

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015**

| TAB | DESCRIPTION | ACTION |
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| 1 | BOARD POLICY III.G, POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE – FIRST READING | Motion to Approve |
| 2 | BOARD POLICY III.P, STUDENTS – FIRST READING | Motion to Approve |
| 3 | REPEAL OF BOARD POLICY III.U, TELECOMMUNICATIONS – FIRST READING | Motion to Approve |
| 4 | BOARD POLICY III.Z, PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES – SECOND READING | Motion to Approve |
| 5 | DIRECT ADMISSIONS | Motion to Approve |
| 6 | BOISE STATE UNIVERSITY – ONLINE MASTER OF SOCIAL WORK | Motion to Approve |
| 7 | IDAHO STATE UNIVERSITY – MASTER OF SCIENCE IN HEALTH INFORMATICS | Motion to Approve |
| 8 | NORTH IDAHO COLLEGE – ADVANCED TECHNICAL CERTIFICATE AND ASSOCIATE OF APPLIED SCIENCE IN AVIATION FLIGHT TRAINING | Motion to Approve |

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SUBJECT

Amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance - First Reading

REFERENCE

| | |
|-------------------|---|
| March 2005 | The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes. |
| April 2005 | The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes. |
| June 2007 | The Board approved the first reading of proposed amendments to Board Policy III.G. |
| August 2007 | The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures. |
| June 19, 2013 | The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval. |
| October 17, 2013 | The Board approved the first reading to repeal Board Policy, III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance. |
| December 19, 2013 | The Board approved the second reading of proposed amendments to Board Policy III.G. |

BACKGROUND/DISCUSSION

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

Board staff worked with representatives from public postsecondary institutions and the Division of Professional-Technical Education (PTE) (the Workgroup) to

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review existing policy and align requirements, where appropriate, with the Northwest Commission on Colleges and Universities (NWCCU) standards. Proposed amendments include amending approval procedures for certificates and program expansions.

Currently NWCCU does not require approval for certificates consisting of 30 credits or less. Language was added to subsection 3.c, that would require institutions to only submit proposals for certificates of 30 credits or more and only requiring notification to the Board office for certificates of 30 credits or less.

PTE is proposing a new section in Board Policy III.G, which would provide institutions with procedures for the inactivation of PTE programs. The purpose of a professional-technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation.

Board Policy III.G, also currently requires a program proposal for expansion of an existing program within and outside an institution's service region. The Workgroup recommended to CAAP that a letter to the Board office for program expansions within an institution's service region would make more sense rather than requiring a detailed proposal.

Other changes included the following:

- Reorganized existing language to other subsections of the policy where it made more sense
- Moved the last sentence in the preamble regarding learning outcomes to subsection 3 "Academic Programs" and to subsection 4 "PTE Programs"
- Moved financial impact definition under the "definitions section"
- Separated the role of the Professional Standards Commission in 2.c. to be its own subsection.
- Added "certificates of 30 credits or less" to "Modifications" subsection 3
- Added "certificates of 30 credits or more to "Academic Programs" and "PTE programs" subsection 3
- Added new subsection under 4.d. for PTE program inactivation
- Modified subsection 5 from a three-year sunset clause to five years

IMPACT

Approval of proposed amendments will create efficiencies for institutions and decrease the number of proposals submitted to the Board office, and in some cases to the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.G, Postsecondary Program Approval and Discontinuance – First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will provide institutions and staff the necessary guidance for program proposal submission and procedures for approval. Board staff and CAAP recommend approval as presented.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

[April 2014 August 2015](#)

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

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

1. Classifications and Definitions

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

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- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.
- g. Professional-Technical Program Components shall include option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program.

2. Roles and Responsibilities

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

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d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on teacher education, and teaching standards to promote improvement of professional practices and competence of the teaching profession of the state.

3. Academic Program Proposal Submission and Approval Procedures

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

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

b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.

b.c. Academic Programs

~~h.i.~~ All new, modification of, and/or discontinuation of academic program majors, shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associate's, bachelor's, master's, specialist, and doctorates degrees; instructional ~~units, and~~ administrative units, ~~expansions, consolidations, including the transition of existing programs to an on-line format requires completion of the program proposal prior to implementation.~~ Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.

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

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- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
 - 3) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
- ii. ~~5)~~ Modifications to existing programs shall include, but is not ~~be~~ limited to, the following:
- a) Expansion of an existing program outside a designated service region.
 - ~~4)~~ b) Converting one program option into a stand-alone program.
 - ~~2)~~ c) Consolidating an existing program to create one or more new programs.
 - ~~3)~~ d) Adding a degree program not already approved by the Board.
 - ~~4)~~ e) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - ~~5)~~ f) Transitioning of existing programs to an on-line format.
 - ~~6)~~ g) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer that describes what should be included in the report. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

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~~iii.v.~~ New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures ~~that~~ programs meet the Idaho standards for certification. The Board office ensures ~~that~~ the program proposal is consistent with the program approval process— and meets the standards approved by the Board and established in rule.

~~e.d.~~ Academic Program Components

~~Modification of existing academic program components~~ New, modification, and/or discontinuation of academic program components, and academic certificates 30 credits or less may ~~or may not~~ require a proposal. For academic program components ~~that require~~ requiring a proposal, subsection ~~43.b.c.~~i. of this policy applies.

i. New, modification, and/or discontinuation of academic program components; academic certificates 30 credits or less; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes.

~~i.ii.~~ If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

~~a.~~ iii. Changes to program names or degree titles related to Statewide Program Responsibilities, as provided in Board Policy III.Z., require a proposal as specified in subsection 3.c.i of this policy, and shall be reviewed and approved by the Board.

~~b.~~ iv. Minor ~~Non-substantive~~ curriculum changes ~~do not require notification or approval~~, minor credit changes in a program, descriptions of individual courses and other routine catalog changes, ~~and do not require additional funding to implement~~ do not require notification or approval.

4. Professional-Technical Programs

All professional-technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Professional-Technical Education as a proposal in accordance with a template developed by Board staff.

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Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests ~~that require~~requiring new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval.

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

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

a.b. Professional-Technical Programs

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

- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- 3) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

- ~~ii. 4)~~ Modifications to existing programs shall include, but not be limited to, the following:

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

b.c. Professional-Technical Programs Components

New, modification of, and/or discontinuation ~~Modification~~ of existing professional-technical program components may ~~or may not~~ require a proposal. For professional-technical program components ~~that~~ requiring a proposal, subsection 4.a.i of this policy applies.

- i. New, modification of, and/or discontinuation of professional-technical options for existing programs; changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Non-substantive Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education.

d. Professional-Technical Program Inactivation

- i. The purpose of a professional-technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not

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resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.

ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:

- 1) Description and rationale for the modification
- 2) Implementation date
- 3) Arrangement for enrolled students to complete the program in a timely manner
- 4) Impact of accreditation, if any
- 5) Impact to current employees of the program
- 6) Impact on current budget

iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

~~Board or Executive Director approval of a~~Academic and professional-technical education programs ~~shall include a three-year sunset clause. approved by the Board or Executive Director must be implemented within five years.~~ A program not implemented within ~~the three-five~~ years from the approval date of its approval ~~shall be resubmitted requires submission for approval of an updated proposal by the institution to the Board or Executive Director for consideration.~~

6. Academic and Professional-Technical Program Proposal Denial Procedures

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

7. Program Discontinuance

The primary considerations for instructional program discontinuance ~~will be~~ are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have

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sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined ~~and discussed~~ in Board Policy Section II.N. ~~of these policies~~.

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

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

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

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SUBJECT

Board Policy III.P. Students – Student Health Insurance – First Reading

REFERENCE

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|----------------|---|
| April 2012 | State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed. |
| September 2012 | Board considered first reading of amendments to SHIP policy. Motion failed. |
| April 2013 | Board consideration of SHIP policy one-year waiver for Lewis-Clark State College only with respect to mandatory student health insurance coverage. Returned to committee for further consideration. |
| December 2013 | Board returned SHIP policy to committee for further consideration. |
| January 2015 | Board approved first reading |
| February 2015 | Board approved second reading |

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

In February 2015 the Board approved an amendment to Board policy regarding student health insurance. Since that time, the institutions have been working on implementation for fall 2015. A couple unintended consequences of the policy change have surfaced which need to be addressed.

The policy currently provides that a student may have a non-Affordable Care Act (ACA) compliant policy their first semester of enrollment provided they enroll in an ACA compliant plan “by the first health insurance exchange open-enrollment *or the end of their first semester, whichever comes first.*” The open-enrollment period for Idaho’s health insurance exchange is mid-November to mid-February. The institutions are concerned that it may not be possible for students who enroll for the first time in the spring semester to enroll in the exchange in time. Unlike first-time fall students, there is currently no option for students to enroll in the spring without ACA compliant insurance.

Additionally, if a student is found in noncompliance (i.e. uninsured or non-ACA compliant insured); the policy prohibits full-time enrollment in future terms (fall, spring or summer). Institutions do not have full-time rates for summer, but a student could potentially be prohibited from enrolling part-time during the summer due to noncompliance during a prior semester even though part time students are not required to obtain health insurance.

IMPACT

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Proposed policy amendments would clarify the required insured status of students.

ATTACHMENTS

Attachment 1 – Section III.P. – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment would allow a full-time student to enroll for the first time in either the fall or spring semester with non-ACA compliant insurance until they have an opportunity to enroll in the exchange during the next open enrollment period. In addition, reference to the summer term is removed from the policy since there is no full-time rate, and thus insurance is not required under the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy Section III.P. Students, as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

February 2015

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

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- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to:

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(a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when

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carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

- a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)
- b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

- a. Establishment
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.
- b. Refund of Fees
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

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Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution may provide the opportunity for students to purchase health insurance. Health insurance offered through the institution shall be Affordable Care Act (ACA) compliant.

b. Mandatory Student Health Insurance

Every full-fee paying full-time student (for purposes of federal financial aid) attending classes in Idaho shall be covered by an ACA compliant health insurance

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policy. Students without proof of health insurance coverage shall be ineligible to enroll full-time at an institution. Each institution shall monitor and enforce student compliance with this policy.

- i. "ACA compliant" means a health insurance policy which meets the minimum coverage requirements classified by the ACA as "essential health benefits." Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).
- ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. Proof of health insurance coverage shall include at least the following information:
 - (1) Name of health insurance carrier
 - (2) Policy number
 - (3) Contact information for employer, insurance company or agent who can verify coverage
 - (4) Attestation by the student, parent or guardian that health insurance policy is ACA complaint

Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

- iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the end of the first available health insurance exchange open-enrollment period ~~or the end of their first semester, whichever comes first~~. At no other time may a full-time student be enrolled without ACA compliant insurance.
- iv. Non-compliance. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms (fall, or spring ~~or summer~~) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution's student health insurance plan and charge the student's account.

17. Students Called to Active Military Duty

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The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in

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error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

- d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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SUBJECT

Repeal Board Policy III.U, Telecommunications– First Reading

REFERENCE

May 1987

The Board approved Board Policy III.U., Telecommunications.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.U, Telecommunications was created to facilitate the coordination of telecommunications systems statewide. The prolific rise of the internet and its role in delivering education has rendered this policy about a “telecommunications system” outdated. Additionally, this policy was originally adopted to guide implementation of the Board’s *Plan for Development of a Statewide Telecommunications System*, a plan that was adopted in May 1987. That Plan has since been repealed.

At their July 9, 2015 meeting, the Council on Academic Affairs and Programs (CAAP) reviewed existing Board Policy III.U to determine if that policy should be maintained or consolidated with other existing policies. CAAP determined that the policy was no longer serving a purpose and should be repealed.

IMPACT

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

ATTACHMENTS

Attachment 1 – Board Policy III.U – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Given the dynamic and rapidly changing nature of distance education, telecommunications systems, and the internet, this policy is highly outdated. Board Staff and CAAP recommend repealing Board Policy III.U in its entirety.

BOARD ACTION

I move to approve the First Reading of amendments to Board Policy III.U, Online Programing, repealing the section in its entirety.

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: U. Telecommunications

April 2002

~~1. Coverage~~

~~The following policies are intended to promote effective operation of the telecommunications system outlined in the *Plan for Development of a Statewide Telecommunications System* (adopted by the State Board of Education, May 13, 1987). The system does not exist as a single entity, but is composed of various components owned and operated by units of the State Board of Education and by private and public entities outside the control of the State Board of Education. The Simplot/Micron Technology Center shall serve as the network center for all telecommunications activity conducted under the authority of the State Board of Education. These policies apply to units under the governance of the State Board of Education and all entities, public or private, utilizing the system.~~

~~The Board encourages development of a broad range of cooperative ventures that use telecommunication technologies to improve educational delivery to the citizens of Idaho. Use of electronic technology to deliver education/training to citizens of the state who live in areas distant from college and university campuses is particularly encouraged. These technologies may include, but are not limited to, one (1) or more of the following: open-channel television, closed-circuit television, cable television, low-power television, communication and/or direct broadcast satellite, satellite master antenna system, microwave, videotape, video disc, and telephone line.~~

~~2. Access~~

~~a. Each college, university and area vocational technical school should support a baseline of telecommunications origination capabilities consistent with the Educational User Requirements outlined in the *Plan for Development of a Statewide Telecommunications System*. These capabilities shall complement but not duplicate the configuration of systems and capabilities of the Simplot/Micron Technology Center outlined in 7.c.~~

~~b. The use of the telecommunications system shall be shared among higher education, public education, and professional technical education agencies. The State Department of Education instructional television service in existence at the time these policies are adopted will, where feasible, be continued with existing scheduling priority.~~

~~c. Each educational agency utilizing the telecommunications system shall have access to all components of the system.~~

~~d. Other non-educational state agencies may share the use of the telecommunications system on a cost and time-available basis.~~

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- ~~e. Out of state educational institutions may be allowed access to the telecommunications system for accredited instructional purposes on a cost and time available basis when approved by and in cooperation with the primary emphasis institution under whose role and mission the proposed use would fall.~~
- ~~f. Non-public organizations may be allowed access to the telecommunications system on a cost plus and time available basis.~~
- ~~g. Interstate cooperation in educational telecommunications which results in improved program quality, program delivery, or cost efficiency is encouraged. Participation in the Western States Educational Telecommunications Cooperative is also encouraged.~~

~~3. Priorities~~

- ~~a. Interactive telecommunications shall be given priority above non-interactive uses.~~
- ~~b. Educational uses shall be given priority above administrative uses.~~
- ~~c. Program origination shall be determined by role and mission with primary emphasis institutions responsible for providing or authorizing courses by telecommunications to areas of the state underserved by the emphasis program.~~

~~4. Operations~~

- ~~a. The sponsoring agency shall ensure that faculty and other users of the telecommunications system receive adequate training.~~
- ~~b. Cooperative development of user training utilizing the resources of each agency should be encouraged.~~
- ~~c. Operators of each component of the delivery system under Board control shall maintain the component for all users.~~
- ~~d. Reception sites for instruction delivered via telecommunications (other than reception in homes or on main campuses) must be reported to the Board.~~
- ~~e. An institution will notify the Executive Director prior to conducting an experiment with a new instructional delivery system. An institution must receive Board approval before inaugurating any new instructional delivery system and must demonstrate to the Board's satisfaction that the system is compatible with existing systems and does not duplicate the functions and capabilities available at the Simplot/Micron Technology Center.~~

~~5. Program Delivery~~

- ~~a. Courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must conform to program approval and review policies (Sections III.G. and H.); to institutional role and~~

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~~mission policies (Section III.L.2); to primary service region policies (Section III.L.3); and to quality assurance policies for off campus instruction (Section III.L.6).~~

- ~~b. All courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must meet the same quality standards as required by the Board and the institutions for on-campus courses and programs delivered through traditional means.~~
- ~~c. If an institution other than the State Department of Education proposes to deliver instruction via telecommunications in a service region assigned to another institution, the proposing institution must notify the primary service institution according to procedures outlined in Board approved continuing education/off-campus instruction policies (Section III.L.3.c).~~
- ~~d. Institutional conflicts regarding service region, role and mission, and associated matters related to instruction delivered via telecommunications shall be submitted in writing first to the respective institutional chief academic officers, and secondly, if resolution is not achieved, to the Board's Chief Academic Officer for review and resolution.~~

6. Credit/Registration

- ~~a. All credit courses, except those co-sponsored by the State Department of Education, delivered via telecommunications must be applicable to a campus-based degree or certificate program approved by the Board.~~
- ~~b. Each institution shall determine the credit and requirements for courses delivered by telecommunications to statewide audiences. Such courses shall carry information regarding the institutions which have approved the course for credit, the amount of credit, the requirements, and any restrictions on transfer that may exist.~~
- ~~c. Each institution shall determine whether a course is acceptable as transfer credit in compliance with Board policy on articulation.~~
- ~~d. Non-credit, fee-based short courses and workshops shall generate fees for, and be the responsibility of, the institution originating the workshop. Non-credit activities shall comply with primary emphasis designations and role and mission statements. An institution that receives a request to offer non-credit activities coming within the role and mission of another institution must convey the request to that institution. If the institution under whose role and mission the request comes chooses not to respond, the institution that receives the request may do so.~~
- ~~e. Cooperative development and offering of credit courses by telecommunications between institutions is encouraged. Institutions may mutually agree upon a~~

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~~division of fees and FTE's for such cooperatively developed and delivered courses.~~

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~~7. Governance~~

- ~~a. General governance of the use of the telecommunications system by agencies of the State Board of Education shall include the following duties:~~
 - ~~(1) Upon request, provide advice and consultation to the State Board of Education and the Office of the State Board concerning matters of telecommunications policy and system development.~~
 - ~~(2) Review and approve proposed schedules of course offerings and non-credit workshops to be offered by telecommunications outside of an originating institution's primary service area.~~
 - ~~(3) Coordinate and approve joint acquisitions of technology-based instructional materials, facilities, equipment, and services.~~
 - ~~(4) Provide for ongoing policy development and recommendations affecting telecommunications to the State Board of Education.~~
- ~~b. General governance of the telecommunications system shall be coordinated by a Telecommunications Council, composed of the chief academic officer of the Board and the four year and two year public institutions of higher education, the State Department of Education, the SBOE agency heads, the director of the Simplot/Micron Center, and the director of the Eastern Idaho Technical College. The chair of the Telecommunications Council shall be elected by the Council. The Telecommunications Council shall report to the Academic Affairs and Program Committee.~~
- ~~c. Day-to-day management, operations, and scheduling functions of the telecommunications system shall be the responsibility of the general manager of the Idaho Educational Public Broadcasting System working in conjunction with the network center and other components of the system. The general manager of IEPBS, working in conjunction with the network center, will also provide those non-duplicated system resources such as satellite uplinks, statewide telephone bridge, data network head-end, and similar unique facilities and equipment of the Simplot/Micron Technology Center.~~
- ~~d. Appeals of decisions made by the general manager of the Idaho Educational Public Broadcasting System or the Telecommunications Council shall be made through the Executive Director to the Board.~~

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SUBJECT

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

REFERENCE

| | |
|-----------------|---|
| April 2011 | Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy. |
| June 2011 | Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended. |
| June 19, 2013 | The Board was presented with proposed corrections to institutions' statewide program responsibilities. |
| August 15, 2013 | The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities. |
| December 2013 | The Board approved the second reading of Board Policy III.Z. |
| June 18, 2015 | The Board approved the first reading of Board Policy III.Z. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

BACKGROUND/DISCUSSION

The Board approved the first reading of proposed amendments to Board Policy III.Z at their June meeting. The proposed amendments removed the needs assessment, workforce projections, and anticipated costs for program delivery from the five-year planning process. Proposed changes also included changing the review cycle from a two-year update to an annual update.

