 14, 2014 meeting, the General Education Committee reviewed existing Board Policy III.O to determine if that policy should be maintained and consolidated with other existing policies. The Committee determined that most of the language was not necessary as it is addressed in Board Policy III.N General Education. The Committee recommended keeping language that encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities.

IMPACT

The proposed amendment to repeal Board Policy III.O will create efficiencies in Postsecondary Affairs policies.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Upon further review, staff determined that the language recommending the inclusion of private institutions to curriculum equivalency schedules did not provide any meaningful directive. Additionally, the creation of the new statewide transfer web portal – www.IDtransfer.org – may, in the future, incorporate the curriculum equivalency schedules of some private institutions.

The Council on Academic Affairs and Programs reviewed the proposed amendment to repeal Board Policy III.O in its entirety at their January 29, 2015 and recommends repeal.

Board staff recommends Board Policy III.O be repealed.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.O, Curriculum and Equivalency Schedules, repealing the section in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
O. Curriculum Equivalency Schedules **August 2007**

~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho will identify the institutional lower-division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to said requirements at each of Idaho's four-year public institutions. Further, the college and universities will each identify the lower-division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to the Associate of Arts and Associate of Science degree requirements at the College of Southern Idaho, North Idaho College and the College of Western Idaho. The Board also encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities. The equivalency schedules will be updated and distributed annually prior to fall semester pre-registration.~~

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SUBJECT

Board Policy III.S, Developmental and Remedial Education – First Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.S, Development and Remedial Education provides Idaho's public institutions with definitions and general provisions for meeting the remedial education needs of students within Idaho's higher education system.

Since the Board's adoption of the Complete College Idaho (CCI) Plan, Board staff has been working with the institutions to transform the delivery of remedial education. Historically, remedial education has consisted of a multi-course sequence of progressively advanced English language arts and mathematics. However, research shows this type of 'slow climb' to college credit creates higher rates of attrition than necessary. Therefore, the Board approval, through the Complete College Idaho plan, of three types of delivery models for remedial education and institutions have begun to deliver remedial education consistent with these models.

A major change to this policy is the incorporation of the three Board approved remediation models.

Other proposed changes to this policy include:

- The removal of the term "developmental education" as it is an outdated term no longer in regular use.
- Minor revisions to the definition of "remedial education" to promote clarity and simplicity.
- Adding a requirement for Board staff to include an annual update on remediation education success rates.
- Providing clarity that credits earned in remedial courses may not apply towards graduation.
- The deletion of limits on the number of first semester credits remedial education students may take; the adoption of new remediation delivery models renders this provision unnecessary.

IMPACT

Adoption of this policy would bring this policy into alignment with reformed and current practices and expectations in remedial education. Under these changes, the Board would receive an annual report on the effectiveness of remedial

education efforts.

ATTACHMENTS

Attachment 1 – Board Policy III.S, Remedial Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Instruction, Research, and Student Affairs Committee (IRSA) reviewed proposed amendments to policy at their October 2, 2014 meeting. IRSA determined that the policy required additional work and asked staff to rework the policy and vet through the Council on Academic Affairs and Programs (CAAP).

CAAP reviewed proposed amendments to the policy at its January and March 2015 meetings and recommends approval. IRSA also will have reviewed this policy at their April 2, 2015 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S. Remedial Education 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: S. ~~Development and~~ Remedial Education ~~August 2007~~June 2015

1. Coverage

   All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College are included in this subsection.

2. Definitions

   ~~It is worth noting that what the general public refers to as "remedial education" is often also defined as "developmental education" by the academic community. The State Board of Education believes that a distinction can be made between the two terms.~~

   ~~a. Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and nonacademic. It is designed to develop strengths as well as to review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student's skills and knowledge deemed necessary to enter a particular course of study or program in order to ensure a greater likelihood of success.~~

   a. Accelerated Model: A combined delivery series model whereby remedial content is embedded into credit bearing courses.

   b. Co-Requisite Model: A delivery model whereby remedial instruction is delivered alongside college level content.

   ~~b.~~c. Emporium Model: A delivery model whereby remedial education is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs.

   d. Remedial Courses: Courses numbered below 100.

   ~~c.~~e. Remedial Education~~, for purposes of this policy, is defined~~: ~~as a~~ A duplication of a secondary program/course and support services in basic academic skills to prepare students for college level coursework. ~~Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.~~

3. The State Board of Education has approved the following models for delivering remedial education. Institutions may pilot the use of additional delivery models provided that the models implemented allow students to enter a credit bearing course in the first year of study and are evidence based; evidence need not be Idaho specific.

~~3. Philosophy~~

~~Meeting the need for developmental education and remedial education is a function of Idaho's higher education system.~~

~~Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and universities who have chosen not to enter the postsecondary system after gradation from high school, or who exhibit deficiencies in certain basic academic skills.~~

~~Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, the role of the college and universities in remedying basic academic deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.~~

~~4.~~ ~~Policy~~

~~a.~~ ~~The college and universities will establish~~Each institution shall maintain a mechanism for diagnostic testing in English language arts~~, reading,~~ and mathematics, and ~~natural sciences, and~~ provide the opportunity for corrective measures.

~~b. The college and universities will provide review courses for those individuals in need of developmental instruction.~~

~~c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental and remedial education needs of students.~~

~~d. Students with identified postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special support and advisement tailored to their particular needs.~~

e5. Developmental andCredits earned in remedial courses will not apply toward the requirements for graduationa certificate or degree. Remedial course credits may be counted towards the completion of a technical certificate.

f. Developmental and Remedial credit hours will be funded in the same manner as other credit hours. Fees for these courses will be the same as academic and professional technical education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R. Developmental credit hours will be separately identified and reported to the Board.

56. Institutional PoliciesRemedial education success rates shall be reported annually to the Board.

Each institution will develop internal policies and procedures on developmental and remedial education that are consistent with Board policy.

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BOISE STATE UNIVERSITY

SUBJECT

Approval of New Bachelor of Science in Games, Interactive Media, and Mobile

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 Bachelor of Science program in Games, Interactive Media, and Mobile (BS in GIMM). The proposed program will be offered in BSU's regional service area using a traditional format. BSU projects the program will accept approximately 50 new students a year, have an overall enrollment of approximately 200 students, and have 40 graduates per year once the program is fully up and running.

The proposed program is the first degree program to emerge from BSU's new College of Innovation and Design (COID). As a broad transdisciplinary program, the program will draw its faculty and expertise from four academic departments in four different colleges (Art, Computer Science, Information Technology & Supply Chain Management, and Educational Technology), as well as providing a set of new courses for content not presently offered on campus.

The BS in GIMM program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The program will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. Students will graduate with mastery and professional integration of three different disciplinary approaches:

- Visual Design & Animation
- Object Oriented programming skills
- Narrative and Usability Engineering

The proposed program will meet the needs expressed by the Boise Valley Economic Partnership which has been organizing game development and digital media development companies in the Treasure Valley to increase awareness and attract more of the gaming industry to the state. A November 2013 meeting of industry and university representatives was held to identify needs for growing the industry in Idaho. Below is an excerpt from the report generated at the meeting:

> *"The industry wants the universities and colleges to grab hold of the educational needs and develop a gaming program, offering core classes in gaming."*

Idaho and Federal Department of Labor databases project 30 openings per year locally, 60 per year for the state, and 19,790 per year nationally for "software developers, applications." The local and state projections likely substantially underestimate the actual number of local and state openings because those projections are based on the existing condition of no local degree program of the type proposed here. However, the creation of the BS in GIMM program will strongly promote the growth of the very industry that will provide jobs for graduates from the BS in GIMM program.

The University of Idaho (UI) offers a Bachelor's degree in Virtual Technology and Design that has some similarity to the proposed program. However, (i) BSU's program will include much more development of programming skills, including those needed to actually create game engines from scratch; (ii) unlike the UI program, BSU's program will emphasize mobile environments, gaming in mobile environments, and user interactions using mobile devices; and (iii) because of its location in the Treasure Valley, BSU's program will better be able to serve the needs of local industry.

IMPACT

The program will have ongoing costs projected at $391,759 annually, which includes funding for four new faculty positions. Funding for the program will come from reallocation of other appropriated funds.