Institutions will still develop their plans for programs projected five years out to include program name and degree level; anticipated delivery date; program description; anticipated source of funds; and summary terms of memoranda of

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understanding for proposed new programs in another service region consistent with Board Policy III.Z.

IMPACT

Proposed amendments to Board Policy III.Z will create efficiencies at the institution and Board staff level. These changes will also allow staff to implement changes to the current update of the five-year plan, which is scheduled for presentation to the Board in August.

ATTACHMENTS

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

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no additional changes between the first and second reading of this policy. The Instruction, Research, and Student Affairs committee recommended approval at their July 31, 2015 meeting. Board staff and the Council on Academic Affairs and Programs recommend approval.

BOARD ACTION

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

December 2013 August 2015

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

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

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

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
 - i. For purposes of this Section III.Z.policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. For purposes of this Section III.Z.policy, with respect to professional-technical

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programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

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

c.d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

d.e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii. 1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

e.f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

f.g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

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i. Five-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board ~~every two years~~annually at its August Board meeting.

ii. Institution Plan

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

1) Statewide Programs Institution Plan

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

- ~~• A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.~~
- A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- A description of the Statewide Programs ~~offered, or~~ to be offered, by a Designated or Partnering Institution.
- A summary of the ~~terms of~~ Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the

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educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include ~~at a minimum~~ the following:

- ~~The ongoing and future workforce and educational needs of the region.~~
- A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- A description of proposed programs ~~offered, or~~ to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- A summary of ~~the terms of proposed~~ MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below. ~~If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.~~

3) Institution Plan Updates

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

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination ~~at least sixty (60) days prior to submitting to Board staff~~ annually in April.
- Following review by CAAP, Institution Plans shall be submitted to Board

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staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

- In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board's Chief Academic Officer shall then provide ~~his/her~~ their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. ~~Every two years~~ annually The Board shall approve the Institution Plans annually through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be reviewed for alignment by the Board every two years ~~concurrently with the update to the five-year plan~~.

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

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

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

| Program Name | Degrees |
|------------------------|---------------|
| Audiology | Au.D., Ph.D. |
| Physical Therapy | D.P.T., Ph.D. |
| Occupational Therapy | M.O.T. |
| Pharmaceutical Science | M.S., Ph.D. |

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| Program Name | Degrees |
|------------------------------------|-------------------|
| Pharmacy Practice | Pharm.D. |
| Nursing (Region III shared w/ BSU) | M.S., D.N.P. |
| Nursing | Ph.D. |
| Physician Assistant | M.P.A.S. |
| Speech Pathology | M.S. |
| Deaf Education | M.S. |
| Educational Interpreting | B.S. |
| Health Education | M.H.E. |
| Public Health | M.P.H. |
| Health Physics | B.S., M.S., Ph.D. |
| Dental Hygiene | B.S., M.S. |
| Medical Lab Science | B.S., M.S. |
| Clinical Psychology | Ph.D. |

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

| Program Name | Degrees |
|--|--------------------------|
| Law | J.D. |
| Architecture | B.S. Arch., M. Arch. |
| Integrated Architecture & Design | M.S. |
| Landscape Architecture | B.S.L.A., M.L.A. |
| Interior Design | B.I.D., M.S. |
| Animal & Veterinary Science | B.S.A.V.S. |
| Animal Science | M.S. |
| Veterinary Science | D.V.M. |
| Plant Science | M.S., Ph.D. |
| Agricultural Economics | B.S.Aq.Econ. |
| Applied Economics (Agricultural) | M.S. |
| Food Science | B.S.F.S., M.S., Ph.D. |
| Forest Resources | B.S.For.Res. |
| Renewable Materials | B.S.Renew.Mat. |
| Wildlife Resources | B.S.Wildl.Res. |
| Fishery Resources | B.S.Fish.Res. |
| Natural Resource Conservation | B.S.Nat.Resc.Consv. |
| Rangeland Ecology & Management | B.S.Rangeland.Ecol.Mgmt. |
| Fire Ecology & Management | B.S.Fire.Ecol.Mgt. |
| Natural Resource concentrations in: <ul style="list-style-type: none"> • Forest Resources • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management | M.S., M.N.R., Ph.D. |

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ii. Service Region Program Delivery

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

1) Academic Service Regions

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

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

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

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

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

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

2) Professional Technical Service Regions

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

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

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

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

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

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

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

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional-Technical Education in the case of professional- technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

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

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

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

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

iii. ~~Memorandums~~ Memoranda of Understanding

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

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this

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policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

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

- The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.13) above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

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

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions

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governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

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

vi. Program Transitions

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

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory

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councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

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

4. Oversight and Advisory Councils

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

5. Resolutions

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

6. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

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

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and draw upon the resources of the Designated Institution insomuch as is possible.

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SUBJECT

Direct Admissions Benchmark

REFERENCE

June 2015

The State Board received an overview of the Direct Admissions proposal.

BACKGROUND/DISCUSSION

Direct Admissions is a proposal to develop a statewide system for proactively admitting high school seniors and enrolling them into Idaho public postsecondary institutions to increase education attainment levels among Idaho students.

Using the Statewide Longitudinal Data System, a list of high school seniors meeting a predetermined minimum Grade Point Average (GPA) and/or college entrance exam score will receive a letter from the State Board of Education congratulating them on being conditionally admitted to any of the state's eight (8) public higher education institutions. Full admission will be based on successful completion of high school. Those students not meeting the minimum GPA and college entrance exam criteria will receive a different letter conditionally admitting them to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College and the three (3) community colleges. Students will also be encouraged to look at the admission requirements of the individual four-year institutions to see if there may be an opportunity for admittance. For the 2015-2016 school year the SAT scores will be used.

The Board received a presentation during the June 18 Board meeting outlining the initiative. At that time, the benchmark GPA and SAT criteria had not yet been determined. Board staff has since worked with the Council on Academic Affairs and Programs (CAAP) to develop the following benchmark:

- All students with a GPA of 3.0 or higher will be conditionally admitted to any of the state's eight (8) public higher education institutions, regardless of the SAT score. For students with a GPA below 3.0, admission will be based on a multiple of their GPA and SAT score. Students with a multiple totaling 2835 or greater will be admitted to the state's eight (8) public higher education institutions. An example is as follows:

| GPA | SAT | Multiple |
|-----|------|----------|
| 2.0 | 1418 | 2835 |
| 2.7 | 1050 | 2835 |
| 2.9 | 990 | 2835 |

- Students with a multiple below 2835 will be conditionally admitted to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College and the three (3) community colleges.

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IMPACT

If approved, the Direct Admissions will be implemented in Fall 2015 for college admission during the Fall 2016 semester. Based on the Statewide Longitudinal Data System, 8,720 students meet or exceed the benchmark.

ATTACHMENTS

Attachment 1 - Direct Admissions Matrix

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STAFF COMMENTS AND RECOMMENDATIONS

The benchmark was developed in partnership with the CAAP committee. As such, staff recommends approval.

BOARD ACTION

I move to approve the Direct Admissions benchmark of a GPA of 3.0 or higher or a GPA/SAT multiple of 2835 or higher for conditional admission to the state's eight (8) public higher education institutions, with all other students conditionally admitted to Idaho State University College of Technology and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College, College of Western Idaho, North Idaho College, and College of Southern Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Total Students: 21,313
 Students with SAT: 14,707
 Total Credits: >= 12
 Students with 2835 or GPA >=3: 8,720

Group of 6 Group of 8

| | | SAT Math and Reading | | | | | | | | | | | | | | | |
|-----|------|----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 900 | 920 | 940 | 960 | 980 | 1000 | 1020 | 1040 | 1060 | 1080 | 1100 | 1120 | 1140 | 1160 | 1180 | 1200 |
| GPA | 2.25 | 2,025 | 2,070 | 2,115 | 2,160 | 2,205 | 2,250 | 2,295 | 2,340 | 2,385 | 2,430 | 2,475 | 2,520 | 2,565 | 2,610 | 2,655 | 2,700 |
| | 2.30 | 2,070 | 2,116 | 2,162 | 2,208 | 2,254 | 2,300 | 2,346 | 2,392 | 2,438 | 2,484 | 2,530 | 2,576 | 2,622 | 2,668 | 2,714 | 2,760 |
| | 2.35 | 2,115 | 2,162 | 2,209 | 2,256 | 2,303 | 2,350 | 2,397 | 2,444 | 2,491 | 2,538 | 2,585 | 2,632 | 2,679 | 2,726 | 2,773 | 2,820 |
| | 2.40 | 2,160 | 2,208 | 2,256 | 2,304 | 2,352 | 2,400 | 2,448 | 2,496 | 2,544 | 2,592 | 2,640 | 2,688 | 2,736 | 2,784 | 2,832 | 2,880 |
| | 2.45 | 2,205 | 2,254 | 2,303 | 2,352 | 2,401 | 2,450 | 2,499 | 2,548 | 2,597 | 2,646 | 2,695 | 2,744 | 2,793 | 2,842 | 2,891 | 2,940 |
| | 2.50 | 2,250 | 2,300 | 2,350 | 2,400 | 2,450 | 2,500 | 2,550 | 2,600 | 2,650 | 2,700 | 2,750 | 2,800 | 2,850 | 2,900 | 2,950 | 3,000 |
| | 2.55 | 2,295 | 2,346 | 2,397 | 2,448 | 2,499 | 2,550 | 2,601 | 2,652 | 2,703 | 2,754 | 2,805 | 2,856 | 2,907 | 2,958 | 3,009 | 3,060 |
| | 2.60 | 2,340 | 2,392 | 2,444 | 2,496 | 2,548 | 2,600 | 2,652 | 2,704 | 2,756 | 2,808 | 2,860 | 2,912 | 2,964 | 3,016 | 3,068 | 3,120 |
| | 2.65 | 2,385 | 2,438 | 2,491 | 2,544 | 2,597 | 2,650 | 2,703 | 2,756 | 2,809 | 2,862 | 2,915 | 2,968 | 3,021 | 3,074 | 3,127 | 3,180 |
| | 2.70 | 2,430 | 2,484 | 2,538 | 2,592 | 2,646 | 2,700 | 2,754 | 2,808 | 2,862 | 2,916 | 2,970 | 3,024 | 3,078 | 3,132 | 3,186 | 3,240 |
| | 2.75 | 2,475 | 2,530 | 2,585 | 2,640 | 2,695 | 2,750 | 2,805 | 2,860 | 2,915 | 2,970 | 3,025 | 3,080 | 3,135 | 3,190 | 3,245 | 3,300 |
| | 2.80 | 2,520 | 2,576 | 2,632 | 2,688 | 2,744 | 2,800 | 2,856 | 2,912 | 2,968 | 3,024 | 3,080 | 3,136 | 3,192 | 3,248 | 3,304 | 3,360 |
| | 2.85 | 2,565 | 2,622 | 2,679 | 2,736 | 2,793 | 2,850 | 2,907 | 2,964 | 3,021 | 3,078 | 3,135 | 3,192 | 3,249 | 3,306 | 3,363 | 3,420 |
| | 2.90 | 2,610 | 2,668 | 2,726 | 2,784 | 2,842 | 2,900 | 2,958 | 3,016 | 3,074 | 3,132 | 3,190 | 3,248 | 3,306 | 3,364 | 3,422 | 3,480 |
| | 2.95 | 2,655 | 2,714 | 2,773 | 2,832 | 2,891 | 2,950 | 3,009 | 3,068 | 3,127 | 3,186 | 3,245 | 3,304 | 3,363 | 3,422 | 3,481 | 3,540 |
| | 3.00 | 2,700 | 2,760 | 2,820 | 2,880 | 2,940 | 3,000 | 3,060 | 3,120 | 3,180 | 3,240 | 3,300 | 3,360 | 3,420 | 3,480 | 3,540 | 3,600 |

> 60% 50-60% 40-50% < 40%

| | | SAT Math and Reading | | | | | | | | | | | | | | | |
|-----|------|----------------------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | | 900 | 920 | 940 | 960 | 980 | 1000 | 1020 | 1040 | 1060 | 1080 | 1100 | 1120 | 1140 | 1160 | 1180 | 1200 |
| GPA | 2.25 | 11,089 | 10,888 | 10,684 | 10,478 | 10,253 | 10,025 | 9,779 | 9,591 | 9,378 | 9,195 | 8,940 | 8,718 | 8,472 | 8,257 | 8,032 | 7,816 |
| | 2.30 | 10,888 | 10,682 | 10,464 | 10,240 | 9,993 | 9,759 | 9,564 | 9,341 | 9,140 | 8,895 | 8,659 | 8,425 | 8,198 | 7,976 | 7,729 | 7,536 |
| | 2.35 | 10,684 | 10,464 | 10,235 | 9,980 | 9,743 | 9,545 | 9,317 | 9,115 | 8,861 | 8,623 | 8,368 | 8,160 | 7,924 | 7,679 | 7,475 | 7,247 |
| | 2.40 | 10,478 | 10,240 | 9,980 | 9,734 | 9,537 | 9,308 | 9,098 | 8,832 | 8,596 | 8,340 | 8,113 | 7,878 | 7,631 | 7,415 | 7,173 | 6,966 |
| | 2.45 | 10,253 | 9,993 | 9,743 | 9,537 | 9,299 | 9,092 | 8,818 | 8,564 | 8,316 | 8,078 | 7,841 | 7,607 | 7,367 | 7,127 | 6,916 | 6,705 |
| | 2.50 | 10,025 | 9,759 | 9,545 | 9,308 | 9,092 | 8,817 | 8,547 | 8,309 | 8,054 | 7,816 | 7,585 | 7,346 | 7,088 | 6,882 | 6,662 | 6,415 |
| | 2.55 | 9,779 | 9,564 | 9,317 | 9,098 | 8,818 | 8,547 | 8,301 | 8,038 | 7,782 | 7,567 | 7,328 | 7,052 | 6,846 | 6,634 | 6,348 | 6,117 |
| | 2.60 | 9,591 | 9,341 | 9,115 | 8,832 | 8,564 | 8,309 | 8,038 | 7,775 | 7,556 | 7,315 | 7,038 | 6,821 | 6,598 | 6,326 | 6,069 | 5,833 |
| | 2.65 | 9,378 | 9,140 | 8,861 | 8,596 | 8,316 | 8,054 | 7,782 | 7,556 | 7,310 | 7,033 | 6,807 | 6,579 | 6,311 | 6,054 | 5,797 | 5,593 |
| | 2.70 | 9,195 | 8,895 | 8,623 | 8,340 | 8,078 | 7,816 | 7,567 | 7,315 | 7,033 | 6,804 | 6,570 | 6,295 | 6,033 | 5,780 | 5,541 | 5,294 |
| | 2.75 | 8,940 | 8,659 | 8,368 | 8,113 | 7,841 | 7,585 | 7,328 | 7,038 | 6,807 | 6,570 | 6,290 | 6,028 | 5,765 | 5,520 | 5,261 | 5,014 |
| | 2.80 | 8,718 | 8,425 | 8,160 | 7,878 | 7,607 | 7,346 | 7,052 | 6,821 | 6,579 | 6,295 | 6,028 | 5,759 | 5,512 | 5,250 | 4,989 | 4,779 |
| | 2.85 | 8,472 | 8,198 | 7,924 | 7,631 | 7,367 | 7,088 | 6,846 | 6,598 | 6,311 | 6,033 | 5,765 | 5,512 | 5,246 | 4,983 | 4,758 | 4,509 |
| | 2.90 | 8,257 | 7,976 | 7,679 | 7,415 | 7,127 | 6,882 | 6,634 | 6,326 | 6,054 | 5,780 | 5,520 | 5,250 | 4,983 | 4,757 | 4,492 | 4,262 |
| | 2.95 | 8,032 | 7,729 | 7,475 | 7,173 | 6,916 | 6,662 | 6,348 | 6,069 | 5,797 | 5,541 | 5,261 | 4,989 | 4,758 | 4,492 | 4,255 | 4,041 |
| | 3.00 | 7,816 | 7,536 | 7,247 | 6,966 | 6,705 | 6,415 | 6,117 | 5,833 | 5,593 | 5,294 | 5,014 | 4,779 | 4,509 | 4,262 | 4,041 | 3,839 |

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 13, 2015

BOISE STATE UNIVERSITY

SUBJECT

Online, Master of Social Work Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.; V.R.3.2X online program fee.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new online Master of Social Work (MSW) Program. Students in the program will learn clinical, organizational, policy, and administrative skills necessary to effectively serve individuals, families, groups, organizations, and communities.

One in five counties in the United States has an unmet mental health workforce need. Master's-level social workers qualify as mental health providers and can effectively meet the needs of vulnerable populations. According to the Health Resources and Services Administration of the U.S. Department of Health and Human Services, Idaho has 58 geographic areas designated as "Health Professional Shortage Areas" in the discipline of mental health. Many of those Health Professional Shortage Areas are in rural Idaho. Training students in rural areas to become master's-level social workers will help meet the need for social services necessary to adequately support youth and families.

There is substantial present and future workforce need for social workers. The U.S. Department of Labor, Bureau of Labor Statistics stated that *"Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty."* Projected annual job openings for social workers are 54 locally, 110 statewide, and 24,280 nationally. The estimated number of social workers holding bachelor's degrees and therefore potentially pursuing master's level education are 533 locally, 1,126 statewide, and 254,459 nationally.

The program has been designed to offer students substantial flexibility in their pursuit of a MSW degree.

1. Students able to pursue a face-to-face program will continue to be able to do so in our existing MSW programs in Boise, Coeur d'Alene, Lewiston, and Twin Falls. The proposed online program will provide an alternative for those who find traditional face-to-face programs less feasible due to proximity or demands such as work or caring for family members.
2. Those students who enter the program with a bachelor's degree in social work from an accredited program will be able to pursue the advanced

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standing program and earn the MSW with 34 or 37 credits. Students with any other bachelor's degree would need to take the full program, which requires 61 or 62 credits.

3. The program will not be cohort-based; instead students can be admitted and begin coursework three times over the academic year (once in the fall, spring and summer). In addition, students will be able to take more or fewer courses at a time depending on their schedules.

Boise State University has a long history of offering social work education to the state of Idaho: the BA in Social Work was established in 1966 and has been continuously accredited by the Council on Social Work Education since 1974. In 1991, BSU began offering its Master of Social Work degree. The program has been accredited since 1992 and is the only accredited master's program in social work at a public university in Idaho.

Field work is a necessary component of all accredited programs. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. The Field Director and Field Liaisons will help students develop field placements in the students' own communities. Once those are established, the Field Liaison will continue to monitor the students' progress via telephone, email, and skype. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

Field work is a necessary component of all accredited programs. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. A Field Director (faculty or professional staff person) will work with agencies to set up field placements, coordinate agreements, match students with agency sites, identify agency representatives to serve as on-site supervisors, and train field instructors. Field Liaisons (faculty members) will be hired to teach field seminar courses that are paired with the field practicum. They will be responsible for making visits to the agencies, grading students, and integrating the learning outcomes for students. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting BSU in identifying programs appropriate to offer in an online format. Of the programs evaluated by Everspring, Inc., the proposed Master of Social Work (MSW) program ranked highest among all graduate level options, 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 could reach 400 students by the fifth year of the program.

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IMPACT

The program will not be a self-support program, but instead will operate under the guidelines of Board Policy V.R as it pertains to online programs. Students will be charged \$450 per credit or \$27,450 for the entire 61 credit two-year program or \$16,650 for the entire 37-credit advanced standing program.

ATTACHMENTS

Attachment 1 – Master of Social Work Program Proposal

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will be accessible to students for whom a face-to-face program is not feasible. The likely result will be an increase in the number of master's-level social workers helping to serve the mental health needs in rural Idaho. There is sufficient workforce need to justify the proposed program.

The program fee will be established pursuant to Board Policy V.R.3.2.X as it pertains to online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions. BSU will charge \$450 per credit for the program.

Consistent with Board Policy III.Z, the Master of Social Work (MSW) is a shared statewide program responsibility with Idaho State University (ISU) for Regions V and VI. The proposed MSW aligns with BSU's Statewide Program Responsibilities and currently offers their existing MSW program in Regions I, II, III, and IV. Staff notes that ISU is proposing an MSW for Region V for 2017-18 academic year. The following represents Social Work programs being offered by institutions:

| Institution | Program Title | CIP Code | Degree Level | Location(s) | Regional/ Statewide | Method of Delivery |
|--------------------|----------------------|-----------------|---------------------|---------------------------|----------------------------|---|
| BSU | Social Work | 44.0701 | B.A. | Boise | Regional | Traditional |
| BSU | Social Work | 44.0701 | B.A. | Twin Falls | Regional | Traditional |
| BSU | Social Work | 44.0701 | M.S.W. | Boise | Statewide | Traditional |
| BSU | Social Work | 44.0701 | M.S.W. | Lewiston Coeur d'Alene | Statewide | Traditional |
| BSU | Social Work | 44.0701 | M.S.W. | Twin Falls | Statewide | Traditional |
| ISU | Social Work | 44.0701 | BA | ISU Campus | Regional | Hybrid |
| LCSC | Social Work | 44.0701 | BA, BS | Lewiston Coeur d'Alene | Regional | Traditional |
| CWI | Social Work | 44.0701 | AA | Boise/Nampa | Regional | Traditional |
| CSI | Social Work | 45.0101 | AA | Twin Falls | Regional | Traditional with some portion avail online |
| NIC | Social Work | 44.0701 | A.S. | Coeur d'Alene | Regional | Traditional, Web Enhanced, Online, Hybrid |
| NIC | Social Work | 44.0701 | A.A. | Coeur d'Alene | Regional | Traditional, Web Enhanced, Online, Hybrid |

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The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on June 9, 2015.

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 program that will award a Master of Social Work degree.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. 15-001

Idaho State Board of Education
Proposal for Graduate and Doctoral Degree Program

| | |
|---------------------------------------|----------------------------|
| Date of Proposal Submission: | <u>June 19, 2015</u> |
| Institution Submitting Proposal: | Boise State University |
| Name of College, School, or Division: | College of Health Sciences |
| Name of Department(s) or Area(s): | School of Social Work |

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

| | |
|----------------------------------|--|
| Title: | Master of Social Work |
| Degree: | Master of Social Work (MSW) |
| Method of Delivery: | Online |
| CIP code (consult IR /Registrar) | 44.0701 |
| Proposed Starting Date: | Spring 2016 |
| Indicate if the program is: | <input checked="" type="checkbox"/> Regional Responsibility <input checked="" type="checkbox"/> Statewide Responsibility |

Indicate whether this request is either of the following:

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

[Signature] 6/3/15
College Dean (Institution) Date

John R. Polton 6/2/2015
Graduate Dean (as applicable) Date

[Signature] 6/18/2015
Chief Fiscal Officer (Institution) Date

[Signature] 6/11/15
Chief Academic Officer (Institution) Date

Robert W. [Signature] 6/18/15
President Date

Vice President for Research (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

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Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program 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 creation of a new online Master of Social Work (MSW) Program to complement the existing face-to-face MSW programs in Boise, Coeur d'Alene, Lewiston, and Twin Falls. Boise State has a long history of offering social work education to the state of Idaho: the BA in Social Work (BSW) was one of the first four-year degree professional programs established by the University in 1966 and has been continuously accredited by the Council on Social Work Education (CSWE) since 1974. In 1991, the University began offering a MSW degree. The MSW program was accredited by CSWE in 1992 and has been reaffirmed for accreditation through 2018. Boise State University is the only public university in Idaho with an accredited MSW program.

One in five counties in the United States has an unmet mental health workforce need. Master's-level social workers can effectively meet the needs of vulnerable populations, and qualify as mental health providers. According to the Health Resources and Services Administration of the US Department of Health and Human Services, Idaho has 58 geographic areas designated as "Health Professional Shortage Areas" in the discipline of mental health. Many of those Health Professional Shortage Areas are in rural Idaho; therefore, training students in rural areas to become master's-level social workers will help meet the need for social services necessary to adequately support youth and families.

The creation of an online MSW program will provide access to this education and training for those who find traditional face-to-face programs less feasible due to proximity or demands such as work or caring for family members. In recent years, students have driven up to three hours in order to participate in Boise State's MSW degree programs (for example, Kaysville, UT to Twin Falls, ID).

- 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 MSW program prepares students to effectively serve individuals, families, groups, organizations, and communities. Students learn clinical, organizational, policy, and administrative skills necessary for promoting social and economic justice. Program goals are to educate students for culturally-sensitive practice founded on empirical evidence and strengths, diversity, and practice theories.

The Program Learning Objectives of the Master of Social Work program are as follows:

1. Prepare students to be knowledgeable about a range of social systems and how they affect social functioning
2. Prepare students to use research to inform professional practice
3. Prepare students to continue the process of learning and skills development throughout their careers
4. Prepare students for ethical practice that promotes equality and social justice, and
5. Prepare students for agency based practice to meet the social service needs of the State of Idaho.

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- 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.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, DC), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

Specialized Accreditation: The program is accredited by the Council on Social Work Education (CSWE) and will adhere to the Council's Educational Policy and Accreditation Standards (EPAS). EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Program Development Support: The online MSW program is one of several that are being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes professionally created common template aligned with nationally used Quality Matters course design standards.

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 process, the university will confirm required official transcripts and other documentation required for admission into the program.
- 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

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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.*

No new courses will be created. The proposed online Master of Social Work will have the same curriculum as the current face-to-face program. The curriculum can be found in Appendix 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?*

The program has been designed with the goal of offering students substantial flexibility in their education. We will offer both a full program and an advanced standing program. Students with a BSW from an accredited program are eligible for the advanced standing program and can earn the MSW with 37 credits. Students with any other bachelor's degree are eligible to apply for the full program which requires 61 credits. The program will not be cohort-based, rather students can be admitted and begin coursework three times over academic year (once in the fall, spring and summer). Once admitted, students can take more or fewer courses at a time depending on their schedules. All courses will be taught in seven-week periods, with two sets of seven week courses offered each semester. Courses will have up to 25 students in each section.

Curriculum is organized in the following categories; social work practice, human behavior in the social environment, research, policy and electives that allow students to tailor their education to their area of interest. Examples of electives include school social work, child welfare, aging, and medical social work.

Field work is the most unique of the MSW program requirements. According to CSWE, our accrediting body, all MSW students must participate in field practicum internships. Students work in the field practicum for 400 hours in their first year, and 600 hours during the second year of the program. The Field Director and Field Liaisons will help students develop field placements in their own communities. Once those are established, the Field Liaison will continue to monitor the students' progress via telephone, email, and skype. Communicating regularly with the student and field supervisor in the agency where the practicum is being completed is a critical component of the program.

2-Year Program

| | |
|--|-----------|
| Credit hours required: | 57 |
| Credit hours required in support courses: | |
| Credit hours in required electives: | 4 |
| Credit hours for thesis or dissertation: | |
| Total credit hours required for completion: | 61 |

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Advanced Standing Program

| | |
|--|-----------|
| Credit hours required: | 33 |
| Credit hours required in support courses: | |
| Credit hours in required electives: | 4 |
| Credit hours for thesis or dissertation: | |
| Total credit hours required for completion: | 37 |

- 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.***

None

- 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.***

No other public Idaho universities offer a Master of Social Work Program. Northwest Nazarene University offers a face-to-face Master of Social Work, but not an online degree.

Colorado State University, Portland State University, and Our Lady of the Lake University (San Antonio, TX) are three western institutions that offer an online or hybrid MSW degree. Boise State's proposed online MSW will capitalize on the university's brand recognition, the School of Social Work's positive reputation in the field of social work, and a lower price point to be competitive with western institutions and an attractive educational opportunity for Idahoans.

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

| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
|-------------------------------------|---------|--|---|
| BSU Master of Social Work | Masters | Mental Health Medical/Public Health Child Welfare Substance Abuse | General social work degree focused on clinical and direct practice with clients |
| ISU | | | |
| LCSC | | | |
| UI | | | |

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

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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, web pages 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 times prospective students viewed the web page 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 programs evaluated by Everspring, Inc., the proposed Master of Social Work (MSW) program ranked highest among all graduate level options, 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 could reach 400 students by the fifth 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 projected number of graduates and graduation rates.

Note that Everspring's market assessment was focused on the two year program; therefore, projections for enrollment and number graduates are based solely on enrollments in and graduates from the two year program.

| Institution | Relevant Enrollment Data | | | Number of Graduates | | |
|---|--------------------------|-----------------------------------|-----------------------------------|----------------------|---------------------------------|---------------------------------|
| | Current (Fall 2014) | Year 1 Previous (Fall 2013) | Year 2 Previous (Fall 2012) | Current (2014-15) | Year 1 Previous (2013-14) | Year 2 Previous (2012-13) |
| BSU | | | | | | |
| Existing face to face programs: | | | | | | |
| Boise | 75 | 64 | 69 | 39 | 32 | 41 |
| Remote site (North Idaho - Coeur d'Alene and Lewiston) | 83 | 53 | 94 | 43 | 29 | 43 |
| Remote site (Central Idaho - Twin Falls) | 32 | 30 | 29 | 20 | 12 | 43 |
| BSU: Proposed Program | Year 1: 30 | Year 2: 131 | Year 3: 239 | Year 1: 0 | Year 2: 24 | Year 3: 160 |
| ISU | | | | | | |
| LCSC | | | | | | |
| UI | | | | | | |

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

Because Boise State University will continue to offer an in-person at Boise State's main campus and at regional sites in Coeur d'Alene, Lewiston, and Twin Falls, there will be some existing students who

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will decide to enroll in the online program because of course scheduling flexibility. We estimate 10-15% of current students may choose the online program. Overall, the number of students enrolled in and graduating from Boise State with MSW will increase as we open to a regional and national market.

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

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

The following tables depict workforce needs in two ways. The first table shows information traditionally included in proposals, and simply shows the projected job openings per year for social workers. The second table shows the pool of existing social workers (that is, those with bachelor's degrees) who would potentially want to seek a master's degree so as to advance professionally.

| Projected Job Openings for Social Workers | | | |
|---|--------|--------|--------|
| | Year 1 | Year 2 | Year 3 |
| Local (Southwest Region) | 54 | 54 | 54 |
| State | 110 | 110 | 110 |
| Nation | 24,280 | 24,280 | 24,280 |

| Estimated Number of Social Workers Holding Bachelor's Degrees and Therefore Potentially Pursuing Master's Level Education: in 2012 (calculated as 41.9% of 2012 base employment) | |
|--|---------|
| Local (Southwest Region) | 533 |
| State | 1,126 |
| Nation | 254,459 |

- 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**.

Projection of the number of national openings for social workers was pulled from US DOL data as shown in the table immediately below. The number of job openings due to growth and replacements 2012-2022 was divided by 10 to calculate the number of openings per year.

Projections of the numbers of state and regional openings for social workers were pulled from Idaho DOL data as shown in the second table below. Number of annual openings due to growth and number of annual openings due to replacement were summed to produce a projection of total annual openings. Openings across the four subcategories of social worker were summed to produce a total openings for all types of social workers.

Estimates for the total number of social workers holding bachelor's degrees, and therefore potential

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students in the program, were calculated using the base number employed in 2012 as social workers multiplied by the percentage of social workers that hold bachelor's degrees (41.9%; see third table below).

The following quote from the United States Department of Labor, Bureau of Labor Statistics provides additional detail and context:

"Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty. Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Employment of healthcare social workers is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. Employment of mental health and substance abuse social workers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations." See: <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>

| Federal DOL data: 2012 National Employment Matrix title and code | | Employment | | Job openings due to growth and replacements, 2012-22 (in thousand) |
|--|---------|-----------------------|-------|--|
| | | Number (in thousands) | | |
| | | 2012 | 2022 | |
| Social workers | 21-1020 | 607.3 | 721.5 | 242.8 |

| Idaho State Department of Labor Data: 2012-2022 | | | | | | |
|---|--|-----------------|-------------------------------|------------------------------------|-----------------------|-----------------|
| SOC Code | SOC Title | Base Employment | Annual Openings due to Growth | Annual Openings due to Replacement | Total Annual Openings | Projection Area |
| 21-1021 | Child, Family, and School Social Workers | 1252 | 18 | 26 | 44 | Idaho |
| 21-1022 | Healthcare Social Workers | 610 | 18 | 13 | 31 | Idaho |
| 21-1023 | Mental Health and Substance Abuse Social Workers | 730 | 17 | 16 | 33 | Idaho |
| 21-1029 | Social Workers, All Other | 95 | 0 | 2 | 2 | Idaho |
| | Totals | 2687 | | | 110 | |
| | | | | | | |
| 21-1021 | Child, Family, and School Social Workers | 590 | 11 | 12 | 23 | Southwestern |
| 21-1022 | Healthcare Social Workers | 271 | 7 | 6 | 13 | Southwestern |
| 21-1023 | Mental Health and Substance Abuse Social Workers | 361 | 9 | 8 | 17 | Southwestern |
| 21-1029 | Social Workers, All Other | 51 | 0 | 1 | 1 | Southwestern |
| | Totals | 1273 | | | 54 | |

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| Federal DOL Table 1.11 Educational attainment for workers 25 years and older by detailed occupation, 2010-11 | | | | | | | | |
|---|---------|--------------------------------------|--|--------------------------------|---------------------------|--------------------------|------------------------|--|
| 2012 National Employment Matrix title and code | | Less than high school diploma | High school diploma or equivalent | Some college, no degree | Associate's degree | Bachelor's degree | Master's degree | Doctoral or professional degree |
| Child, family, and school social workers | 21-1021 | 0.8 | 5.4 | 10.0 | 6.0 | 41.9 | 34.0 | 1.9 |
| Healthcare social workers | 21-1022 | 0.8 | 5.4 | 10.0 | 6.0 | 41.9 | 34.0 | 1.9 |
| Mental health and substance abuse social workers | 21-1023 | 0.8 | 5.4 | 10.0 | 6.0 | 41.9 | 34.0 | 1.9 |
| Social workers, all other | 21-1029 | 0.8 | 5.4 | 10.0 | 6.0 | 41.9 | 34.0 | 1.9 |

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

One in five counties in the United States has an unmet mental health workforce need that can be filled by MSWs (Hoge, Stuart, Morris, Flaherty, Paris, & Goplerud, 2013). With the affordable care act's provisions to increase the social work workforce by offering training grants and loan repayment, we can anticipate future student demand for the MSW degree (Hoge, et al., 2013).

Over the past 10 years, there have been ample studies conducted in the State of Idaho that indicate there is a crisis in the area of mental health. A large gap identified by the State of Idaho Department of Health and Welfare provides additional support for the need to increase prevention training and training on evidence-based community approaches across the spectrum of behavioral health. More masters-level social workers would be well positioned to meet these needs.

- 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.*

The program will utilize the Boise State Blackboard course management software for delivery of all programmatic courses. Program faculty will be working with the Boise State eCampus Center 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 Matters" recommendations for online adult learners.

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

The Boise State University online MSW will allow the adult learners in the areas of social work, psychology, allied health, and sociology to obtain a graduate level degree in order to improve their

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current skills, get a promotion, or facilitate a career change. The Goals of the Master's Degree Program at Boise State University are:

1. Provision of an education program that prepares graduate students for advanced direct practice utilizing a strengths perspective.
2. Provision of an education program that prepares graduate students for culturally sensitive practice with individuals, families, groups, households and communities.
3. Support faculty, staff, and student diversity.
4. Make agency-based practice the major focus of the program to meet the needs of the State of Idaho.
5. Support faculty involvement in research and demonstration projects.
6. An emphasis on social work practice that is based on the values and ethics that guide the social work profession.

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. [An online program such as this provides increased access for all Idahoans to key graduate programs, especially to those in rural areas].

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [Ready access increased the probability that Idahoans will be able to participate in the educational system]

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system. [An online program is especially important for working Idahoans, and will facilitate options for reintegration into the educational system.]

The highlighted portions of Boise State University's mission statement and Core Theme Two are especially relevant to the proposed 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 Two: Graduate Education. **Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.**

14. Describe how this request fits with the institution's vision and/or strategic plan. This question

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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 | Boise State's online program development process incorporates a facilitated 10-step program design process to create a cohesive progression for students throughout the program, aligning course and program outcomes, a multi-expert development team to support the faculty, one online master version of each course for a consistent look and feel of courses across the program, nationally used Quality Matters course design standards, accessibility protocols, student authentication, copyright compliance, and federal/state regulations compliance. |
| Goal 4: Align university program and activities with community needs | Idaho is a largely rural state lacking social services within communities to adequately support vulnerable youth and families. Training students in rural areas to become master level social workers will have a positive impact in those communities as currently there is a shortage of qualified professionals to meet the demand |

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

Yes X No

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

The proposed program is on the five year plan submitted in April, 2015. It is not on the previous 5 year plan; subsequent to submission of that plan, our eCampus initiative 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 5-year planning cycle. There is, however, substantial need for mental health workers in rural Idaho.

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).

1. Our community partners have committed to refer their staff in need of advanced degrees to our program. We will work with their education departments to assure that written materials and face-to-face time with potential students are available.
2. Boise State and the School of Social Work will continue to use multiple methods of marketing strategies such as printed and web based materials, career fairs, and advising students from within the institution.
3. Faculty members and recruiters knowledgeable about the program will visit regional institutions that offer BSW program to describe and distribute materials related to the MSW program.
4. The School of Social Work has received multiple inquiries about the opening of this program and we will use this database to contact potential students.
5. Recent graduates of our current master's program will be contacted and sent materials related to

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the program.

6. Other possibilities include but are not limited to (considering budgetary limitations):
 - a. Advertisements in regional journals and newsletters.
 - b. Regional press releases to announce the opening of the program.

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**.

Not applicable

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 five fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second, third, fourth and fifth 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).