ATTACHMENTS

Attachment 1 – Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Bachelor of Science in Games, Interactive Media & Mobile was initially listed in BSU's current Five-Year Plan as an undergraduate certificate in Digital Solutions Development. BSU indicates the certificate evolved into the proposed Bachelor's program resulting from the program prioritization process as a program to be housed within the new College of Innovation and Design approved by the Board in October 2014.

BSU's proposed program aligns with their Service Region Program Responsibilities and will meet a local need for developers of games, interactive media, and mobile applications. The creation of the program may cause the growth of the industry that will demand graduates of the program. Pursuant to III.Z, no institution has the Statewide Program Responsibility in this discipline. Currently, the University of Idaho offers a similar Bachelor's program in Virtual Technology & Design.

Board Staff asked why tuition was not listed as revenue. BSU reasonably notes that unlike student fees from self-support programs, tuition dollars do not flow directly from students to programs. In other words, tuition is institutional revenue, not program revenue.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on March 19, 2015. The proposed program was also presented to the Instruction, Research, and Student Affairs (IRSA) committee on April 2, 2015 and was recommended for approval.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program and hereby recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Science in Games, Interactive Media, and Mobile.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. BSU RCC# 15-099

Idaho State Board of Education

Proposal for Baccalaureate Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Innovation and Design
Name of Department(s) or Area(s):	N/A

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

Title:	Bachelor of Science in Games, Interactive Media & Mobile
Degree:	Bachelor of Science degree
Method of Delivery:	Traditional
CIP code (consult IR /Registrar)	50.0411 Game and Interactive Media Design
Proposed Starting Date:	Fall 2015
Indicate if the program is:	**Regional Responsibility** ~~Statewide Responsibility~~

Removed word "Development" ps

Indicate whether this request is either of the following:

- [x] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other
- [ ] Consolidation of an Existing Program

College Dean (Institution)	12/18/14 Date	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)		State Administrator, SDPTE (as applicable)	Date
Chief Fiscal Officer (Institution)	2/17/15 Date	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	2/12/15 Date	Chief Academic Officer, OSBE	Date
President	2-19-15 Date	SBOE/OSBE Approval	Date

March 16, 2012
Page 1

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. 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 undergraduate major program leading to a **Bachelor of Science in Games, Interactive Media & Mobile** (GIMM). As a broad transdisciplinary program, GIMM will draw its faculty and expertise from four different academic units (Art, Computer Science, Information Technology & Supply Chain Management, and Educational Technology), as well as providing a set of new courses for content not presently offered on campus.

The proposed program will provide a broad, comprehensive, and technologically focused program of study that includes courses in game development, interactive media creation, mobile application development, information technology management, art, and graphic design. The program will also provide students with the critical thinking skills and the general knowledge of a broad-based baccalaureate degree. The GIMM program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The program will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. The proposed program will take advantage of emerging technological change in the mobile and gaming development industries where new paradigms are developing around:

- Augmented Reality, which is the live direct or indirect view of a physical, real-world environment whose elements are *augmented* by computer-generated sensory input such as sound, video, or graphic data.
- Virtual Reality, which is a computer simulated environment that can simulate physical presence in the real world or imagined worlds. Virtual reality can recreate sensory experiences, which include virtual touch, sound, and sight.
- Gamification of Information, which is the use of game thinking and game physics/mechanics in non-game contexts for solving problems.
- Internet of Things, which is the interconnection of uniquely identifiable and embedded computing devices within the existing Internet infrastructure. Devices are used to communicate and coordinate with each other for enhanced user experiences and environments.
- Maker Culture, which values DIY (do it yourself) approaches to technology, and especially as it pertains to the development and implementation of custom mobile devices.

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 proposed program will meet the needs expressed by the Boise Valley Economic Partnership which has been organizing game development and digital media development companies in the Treasure Valley to increase awareness and attract more of the gaming industry to the state. A

November, 2013, meeting of industry and university representatives was held to identify needs for growing the industry in Idaho. Below is an excerpt from the report generated at the meeting:

"Education was another important theme raised in the discussion. For the industry, education had several needs including training the next generation of artists at the universities and colleges and helping artists communicate with others outside their fields (notably architecture, engineering and medical). The industry wants the universities and colleges to grab hold of the educational needs and develop a gaming program, offering core classes in gaming. Salt Lake City, UT was one example provided that developed a focus on training and gaming. Resources and training are also needed to help artists overcome the gap in talking about projects with engineers and architects. Several indicated that the larger community could assist with that effort."

Students will graduate with mastery and professional integration of three different disciplinary approaches:

- Visual Design & Animation
- Object Oriented programming skills
- Narrative and Usability Engineering

Intended Learning Outcomes

At the conclusion of this program will be able to:

- Recognize and implement theories and affordances of media in interactive environments
- Apply theories of narrative and storytelling to interactive environments
- Apply marketing and branding principles for mobile user experiences
- Develop interactive & streaming video for mobile marketing, gaming, and storytelling
- Identify principles of object-oriented programming and be able to apply them for the creation of mobile & gaming experiences
- Demonstrate collaborative skills by working with other developers in the creation of professional projects
- Apply client and user centered development methodologies within projects.
- Create professional visual & graphic experiences using interactive 2 & 3D animation

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 new 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.

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.*

GIMM 100 Digital Tools for Interactivity (3-0-3)(F). An introduction to the creative process across artistic media and genres. A variety of expressive mediums are introduced to students to provide them with theoretical backgrounds in the production and choice of media. At the end of the course be familiar with common industry practices like storyboarding and team coordination for interactive projects. They will also be introduced to common visual editing software such as Adobe Photoshop and Adobe Illustrator.

GIMM 110 Interactive Programming (3-0-3)(F). An introduction to the object-oriented programming paradigm for client-side interface development. work with class objects, properties, abstraction, aggregation, inheritance, encapsulation, and polymorphism inside of an OOP language. also be introduced to selected OOP design patterns to help them understand how complex programming projects are planned and executed.

GIMM 200 Visual Storytelling (3-0-3)(S). Focuses on the development of 2 & 3D models for game design. be introduced to advanced image creation techniques in both 2 & 3D environments. master environment and character creation techniques using industry standard tools. PREREQ: GIMM 100, GIMM 110 or Permission of Director

GIMM 250 Interactive Storytelling (3-0-3)(S). Focuses on the affordances of media and their use in interactive environments. study narrative, 2D animation, and OOP programming to better understand how to create immersive experiences in mobile applications, graphic displays, and games. At the end of the course be familiar with 2D animation techniques, OOP programming principles, programming frameworks, interactive and streaming video, media theory and interactive storytelling. PREREQ: GIMM 100, GIMM 110 or Permission of Director

GIMM 270 Interactive Audio & Video (3-0-3)(F). Focuses on the creation of interactive sound and video artifacts. be introduced to basic sound and video editing techniques and industry standard software. also explore how to combine their video and sound editing skills with programming to create interactive media objects capable of containing metadata for infographics, hyperlinked video, and advanced green screen effects. PREREQ: GIMM 250

GIMM 280 Interactive Physical Computing (3-0-3)(F). Focuses on concepts of circuits, sensors, and wireless networks as they relate to custom mobile device creation. work with open source systems such as Arduino, Raspberry Pi, and Zigbee to understand and create unique devices to fit specific mobile computing needs. PREREQ: GIMM 250

GIMM 290 Game Design Theory (3-0-3)(F)(CID). Focuses on the creation, design, and theory of games for console, mobile, and web environments. study current and popular games to understand how culture and technology influence the design of games and learning simulations. become familiar with industry practices in relation to project management for games and interactive simulations. also be introduced to techniques in photo editing, illustration, and video editing for the creation of visual experiences in interactive environments. PREREQ: GIMM 100, GIMM 110 or Permission of the Director

GIMM 300 Mobile Web Development (3-0-3)(S). Focuses on concepts of client-side programming for Web applications. be introduced to HTML5, XML, CSS, JavaScript and jQuery. also learn about Website creation and content management, focusing especially on mobile Website creation for multiple devices. PREREQ: GIMM 280

GIMM 310 Mobile Application Development for Media (3-0-3)(S). Focuses on the design and development of mobile applications for learning and branded user experiences. be introduced to a variety of cross platform development environments and industry practices in relation to mobile application development. The course will focus on theories of mobile user experience and branding

while also providing in-depth coverage of visual design practices in mobile environments object-oriented programming for devices, and streaming media delivery for mobile networks. By the end of the course, be familiar with multiple development frameworks, how to connect and use third party web services, and how to market applications on the stores for optimal user experiences. PREREQ: GIMM 280