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| I. PLANNED STUDENT ENROLLMENT | | | | | | | | | | | | | | |
|--|--|--|----------|-----------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|------------------|-------------|
| | | | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | | FY 2020 | | Cumulative Total | |
| | | | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | | 6.1 | 25 | 76.1 | 116 | 165.5 | 219 | 195.4 | 292 | 238.5 | 362 | 681.7 | 1014 |
| B. Shifting enrollments | | | 1 | 5 | 10 | 15 | 15 | 20 | 13 | 20 | 13 | 20 | 53 | 80 |
| | | | | | | | | | | | | | | |
| II. REVENUE | | | | | | | | | | | | | | |
| | | | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | | FY 2020 | | Cumulative Total | |
| | | | On-going | One-time | 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 | \$0 | \$0 |
| 2. Appropriated (New) | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Federal | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Tuition | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5. Student Fees | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. Self-Support Revenue | | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Appropriated (New Funding Model) | | | \$0 | \$101,250 | \$0 | \$1,160,550 | \$0 | \$2,438,550 | \$0 | \$2,818,800 | \$0 | \$3,397,500 | \$0 | \$9,916,650 |
| Total Revenue | | | \$0 | \$101,250 | \$0 | \$1,160,550 | \$0 | \$2,438,550 | \$0 | \$2,818,800 | \$0 | \$3,397,500 | \$0 | \$9,916,650 |
| | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | |

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| III. EXPENDITURES | | | | | | | | | | | | | |
|--|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------------|----------|-------------|
| | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | | FY 2020 | | Cumulative Total | | |
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time | |
| A. Personnel Costs | | | | | | | | | | | | | |
| 1. FTE | 0.0 | 3.2 | 0.0 | 8.3 | 0.0 | 11.6 | 0.0 | 13.8 | 0.0 | 17.0 | 0.0 | | 53.8 |
| 2. Faculty | \$0 | \$27,449 | \$0 | \$117,466 | \$0 | \$120,829 | \$0 | \$100,050 | \$0 | \$100,050 | \$0 | | \$465,843 |
| 3. Administrators | \$0 | \$64,000 | \$0 | \$64,000 | \$0 | \$64,000 | \$0 | \$74,021 | \$0 | \$74,021 | \$0 | | \$340,042 |
| 4. Adjunct Faculty | \$0 | \$0 | \$0 | \$49,589 | \$0 | \$124,524 | \$0 | \$158,685 | \$0 | \$203,866 | \$0 | | \$536,664 |
| 5. Instructional Assistants | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | \$0 |
| 6. Research Personnel | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | \$0 |
| 7. Support Personnel | \$0 | \$67,133 | \$0 | \$149,533 | \$0 | \$198,200 | \$0 | \$253,200 | \$0 | \$336,600 | \$0 | | \$1,004,666 |
| 8. Fringe Benefits | \$0 | \$69,138 | \$0 | \$150,677 | \$0 | \$181,138 | \$0 | \$203,225 | \$0 | \$245,559 | \$0 | | \$849,737 |
| 9. Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | | \$0 |
| Total FTE Personnel and Costs | \$0 | \$227,720 | \$0 | \$531,265 | \$0 | \$688,690 | \$0 | \$789,181 | \$0 | \$960,097 | \$0 | | \$3,196,953 |

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| | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | | FY 2020 | | Cumulative Total | |
|--|----------|----------|----------|-----------|----------|-------------|----------|-------------|----------|-------------|------------------|-------------|
| | On-going | One-time | 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 | \$0 | \$0 | \$13,320 | \$0 | \$23,310 | \$0 | \$33,300 | \$0 | \$43,290 | \$0 | \$113,220 |
| 2. Professional Services-42% of revenue | \$0 | \$42,525 | \$0 | \$487,431 | \$0 | \$1,024,191 | \$0 | \$1,183,896 | \$0 | \$1,426,950 | \$0 | \$4,164,993 |
| 3. Other Services | \$0 | \$1,500 | \$0 | \$1,500 | \$0 | \$1,500 | \$0 | \$1,500 | \$0 | \$1,500 | \$0 | \$7,500 |
| 4. Communications | \$0 | \$1,100 | \$0 | \$1,283 | \$0 | \$2,567 | \$0 | \$3,667 | \$0 | \$4,767 | \$0 | \$13,383 |
| 5. Utilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. Materials and Supplies | \$0 | \$7,000 | \$0 | \$9,517 | \$0 | \$16,333 | \$0 | \$23,333 | \$0 | \$30,333 | \$0 | \$86,517 |
| 7. Rentals | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 8. Repairs & Maintenance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 9. Materials & Goods for Manufacture & Resale | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 10. Miscellaneous: Hardware, Software, Equipment | \$0 | \$0 | \$0 | \$12,000 | \$0 | \$21,000 | \$0 | \$30,000 | \$0 | \$39,000 | \$0 | \$102,000 |
| Total Operating Expenditures | \$0 | \$52,125 | \$0 | \$525,051 | \$0 | \$1,088,901 | \$0 | \$1,275,696 | \$0 | \$1,545,840 | \$0 | \$4,487,613 |

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| | FY 2016 | | FY 2017 | | FY 2018 | | FY 2019 | | FY 2020 | | Cumulative Total | |
|---|----------|------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|------------------|-------------|
| | On-going | One-time | 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 | \$0 | \$0 |
| 2. Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Capital Outlay | \$0 | \$0 | \$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 | \$0 | \$0 |
| E. Indirect Costs (overhead) | | | | | | | | | | | | |
| 1. Boise State Central | \$0 | \$8,505 | \$0 | \$97,486 | \$0 | \$204,838 | \$0 | \$236,779 | \$0 | \$285,390 | \$0 | \$832,999 |
| 2. Boise State eCampus Center | \$0 | \$8,100 | \$0 | \$92,844 | \$0 | \$195,084 | \$0 | \$225,504 | \$0 | \$271,800 | \$0 | \$793,332 |
| Fund | \$0 | \$3,645 | \$0 | \$41,780 | \$0 | \$87,788 | \$0 | \$101,477 | \$0 | \$122,310 | \$0 | \$356,999 |
| 4. Credit card fees - 1% of revenue | \$0 | \$385 | \$0 | \$4,410 | \$0 | \$9,266 | \$0 | \$10,711 | \$0 | \$12,911 | \$0 | \$37,683 |
| Total Indirect Costs | \$0 | \$20,635 | \$0 | \$236,520 | \$0 | \$496,976 | \$0 | \$574,471 | \$0 | \$692,411 | \$0 | \$2,021,013 |
| TOTAL EXPENDITURES: | \$0 | \$300,480 | \$0 | \$1,292,836 | \$0 | \$2,274,567 | \$0 | \$2,639,349 | \$0 | \$3,198,347 | \$0 | \$9,705,579 |
| Net Income (Deficit) | \$0 | -\$199,230 | \$0 | -\$132,286 | \$0 | \$163,983 | \$0 | \$179,451 | \$0 | \$199,153 | \$0 | \$211,071 |
| Budget Notes: | | | | | | | | | | | | |
| I.A.&B.: Enrollment headcount is counted as the total unduplicated headcount of students participating in one or more sessions during the fiscal year. | | | | | | | | | | | | |
| I.A.&B.: Student FTE calculated as credits per year divided by 30, which is the expected average load of students in the program. | | | | | | | | | | | | |
| III.A.2: Faculty FTE: Professor, Lecturer and Adjunct FTEs calculated using (Credit hour load)/30 | | | | | | | | | | | | |
| III.A.3: Administrators: 1.00 FTE Program Coordinator, .15 FTE Department Chair, .15 Graduate Coordinator by year 2 | | | | | | | | | | | | |
| III.A.7: Support Personnel: Faculty Course Support, Field Work Coordinators (1 per 100 students), Academic Advisors (1 per 200 students), Instructor Coordinator, Administrative Assistant II | | | | | | | | | | | | |
| III.A.8: Benefits calculated at faculty/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 or with a contracted partner | | | | | | | | | | | | |
| III.B.3: Other Services: State authorization processing fees paid to states | | | | | | | | | | | | |
| III.B.4: Communications: Promotion and publicity expenses | | | | | | | | | | | | |
| III.B.6: Materials & Supplies: Office supplies and materials | | | | | | | | | | | | |
| III.B.10: Miscellaneous: Computer hardware | | | | | | | | | | | | |
| III.E.1: Boise State Central (8.4% of revenue): Funds to central administration | | | | | | | | | | | | |
| III.E.2: Boise State eCampus Center (8.0% of revenue): Provide funding for initiative management, online course/program development and other support services | | | | | | | | | | | | |
| III.E.3: Boise State Online Innovation Fund (3.6% of revenue): Seed funding for academic programs, initiative infrastructure, and eventually innovation grants | | | | | | | | | | | | |
| III.E.4: Credit card fees: 1% of revenue | | | | | | | | | | | | |

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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 Assignment to this Program | Projected Student Credit Hours | FTE Students |
| Multiple TBD current associate/assistant professors and lecturers to be hired. | \$27,449 | 0.50 | 225 | 7.4 |
| FY 2017 | | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
| Multiple TBD current associate/assistant professors and lecturers to be hired. | \$168,966 | 3.97 | 2,579 | 86.0 |
| FY 2018 | | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
| Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired. | \$245,352 | 6.60 | 5,419 | 180.6 |
| FY 2019 | | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
| Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired. | \$258,735 | 7.30 | 6,264 | 208.8 |
| FY 2020 | | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Projected Student Credit Hours | FTE Students |
| Multiple TBD current associate/assistant professors, lecturers and adjuncts to be hired. | \$303,916 | 8.67 | 7,550 | 251.7 |
| 5 Year Total | \$986,767 | 27.03 | 22,037 | 734 |

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

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the

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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 |
| Program Coordinator | \$64,000 | 1.00 | \$64,000 |
| Field Work Coordinator | \$55,000 | 0.33 | \$18,333 |
| Academic Advisor | \$39,200 | 0.66 | \$26,133 |
| Administrative Assistant II | \$34,000 | 0.66 | \$22,667 |
| Total | \$192,200 | 2.65 | \$131,131 |
| FY 2017 | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Value of FTE Effort to this Program |
| Program Coordinator | \$64,000 | 1.00 | \$64,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 0.33 | \$18,333 |
| Academic Advisor | \$39,200 | 1.00 | \$39,200 |
| Administrative Assistant II | \$34,000 | 1.00 | \$34,000 |
| Faculty Course Support | \$3,000 | 0.00 | \$3,000 |
| Total | \$250,200 | 4.33 | \$213,533 |
| FY 2018 | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Value of FTE Effort to this Program |
| Program Coordinator | \$64,000 | 1.00 | \$64,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Academic Advisor | \$39,200 | 1.00 | \$39,200 |
| Administrative Assistant II | \$34,000 | 1.00 | \$34,000 |
| Faculty Course Support | \$15,000 | 0.00 | \$15,000 |
| Total | \$262,200 | 5.00 | \$262,200 |
| FY 2019 | | | |
| Name, Position & Rank | Annual Salary Rate | FTE Assignment to this Program | Value of FTE Effort to this Program |
| Department Chair | \$120,000 | 0.05 | \$6,000 |
| Graduate Coordinator | \$80,422 | 0.05 | \$4,021 |
| Program Coordinator | \$64,000 | 1.00 | \$64,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 0.33 | \$18,333 |
| Academic Advisor | \$39,200 | 1.00 | \$39,200 |
| Academic Advisor | \$39,200 | 0.33 | \$13,067 |
| Instructor Coordinator | \$39,200 | 0.50 | \$19,600 |
| Administrative Assistant II | \$34,000 | 1.00 | \$34,000 |
| Faculty Course Support | \$19,000 | 0.00 | \$19,000 |
| Total | \$600,022 | 6.26 | \$327,221 |
| FY 2020 | | | |
| Name, Position & Rank | Annual Salary | FTE Assignment to | Value of FTE Effort to this |

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| | Rate | this Program | Program |
|-----------------------------|--------------------|--------------|--------------------|
| Department Chair | \$120,000 | 0.05 | \$6,000 |
| Graduate Coordinator | \$80,422 | 0.05 | \$4,021 |
| Program Coordinator | \$64,000 | 1.00 | \$64,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Field Work Coordinator | \$55,000 | 1.00 | \$55,000 |
| Academic Advisor | \$39,200 | 1.00 | \$39,200 |
| Academic Advisor | \$39,200 | 1.00 | \$39,200 |
| Instructor Coordinator | \$39,200 | 1.00 | \$39,200 |
| Administrative Assistant II | \$34,000 | 1.00 | \$34,000 |
| Faculty Course Support | \$20,000 | 0.00 | \$20,000 |
| Total | \$601,022 | 8.10 | \$410,621 |
| 5 Year Total | \$1,905,644 | 26.34 | \$1,344,708 |
| | | | |

The Department Chair, Graduate Coordinator and Program Coordinator 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,

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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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?

Not applicable

- (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.

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 \$450 per credit; that results in a cost of \$27,450 for the entire 61-credit two-year program or \$16,650 for the entire 37-credit advanced standing program.

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APPENDIX A

| Master of Social Work—Two Year Program | |
|--|-----------------------|
| <i>Course Number and Title</i> | <i>Credits</i> |
| Year One—Foundation | |
| SOCWRK 503 Foundation Social Work Practice I: Individuals | 3 |
| SOCWRK 504 Foundation Social Work Practice II: Families and Groups | 3 |
| SOCWRK 505 Foundation of Social Welfare Policy | 3 |
| SOCWRK 512 HBSE I Human Development Through the Life Cycle | 3 |
| SOCWRK 514 Ethnicity, Gender, and Class | 2 |
| SOCWRK 515 Foundation Social Work Practice III: Organizations and Communities | 3 |
| SOCWRK 521 HBSE II Social Dimensions of Human Behavior | 3 |
| SOCWRK 530 Foundations of Research I | 2 |
| SOCWRK 531 Foundations of Research II | 2 |
| SOCWRK 570 Foundation Field Work I | 2 |
| SOCWRK 572 Foundation Field Work II | 2 |
| SOCWRK 573 Foundation Practicum Seminar I | 1 |
| SOCWRK 574 Foundation Practicum Seminar II | 1 |
| Year Two—Advanced | |
| SOCWRK 506 Advanced Policy and Legislation: Individuals and Families | 3 |
| SOCWRK 525 Advanced Social Work Interventions II: Individuals and Families | 3 |
| SOCWRK 526 The Evaluation and Treatment of Mental Disorders | 3 |
| SOCWRK 532 Advanced Research: Program and Practice Evaluation | 3 |
| SOCWRK 550 Advanced Interventions I: Comparative Theories | 3 |
| SOCWRK 575 Advanced Social Work Practicum I | 5 |
| SOCWRK 576 Advanced Social Work Practicum II | 5 |
| SOCWRK 577 Advanced Practicum Seminar I | 1 |
| SOCWRK 578 Advanced Practicum Seminar II | 1 |
| *Two electives | 4 |
| Total | 61 |
| *Specialization Electives (2 credits each) | |
| Selected Topics (Elective options will vary from year to year, and may include these or other pertinent issues.) | |
| Violence in the Family | Rural Social Work |
| Substance Abuse | School Social Work |
| Women's Issues | AIDS Issues |
| Social Work with the Elderly | Family Therapy |
| Social Work Supervision | Health Issues |
| Grant Writing/Administration | Group Therapy |
| International Social Work | Political Social Work |
| Social Work with People of Color | |
| Curriculum Guidelines established by the Council on Social Work Education are available in the School of Social Work office. | |

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| Master of Social Work— Advanced Standing | |
|--|-----------------------|
| <i>Course Number and Title</i> | <i>Credits</i> |
| Summer Session | |
| SOCWRK 513 Advanced Issues in Human Diversity | 3 |
| SOCWRK 529 Research and Statistics for Social Work | 3 |
| Advanced Year | |
| SOCWRK 506 Advanced Policy and Legislation: Individuals and Families | 3 |
| SOCWRK 525 Advanced Social Work Interventions II: Individuals and Families | 3 |
| SOCWRK 526 The Evaluation and Treatment of Mental Disorders | 3 |
| SOCWRK 532 Advanced Research: Program and Practice Evaluation | 3 |
| SOCWRK 550 Advanced Interventions I: Comparative Theories | 3 |
| SOCWRK 575 Advanced Social Work Practicum I | 5 |
| SOCWRK 576 Advanced Social Work Practicum II | 5 |
| SOCWRK 577 Advanced Practicum Seminar I | 1 |
| SOCWRK 578 Advanced Practicum Seminar II | 1 |
| *Two electives | 4 |
| <i>Total</i> | <i>37</i> |
| *Specialization Electives (2 credits each) | |
| Selected Topics | |
| (Elective options will vary from year to year, and may include these or other pertinent issues.) | |
| Violence in the Family | Rural Social Work |
| Substance Abuse | School Social Work |
| Women's Issues | AIDS Issues |
| Social Work with the Elderly | Family Therapy |
| Social Work Supervision | Health Issues |
| Grant Writing/Administration | Group Therapy |
| International Social Work | Political Social Work |
| Social Work with People of Color | |
| Curriculum Guidelines established by the Council on Social Work Education are available in the School of Social Work office. | |

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IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Health Informatics

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) is proposing this program to meet the need for health informatics training and education for health providers/professionals. A key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that all public and private healthcare providers adopt and demonstrate “meaningful use” of electronic medical records (EMR). This requirement is tied to the healthcare providers’ Medicaid and Medicare reimbursement levels. Given the size and complexity of the U.S. healthcare industry, this Act has generated enormous demand for health informatics professionals.

Upon completion of this degree program graduates will have the ability to:

- Work collaboratively across disciplines to analyze and solve key issues in health informatics
- Implement and manage health informatics solutions in ways that respect the prevailing culture, organizational context, and policies relating to healthcare
- Assess the information technology needs and resources of individuals, organizations, and communities
- Design health informatics solutions that are appropriate to their context and have a high probability of being successfully deployed
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups

IMPACT

Health informatics practitioners will play a key role in the anticipated health care reform. More individuals in Idaho will be eligible to be covered under Medicaid, requiring more health care providers to be available to provide care and, hence, generate more mandated electronic medical records. Graduates of our programs will be prime candidates to be hired by existing health care organizations to provide the health informatics services at an economical cost.

ISU indicates the proposed budget represents existing state appropriated funds that will continue to be allocated to specific core faculty and additional faculty

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support will come from reallocation within the College of Business. No additional administrative resources are needed for the program.

ATTACHMENTS

Attachment 1 – Proposal for Master of Science in Health Informatics Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Master of Science in Healthcare Informatics will require 36 credit hours and students will select from a project option or a thesis option. The project option will require 33 credits of coursework and 3 credits of Informatics Project and the thesis option will require 30 credits of coursework and 6 credits of thesis.

Currently, there are no Health Informatics programs offered among Idaho's public post-secondary institutions. This proposed program is (a) in alignment with ISU's five-year plan and (b) consistent with ISU's service region responsibilities as per Board Policy III.Z.

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

BOARD ACTION

I move to approve the request by Idaho State University to create a new Master of Science in Health Care Informatics.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AUGUST 13, 2015

RECEIVED

Institutional Tracking No. 2014-09

MAY 15 2015

OFFICE OF THE
STATE BOARD OF EDUCATION

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

| | |
|---------------------------------------|----------------------------------|
| Date of Proposal Submission: | December 5, 2014 |
| Institution Submitting Proposal: | Idaho State University |
| Name of College, School, or Division: | College of Business |
| Name of Department(s) or Area(s): | Informatics and Computer Science |

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

| | |
|---|--|
| Title: | Health Informatics |
| Degree: | Master of Science |
| Method of Delivery: | Face to Face, Online-Hybrid |
| CIP code (consult IR /Registrar) | 51.2706 |
| Proposed Starting Date: | Fall 2016 |
| Indicate if the program is: BOTH | X Regional Responsibility X Statewide Responsibility |

Indicate whether this request is either of the following:

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

Thomas A. Ottaway

College Dean (Institution)

Date

Vice President for Research (as applicable)

Date

Patty Sanchez

6/12/15

Academic Affairs Program Manager

Date

Graduate Dean (as applicable)

Chief Fiscal Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Chief Academic Officer (Institution)

Date

SBOE/OSBE Approval

Date

President

Date

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- 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.*

We are proposing to create a new Master of Science in Health Informatics that will complement ISU's Bachelor of Business Administration degree in Health Care Informatics. In addition to the proposed required and elective courses listed in response to Question 4 of this proposal, the proposed program will build on existing courses from the Health Care Administration Program and the Master of Public Health program.

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

This program is intended to meet the need for health informatics training and education for health providers/professionals. A key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that all public and private healthcare providers adopt and demonstrate "meaningful use" of electronic medical records (EMR). This requirement is tied to the healthcare providers' Medicaid and Medicare reimbursement levels. Given the size and complexity of the U.S. healthcare industry, this act has generated enormous demand for health informatics professionals. Upon completion of this degree program graduates will have the ability to:

- Work collaboratively across disciplines to analyze and solve key issues in health informatics
- Implement and manage health informatics solutions in ways that respect the prevailing culture, organizational context, and policies relating to health
- Assess the Information technology needs and resources of individuals, organizations, and communities
- Design health informatics solutions that are appropriate to their context and have a high probability of being successfully deployed
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups

- 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.*

Idaho State University is regionally accredited by the Northwest Commission on College and Universities (NWCCU). Idaho State University has carried this accreditation continuously

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since 1918.

Degrees in Informatics (formerly Computer Information Systems) fall under the accreditation of the Association to Advance Collegiate Schools of Business (AACSB). The College of Business has carried AACSB accreditation on all of its programs since 1975.