GIMM 330 3D Animation and Modeling (3-0-3)(F). Focuses on modeling and animation skills for game and simulation environments. Design principles such as scale and proportion, 3D composition, color, etc. as applied to 3D computer simulated environments, are explored and mastered using industry tools such as Blender or Maya. PREREQ: GIMM 200, GIMM 250

GIMM 350 Game Development (3-0-3)(F). Focuses on the development of 2 & 3D games and learning simulations for Web and mobile environments. be introduced to multiple development frameworks and industry level coding practices in the creation of a professional level game. be introduced to advanced physics engines, artificial intelligence engines, and best practices for working in game development teams. PREREQ: GIMM 250; PREREQ/COREQ: GIMM 290

GIMM 370 Usability and E Commerce (3-0-3)(S). Focuses on principles of usability in Web, Mobile and other interactive environments. Students learn latest and best practices for creating optimal user experiences as well as strategies for marketing to online audiences. PREREQ: GIMM 200, GIMM 250

GIMM 400 Advanced Topics (3-0-3)(S). Focuses on the edge of mobile and game development to expose students to emerging trends and possibilities with technology. Will take on (but not necessarily be limited to) topics such as augmented reality, advanced location based services, and near field communications. Will explore development with a variety of commercial peripheral devices such as Kinect cameras, Wii Balance Boards, smart watches and smart TV's. It will also introduce students to the creation of custom made mobile devices with Arduino circuit boards, Zigbee wireless networks, and other types of sensors. learn how to work with multiple mobile peripherals as well as create their own devices to meet user needs. PREREQ: GIMM 350

GIMM 440 Digital Portfolio (3-0-3)(F). An advanced examination and application of professional digital portfolio components and processes. develop, refine, and present a professional portfolio based on their work to prepare them for the job market. PREREQ: GIMM 350, GIMM 370

GIMM 480 Senior Capstone One. (3-0-3)(F)(FF). The first of a two-course sequence comprising a capstone experience over the fall and spring semesters. Seniors will work with clients on advanced interactive, mobile, and Web based projects to support research on campus and non-profit efforts in the community. use project management and team building skills over the course of the capstone experience to prepare them for industry. PREREQ: Permission of Director

GIMM 490 Senior Capstone Two. (3-0-3)(S). The second of a two-course sequence comprising a capstone experience over the fall and spring semesters. PREREQ: GIMM 480

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

Credit hours required	50 - 57
Credit hours in institutional general education or core curriculum:	37
Credit hours in required electives:	15-22
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other**

capstone experience, 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 Game and Mobile Developers. The portfolio artifacts will be drawn both from their course work and the capstone projects. Students will be expected to reflect on how each portfolio artifact represents the intended learning outcomes of the GIMM program.

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 **BS in Games, Interactive Media, and Mobile**	Bachelors	CIP Code 50.0411: Game and Interactive Media Design. Definition: A program that focuses on the design, development, and programming of interactive media entertainment, including computer and video games, virtual environments, Internet applications, and other interactive media. Includes instruction in theory of games, turn-based games, real-time games, visual and interactive design, story development, animation, simulation, and programming.	Game development Mobile development Interactive media development
ISU			
LCSC			
UI **Bachelors of Virtual Technology and Design**	Bachelors		Specializes in 3D modeling, animation, character design world building game engines, storytelling, spatial design, four dimensional design and designs for all five human senses

University of Idaho's bachelor degree in Virtual Technology and Design is the only four year program in Idaho similar to the proposed program. Both programs will work with 3D modeling and animation as a part of their curriculums. GIMM will be different, however, in the following key areas. First, GIMM will be more robust in term of programming requirements for the major. UI's Virtual Technology and Design program (according to its website) uses game engines to apply animations for 3D models. Because the students in the GIMM program will have the programming background to actually ***create*** game engines from scratch to meet the demands of large projects, they will go quite a bit beyond simply using game engines.

Second, the proposed GIMM program will differ from UI's program in that it will emphasize mobile environments, gaming in mobile environments, and user interactions using mobile devices. GIMM graduates will be exposed to integration of commercial web services for mobile application development, and they will be familiar with the design of circuitry for

custom mobile devices. They will learn how to create custom mobile devices with Arduinos, network them with Zigbees, and tie those devices together with mobile applications. There are no baccalaureate programs in the state that focus on mobile development.

Importantly, because of its location in the Treasure Valley, Boise State's program will be able to serve the needs of local industry much better than University of Idaho's program.

Regionally, the University of Utah is the only institution that has a program similar to the proposed GIMM program. Their program represents a collaboration between the College of Engineering and the College of Fine Arts. At the undergraduate level, their program allows for a Bachelors of Arts in Film and Media and a Bachelor of Science in Computer, both with a concentration in Entertainment Arts & Engineering Emphasis.

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*.

There are two primary factors in determining enrollment projections: pedagogically-appropriate cohort size and an estimate of growth based on past experience of similar programs in other universities.

First, we believe that limiting the cohort size to 50 majors per year will create a high quality program. A new cohort of 50 majors will begin each fall, and each cohort will be expected to complete in four years. Second, given job prospects for graduates and industry needs, we are confident that there will be no problem in meeting the goal of 50 new students per year.

9. **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.

Institution	**Relevant Enrollment Data**			**Number of Graduates**			**Graduate Rate**
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU BS in Games, Interactive Media, and Mobile (proposed)	Projected a minimum overall enrollment of 200 students, once the program is fully up and running			Project that the minimum number of graduates will be 40 per year, once the program is fully up and running			40 per year
ISU							
LCSC							
UI BS in Virtual Technology and Design	F2013: 127	F2012: 133	F2011: 115	2013-14: 20	2012-13: 22	2011-12: 13	

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

Some current students enrolled in existing undergraduate programs around the campus may decide to transfer to the new program depending on their academic and professional goals. The primary target of the GIMM program will be potential students who would otherwise leave the state for games, mobile, and interactive media programs outside of Idaho.

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. *This question is not applicable to requests for discontinuance*.

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

	Year 1	Year 2	Year 3
Local (Regional)	30	30	30
State	60	60	60
Nation	19,790	19,790	19,790

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

The job title in US and Idaho DOL data bases that best fits those who will graduate from the program is "Software developers, applications."

Federal Data:

Title	SOC code	2010 employment	2020 employment	Job openings due to growth and replacement needs 2010-2020	Median annual wage in 2010	Typical education needed for entry
Software Developers, Applications	15-1132	520,800	664,500	197,900	$87,790	Bachelor's degree

State Data:

Title	SOC code	2012 employment	2022 employment	Annual job openings due to growth and replacement needs	Annual Median wage
Software Developers, Applications	15-1132	1,732	2,117	60	$69,930

Southwestern Region Data (from IDOL)					
Title	SOC code	2012 employment	2022 employment	Annual job openings due to growth and replacement needs	Annual Median wage
Software Developers, Applications	15-1132	880	1074	30	$75,737

It is very likely that the above projections are substantially underestimated because they assume that existing conditions will continue, that is, that any growth in the industry needing these skills would happen without the presence of an institution in the Treasure Valley offering a program of the type proposed here: a BS in Games, Interactive Media, and Mobile.

However, the creation of the BS in GIMM program will strongly promote the growth of the very industry that will provide jobs for BS in GIMM program graduates.

Recently the Boise Valley Economic Partnership called together game developers, digital artists, and digital agencies in the Treasure Valley to explore an emerging industry in our state. They recognize that Idaho possesses a small but vibrant game development industry, and that it is worth promoting the further growth of this industry in the Treasure Valley. To this end, they have begun significant public relations campaigns and recruiting efforts to bolster the high tech industry in Boise. The BS in GIMM program will help promote and support these efforts by providing talented interns and graduates to grow the pool of skilled workers available in 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.

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.*
At this point, we will not be offering any courses using a distance education format.

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

The proposed program will serve the following aspects of the SBOE strategic plan [as described in brackets]:
GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.
Objective A: Access – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. [The proposed program will provide access to a degree program that will be highly attractive to high school students and will therefore attract them to post-secondary education.]

Objective B: Higher Level of Educational Attainment –Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [The proposed program will promote higher educational attainment in the technology sector. With the growth of the industry, graduates are likely to remain in Idaho.]

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce. [The proposed program will produce graduates needed by, and well prepared for, local industry.]

The highlighted sections of Boise State's mission and Core Themes indicate alignment of the new program:

Boise State University is a public, metropolitan research university ***providing leadership in academics,*** *research and civic engagement.* ***The university offers an array of undergraduate degrees*** *and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.* ***The university is an integral part of its metropolitan environment and is engaged in its economic vitality,*** *policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

Core Theme One: Undergraduate Education. ***Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation****. We engage our students and focus on their success.*

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students.	The proposed program will be a high quality, one-of-a-kind program that will produce graduates highly skilled in the development technology related to games, interactive media, and mobile.
Goal 4: Align university programs and activities with community needs.	

15. Is the proposed program in your institution's 5-year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes x No _____

If not on your institution's 5-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 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 will be three primary aspects to the marketing strategy. First, GIMM faculty will make presentations to high school teachers, parents, and prospective students at high schools within Boise State's service area. Second, we will work with industry groups, such as the Boise Valley Economic Partnership, to inform potential students about the new program. Finally, the program's website will provide comprehensive information about the program and employment prospects for graduates.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office 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).

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

I. PLANNED STUDENT ENROLLMENT

	FY 16		FY 17		FY 18		Cumulative Total	
	FTE	Headct	FTE	Headct	FTE	Headct	FTE	Headct
A. New enrollments	40	40	80	80	120	120	240	240
B. Shifting enrollments	10	10	20	20	30	30	60	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)	$237,979	$20,950	$312,969	$0	$448,409	$0	$999,357	$20,950
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify): lab fees	$0	$16,000	$0	$36,000	$0	$52,000	$0	$104,000
Total Revenue	$237,979	$36,950	$312,969	$36,000	$448,409	$52,000	$999,357	$124,950

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

III. EXPENDITURES	FY 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	2.0	-	3.0	-	4.0	-	9.0	-
2. Faculty	$133,000	$0	$191,000	$0	$249,000	$0	$573,000	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$50,583	$0	$74,073	$0	$97,563	$0	$222,219	$0
9. Other: partner classes	$39,196	$0	$39,196	$0	$39,196	$0	$117,588	$0
Total FTE Personnel and Costs	$222,779	$0	$304,269	$0	$385,759	$0	$912,807	$0

	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	$3,000	$0	$4,500	$0	$6,000	$0	$13,500	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$12,200	$16,000	$4,200	$36,000	$0	$40,200	$16,400	$92,200
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$15,200	$16,000	$8,700	$36,000	$6,000	$40,200	$29,900	$92,200

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$20,950	$0	$0	$56,650	$11,800	$56,650	$32,750
Total Capital Outlay	$0	$20,950	$0	$0	$56,650	$11,800	$56,650	$32,750
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0		
TOTAL EXPENDITURES:	$237,979	$36,950	$312,969	$36,000	$448,409	$52,000	$999,357	$124,950
Net Income (Defi	$0	$0	$0	$0	$0	$0	$0	$0

Budget notes:
I.A, B. Enrollments are estimated at 50 new students per year, with 20% of those coming from existing enrollments at the university. FTE is simply calculated by assuming that the students in the program will each be carrying a full credit load, with the number of FTE therefore equaling the headcount number.
II.1. Funding for the program will come from salary savings and reallocation of other appropriated funds.
III.A.1. Four full-time faculty members will be hired: a clinical associate professor and three clinical assistant professors.
III.A.7: Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.A.9. Instructional load not handled by the four full-time faculty members will be the responsibility of partnering departments. Funds in this row will provided to those partnering departments to enable them to offer necessary coursework.
III.B.1. Travel for professional development calculated at $1500 per full time faculty member.
III.B.6 and III.C.2. In FY2015, the university will invest $60k in funds for equipment and software to start up the program. Those funds are not reflected in the table above.
III.B.6: Materials & Supplies: Software licenses
III.B.8: Repairs & Maintenance: Computer and other hardware
III.D. Renovation of space in the library for a teaching laboratory will be accomplished in FY15, and so is not included in the above budget.

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.

Assumptions for SCH and FTE Student calculations: Assume each student takes 30 credits a year, ½ of which are taught by GIMM faculty. Calculate 1 student FTE = 30 SCH. Enrollments in program are projected to be 50, 100, 150 in first three years.

FY 2016 Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Clinical Assoc Prof	75000	1.0	325	12.5
Clinical Asst Prof, TBN	55000	1.0	325	12.5

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Assoc Prof	75000	1.0	500	16.3
Clinical Asst Prof, TBN	55000	1.0	500	16.3
Clinical Asst Prof, TBN	65000	1.0	500	16.3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Assoc Prof	75000	1.0	562.5	18.75
Clinical Asst Prof, TBN	55000	1.0	562.5	18.75
Clinical Asst Prof, TBN	65000	1.0	562.5	18.75
Clinical Asst Prof, TBN	55000	1.0	562.5	18.75

In addition to the above named faculty members, to provide necessary capacity in partnering departments, $39,196 per year will be provided for necessary coursework. That funding will be used for adjunct instruction and for backfill of instructional capacity of existing faculty members.

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.)

The primary operating expense will be software costs. Three packages will be used: Unity Pro, Adobe Creative Cloud, and 3D Studio.

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.
   (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
   (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient for the program

(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.

Equipment used in the program will include the following: Lab CPUs, tablets, Kinect cameras, digital video cameras, web cameras, drawing tablets, and a server.

Renovation of Space will be accomplished in FY15 and so is not included in the budget. The BS GIMM program and Boise State University's Albertsons Library will partner to create a high tech lab and classroom space. The resulting *Innovation Space* will be located in the library and will include a Maker lab for custom mobile tech building, a gaming lab for virtual reality, a mobile development lab for augmented reality & user experiences, and a high tech classroom. GIMM will contribute to the maintenance of these facilities and will center our classroom and lab experiences in the space. When not used for classes, the space will be open to students from across the campus. Our goal will be to foster transdisciplinary conversations and efforts as students from GIMM and other major programs work and talk with each other on high tech projects.

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?

Funds necessary for the program will primarily come from salary savings and reallocation of existing funds.

(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?
Not applicable.

(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.
Not applicable.

(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?
Not applicable.

(5) Provide estimated fees for any proposed professional or self-support program.
Not applicable.

Appendix A: Curriculum.

Games, Interactive Media, and Mobile Bachelor of Science	
Course Number and Title	Credits
Foundational Studies Program requirements indicated in **bold**. See page 51 for details and lists of approved courses.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM Math 143 College Algebra and Math 144 Analytic Trigonometry or **DLM** Math 170 Calculus 1	4-5
DLN ENGR 130 Introduction to Engineering Applications	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3
DLS EDTECH 203 Foundations of Digital Culture	3
DLS Social Sciences course in a second field	3
ED TECH 202 Teaching and Learning for a Digital Age	3
Take one of the following list of classes: CS 115 Introduction to C, CS 117 Introduction to C++, CS 119 Introduction to Java, CS 120 Introduction to Programing Concepts, CS 121 Computer Science 1 & CS 121L Computer Science 1 Lab	2-4
GIMM 100 Digital Tools for Interactivity	3
GIMM 110 Interactive Programming	3
GIMM 200 Visual Storytelling	3
GIMM 250 Interactive Storytelling	3
GIMM 270 Interactive Audio & Video	3
GIMM 280 Interactive Physical Computing	3
CID GIMM 290 Game Design Theory	3
GIMM 300 Mobile Web Development	3
GIMM 310 Mobile Application Development for Media	3
GIMM 330 3D Animation and Modeling	3
GIMM 350 Game Development	3
GIMM 370 Usability & E Commerce	3
GIMM 400 Advanced Topics	3
GIMM 440 Digital Portfolio	3
FF GIMM 480 Senior Capstone One	3
GIMM 490 Senior Capstone Two	3
Successful completion of the COBE Computer Placement Exam for: Word Processing, Spreadsheet, & Database OR ITM 104 Operating Systems & Word Processing Topics AND ITM 105 Spreadsheet Topics AND ITM 106 Database Topics	0-3
ITM 305 Info Technology and Network Essentials	3
ITM 305L Info Technology and Network Essentials Lab	1
ITM 325 Web Application Development or *CS 401 Introduction to Web Development	3
ITM 370 Mobile Application Development or *CS 402 Mobile Application Development	3
Upper division electives to total 40 upper division credits	3
Additional electives to total 120 credits	10-17
Total	120
*These courses have prerequisites not required for the major, but which are required prior to taking these courses.	