The College of Business is currently exploring seeking accreditation for its existing undergraduate degree Health Informatics programs from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and would likely seek CAHIIM's Health Informatics Graduate Education Programs accreditation for this new program. Regardless, all programs that do not hold specialized accreditation are required to be reviewed by external peers on a rotating five year schedule. This review ensures that all programs are of appropriate quality with appropriate course and degree learning outcomes.

In addition to the above accreditations, each of which requires a rigorous evaluation of program quality, Idaho State University has recently introduced a comprehensive, campus-wide, Program Prioritization effort. This effort to analyze program demand and viability will help ensure the quality and viability of all programs on campus.

- 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.*

In addition to the courses already offered in the Health Care Administration Program and the Master of Public Health program, the following courses will be added to the curriculum:

INFO 5417 Statistical Methods for Data Analytics (3 credit hours)

Encompasses data visualization, descriptive data analysis, ANOVA approaches, correlation and multiple regression and additional modeling topics. Emphasis will be based upon appropriate interpretation of statistical results. All data will include a business or health care context to acquaint students with current statistical practice.

INFO 6528 Electronic Health Records (3 credit hours)

Introduces students to Electronic Health Records (EHR), which aggregate patient health information across healthcare organizations, providers, and consumers. Students will learn the technical infrastructure required for EHRs including distributed architecture, network and security design, and configuration approaches to support these designs. The course may also discuss vendor and product selection along with best practices for deploying and the transition to EHRs. Students will have hands-on learning experience through simulated EHR activities in different roles within an ambulatory care setting. PREREQ: INFO 5507.

INFO 6540 Health Clinical Practicum (3 credit hours)

Provides the students with the opportunity to observe and perform various supervised health informatics related activities in one or more clinical departments. 8 hours per week. NOTE: Some facilities may require a background check. When required, this check will be conducted at the student's expense.

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- 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?**

Project Option:

| | |
|--|-----------|
| Credit hours required: | 30 |
| Credit hours required in support courses: | 0 |
| Credit hours in required electives: | 3 |
| Credit hours for project: | 3 |
| Total credit hours required for completion: | 36 |

Thesis Option:

| | |
|--|-----------|
| Credit hours required: | 30 |
| Credit hours required in support courses: | 0 |
| Credit hours in required electives: | 0 |
| Credit hours for thesis or dissertation: | 6 |
| Total credit hours required for completion: | 36 |

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

The student must apply to, and meet all criteria for, admission to the Graduate School, and all additional College of Business requirements. Admission to the MSHI program is granted only to students showing high promise of success. The College of Business uses various measures to determine this likelihood. However, the minimum requirement for admission is based on the following formula:

- The sum of 200 times the grade point average in the last 60 credits of course work (4.0 system) plus the total score on the GMAT must equal at least 1150 points.

For applicants from schools with different grading systems a GPA will be inferred as accurately as possible. Also, graduate courses will be included in the upper-division GPA calculation. For applicants with a significant amount of recent upper-division academic course work versus course work that is considerably older, we may choose to consider only the recent GPA.

Individuals holding a current master's degree from a regionally accredited institution may meet minimum requirements and be considered for admission if they meet the Graduate School requirements regarding GRE scores in which case the student is not required to take the GMAT for admission.

All applicants are required to submit a resume outlining work experience and two letters of recommendation.

Please note that no individual can be admitted to classified status in the MSHI program until

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the College of Business has received the applicant's official transcripts and official GMAT/GRE scores.

Applications are accepted at any time. Complete applications are reviewed the first working day of each month up to the Graduate School deadlines for admission.

The Master of Science in Health Informatics is a 36 credit hour program. Students can select from two options: 33 credits of coursework plus 3 credits of Informatics Project, or 30 credits of coursework plus 6 credits of thesis.

- 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 | undergrad | Health Science Studies Program has a Health Informatics and Information Management Emphasis area | |
| CSI | | | |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

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

As this field is relatively new, neither the U.S. Bureau of Labor Statistics nor the Idaho Department of Labor currently collect statistics for the occupation for which this degree prepares the student. As mentioned earlier, a key provision of the American Recovery and Reinvestment Act of 2009 was the Health Information Technology and Clinical Health Act or HITECH Act. This provision included a federal mandate that by January 1, 2014, all public and private healthcare providers must have adopted and demonstrated "meaningful use" of electronic medical records (EMR). With the increase in federal reporting and record management requirements, the demand for expertise in this profession is anticipated to grow significantly.

A 2012 survey conducted by the College of Health Information Management Executives (CHIME), a professional organization of some 1,400 chief information officers and other senior health IT leaders, showed that 67% of healthcare providers are experiencing IT staff shortages. In the CHIME poll, three-quarters of the CIOs said their most pressing need was for

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specialists capable of implementing and supporting clinical applications, such as electronic health records (EHRs) and computerized provider order entry (CPOE). In this survey of healthcare executives, the largest number (37%) said that the skill sets most needed to meet their organization's health IT goals were clinical informatics, followed by systems and data integration (28%), and data statistics and analytics (9%). The IT skills most in demand from insurance companies, CHIME found, were systems and data integration (68%); data statistics and analytics (62%); technology and architecture support (52%); and clinical informatics (52%). The report pointed out that insurance companies' data needs are changing as they move to support providers' efforts to form accountable care organizations (ACOs). Insurance executives said their technology-related offerings to providers include real-time analytics (66%), health and wellness (52%), ACO technologies (42%) and care management technologies (36%). About 40% of drug and device companies said that health economics outcomes research and bioinformatics/data analytics will be important to them in the next three years. Thirty-five percent of pharma and device firms' partner with clinical research organizations, and 31% collaborate with academic medical centers to reduce the cost of R&D. So they need to use analytics for collaboration and IT for more effective communication with external support staff.

<http://www.healthcare-informatics.com/news-item/chime-survey-finds-it-staff-shortages-persist-healthcare-organizations>

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

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

| Institution | Relevant Enrollment Data | | | Number of Graduates | | | Graduate Rate |
|-------------|--------------------------|-----------------|-----------------|---------------------|-----------------|-----------------|---------------|
| | Current | Year 1 Previous | Year 2 Previous | Current | Year 1 Previous | Year 2 Previous | |
| BSU* | 36 | 56 | 83 | 13 | 50 | 39 | |
| ISU | | | | | | | |
| LCSC | | | | | | | |
| UI | | | | | | | |
| CSI | | | | | | | |
| CWI | | | | | | | |
| EITC | | | | | | | |
| NIC | | | | | | | |

*This data represents 2012-2013, 2011-2012, 2010-2011. BSU's program was transitioning from an Associate of Science to a Bachelor of Science during this period.

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

There is no expectation that this program will reduce enrollments in any other programs.

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

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

| | Year 1 | Year 2 | Year 3 |
|------------------|--------|--------|--------|
| Local (Regional) | | | |
| State | | | |
| Nation | | | |

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

Please see the attached documents:

- CHIME Survey Finds IT Staff Shortages Persist at Healthcare Organizations
- Demand Persists for Experienced Health IT Staff

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

As mentioned previously, there is increase demand for health informatics professionals due to federal requirements and the implementation of the Affordable Health Care Act.

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

No, the primary intent of this program is to meet the increasing demands placed on healthcare providers/professionals with respect to the capture, storage, and use of health-related information.

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.*

The proposed program will be offered face-to-face on the Pocatello campus, via a combination of face-to-face and distance learning technologies in Twin Falls and Meridian, and, once established, via asynchronous online delivery.

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- 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.*

In addition to the Board's 60% goal, this program, while supportive of the overall strategies, primarily meets the following Board Strategic Plan Objectives: Goal 1: Objective A: Access, Objective B: Higher level of educational attainment.

- 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 |
|--|--|
| Learning and Discovery | This program provides a dynamic, relevant curriculum that meets student and workforce needs. |
| Leadership in Health Sciences | This program will contribute to the broad array of health professions certificate and degree programs. |
| Community Engagement and Impact | This program will participate in formal and informal partnerships with public agencies and private entities. |

Idaho State University has four Core Themes that are derived from our Mission Statement and are a key mechanism for assessment of mission fulfillment. Those Core Themes are 1) Learning & Discovery, 2) Access & Opportunity, 3) Leadership in the Health Sciences, and 4) Economic & Social Impact. This program is supportive of those Core Themes and their supporting Objectives.

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

Yes X No

- 16. 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**.**

Not applicable.

- 17. 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

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existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

Faculty and Staff Expenditures

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

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

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.)

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.

(2) Equipment/Instruments

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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.

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

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Appendix A. Proposed Curriculum

Prerequisite Knowledge (Technical Foundational Knowledge):

INFO 1181 Informatics and Programming I: 3 credit hours. (Existing course)
INFO 1182 Informatics and Programming II: 3 credit hours. (Existing course)
INFO 2285 Software and Systems Architecture: 3 credit hours. (Existing course)
INFO 3307 Systems Analysis and Design: 3 credit hours. (Existing course)
INFO 4407 Database Design and Implementation: 3 credit hours. (Existing course)

Required Courses: Health Informatics Core

INFO 5417 Statistical Methods for Data Analytics 3 credit hours. (New course)
INFO 5520 Health Informatics: 3 credit hours. (Existing course)
INFO 5522 Health Information Assurance: 3 credit hours. (Existing course)
INFO 5524 Healthcare Workflow Process Analysis and Redesign: 3 credit hours. (Existing course)
INFO 5526 Health Data Analytics: 3 credit hours. (Existing course)
INFO 6528 Electronic Health Records 3 credit hours. (New course)
INFO 6540 Health Clinical Practicum 3 credit hours. (New course)
INFO 6670 Project Management: 3 semester hours. (Existing course)
HCA 6625 Healthcare Law and Bioethics 3 credit hours. (Existing course)
MPH 6607 U.S. and Global Health Systems 3 credit hours. (Existing course)

Thesis Option

INFO 6650 Thesis 1-6 credits. (Existing course)

Project Option

INFO 6660 Informatics Project 1-3 credits. (Existing course)

Plus one INFO 6000-level elective such as INFO 6630 Advanced Data Management: 3 semester hours. (Existing course)

*March 16, 2012
Page 11*



Demand Persists for Experienced Health IT Staff

Executive Summary

With the adoption of the Health Information Technology Act (HITECH) in 2009, healthcare providers anticipated needing a larger pool of qualified IT staff to implement new systems. Because many organizations were expecting to install systems and train clinicians to use them to qualify for incentive payments, many HIT executives predicted that there would be a competitive market for professionals with experience in implementing electronic health records (EHRs) and other clinical systems.

A 2010 survey by the College of Healthcare Information Management Executives (CHIME) affirmed those expectations, with 59 percent of respondents reporting shortages on their IT staffs. Now, in mid-2012, even with two years of focused attention on implementing EHRs at the nation's hospitals, the need is just as acute. CHIME's most recent IT staffing survey found that 67 percent of respondents are experiencing shortages.

The percentage of respondents to the 2012 CHIME CIO survey on IT staffing who expressed concern that staffing challenges will negatively impact their organizations' chances to receive HITECH stimulus fund payments dropped slightly when compared with 2010. In responding to the 2012 survey, a total of 59 percent said shortages either would definitely or possibly affect chances of qualifying for funding, compared with a total of 70 percent who responded in 2010.

Compared with results of the 2010 survey, staff shortages remain largely similar, when results are analyzed by organization type or by various bed size categories. The most recent survey found that 71 percent of respondents reported vacancy rates of less than 10 percent in their IT departments.

Respondents to the 2012 survey indicated that their strategies for dealing with shortages haven't changed much over the past two years – the approach most often mentioned is hiring third-party consultants, although a slightly lower percentage of respondents said they were using consultants in 2012.

Retention of IT staff is a growing concern among CHIME members who responded to the surveys. In 2012, 85 percent of respondents indicated they were worried about retaining IT staff,

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compared with only 76 percent of respondents in 2010. Current concerns about retention may reflect apprehension over the increasing number of IT projects, which include electronic health records, ICD-10 planning in advance of the eventual use of ICD-10 codes, health information exchange initiatives and other efforts that involve IT and impact hospital operations.

In indicating areas of expertise that are most-in need on the IT workforce, respondents to the 2012 survey said that clinical software implementation and support was highest in demand, mirroring results from the 2010 survey. Most CIO respondents said they expect their budgets for IT staff would grow only slightly next year; 66 percent of respondents estimated that their budgets for staffing in 2013 would rise by only 4 percent or less over what was budgeted for 2012. As for the next frontier of needed skills, respondents identified business intelligence, analytics, program management, clinical software and data management to be areas of need.

The 2012 survey also sought to assess the impact of the new national Health IT Workforce Development program, developed by the Office of the National Coordinator for Health Information Technology for the purpose of providing non-degree health IT training programs that can be completed in six months or less. The 2012 survey found that 68 percent of respondents are aware of the community college and university-based training programs, which have graduated 8,000 by July 2012. However, only 12 percent of responding CIOs who know of the programs reported hiring its graduates.

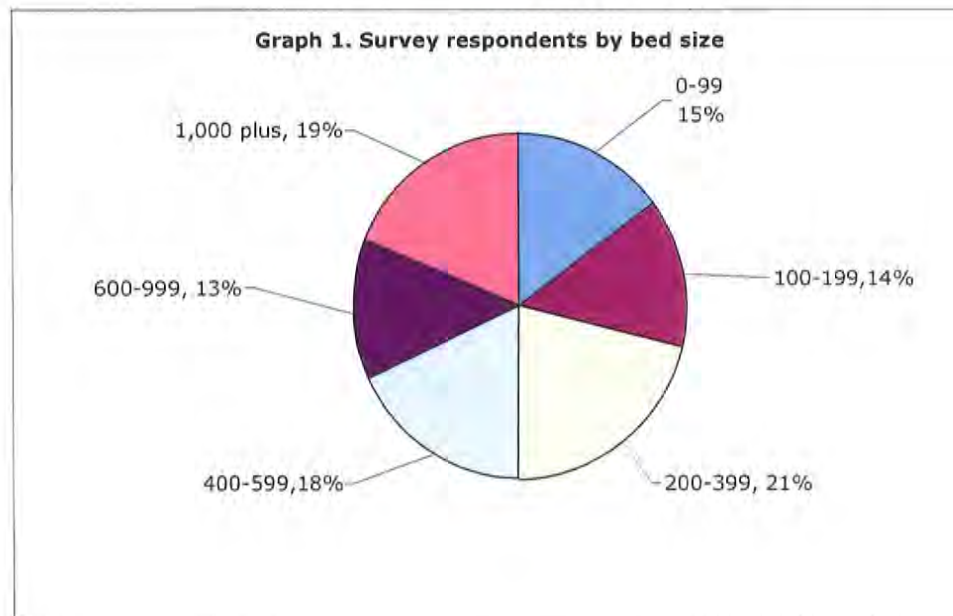
Other results suggest that CIOs currently are looking to fill IT positions with workers who have specialized knowledge of health IT and/or how it can be applied in clinical settings. Most survey respondents said they primarily were interested in applicants with backgrounds in health IT, with some reporting that they were looking for applicants with backgrounds in clinical informatics or having some clinical experience. Applicants with IT experience in non-healthcare settings and prospective employees who come from a non-IT health background also scored relatively well. However, applicants with only education but no experience, or those with only coding knowledge, ranked at the bottom of respondent preferences.

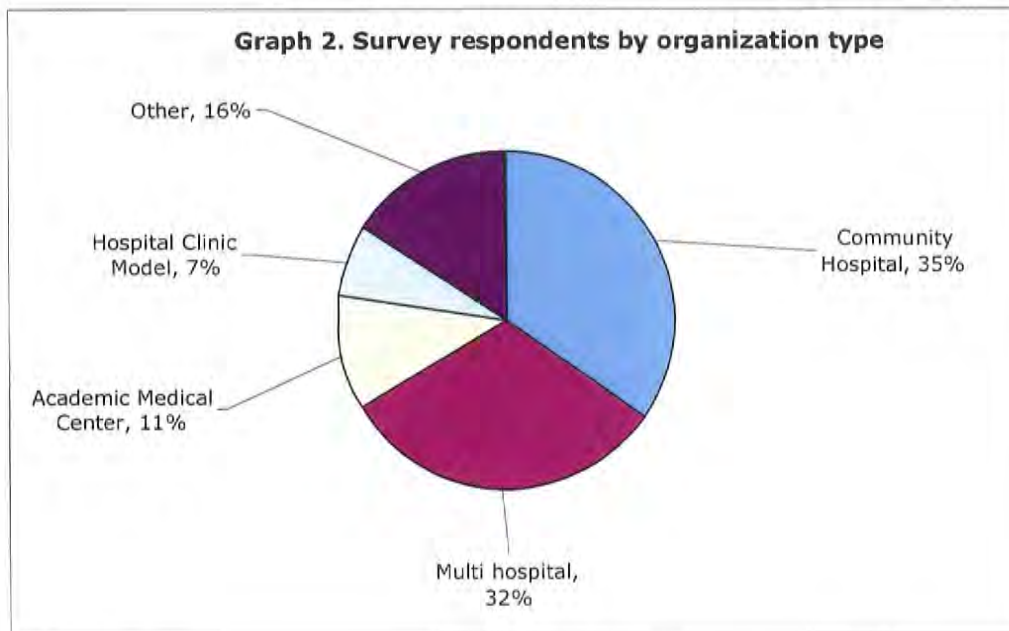
Survey Methodology

CHIME developed the 2012 version of the survey to assess changes in staffing needs since its last survey, conducted in September 2010. The new survey sought to determine:

- CIOs' current perceptions of IT staffing shortages
- How these shortages would affect organizations' deployment of electronic health records and other IT projects
- How organizations are attempting to bolster their IT workforces
- What respondents know about the federal Health IT Workforce Development Program
- What skill sets respondents see as needed by future IT staff

CHIME's membership comprises more than 1,400 chief information officers and other senior healthcare IT executives from a variety of provider organizations, including large hospital systems, community hospitals, for-profit hospitals, and small or rural facilities. CHIME members typically oversee the information services department within their organizations and are leaders in implementing EHRs and other clinical systems. Some 163 CHIME members responded to the Internet-based survey, which was available during July 2012. The graphs below provide information on basic demographics, indicating percentages of respondents by type, bed size and location of healthcare organization.