BOISE STATE UNIVERSITY

SUBJECT

Approval of new online, degree-completion program awarding a Bachelor of Science in Imaging Sciences.

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 online, degree-completion program that will award a Bachelor of Science in Imaging Sciences. The proposed major will provide students with an additional avenue of access to completing a baccalaureate in medical imaging beyond BSU's existing face-to-face Bachelor of Science in Radiologic Sciences. Entry into the field of medical imaging sciences is most commonly through an associate's degree, however, employers usually promote to management positions only those employees possessing a baccalaureate or higher degree.

The proposed Associate of Science to Bachelor of Science program will be offered wholly online, allowing students to remain in their geographical area while completing the program. Only students holding at least an associate's degree in the field of medical imaging sciences and current credentials from the American Registry of Radiologic Technologists or equivalent will be admitted into the proposed program. Therefore, all students admitted to the program will have completed all necessary clinical coursework, and will require only content-focused coursework to complete a baccalaureate degree.

There are approximately 744 Radiologic Science programs in the United States; only 73 of them award a Baccalaureate degree. Of these, according to our programmatic accrediting body, the Joint Review Committee on Education in Radiologic Sciences (JRCERT), only eight bachelors programs offer online coursework in some form. These programs may offer courses synchronous, asynchronous, hybrid, completely online or in a blended format.

The objectives of this program are to:

1. Create a program that meets the growing need for Baccalaureate educated students in the medical imaging sciences and the workplace.
2. Create a curriculum specific to the medical imaging sciences in which those with an Associate degree in medical imaging sciences and a current American Registry of Radiologic Technologists (ARRT) credential or equivalent may acquire a Bachelor of Sciences degree in Imaging Sciences, completely online.

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting Boise State in identifying programs appropriate to offer in an online format. Of the 10 potential programs evaluated by Everspring, Inc., the proposed BS in Imaging Sciences program ranked the highest, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, BSU estimates that enrollment in the proposed program will reach 200 students by the third year of the program.

Job openings in medical imaging sciences are estimated at 30 per year in BSU's service area, 61 per year in Idaho, and 25,910 per year in the US. The estimated number of individuals who would benefit from the program (that is, they have a position in the field but hold only an associate's degree) is estimated as 292 in BSU's service area, 585 in Idaho, and 264,060 nationally.

IMPACT

The program will not be a self-support program, but instead will operate under the guidelines of the newly revised Board Policy V.R as they pertain to wholly online programs. Students will be charged $395 per credit or $13,035 for the entire 33 credit Program.

The program will not require the use of new state appropriated funds.

ATTACHMENTS

Attachment 1 – Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Bachelor of Science in Games, Interactive Media & Mobile was not initially listed in BSU's current Five-Year Plan. BSU indicates that subsequent to the last update to the Five-Year plan, their e-Campus initiative identified a substantial need that can be met by the proposed program. Additionally, the proposed program was identified in the Department of Radiologic Sciences' program prioritization action plan for increasing number of graduates. The proposed program will serve a broad population of practitioners in medical imaging sciences who possess an associate's degree and who could benefit from advancement to a baccalaureate level.

BSU proposes to charge $395 per credit for the program consistent with the recently revised Board Policy V.R, Establishment of Fees as it pertains to wholly online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions.

The proposal was also presented to the Instruction, Research, and Student Affairs (IRSA) committee at their April 2, 2015 meeting.

Staff believes there is sufficient justification, based on regional need, for BSU to create the proposed program, and recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, degree-completion program that will award a Bachelor of Science in Imaging Sciences.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. BSU RCC# 15-087

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	Department of Radiologic Sciences

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

Title:	**Bachelor of Science in Imaging Sciences** (degree completion program)	
Degree:	Bachelor of Science Degree	
Method of Delivery:	Online Program	
CIP code (consult IR /Registrar)	51.0911	
Proposed Starting Date:	Fall 2015	
Indicate if the program is:	**Regional Responsibility**	~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [x] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other
- [ ] Consolidation of an Existing Program

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean (For Grad Progs) / ExtStudies Dean / Self-spprt &/or online		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

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. 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.*

   The Department of Radiologic Sciences at Boise State University proposes the creation of a new online, bachelor degree completion major in Imaging Sciences.

   The existing Bachelor of Science in Radiologic Sciences will be retained. The proposed major will provide our students with an additional avenue of access, as described in the next section.

   Only students holding at least an associate's degree in the field of medical imaging sciences and current credentials from the American Registry of Radiologic Technologists or equivalent will be admitted into the proposed major.

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 Department of Radiologic Sciences at BSU currently awards a Bachelor of Science degree to students completing the 4-year curriculum. There are approximately 744 Radiologic Science programs in the United States; only 73 of them award a Baccalaureate degree. Of these, according to our programmatic accrediting body, the Joint Review Committee on Education in Radiologic Sciences (JRCERT), only eight bachelors programs offer online coursework in some form. These programs may offer courses synchronous, asynchronous, hybrid, completely online or in a blended format.

   The department faculty members at BSU have had numerous requests to satisfy a need in the western United States and offer a degree completion program to students currently holding an Associate degree in medical imaging sciences. The Associate degree option is more common in the field of medical imaging sciences; however, employers usually only promote those employees possessing higher than Associate degrees to management positions. An Associate of Science (AS) to Bachelor of Science (BS) online program will allow students to remain in their geographical area while completing the BSU Bachelor of Science degree. A prerequisite for admission into the program would be an Associate degree in the field of medical imaging sciences and a current American Registry of Radiologic Technologists (ARRT) credential or equivalent. It is the Radiologic Sciences Department at BSU's goal to offer students the ability to complete the AS to BS entirely online.

   Enrolled student will be required to complete a total of 31 credits specific to the Bachelor's degree and 9-10 upper division credits. Because the program is designed for practitioners working in the field, students will be encouraged to take no more than two to three courses per session. By design, the courses will be offered within a 7 week model. There is no clinical requirement associated with this program because the students are required, by prerequisite, to be credentialed in the field of medical imaging sciences. It is feasible that a student could complete the degree within three semesters, full-time and six semesters on a part-time basis.

   Based on these needs, the objectives of this program are to:

   1. Create a program which meets the growing need for Baccalaureate educated students in the medical imaging sciences and the workplace.

2. Create a curriculum specific to the medical imaging sciences in which those with an Associate degree in medical imaging sciences and a current ARRT credential or equivalent may acquire a Bachelor of Sciences degree in Imaging Sciences, completely online.

Intended Learning Outcomes of the major:

1. Promote a safe environment for the patient, self, and others by providing useful patient education, contributing with an informed and educated perspective as a health care provider, and recognizing a radiographer's overall inter-professional and social impact on patient outcomes
2. Demonstrate effective, appropriate, and respectful communication with diverse populations of patients, co-workers, physicians, and the community to improve patient outcomes by performing beyond technical application.
3. Apply ethical practice as a professional technologist from a legal, compliance, and systems perspective within the healthcare realm
4. Actively lead and/or participate as part of an interprofessional team to decrease patient risk, identify solutions to complex issues, and improve communication amongst healthcare providers.
5. Effectively analyze resources and advance research within the profession to promote life-long learning and knowledge sharing.
6. Employ critical thinking and decision making strategies in leveraging technology to improve quality and efficiencies within the healthcare system.

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 new 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.

Specialized Accreditation: Programmatic accreditation does not exist for post-credential degree completion programs in this discipline. It is important to note, however, that the courses within the proposed program are the same as those required in our credentialed programs. Our Diagnostic Medical Sonography Program is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The Diagnostic Radiology Program is accredited through the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions and advising processes, the university will confirm required official transcripts for the required Associate degree, confirm the outcome of the ARRT national credentialing examination and the ARRT credential (or equivalents), analyze reference letters. In addition, the program coordinator will conduct an advising interview with each student.

- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by BSU's eCampus Center – which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

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.*

RADSCI 306 PROFESSIONALISM AND RESEARCH IN IMAGING SCIENCES (1-0-1)(F/S) Familiarization with research and communication expectations related to the online AS to BS Program; improves comfort within the online environment through the use of technology, time management skills, and an understanding of program outcomes and expectations. PREREQ: Admission to Imaging Sciences major

Full programmatic curricula for the major may be found in Appendix A.