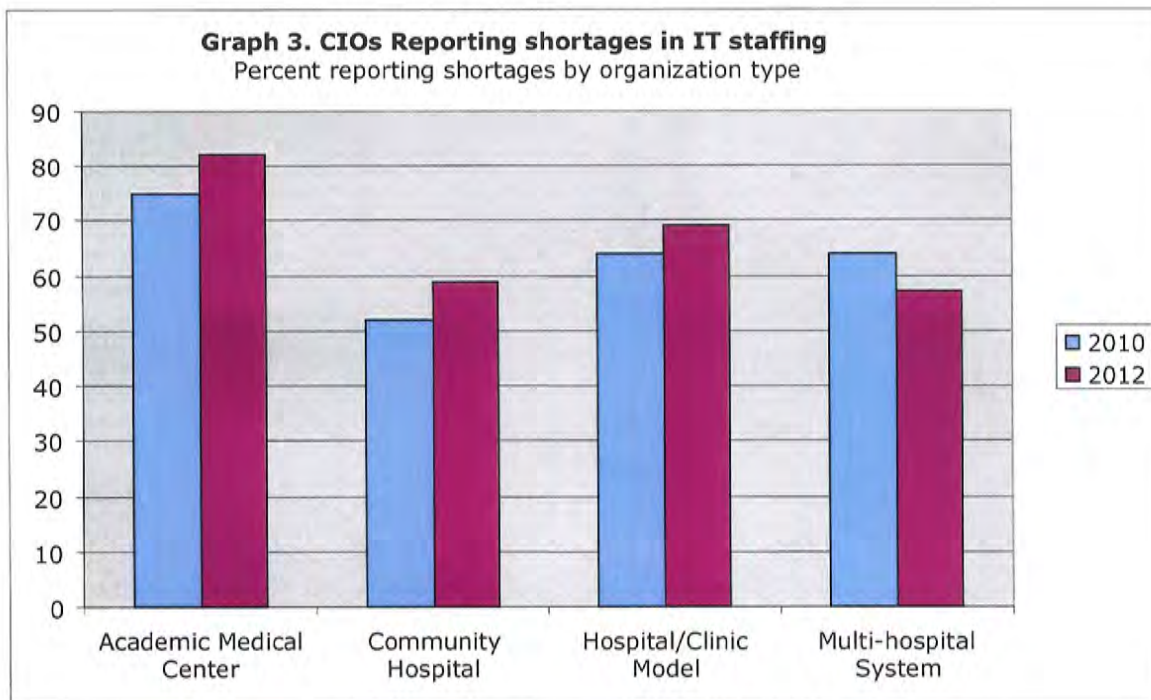




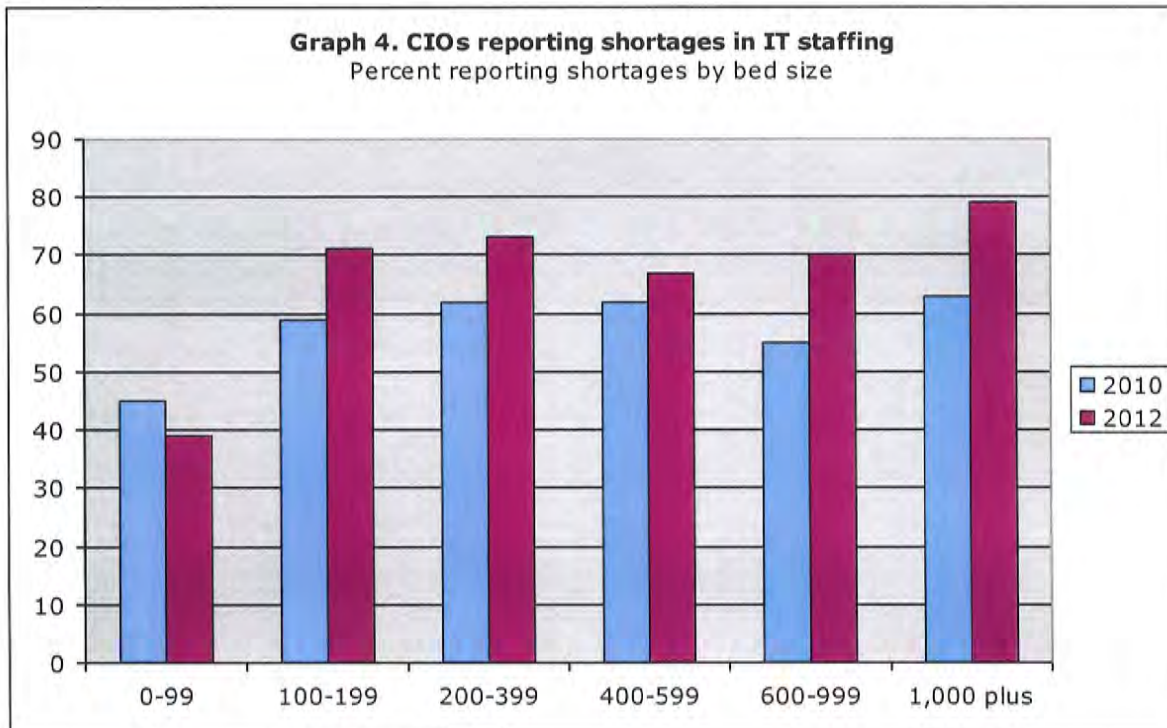
Current Staff Shortages

Some 67 percent of healthcare CIOs responding to the CHIME survey reported IT staff shortages, compared with 59 percent reporting openings on their IT staffs in 2010. Meanwhile, about 33 percent of respondents said they were not experiencing IT staff shortages.

CIOs' responses to this question varied by organization type and bed size group. Respondents from academic medical centers were the most likely to report staff shortages, with 82 percent indicating unfilled positions. Some 69 percent of CIOs from multi-hospital systems; 64 percent of respondents from hospital/clinic model facilities; and 59 percent from community hospitals also reported staff openings (See Graph 3).



When results are analyzed by bed size groups, the percentage of respondents reporting staff openings are fairly consistent, with the exception of respondents from the smallest facilities – only 39 percent of respondents from facilities with fewer than 100 beds reported IT staff shortages, down from 45 percent in 2010. In all other bed size groups, a higher percentage of respondents reported shortages in 2012 vs. 2010; percentages of respondents in the most recent survey reporting staff openings ranged from 67 percent to 79 percent (See Graph 4).



The 2012 survey asked respondents if the majority of their hospitals were located in urban, rural, suburban or a mixture of settings. When asked about staffing shortages, a higher percentage of suburban respondents reported openings (71 percent), with mixed and rural settings reporting slightly lower shortages of 69 percent and 68 percent, respectively. Some 56 percent of respondents from urban settings reported openings.

Percentages of Positions Open

The 2012 survey asked respondents to estimate the percentage of full-time equivalent positions that were open positions on their IT staffs (Table 1). Results for all respondents show that the majority reported that fewer than 10 percent of IT staff positions were open, with 44 percent having fewer than 5 percent of positions, while another 30 percent have 5 to 9 percent of FTE positions open on IT staffs.

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| Table 1. Percent of open IT staff positions (all respondents) | |
|--|----------------|
| % of positions open | Percent |
| No Open Positions | 3 |
| 0 to 4 percent | 41 |
| 5 to 9 percent | 30 |
| 10 to 14 percent | 15 |
| 15 to 19 | 6 |
| 20 percent or more | 6 |

Percentages of positions open, however, can fail to fully represent individual organizations' staffing situations. For example, some large IT departments may have 500 or more FTEs, so a 10 percent shortage represents 50 open positions. Conversely, in smaller organizations with less IT staff capacity, even one opening can seriously impact IT rollouts if that open spot is a key position and no other staff person has expertise in that area.

In analyzing the percentages of FTE positions open by organization type and bed size (Tables 2 and 3), the vast majority of respondents reported fewer than 14 percent of IT staff positions open.

| Table 2. IT Staff Shortages percent by organization type | | | | |
|---|--------------------------------|---------------------------|------------------------------|------------------------------|
| % of positions open | Academic Medical Center | Community Hospital | Hospital/Clinic Model | Multi-hospital System |
| No Open Positions | 0 | 5 | 0 | 2 |
| 0 to 4 percent | 35 | 52 | 36 | 35 |
| 5 to 9 percent | 35 | 20 | 36 | 49 |
| 10 to 14 percent | 24 | 14 | 18 | 8 |
| 15 to 19 | 0 | 4 | 0 | 6 |
| 20 percent or more | 6 | 5 | 9 | 0 |

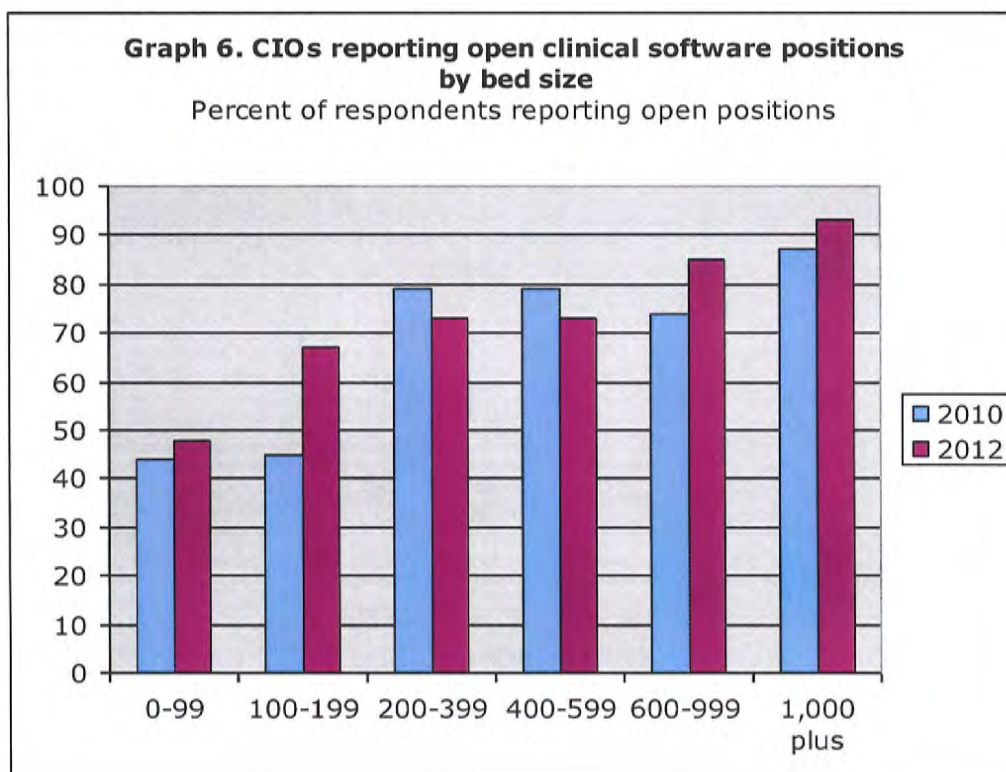
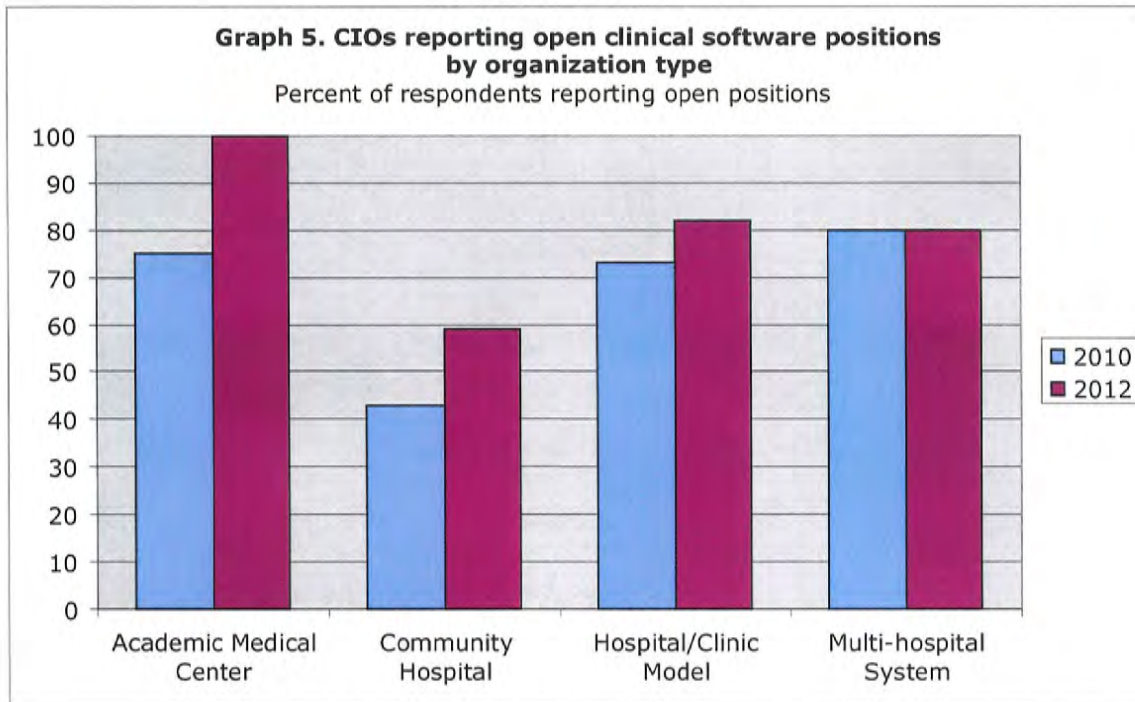
**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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| Table 3. IT Staff Shortages percent by bed size | | | | | | |
|--|------------------|---------------------|---------------------|---------------------|---------------------|-------------------|
| % of positions open | 0-99 beds | 100-199 beds | 200-399 beds | 400-599 beds | 600-999 beds | 1000+ beds |
| No open positions | 4 | 5 | 3 | 3 | 0 | 0 |
| 0 to 4 percent | 44 | 48 | 46 | 37 | 45 | 32 |
| 5 to 9 percent | 9 | 19 | 33 | 47 | 25 | 36 |
| 10 to 14 percent | 13 | 10 | 15 | 10 | 30 | 14 |
| 15 to 19 percent | 9 | 5 | 3 | 0 | 0 | 18 |
| 20 percent or more | 22 | 14 | 0 | 3 | 0 | 0 |

It is not necessarily surprising to see those facilities with fewer beds have higher rates of open FTE positions because each open position represents a larger share of their department's staff. However, this same paradigm means that every staff is likely responsible for more work than their counterparts in larger hospitals.

Highly Skilled IT Staff Still are in Demand

When respondents were asked about the kinds of skills most often in demand, 74 percent of healthcare CIOs said they most need clinical software implementation and support staff, which lead efforts to implement clinical systems such as electronic health records and computerized provider order entry. Graphs 5 and 6 show the percentages of respondents from different types of organizations and bed size groups that indicated openings among clinical software specialists. In terms of other types of job positions open, some 47 percent said they needed infrastructure staff, while 45 percent reported the need to fill business software implementation and support staff. Respondents were able to choose all answers that applied to their situations.



The Impact of Staff Shortages

CIOs responding to the CHIME survey continue to predict that their IT staffing gaps will affect their ability to complete projects and could impair their organizations' ability to qualify for stimulus funding. Some 71 percent of respondents said IT staff shortages could jeopardize an enterprise IT project, up from 62 percent who answered similarly in the 2010 survey.

When asked to assess the impact that IT staffing shortages could have on their organization's ability to receive federal stimulus funding, 13 percent said the shortages "definitely will affect" their chances, compared with 10 percent in 2010; 45 percent said staff shortages "possibly would affect" their chances of qualifying, compared with 51 percent in 2010; and 42 percent said their efforts to obtain stimulus funding wouldn't be impacted by the staffing shortage, compared with 39 percent in 2010.

By hospital type, respondents from hospital/clinic models and community hospitals predicted the most impact of staffing shortages on their chances to receive federal EHR incentive payments. Some 82 percent of respondents from hospital/clinic models, and 65 percent of respondents from community hospitals said staff shortages either would definitely or possibly affect their chances to receive stimulus funding. Some 55 percent of respondents from multihospital systems and 59 percent of respondents from academic medical centers responded similarly.

By bed size group, the biggest impact of staff shortages on receiving stimulus funding was reported by CIOs from smaller organizations. When asked if staff shortages would impair their organization's ability to receive stimulus funding, 75 percent of respondents from facilities with 100 to 199 beds, and 72 percent of respondents from organizations with 200 to 299 beds responded that shortages would definitely or possibly affect their chances. Percentages of respondents by bed size group included 99 beds or fewer, 57 percent; 400-599 beds, 44 percent; 600 to 999 beds, 50 percent; and 1,000 or more beds, 48 percent.

Strategies for Addressing Staff Shortages

In attempting to deal with staff shortages in the face of rising IT demand, CIOs reported using a variety of approaches (Table 4). In the 2012 survey, the leading strategy for coping with shortages was hiring third-party consultants, which was mentioned by fewer respondents than in the 2010 survey. Other top approaches mentioned by respondents included hiring staff within the organization and training them in IT; using a mix of strategies – typically more than one of the choices on the survey – to cope with shortages; or using recruiters to find and place qualified staff.

| Table 4. Chief strategies for coping with IT staff shortages | |
|--|-----|
| Hiring third-party consultants | 28% |
| Hiring from within the organization and retraining | 20% |
| Other (multiple strategies) | 18% |
| Using recruiters to find and place qualified staff | 15% |
| Depending on HIT vendors to provide implementation staff | 8% |
| Other kinds of outsourcing | 6% |
| Developing a pipeline of students by collaborating with local colleges and universities | 2% |

Strategies that were mentioned less frequently in the recent survey included using HIT vendors' implementation staff; using other kinds of outsourcing; and the stand-alone strategy of developing a pipeline of students by collaborating with local colleges and universities.

Most Respondents Aware of Federal Program, Hiring Still in Early Stages

In anticipation of IT staff shortages at healthcare organizations, federal policymakers launched a national workforce program with the hopes of producing 10,500 new health IT professionals annually.

As part of the HITECH Act, the Office of the National Coordinator for Health Information Technology (ONC) funded the Health IT Workforce Development Program to foster a highly skilled health IT workforce. Thus far, ONC has awarded \$116 million in funding to nearly 100 community colleges and universities. By July 2012, more than 8,000 graduates have been trained through these programs.

One of the goals of the 2012 survey was to determine what respondents know about ONC's Health IT Workforce Development Program. The survey found that ONC has been successful so far in promoting the training programs, with two out of every three respondents indicating they are aware of the programs. Hiring of graduates is still in the early stages with 12 percent of responding CIOs who knew of the programs reporting that they have hired graduates.

Most Valued Candidate Attributes

CIO respondents also clearly believe they need IT staff who have some familiarity and/or experience with healthcare in general and HIT applications in particular. In the 2012 staffing survey, CIOs were asked what competencies or areas of knowledge are generally lacking in candidates being considered for IT staff positions; respondents most frequently mentioned that candidates lacked knowledge of healthcare and related IT applications. Also rated high as a concern in hiring decisions were a lack of practical experience; lack of experience with an organization's system; and an inability to interact successfully with front-line users.

In addition, when CIOs were asked to name the most important attributes and competencies needed by health IT professionals, they most frequently named actual experience in a health IT shop, clinical informatics experience, and education in IT theory and practice in a real-world setting. At the other end of the spectrum, in rating the most important attribute or competency, respondents were least likely to mention coding knowledge, willingness to start "at the bottom" in an IT shop and education in IT theory and practice in a classroom setting.

While health IT still appears to be an area where qualified personnel are needed, it appears that it will take more time before graduates from the federal programs will significantly reduce current staff shortages.

Budget Increases for IT Staff Appear Minimal

In anticipation of budget increases for IT staffs in 2013, more than half of CIO respondents believe their budgets will grow next year to help address staff shortages. However, budget increases for staffing appear to be minimal, and CIOs may use these increases to keep current employees instead of hiring new ones.