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

Bachelor of Science Degree in Imaging Sciences Associate of Science/Associate of Arts to Baccalaureate Degree	**Credits**
Prior Credits awarded for AS/AA degree in Imaging Sciences	48
Prior Credits awarded for passing national credentialing exam	25
Prior Credit hours in required prerequisites:	14
Credit hours required in the proposed program:	**30**
Credit hours required in institutional general education or core curriculum for the proposed program (UF300):	**3**
Total credit hours required for completion:	120

Bachelor of Science Degree in Imaging Sciences Associate of Applied Science to Baccalaureate Degree	**Credits**
Prior Credits awarded for AAS degree in Imaging Sciences	23
Prior Credits awarded for passing national credentialing exam	25
Credit hours in general education or core curriculum taken prior to entering program	29-30
Prior Credit hours in required prerequisites:	10
Credit hours required in the proposed program:	**30**
Credit hours required in institutional general education or core curriculum for the proposed program (UF300):	**3**
Total credit hours required for completion:	120-121

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

Imaging Sciences majors will participate in the College of Health Sciences Finishing Foundations course, HLTHST 400 Interprofessional Capstone. This course will be required during the final semester of a student's progression in this program. The course will combine all students enrolled in online programs within the College of Health Sciences into interprofessional groups to research a current issue related to healthcare and collaboratively develop a paper that meets the instructor's specifications from each prospective of the fields of study represented within the student group.

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 **Radiologic Sciences** **Imaging Sciences**	BS AA/AS/AAS to BS degree completion	Computed Tomography Diagnostic Medical Sonography (Abdominal and Obstetric & Gynecologic) Diagnostic Radiography Magnetic Resonance Imaging Radiation Therapy Nuclear Medicine Mammography Quality Management Bone Densitometry Cardiac Interventional Vascular Interventional Vascular Sonography Breast Sonography Cardiac Sonography Musculoskeletal Sonography Neurosonography Management/Leadership Informatics Radiologist Assistant	emphases in: Computed Tomography Diagnostic Medical Sonography (Abdominal and Obstetric & Gynecologic) Diagnostic Radiography Magnetic Resonance Imaging Imaging Sciences AS to BS degree completion program
CSI	AAS		No specific emphases
CWI	N/A		
EITC	N/A		
ISU Radiographic Sciences	BS		No specific emphases
LCSC Radiographic Sciences	AS		No specific emphases
NIC Radiography Technology	AAS		No specific emphases
UI	N/A		

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.*

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting Boise State in identifying programs appropriate to offer in an online format. First, webpages were created about the Boise State eCampus and the proposed program. We were then able to use "Google Placement" to measure the total number of time prospective students viewed the webpage on the program, providing a measure of raw potential demand. Everspring, Inc., also completed a competitive analysis that identified institutions with similar programs and their current price point and program design. Of the 10 programs evaluated by Everspring, Inc., the proposed BS in Imaging Sciences program ranked the highest, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, we estimate that enrollment in the proposed program will reach 200 students by the third year of the program.

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 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 (Fall 2014)	Year 1 Previous	Year 2 Previous	Current (2013-14)	Year 1 Previous	Year 2 Previous	
BSU BS in Radiologic Sciences	238 (includes pre-majors)	263 (includes pre-majors)	272 (includes pre-majors)	26	33	20	~25 per year
BS in Imaging Sciences	Project enrollment of ~200 incoming students per year by 3rd year of program			Project roughly 180 graduates per year by 3rd year of program			~ 180 graduates per year
ISU BS in Radiographic Science	39	38	42	17	17	19	~18 per year
LCSC							
UI							

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

No.

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. T*his question is not applicable to requests for discontinuance*.

The table below gives the estimated job openings for Diagnostic Medical Sonographers, Nuclear Medicine Technologists Radiologic Technologists and Technicians; and MRI Technologists. However, the second table is more relevant to the proposed degree.

Job Openings	Year 1	Year 2	Year 3	Total
Region	30	30	30	90
State	61	61	61	135
Nation	25,910	25,910	25,910	77,730

The following table depicts the number of individuals who constitute the market for the proposed degree program: those individuals already employed in the field and who have only an associate's degree.

Estimated # of Individuals who could benefit from Degree Completion	
Region	292
State	585
Nation	264,060

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.**

Projected job openings for the state and regional levels were secured from the Idaho Dept of Labor website, and are shown below. Note that the "regional" need is calculated as one-half of the state need, reflecting the approximate proportion of the population that resides in southwestern Idaho.

State Data (ID DOL)	2012 Employment	2022 Employment	Net Change	Percent Change	Annual Replacements	Annual Growth Openings	Total Annual Openings
Diagnostic Medical Sonographers	419	632	213	50.8%	6	21	27
Nuclear Medicine Technologists	38	47	9	23.7%	0	1	1
Radiologic Technologists and Technicians	783	981	198	25.3%	11	20	31
MRI Technologists	45	56	11	24.4%	1	1	2
Total							**61**

US Data	Employment		Employment change	Job openings due to growth and replacement needs, 2010-20
	2010	2020	Number	
Diagnostic Medical Sonographers	345,000	448,000	103,000	156,500
Nuclear Medicine Technologists	21,900	26,100	4,100	7,500
Radiologic Technologists and Technicians	219,900	281,000	61,000	95,100
TOTAL				**259,100**

To estimate the number of individuals who are employed in the field and who hold an associate's degree, %'s of employees at each educational for the relevant professions was secured from the US Dept of Labor and Idaho Dept of Labor websites. Those percentages were multiplied by the existing number of employees in the most recent numbers given by the labor websites. See tables that follow.

State Data from ID DOL	**Total Number (from above)**	**% with Associates (from ID DOL)**	**Estimated Number with Associates**
Diagnostic Medical Sonographers	419	45.5%	191
Nuclear Medicine Technologists	38	45.5%	17
Radiologic Technologists and Technicians	783	45.5%	356
MRI Technologists	45	45.5%	20
TOTAL			**585**

US Data	Total Number (from above)	Percent with Associates (from US DOL)	Estimated Number with Associates
Diagnostic Medical Sonographers	345,000	45%	155,250
Nuclear Medicine Technologists	21,900	45%	9,855
Radiologic Technologists and Technicians	219,900	45%	98,955
Total			**264,060**

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

Not applicable

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

Not applicable.

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.*

This program will utilize the BSU Blackboard course management software for delivery of all programmatic courses. Program faculty will be working with the BSU eCampus course developers to create a program course template for uniformity of program course sites, consistent accessibility to course resources, and to ensure all courses utilize Quality Measures recommendations for online adult learners.

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

The proposed program will serve the following aspects of the SBOE strategic plan [as described in brackets]:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. [The proposed program will provide access to a degree completion program for students unable to attend class on the Boise State campus.]

Objective B: Higher Level of Educational Attainment –Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [The proposed program will promote higher educational attainment in the applied health disciplines.]

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system. [The proposed program will provide access to a degree completion program for those students already in the workplace or with limited ability to meet the traditional schedule of campus course offerings]

The following bolded passages show the relevance of the program to Boise State University's Mission and to Core Theme One of our NWCCU Core Themes:

Boise State University is a public, metropolitan research university ***providing leadership in academics****, research and civic engagement.* ***The university offers an array of undergraduate degrees*** *and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.* ***The university is an integral part of its metropolitan environment*** *and is engaged in its economic vitality, policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

Core Theme One: Undergraduate Education. ***Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation****. We engage our students and focus on their success.*

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

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students.	The courses included within this program will provide the educational content student employers, programmatic alumni, community constituents, and faculty have identified as necessary for bachelor degree graduates to successfully participate as effective healthcare providers, leaders and institutional administrators, and lifelong contributors to the field.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Online delivery of this program will permit working and distance students to complete the bachelor degree requirements within one calendar year on a full-time schedule or within two calendar years on a part-time schedule.
Goal 4: Align university programs and activities with community needs.	This program is designed to meet the growing need of non-traditional delivery of educational opportunities to non-traditional students. Healthcare Institutions within the Boise area, surrounding region, and across the nation are progressively requiring bachelor degrees of their employees for advancement into leadership and administrative positions. This program will provide imaging technologists the opportunity to move from technical application to professional practice.

15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____ No x___

If not on your institution's 5-year plan, provide a justification for adding the program.