Some 52 percent of respondents to the 2012 survey said their organizations will allocate more money to address IT staffing. However, 86 percent respondents said they expect budget increases of less than 10 percent for IT staffing 2013. Furthermore, some 41 percent of respondents said they would try to keep promising employees by paying them more, which could potentially absorb additional budget funds for IT staffing (Table 9).

| Table 9. Anticipate budget increase for IT staff in 2013 | |
|---|----|
| No increase in budget for IT staff | 33 |
| 0 to 4 percent | 33 |
| 5 to 9 percent | 20 |
| 10 to 14 percent | 10 |
| 15 to 19 percent | 1 |
| 20 percent or more | 2 |

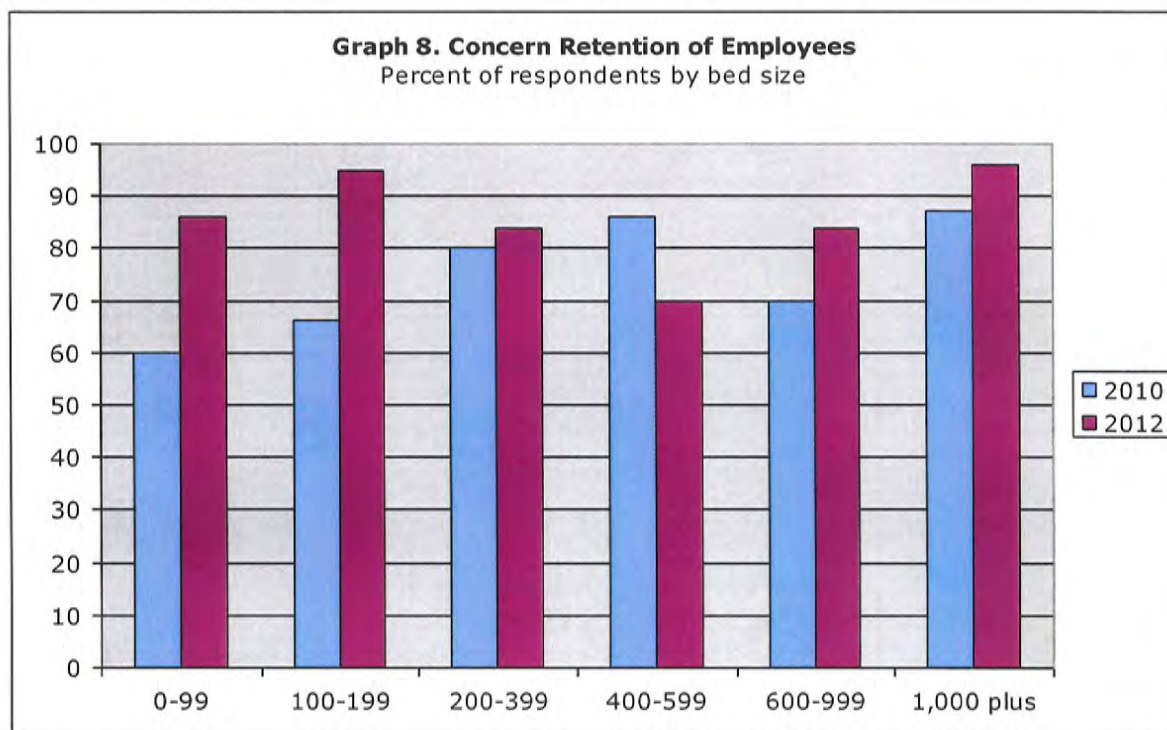
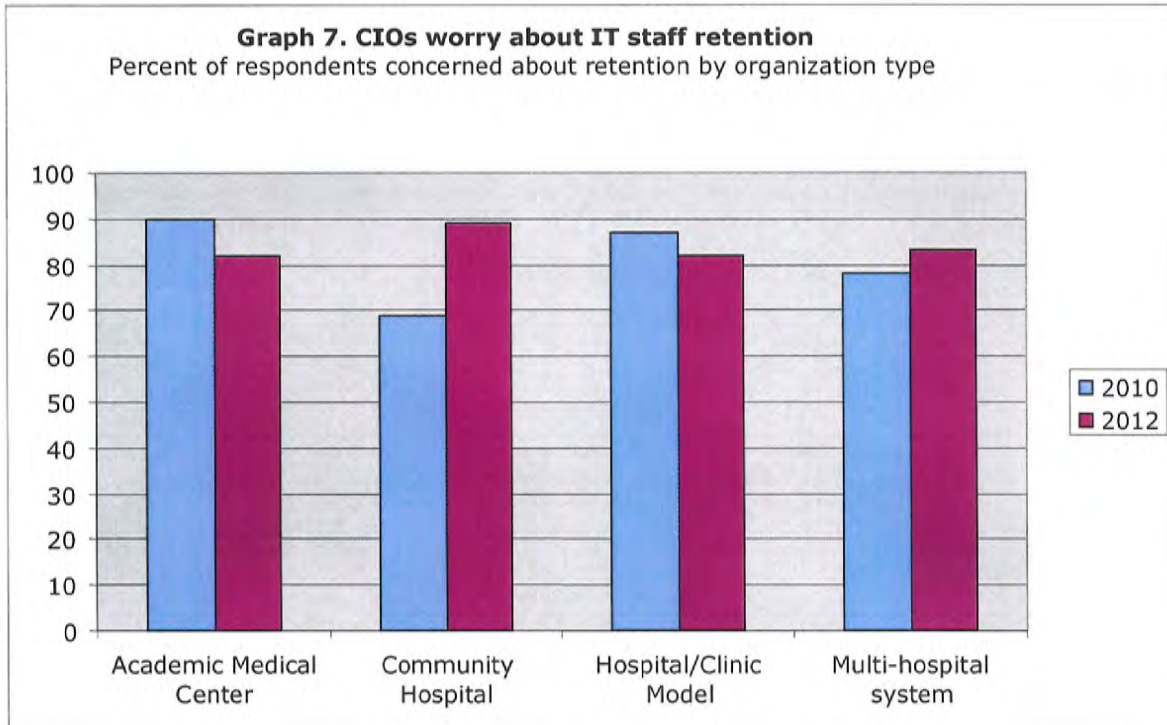
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Perhaps as important as finding qualified applicants to fill open positions, is keeping current staff. In 2010, staff retention was a significant concern with some 76 percent of respondents voicing their worry. In 2012, that number has jumped to 85 percent, signaling that demand for qualified employees is higher than ever with Meaningful Use, ICD-10, health information exchange and other initiatives in full swing.

Respondents to the 2012 survey identified a number of approaches they'll use to retain IT staff. In general, the most popular retention strategies reflect approaches that involve little or no additional cost to the organization, continuing a trend first identified in the 2010 survey. For example, the most frequently mentioned approaches involve employee recognition programs, mentioned by 85 survey respondents, and flexible schedules and telecommuting, being used by 84 respondents

However, the third most frequently mentioned strategies do involve additional expense to the organization – increasing pay for current IT staff and providing additional pay for staff education and development. Some 60 respondents said they were increasing pay for current IT staff to keep them on board while 54 respondents indicated they were providing additional funds toward staff education.

Worries about IT staff retention continue to vary by organization type and bed size, growing among almost all bed size groups (Graphs 7 and 8). CIOs at community hospitals, which are typically smaller and have less access to competitive markets for IT staff candidates, understandably are the most concerned about retaining IT staff, although more than 80 percent of the CIOs in each of the hospital type groups said they were concerned about retention.



About CHIME

The College of Healthcare Information Management Executives (CHIME) is an executive organization dedicated to serving CIOs and other senior healthcare IT leaders. With more than 1,400 members and over 87 healthcare IT vendors and professional services firms, CHIME provides a highly interactive, trusted environment enabling senior professional and industry leaders to collaborate; exchange best practices; address professional development needs; and advocate the effective use of information management to improve the health and healthcare in the communities they serve. For more information, please visit www.cio-chime.org



For Immediate Release

CHIME Survey Finds IT Staff Shortages Persist at Healthcare Organizations

ANN ARBOR, MI, September 26, 2012 – The need for IT staff at the nation's health organizations remains acute, according to the results of a recent survey of chief information officers, which found that more than two-thirds are reporting shortages on their staffs.

The survey, conducted by the College of Healthcare Information Management Executives, showed that staff shortages are continuing to trouble IT executives. The most recent survey, conducted in July, found a higher percentage of respondents (67 percent) reporting shortages than two years ago, when a similar CHIME survey found 59 percent of respondents reporting staffing shortages.

As in 2010, respondents say they are most in need of specialists capable of implementing and supporting clinical applications, such as electronic health records and computerized provider order entry. Some 74 percent of respondents to the CHIME survey indicated they most need clinical software implementation and support staff, similar to the 70 percent who said they needed clinical implementation and support staff in the 2010 survey.

“Even with two years of focused attention on implementing electronic health records at the nation's hospitals, in response to federal incentives, it's clear that staffing is a significant concern for IT executives,” said Randy McCleese, vice president of information systems and CIO at St. Claire Regional Medical Center, Morehead, Ky., and a CHIME board member. “Staff needs aren't like to abate over the next couple years, as CIOs continue to push to achieve meaningful use targets and switch to ICD-10-compliant applications.”

The percentage of respondents to the 2012 CHIME CIO survey on IT staffing who expressed concern that staffing challenges will negatively impact their organizations' chances to receive HITECH stimulus fund payments dropped slightly when compared with 2010. In responding to the 2012 survey, a total of 59 percent said shortages either would definitely or possibly affect chances of qualifying for funding, compared with a total of 70 percent who responded in 2010.

Compared with results of the 2010 survey, staff shortages remain largely similar for organization types or in various bed size categories. The most recent survey found that 71 percent of respondents reported vacancy rates of less than 10 percent in their IT departments.

College of Healthcare Information Management Executives
3300 Washtenaw Ave, Suite 225 · Ann Arbor, MI 48104
Phone: (734) 665-0000 · Fax: (734) 665-4922 · staff@cio-chime.org · www.cio-chime.org

Respondents to the 2012 survey indicated that their strategies for dealing with shortages haven't changed much over the past two years – the approach most often mentioned is hiring third-party consultants, although a slightly lower percentage of respondents said they were using consultants in 2012.

Retention of IT staff is a growing concern among CHIME members who responded to the surveys. In 2012, 85 percent of respondents indicated they were worried about retaining IT staff, compared with only 76 percent of respondents in 2010. Current concerns about retention may reflect apprehension over the increasing number of IT projects, which include electronic health records, ICD-10 planning in advance of the eventual use of ICD-10 codes, health information exchange initiatives and other efforts that involve IT and impact hospital operations.

"Retention is important because information systems need constant care and attention once they're implemented," said George McCulloch, FCHIME, CHCIO, deputy CIO at Vanderbilt Medical Center, Nashville, Tenn. "Clinical systems are complex, are regularly being updated, and new clinical staff must be trained to use them as well. Being able to retain IT staff familiar with an organization's systems is crucial for CIOs."

The 2012 survey also sought to assess the impact of the new national Health IT Workforce Development program, developed by the Office of the National Coordinator for Health Information Technology for the purpose of providing non-degree health IT training programs that can be completed in six months or less. The 2012 survey found that 68 percent of respondents are aware of the community college and university-based training programs, which have graduated 8,000 by July 2012. However, the new training programs have yet to significantly impact staffing needs, with only 12 percent of responding CIOs reporting that program graduates have been hired.

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Contact:

Stephanie Fraser
Communications Coordinator
734-665-0000
sfraser@cio-chime.org

IDAHO STATE UNIVERSITY

PROGRAM IDENTIFICATION

Masters of Healthcare Informatics
College of Business

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 | | Cumulative Total | |
|-------------------------|---------|-----------|---------|-----------|---------|-----------|------------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | 25 | 25 | 30 | 30 | 36 | 36 | 91 | 91 |
| B. Shifting enrollments | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

II. REVENUE

| | FY 2016 | | FY 2017 | | FY 2018 | | Cumulative Total | |
|--------------------------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Appropriated (Reallocation) | | | | | | | \$0.00 | \$0.00 |
| 2. Appropriated (New) | | | | | | | \$0.00 | \$0.00 |
| 3. Federal | | | | | | | \$0.00 | \$0.00 |
| 4. Tuition | \$127,626.50 | | \$153,151.80 | | \$183,782.16 | | \$464,560.46 | \$0.00 |
| 5. Student Fees | \$74,824.50 | | \$89,789.40 | | \$107,747.28 | | \$272,361.18 | \$0.00 |
| 6. Other (Specify) | | | | | | | \$0.00 | \$0.00 |
| Total Revenue | \$202,451.00 | \$0.00 | \$242,941.20 | \$0.00 | \$291,529.44 | \$0.00 | \$736,921.64 | \$0.00 |

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.

Revised P8
Program Proposal Budget Template
(Baccalaureate, Graduate, Doctorate)
March 7, 2012
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III. EXPENDITURES

| | | FY 2016 | | FY 2017 | | FY 2018 | | Cumulative Total | |
|---------------------------|------------------------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|
| | | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | | |
| ** | 1. FTE | 1.50 | | 1.50 | | 1.50 | | 4.50 | 0.00 |
| | 2. Faculty | \$149,650.40 | | \$149,650.40 | | \$149,650.40 | | \$448,951.20 | \$0.00 |
| | 3. Administrators | | | | | | | | \$0.00 |
| | 4. Adjunct Faculty | \$0.00 | | \$14,000.00 | | \$14,000.00 | | \$28,000.00 | \$0.00 |
| | 5. Instructional Assistants | | | | | | | | \$0.00 |
| | 6. Research Personnel | | | | | | | | \$0.00 |
| | 7. Support Personnel | | | | | | | | \$0.00 |
| | 8. Fringe Benefits | \$47,315.34 | | \$47,315.34 | | \$47,315.34 | | \$141,946.01 | \$0.00 |
| | 9. Other: | | | | | | | \$0.00 | \$0.00 |
| | Total Personnel Costs | \$196,965.74 | \$0.00 | \$210,965.74 | \$0.00 | \$210,965.74 | \$0.00 | \$618,897.21 | \$0.00 |

** No new faculty. FTE consists of reallocation of existing personnel.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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(Baccalaureate, Graduate, Doctorate)
March 7, 2012
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| | FY 2016 | | FY 2017 | | FY 2018 | | Cumulative Total | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|------------------|---------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | | | | | | | \$0.00 | \$0.00 |
| 2. Professional Services | | | | | | | \$0.00 | \$0.00 |
| 3. Other Services | | | | | | | \$0.00 | \$0.00 |
| 4. Communications | | | | | | | \$0.00 | \$0.00 |
| 5. Utilities | | | | | | | \$0.00 | \$0.00 |
| 6. Materials and Supplies | | | | | | | \$0.00 | \$0.00 |
| 7. Rentals | | | | | | | \$0.00 | \$0.00 |
| 8. Repairs & Maintenance | | | | | | | \$0.00 | \$0.00 |
| 9. Materials & Goods for Manufacture & Resale | | | | | | | \$0.00 | \$0.00 |
| 10. Miscellaneous | | | | | | | \$0.00 | \$0.00 |
| Total Operating Expenditures | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> | <u>\$0.00</u> |

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015**

| | FY 2016 | | FY 2017 | | FY 2018 | | Cumulative Total | |
|---|--------------|----------|--------------|----------|--------------|----------|------------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | | | | | | | \$0.00 | \$0.00 |
| 2. Equipment | | | | | | | \$0.00 | \$0.00 |
| Total Capital Outlay | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| D. Capital Facilities Construction or Major Renovation | | | | | | | \$0.00 | \$0.00 |
| E. Indirect Costs (ITS, overhead, Etc) | | | | | | | \$0.00 | \$0.00 |
| TOTAL EXPENDITURES: | \$196,965.74 | \$0.00 | \$210,965.74 | \$0.00 | \$210,965.74 | \$0.00 | \$618,897.21 | \$0.00 |
| Net Income (Deficit) | \$5,485.26 | \$0.00 | \$31,975.46 | \$0.00 | \$80,563.70 | \$0.00 | \$118,024.43 | \$0.00 |

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015

NORTH IDAHO COLLEGE

SUBJECT

Aviation Flight Training Program Proposal

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

North Idaho College (NIC) proposes to create a new Aviation Flight Training program within the Aerospace Technology department. Aviation Flight Training will provide students with an opportunity to obtain the required courses and flight time necessary to acquire a helicopter pilot's license with the Federal Aviation Administration (FAA). This is a two-year professional-technical program providing students the options of obtaining either an advanced technical certificate or an Associate of Applied Science (AAS) degree.

Helicopter pilots find successful careers in the transportation of people or cargo. Opportunities are worldwide and include careers in industries such as logging, offshore support, law enforcement, agriculture, pipeline and utility support, sightseeing, aerial photography, executive transport and chartered flights, fishing, Emergency Medical Services (EMS), search and rescue, test piloting, crop dusting and more. The state of Idaho has over 38 flight servicing companies listed as potential employers and many more in nearby Washington, Oregon, and Montana. The Unmanned Aerial Vehicle (UAV) aircraft industry also requires a pilot license. This program will provide UAV licensed pilots to fill a workforce need that has been created by Idaho's FAA Agriculture exemption to fly drones. Letters from industry partners supporting the workforce need for this type of program are attached.

NIC has discussed this proposal with the Division of Professional-Technical Education (PTE) and the State of Idaho's Veteran's Administration and will comply with the Veteran's Administration's guidelines, policies, and procedures to allow the usage of educational aid for potential veteran students.

IMPACT

Student tuition and fees will provide funding for all costs of this program. Enrollment in this program will be based on access to helicopter flight time and tuition generation to cover adjunct costs. NIC will not be seeking any state support for this program.

NIC has entered into a contractual agreement with Inland Helicopter, a Washington corporation, which will establish a training facility in Idaho and maintain an Idaho business license, in order to provide flight training; provide the vehicles, maintenance and storage thereof, flight instructors, and liability

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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coverage. NIC will hire and employ qualified adjunct instructors to teach the ground lecture courses. Students will pay tuition that will cover the adjunct expenses and indirect costs. Students will be charged an hourly course fee to fly the helicopters. NIC will reimburse Inland on behalf of the student. Inland will not have access to student records or financial aid.

ATTACHMENTS

- Attachment 1 - Program Proposal - Aviation Flight Training
- Attachment 2 - Letters of Support - Empire Airlines, ADVASO, and
NIC Workforce Training
- Attachment 3 - Contract between NIC and Inland Helicopter, Inc.

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will provide students the skills and training necessary to become an FAA licensed helicopter pilot. NIC has established workforce need through increased demand in the unmanned aerial systems industry and letters of support from industry partners.

In order to provide this training, NIC has entered into a contract with Inland Helicopter, Inc., for facilities, services, equipment, and staff required to provide all flight training for students registered with the college. In addition, NIC will hire qualified adjunct instructors to teach the ground lecture courses on the college campus.

The student cost of training is estimated to be approximately \$22,000 per semester. For that reason, the college will focus recruiting efforts on veterans who qualify for GI Bill education benefits and other potential students residing in Idaho. In order to seek approval for GI Bill Financial Aid eligibility, NIC has submitted the executed Inland Helicopter contract to the Idaho Division of Veteran Services. Prior to the program obtaining this eligibility, it is understood that Inland Helicopter must establish a business location in Idaho and operate from that location for at least two years.

The proposed program aligns with NIC's Service Region Program Responsibilities and is included on NIC's Five-Year Plan update to be considered at the August Board meeting.

The Division of Professional-Technical Education has reviewed the request and recommends Board approval. The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on June 9, 2015. The Instruction, Research, and Student Affairs committee recommended approval at their July 31, 2015 meeting.

Board staff notes that the program proposal was originally forwarded to the former executive director for review and approval consistent with Board Policy III.G., Instructional Program Approval and Discontinuance. Pursuant to

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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subsection 3.b.i (2), the executive director can approve, prior to implementation, any new PTE program with a financial impact of less than \$250,000 per fiscal year. The Board approves new programs with a financial impact of \$250,000 or more per fiscal year.

While the proposed program is within the fiscal threshold for executive director approval, the former executive director determined to defer this proposal to the Board for their consideration due to concerns with work force needs and cost to the students. Board Policy III.G.3.b.i.(4) provides that the executive director may refer any proposal to the Board for their review and approval.

The “needs assessment” conducted for the program raised a couple of questions that remain unanswered. Board staff is uncertain as to how many helicopter pilot jobs are actually projected to exist in Idaho. The labor market data provided in the proposal comingles multiple types of piloting under the header “Commercial Pilot.” This data point includes fixed wing pilots, helicopter pilots and UAV pilots. Thus, it is difficult to discern how many helicopter pilot jobs will open in the near future.

Additional questions surround the need for helicopter flight training to be a UAV pilot. This program is being proposed because it allegedly meets demands in a growing UAV industry in north Idaho. The question therefore is whether one needs to be a certified or trained helicopter pilot to be a UAV pilot. Board staff’s research suggests almost no UAV pilot training programs have as a prerequisite that students be fixed wing or helicopter pilots to become UAV pilots. Thus, the second question to which Board staff remains unsure is whether, in order to meet north Idaho’s growing demand for UAV pilots, a helicopter pilot training program is necessary.