Subsequent to our last 5 year plan submission, our e-Campus initiative has identified a substantial need that can be met by the proposed program. No purpose would be served by delaying the implementation of the program until the next five year planning cycle.

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

This program will be marketed to students within the state of Idaho and the surrounding states. A market analysis was conducted by Everspring, Inc., which showed significant student interest for such a program in Idaho, Washington, and California. The Department of Radiologic Sciences is also developing a website specific for this program, accessible via the current department website, which will provide program information, application materials, student orientation processes, and department contact data.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office 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).

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

I. PLANNED STUDENT ENROLLMENT

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	36.33	75	117.47	147	179.47	184	196.53	184	529.8	590
B. Shifting enrollments	0	0	0	0	0	0	0	0	0.00	0.00

II. REVENUE

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$430,550	$0	$1,391,980	$0	$2,126,680	$0	$2,328,920	$0	$6,278,130
6. Self-Support Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Appropriated	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$430,550	$0	$1,391,980	$0	$2,126,680	$0	$2,328,920	$0	$6,278,130

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

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

III. EXPENDITURES

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE	0.00	2.88	0.00	7.48	0.00	10.10	0.00	10.85	0.00	31.31
2. Faculty	$0	$76,671	$0	$235,842	$0	$300,442	$0	$331,042	$0	$943,998
3. Administrators	$0	$24,430	$0	$36,645	$0	$36,645	$0	$36,645	$0	$134,364
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$34,000	$0	$73,200	$0	$112,400	$0	$112,400	$0	$332,000
8. Fringe Benefits	$0	$57,555	$0	$152,662	$0	$203,590	$0	$218,474	$0	$632,281
9. Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$192,656	$0	$498,349	$0	$653,077	$0	$698,561	$0	$2,042,643

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel	$0	$4,000	$0	$12,000	$0	$12,000	$0	$12,000	$0	$40,000
2. Professional Services-42% of revenue	$0	$180,831	$0	$584,632	$0	$893,206	$0	$978,146	$0	$2,636,815
3. Other Services	$0	$2,000	$0	$2,000	$0	$2,000	$0	$2,000	$0	$8,000
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$6,100	$0	$14,200	$0	$14,200	$0	$14,200	$0	$48,700
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$2,000	$0	$2,000	$0	$2,000	$0	$2,000	$0	$8,000
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous: Hardware, Software, Equipment	$0	$7,000	$0	$14,000	$0	$14,000	$0	$14,000	$0	$49,000
Total Operating Expenditures	$0	$201,931	$0	$628,832	$0	$937,406	$0	$1,022,346	$0	$2,790,515

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16, 2015

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)										
1. eCampus Center-	$0	$37,888	$0	$122,494	$0	$187,148	$0	$204,945	$0	$552,475
2. Online Innovation Fund-	$0	$16,361	$0	$52,895	$0	$80,814	$0	$88,499	$0	$238,569
3. Online Student and Academic Services	$0	$14,639	$0	$47,327	$0	$72,307	$0	$79,183	$0	$213,456
4. Credit card fees	$0	$4,340	$0	$14,031	$0	$21,437	$0	$23,476	$0	$63,284
Total Indirect Costs	$0	$73,228	$0	$236,748	$0	$361,706	$0	$396,103	$0	$1,067,784
TOTAL EXPENDITURES:	$0	$467,815	$0	$1,363,928	$0	$1,952,189	$0	$2,117,011	$0	$5,900,942
Net Income (Deficit)	$0	-$37,265	$0	$28,052	$0	$174,491	$0	$211,909	$0	$377,188

Budget Notes:
I.A: New enrollment FTE calculated as total credits generated by 30 credits for the year
II.5: Revenue for the program is dervised from fees changed students at the rate of $395 per credit
III.A.2: Faculty FTE: Professor FTE calculated using (Credit hour load)/30
III.A.2: Faculty FTE: Lecturer FTE calculated using (Credit hour load)/24
III.A.3: Administrators: .15 FTE Department Chair and .5 FTE Program Coordinator
III.A.6: Support Personnel: 1 FTE Administrative Assistant and 2 FTE Academic Advisors
III.A.7: Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.B.1: Travel to professional conferences for professional development and promotion
III.B.2: Professional Services: 42% of revenue; Payment to marketing, recruitment, enrollment and retention; either in house of with a contracted partner
III.B.3: Other Services: State authorization processing fees paid to states
III.B.6: Materials & Supplies: Office supplies and materials
III.B.8: Repairs & Maintenance: Computer hardware and software maintenance
III.B.10: Miscellaneous: Computer hardware, software, phones
III.E.1: Boise State eCampus Center (8.8% of revenue): Provide funding for initiative management, online course/program development and other support services
III.E.2: Boise State Online Innovation Fund (3.8% of revenue): Seed funding for academic programs, initiative infrastructure, and eventually innovation grants
III.E.3: Boise State Online Student and Academic Services (3.4% of revenue): A fund that will be dedicated to funding support services for online students
III.E.4: Credit card fees: 1% of revenue

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first five 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 five years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY 2016				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$56,793 (weighted average)	1.45	1,119	37.3
FY 2017				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$51,653 (weighted average)	5.14	3,711	123.7
FY 2018				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,493 (weighted average)	7.48	5,719	190.6
FY 2019				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,035 (weighted average)	7.98	6,262	208.7
FY 2020				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,035 (weighted average)	7.98	6,262	208.7
5 Year Total		**30.03**	**23,073**	**769.1**

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

FY 2016			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.1	$6,096
Program Director	$55,000	0.33	$18,333
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$149,965**	**1.43**	**$58,429**
FY 2017			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisor	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$189,165**	**2.65**	**$109,845**
FY 2018			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisor	$39,200	1.00	$39,200
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**3.65**	**$149,045**
FY 2019			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisors	$39,200	2.00	$78,400
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**4.65**	**$188,245**
FY 2020			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisors	$39,200	2.00	$78,400
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**4.65**	**$188,245**
5 Year Total		**17.02**	**$693,809**

The Department Chair and Program Director will be responsible for:

1. Coordinating with the eCampus Center and interacting with our partner on student recruiting, enrollment and retention
2. External relations with alumni and community
3. Strategic planning and budget management
4. Program operations across all university functions
5. Manage Program staff

b. Operating Expenditures

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

Operating expenses include typical departmental expenses such as office supplies, postage, subscriptions/memberships, meeting expense, computer supplies. State authorization expense will cover the Program's share of direct state costs related to offering courses in states across the US. Travel and training expenses will cover professional development for Program faculty.

Operating expenses also include a substantial investment in the marketing, recruitment, and enrollment activities necessary to compete in a global online market. Those expenses are estimated at 42% of revenues, which is typical of what it would cost the program to contract with an outside entity to provide marketing, recruitment, and enrollment services.

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.
   (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
   (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

(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.

The Program will purchase desktop computers, laptops, printers and related equipment for online instruction for faculty in the 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.

The program will not be a self-support program, but instead will operate under the guidelines of the newly revised SBOE Policy III.R as they pertain to wholly online programs. Students will be charged $395 per credit or $13,035 for the entire 33 credit Program.

Appendix A: Curriculum of Proposed Program:

Bachelor of Sciences	
Imaging Sciences	
Successful degree of Associate of Science or Associate of Arts from a regionally accredited institution	48
Credentialed medical imager: credit for prior learning for passing ARRT credentialing exam or equivalent. (15 credits lower division/10 credits upper division)	25
UF 300 Transitional Foundations	3
BIOL 227 and 228 Anatomy and Physiology I and II	8
College statistics course	3
MATH 108 Intermediate Algebra or MATH 143 College Algebra	3
HLTHST 215 Introduction to Informatics	3
HLTHST 304 Public Health	3
HLTHST 314 Health Law and Ethics	3
CID HLTHST 382 Research Methods in Health	3
FF HLTHST 400 Interprofessional Capstone	1
HRM 305 Human Resource Management	3
RADSCI 300 Digital Radiography and Advanced Imaging Applications	2
RADSCI 306 Professionalism and Research in Imaging Sciences	1
RADSCI 311 Radiobiology and Protection	2
RADSCI 338 Information Technology In Radiologic Sciences	1
RADSCI 350 Imaging Pathophysiology	3
RADSCI 410 Health Promotion and Leadership	2
RADSCI 430 Comparative Sectional Imaging In Radiologic Sciences	3
Total	120

BOISE STATE UNIVERSITY

SUBJECT

Department of Community and Regional Planning, the Master of Community and Regional Planning degree program, and Graduate Certificate Program Discontinuance

REFERENCE

April 2008	Board approved BSU's request for a new Master of Community and Regional Planning
February 2015	Board received quarterly report of changes approved by the Executive Director that included BSU moving the Department of Community and Regional Planning to the new School of Public Service.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to discontinue the Department of Community and Regional Planning and two academic programs housed therein: the Master of Community and Regional Planning and Graduate Certificate in Community Regional Planning.

BSU identified a budget shortfall for FY16, which is the result of a number of factors, including increased personnel costs and a continued deficit in state appropriation for past enrollment growth in engineering and other high-cost programs. Rather than deal with the budget shortfall using non-strategic, across the board cuts, the university has chosen to use strategic vertical cuts based on the principles of Program Prioritization. Program Prioritization identified four criteria by which academic programs and academic departments would be evaluated: relevance, quality, productivity, and efficiency. BSU then developed metrics to assess each program and department in terms of each of those criteria. The criteria most significant in addressing a budgetary shortfall are "productivity" and "efficiency." The programs in Community and Regional Planning scored very low in these areas; their discontinuation will reduce expenditures and enable BSU to devote resources to programs with greater demand and higher efficiency.

In proposing the Master's program in 2008, BSU estimated an enrollment in the program of 29 students by the third year. The program started in Fall of 2011. Students were first enrolled in the Graduate certificate program in Fall of 2006. In the spring of the fourth year only 19 students are enrolled in the program, with only 9 of those students being full-time.

To maintain a reasonable level of graduate education in planning in the Boise area:

- BSU will explore the creation of a track in urban planning in its existing Master in Public Administration (MPA) degree.
- BSU is having a conversation with the University of Idaho (UI) to determine whether the UI is able to facilitate the offering in the Treasure Valley of UI's MS in Bioregional Planning. In compliance with Board Policy III.Z, a Memorandum of Understanding may be developed that would facilitate the ability of students at either institution to enroll in planning courses offered by the other institution in the Treasure Valley.

BSU is currently working with each student enrolled in the Master program in Community and Regional Planning to ensure the student's ability to progress through the program in a timely fashion or transfer to the UI program, the BSU MPA program, or similar programs at another institution.

IMPACT

The proposed discontinuations will result in the reallocation of funds to other new and growing programs within the university.

The two tenured faculty members in the program will remain on contract through FY17. The three non-tenured faculty members will remain on contract through FY16. The Administrative Assistant II will be reassigned elsewhere in the university beginning FY18.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Staff believes there is sufficient justification to proceed with the proposed discontinuations. Beyond purely budgetary grounds, the decision to discontinue these particular programs was made employing Program Prioritization principles.

BSU proposes to phase out the Community and Regional Planning programs over a two-year period and may provide several options for students presently enrolled in the program to complete the program. These options include program offerings that allow students to complete within two years, and may also include the ability to transfer to similar programs offered at the University of Idaho, or similar programs at another institution.

BSU and the UI are exploring the possible development of a Memorandum of Understanding consistent with Board Policy III.Z. Staff notes that once BSU's two-year phase out of the program is complete, BSU will need to revisit their statewide program responsibilities for potential changes. Any changes would be brought to the Board for their consideration.

The Board office received 13 public comments regarding the proposed closure of the Community and Regional Planning programs and department.

The proposed discontinuation has gone through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) at their March 19, 2015 meeting.

The Instruction, Research, and Student Affairs committee reviewed this request at their April 2, 2015 and recommends approval.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Department of Community and Regional Planning and the two academic programs housed therein: the Master of Community and Regional Planning and the Community and Regional Planning Graduate Certificate.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Social Sciences and Public Affairs
Name of Department(s) or Area(s):	Department of Community and Regional Planning

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

Title:	Discontinue: Master of Community and Regional Planning Discontinue: Graduate Certificate in Community and Regional Planning Discontinue: Department of Community and Regional Planning
Degree:	Discontinue: Master's Degree Discontinue: Graduate Certificate Discontinue: Academic Department
Method of Delivery:	Face to Face
CIP code (consult IR /Registrar)	04.0301 City/Urban, Community and Regional Planning
Proposed Starting Date:	Fall 2015
Indicate if the program is:	**Regional Responsibility** / Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Graduate Program
- [ ] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Contract Program/Collaborative
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [x] Discontinuation of an existing Graduate/Doctoral Program And discontinue academic department

College Dean (Institution)	2-17-2015 Date	Vice President for Research **(as applicable)**	Date
Graduate Dean	2-17-2015 Date	Academic Affairs Program Manager	Date
Chief Fiscal Officer (Institution)	2-17-2015 Date	Chief Academic Officer, OSBE	Date
Chief Academic Officer (Institution)	2-18-15 Date	SBOE/OSBE Approval	Date
President	2-19-15 Date		

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

1. **Describe the nature of the request.** Will this program 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 discontinuation of two academic programs and an academic department, all presently located in the College of Social Sciences and Public Affairs:

- Discontinue: Master of Community and Regional Planning
- Discontinue: Graduate Certificate in Community and Regional Planning
- Discontinue: Department of Community and Regional Planning

The certificate program was created five years ago and the master's degree three years ago. However, expected enrollments have not been as high as expected and the cost of the program is substantially more than the tuition revenue produced by the program. The principles of Program Prioritization were applied to identify this program as one that should be discontinued so that resources can be devoted to programs of greater demand by the campus and the community.

The Chair of the Department of Community and Regional Planning, the Chair of the Department of Public Policy and Administration, and the Associate Dean of the Graduate College will work together with each student enrolled in the program to ensure the ability of enrolled students to progress through the program in a timely fashion.

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.*

   N/A

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.*

   N/A

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.*

   N/A

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?*

Courses of the program will not be taught in the future.

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

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.*

N/A

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

The University of Idaho offers an MS and an Academic Certificate in Bioregional Planning

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.*

N/A

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

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

Institution	**Relevant Enrollment Data**			**Number of Graduates**		
	Current	Year 1 Previous	Year 2 Previous	Current (2013-14)	Year 1 Previous	Year 2 Previous
BSU	(spring 2015)					
Master of Community and Regional Planning	9 full-time 10 part-time	12 full-time 10 part-time	9 full-time 7 part-time	3	4	0
Graduate Certificate in Community and Regional Planning	0 full-time 1 part-time	3 full-time 2 part-time	2 full-time 5 part-time	2	3	12
UI	(fall 2014)					
MS in Bioregional Planning	8	9	16	5	5	8
Academic Certificate in Bioregional Pl	8	8	7	6	5	6

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

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.

    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

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.*
    N/A

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.*
    N/A

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

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

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?*

The Chair of the Department of Community and Regional Planning, the Chair of the Department of Public Policy and Administration, and the Associate Dean of the Graduate College will work together with each student enrolled in the program to ensure the ability of enrolled students to progress through the program in a timely fashion.

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).

The two tenured faculty members in the program will remain on contract through FY17. The three non-tenured faculty members will remain on contract through FY16. The Administrative Assistant II will be reassigned elsewhere in the university beginning FY18.

These changes will result in funds that will be reallocated to other purposes within the university: $235,771 in FY17 and $559,706 each year thereafter.

Note that the calculations in the tables that follow assume FY15 salary levels throughout.

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

I. PLANNED STUDENT ENROLLMENT

	FY 16		FY 17		FY 18		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0	0	0	0	0	0	0
B. Shifting enrollments	0	0	0	0	0	0	0	0

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	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0

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

III. EXPENDITURES

	FY 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	0.0	0.0	-3.0	0.0	-6.0	0.0	-9.00	0.00
2. Faculty	$0	$0	-$162,366	$0	-$352,624	$0	-$514,990	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	-$32,490	$0	-$32,490	$0
8. Fringe Benefits	$0	$0	-$68,005	$0	-$148,903	$0	-$216,908	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0	-$230,371	$0	-$534,017	$0	-$764,388	$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	$0	-$5,400	$0	-$9,000	$0	-$14,400	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous (includes OE, student & irreg salary)	$0	$0	$0	$0	-$16,689	$0	-$16,689	$0
Total Operating Expenditures	$0	$0	-$5,400	$0	-$25,689	$0	-$31,089	$0

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0		
TOTAL EXPENDITURES:	$0	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

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