As a PTE program, it is within the purview of the State Administrator to recommend approval or not consistent with Board Policy III.G. Were Board staff to recommend approval, it would require answers to the preceding questions.

BOARD ACTION

I move to approve the request by North Idaho College to create a new professional-technical program in Aviation Flight Training that would offer an advanced technical certificate and associate of applied science degree.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO

Division of
Professional-Technical Education

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AUGUST 13, 2015

Real skills. Real careers. Real world.

July 2, 2015

TO: Matt Freeman
Executive Director
State Board of Education

FROM: Dwight A. Johnson
Administrator

SUBJECT: NIC Aviation Flight Training Program Proposal

In accordance with State Board Policy III.G., the enclosed Program Proposal is forwarded for consideration by the State Board for Professional-Technical Education.

North Idaho College (NIC) has requested to add an Aviation Flight Training program to include an Advanced Technical Certificate and an Associate of Applied Science Degree. The proposed program will provide students the skills and training necessary to become an FAA licensed helicopter pilot.

In order to provide this training, NIC has entered into a contract with Inland Helicopter, Inc. (copy attached), for facilities, services, equipment, and staff required to provide all flight training for students registered with the college. In addition, NIC will hire qualified adjunct instructors to teach the ground lecture courses on the college campus.

Student tuition and fees will provide funding for all costs of this program. The student cost of training is estimated to be approximately \$22,000 per semester. For that reason, the college will focus recruiting efforts on veterans who qualify for GI Bill education benefits and other potential students residing in Idaho. In order to seek approval for GI Bill Financial Aid eligibility, NIC has submitted the executed Inland Helicopter contract to the Idaho Division of Veteran Services. Prior to the program obtaining this eligibility, it is understood that Inland Helicopter must establish a business location in Idaho and operate from that location for at least two years.

NIC has established workforce need through increased demand in the unmanned aerial systems industry and a letter of support from Tim Komberec, President/CEO of Empire Airlines.

The Division has reviewed the request and recommends State Board approval.

If you have any questions regarding the enclosed request, please let me know. Thank you.

DJ/slj

Enclosure

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

| | |
|---------------------------------------|---------------------------------|
| Date of Proposal Submission: | |
| Institution Submitting Proposal: | North Idaho College |
| Name of College, School, or Division: | Professional Technical Division |
| Name of Department(s) or Area(s): | Aerospace Technology |

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

| | | |
|----------------------------------|---|---|
| Title: | Aviation Flight Training | |
| Degree: | Advanced Technical Certificate / AAS Degree | |
| Method of Delivery: | Traditional Lecture/Lab | |
| CIP code (consult IR /Registrar) | 49.0102 | |
| Proposed Starting Date: | January 2016 | |
| Indicate if the program is: | <input checked="" type="checkbox"/> Regional Responsibility | <input type="checkbox"/> Statewide Responsibility |

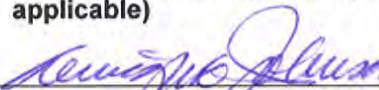
Indicate whether this request is either of the following:

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

 5/20/15
 College Dean (Institution) Date

Vice President for Research (as applicable) Date

Graduate Dean (as applicable) Date

 7/2/15
 State Administrator, SDPTE (as applicable) Date

 5/24/15
 Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

 5/22/15
 Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

 5/22/15
 President Date

SBOE/OSBE Approval Date

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

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

Introduction

The Aviation Flight Training program will be a new program for North Idaho College within the Aerospace Technology department. Aviation Flight Training will provide students with an opportunity to obtain the required courses and flight time necessary to acquire a pilot's license with the FAA. No program will be discontinued as a result of this program being adopted.

The state of Idaho has over 38 Flight servicing companies listed as potential employers and many more in nearby Washington, Oregon, and Montana. The nearest part141 approved Helicopter pilot schools are Big Bend Community College, in Moses Lake, Washington; Green River Community College, in Auburn, WA; and Treasure Valley Community College in Ontario, Oregon. This program will fill a regional, state, and nationwide need for qualified licensed helicopter pilots.

Enrollment in this self-support program will be based on access to helicopter flight time and tuition generation to cover adjunct costs. NIC expects this program to begin with low enrollment and will make an internal fiscal decision on the appropriate number of students in a cohort that will provide the amount of self-support dollars necessary to begin the program. NIC will not be seeking any state support for this program.

NIC is located in an exceptional geographic area to train as a helicopter pilot because of the mountain and field terrain. Mountain flying is needed to earn this important rating.

AAS Degree/Advanced Certificate

This is a two-year professional-technical program providing students the options of obtaining either an advanced technical certificate or an A.A.S. degree. The program is intended for students who wish to prepare for a career in aviation flight training as a helicopter pilot. All aviation helicopter flight training classes will be offered through a contractual agreement with Inland Helicopter and taught under Inland Helicopter's FAA Part 141 certificate.

The AAS Aviation Flight Training degree provides the students with an opportunity to obtain 240 flight hours and courses pertaining to turbine helicopters. The Advanced Technical Certificate provides 220 flights hours and excludes instruction and flight time in turbine helicopters. The AAS and the Advanced Technical Certificate both provide the necessary courses and flight time to prepare a student to take the FAA license exam to become a licensed commercial helicopter pilot.

Professional Helicopter pilots are trained as a commercial Helicopter Pilots with additional training in turbine transition ground and flight courses. The addition of turbine certification allows the professional helicopter pilot to operate a wider variety of commercial helicopters and increase their

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employment opportunities in the aviation field. Helicopter pilots find successful careers in the transportation of people or cargo. Helicopter pilot opportunities are worldwide and include careers such as logging, offshore support, law enforcement, agriculture, pipeline and utility support, sightseeing, aerial photography, executive transport and chartered flights, fishing, EMS (Emergency Medical Services), search and rescue, logging, test piloting, crop dusting and more. Unmanned aircraft also require a commercial pilot license.

There are generally two paths to pursuing a career flying helicopters: the civilian path and a military career. All professional helicopter pilots must at least be in possession of a Commercial Rotorcraft License. The typical license progression moves through Student, Private, Commercial, and CFI. Many will acquire their instrument rating between Private and Commercial. The instrument rating, though not mandatory for some jobs, is increasingly becoming either a significant benefit or requirement for many of the better jobs.

The higher the number of flight hours a student can log with an approved FAA instructor, the more ratings and therefore employment opportunities. According to the Bureau of Labor Statistics, the 2012 Median income for commercial pilots was \$98,410. Job market outlook has no change but according to the report, pilots will soon be in high demand due to the changing retirement age. There is a growing need for licensed pilots in the upcoming unmanned vehicle industry; that Idaho has been awarded and an exemption from the FAA to participate in the agriculture sector.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Airline and Commercial Pilots,

<http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm> (visited March 05, 2015). **Publish Date:** Wednesday, January 8, 2014

Self-Support Model

NIC will enter into a contractual agreement with Inland Helicopter in order to provide students access to flight training in helicopters and with qualified instructors. Inland Helicopter has been working with Big Bend Community College for many years in a similar partnership agreement; providing Big Bend Community College access to helicopters for their program (*see sample contract attached*). Inland will provide NIC access to helicopters as well as hangar for helicopter storage, maintenance of the helicopters and equipment, fuel, 1 million dollars of liability insurance per student, and access to licensed pilots to serve as instructors. Inland has many helicopter model options to instruct students in and will provide students access to flight time in a variety of models to achieve the necessary instrument rating goal to test with the FAA for a license. Inland has indicated they can serve up to 8 students per helicopter, per day for flight instruction.

NIC will hire and employ qualified adjunct instructors to teach the ground lecture courses. Qualified flight instructors will be provided by Inland Helicopter to teach the flight lab classes as part of a course fee. Students will pay tuition that will cover the adjunct expenses and indirect costs. Students will be charged an hourly course fee to fly the helicopters. NIC will assist students in finding financial aid and assistance to cover the cost of this program. Inland will bill NIC per month the number of course fee hours each student has accumulated in flight time hours. NIC will pay Inland on behalf of the student. Inland will not have access to student records or financial aid. The FAA and Veterans Administration has criticized private schools that collect the flight costs up front and have the potential to close its doors before the student finishes their training. FAA and VA are supportive of

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community colleges collecting money and acting on behalf of the student as a pass through for flight fees between the student and flight school. Veterans who have access to the GI bill funding, will be able to cover the costs of this program and training because of the community college connection.

NIC feels fortunate to be able to enter into a contractual agreement with Inland Helicopter in order to provide students access to such an exclusive program. NIC is unable to provide the resources to start a flight program therefore the relationship with Inland Helicopter is provided through a contractual agreement to protect NIC and the students participating in the program. Although the cost of tuition to students who seek a professional helicopter pilot license can be considerably high dependent on the number of flight hours a student participates in, students save a considerable amount of money participating in this program through a community college. The assumed cost of this program to an NIC student is expected to be \$60,000 to \$70,000. Big Bend Community College advertises a total estimated cost of \$64,000 to \$84,000. Students who seek this license through private flight schools can expect to pay between \$75,000 and \$100,000 to gain the hours necessary to become a licensed pilot. It is significantly less expensive for a student to take ground courses at a community college tuition rate than the rate of private flight schools. Most private schools provide a minimum nonrefundable deposit of 25% tuition before beginning training (BellHelicopter, http://www.bellhelicopter.com/en_US/Training/TheAcademy/PaymentPolicy/PaymentPolicy.html).

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

Successfully meet the outcomes of FAA approved flight training curriculum consisting of approximately 220 - 240 hours of flying time.

Successfully meet the outcomes of the FAA Part 141 approved flight and ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications based on flight time hours and successful completion of ground course for one or more of the following in order to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

- 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.*

a) NIC's Aerospace Technology Aviation Flight program will seek approved curriculum through

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NIC's curriculum council.

- b) A strong and active Aviation Advisory Committee offers industry guidance on curriculum and employer needs. The advisory committee will meet twice per year.
- c) Program Review every five years; annual updates to program review action plans; quarterly and annual reporting to the Department of Labor.
- d) Program will be included in the college's accreditation by the Northwest Commission of Colleges and Universities.
- e) Students will successfully satisfy requirements to sit for industry recognized FAA exam to obtain a Commercial Aviation Pilot License.

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

Please see attached SBPTE Attachment B forms that outline new course titles and descriptions of proposed certificate and degree.

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

Advanced Technical Certificate

| | |
|---|--------------|
| Credit hours required in major: | .45 |
| Credit hours required in minor: | |
| Credit hours in institutional general education or core curriculum: | 8-10 |
| Credit hours in required electives: | |
| Total credit hours required for completion: | 53-55 |

Associate of Applied Science Degree

| | |
|---|-----------|
| Credit hours required in major: | 48 |
| Credit hours required in minor: | |
| Credit hours in institutional general education or core curriculum: | 15 |
| Credit hours in required electives: | |
| Total credit hours required for completion: | 63 |

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

No Aviation Flight programs are offered in the State of Idaho.

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 |
|------------------------------------|--------------|--|---|
| | | | |

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| | | | |
|-------------|--|--|--|
| BSU | | | |
| CSI | | | |
| CWI | | | |
| EITC | | | |
| ISU | | | |
| LCSC | | | |
| NIC | | | |
| UI | | | |

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

NIC projects this program to have the potential to be low enrolled due to the high course fee costs. NIC has been in contact with Big Bend Community College in regards to their student enrollment numbers who have indicated that enrollment is determined by access to financial assistance. Big Bend currently runs between 10 and 20 students a quarter. Veterans have a financial advantage in this program due to the assistance provided by the GI Bill. NIC's Aviation Flight program's goal will be to enroll up to 24 students per lecture ground class and cohorts of no more than 8 students in flight classes. However, since this program will be ran through a self-support model, NIC will determine the adequate number of students in a cohort to run the program.

NIC will enter into a contractual agreement with Inland Helicopter to offer this program in partnership under Inland's FAA part 141 certificate approval. Inland will own, maintain, and house all helicopters. Inland will provide flight instructors and schedule flight times with students in order to meet the FAA's required flight training hours. Inland will operate flight times with an 8:1 instructor/student ratio per helicopter. The cost of flight instruction to the college is minimal and therefore can be afforded to any number of students from 1 to 8 students per cohort. Aviation ground classes are lecture in nature and enrollment will be set by the college to be as efficient as possible with regard to college resources. Tuition generated will cover the cost of the adjunct instructor and indirect costs for the use of the facilities and classroom.

NIC would like to see 24 students per year enrolled in the aviation flight program. Veterans and students will be attracted to aviation flight with the adoption of Prior Learning Assessment and the future approval of financial aid assistance with regards to GI bills. There are no institutions of higher education offering this opportunity within the state of Idaho and yet a growing commitment from the state to focus on Aerospace/Aviation industries and employment opportunities. In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. As the country, state, and region moves closer to the adoption of unmanned aerial vehicles for commercial use, there

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will be an increased demand for licensed pilots required to fill an industry need and fly UAVs. North Idaho is the perfect setting for students to achieve specific instrument ratings that will afford them increased employment opportunities such as mountains, logging, fire to name a few.

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.

North Idaho College is seeking to begin this program January 2016 beginning with at least 8 – 24 students. Students will be allowed to enter into the program spring and fall semesters in order to maintain efficient enrollment management. NIC will apply to the Veteran's Administration for GI Bill financial aid eligibility status. If enrollment exceeds capacity, then a selective process will be approved by NIC.

NIC estimates that 8 to 16 students will enroll each year thereafter and 16-20 students will graduate from the Aviation Flight Program fall 2017, spring 2018, and fall 2018.

| Institution | Relevant Enrollment Data | | | Number of Graduates | | | Graduate Rate |
|-------------|--------------------------|-----------------|-----------------|---------------------|-----------------|-----------------|---------------|
| | Current | Year 1 Previous | Year 2 Previous | Current | Year 1 Previous | Year 2 Previous | |
| NIC | 16 | 24 | 24 | 0 | 10 | 16 | 65% |

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.

N/A

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

No this program has the potential to increase enrollment at NIC. Students in the existing program under Aerospace Technology will be exposed to another career option; aviation flight.

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

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

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COMMERCIAL PILOTS (INCLUDES HELICOPTER)

Educational Requirement – High School Diploma or equivalent

Source:

<http://lmi.idaho.gov/projections/OccupationalProjections>

<http://www.bls.gov/ooh/transportation-and-material-moving/airline-and-commercial-pilots.htm#tab-6>

| Commercial Pilots | Year 2015 | Year 2016 | Year 2017 | Total |
|-------------------|-----------|-----------|-----------|---------|
| State | 291 | 298 | 335 | 924 |
| Nation | 38,680 | 39,040 | 39,400 | 117,120 |

| Commercial Pilots | Long Term Year 2012 | Year 2022 | % Change |
|-------------------|------------------------|-----------|----------|
| State | 263 | 333 | 26.6% |
| Nation | 37,600 | 41,200 | 9% |

| Idaho State Measure Names | SOC Code | SOC Title | Measure Values |
|------------------------------------|-------------|-------------------|-------------------|
| Annual Median Wage | 53-2012 | Commercial Pilots | \$56,510 |
| Hourly Median Wage | 53-2012 | Commercial Pilots | |
| Annual Openings due to Growth | 53-2012 | Commercial Pilots | 7 |
| Annual Openings due to Replacement | 53-2012 | Commercial Pilots | 8 |
| Annualized Growth Rate | 53-2012 | Commercial Pilots | 2.388 |
| Percent Change | 53-2012 | Commercial Pilots | 26.616 |
| Net Change | 53-2012 | Commercial Pilots | 70 |
| Projected Employment | 53-2012 | Commercial Pilots | 333 |
| Base Employment | 53-2012 | Commercial Pilots | 263 |

SOC 53-2012 COMMERCIAL PILOTS

Source: *EMSI Data* – Educational Requirements – High school Diploma or equivalent

| Commercial Pilots | 2016 Jobs | 2017 Jobs | Change | Annual Openings | Median Hrly \$ |
|-------------------|-----------|-----------|--------|-----------------|----------------|
| State | 278 | 287 | 3% | 17 | \$34.42 |
| Region 1 | 27 | 29 | 7% | 2 | |
| Regional | 2,647 | 2,681 | 1% | 122 | \$34.69 |
| Nation | 42,177 | 42,86 | 1% | 1849 | |

Regional Occupation Data

EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based

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on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

Regional Data Sources

This report uses state data from the following agencies: Idaho Department of Labor; Montana Department of Labor and Industry, Research and Analysis Bureau; Oregon Employment Department, Oregon Labor Market Information System; Utah Department of Workforce Services; Washington State Employment Security Department, Labor Market and Economic Analysis Branch; Wyoming Department of Employment, Research and Planning

State Data Sources

This report uses state data from the following agencies: Idaho Department of Labor

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

North Idaho College will be following the state's lead to focus on growing the Aerospace Industry by providing opportunities to students to become licensed commercial pilots. According to the data above, Idaho is expected to see a 26.6% growth increase in commercial pilots by 2022. The Aviation Flight Training program will be able to provide training for those students wishing to enter Idaho's Aviation Helicopter Industry.

- b. 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**.

Using the data obtained from the United States Department of Labor - Bureau of Labor Statistics and the Idaho Department of Labor's Occupational and Industry Projections (as listed in the tables above) there is expected to be 26.6% growth and a demand for commercial pilots by the year 2022. A Commercial Pilot's salary is based on instrument ratings and flights hours. Based on the data above, the average annual salary for a commercial pilot is over \$56,000.

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

Idaho students do not have access to a state institution for higher education to obtain a degree in Aviation Flight Training. North Idaho College intends to be the leader in Aerospace and Aviation through our Aerospace Center for Excellence. This program is intended to meet the regional, state, and national employment needs for qualified commercial helicopter pilots.

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

The FAA will not allow for lecture or lab courses to be offered online or without the presence of a licensed instructor.

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

| STATE BOARD OF EDUCATION GOAL | PROGRAM GOAL |
|---|---|
| GOAL 1: A WELL EDUCATED CITIZENRY <i>The educational system will provide opportunities for individual advancement.</i> 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. | FAA recognizes the Aviation Flight program/ course outcomes. Students participating in this program who are successful, are eligible to take the licensing exam. Students who pass the FAA exam are certified and licensed as a commercial helicopter pilot. |
| Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. Percent of Idahoans (ages 25-34) who have a college degree or certificate. | Program outcomes for students to have earned an AAS degree and have the potential to enter the workforce - 26 students in three years. |
| 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 | Program outcomes for students entering into the workforce and earning a living wage within three years. |
| GOAL 2: CRITICAL THINKING AND INNOVATION The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative. Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society | An industry partnership affords the opportunity to offer a high cost, high impact program – aviation flight. Students will take general education core courses. The knowledge, skills, and abilities required to work in the aviation flight/commercial pilot industry are high-level and rigorous. |

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

| Goals of Institution Strategic Mission | Proposed Program Plans to Achieve the Goal |
|--|---|
| <p>Mission: North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.</p> <p>This program meets three of the five strategic goals of this mission. These three goals are:</p> <ul style="list-style-type: none"> • <u>Student Success</u> - A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life • <u>Educational Excellence</u> - High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes • <u>Community Engagement</u> - Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs | <p>The Aerospace Aviation Flight program supports the general mission of the college by:</p> <ul style="list-style-type: none"> • Increasing access to educational opportunities for its students. • Responding to employer demand for graduates in a range of specializations. • Expanding the ability of North Idaho College to respond to the economic and workforce development needs in northern Idaho. <p>NIC Strategic Goals: NIC 2012-2016 Strategic Plan:</p> <p>Goal 2 - Educational Excellence, Objective 1: Evaluate, create, and adapt programs that respond to the educational and training needs of the region. The new Aviation Flight program will meet emerging needs in the state of Idaho. Employment projections for commercial pilots in Idaho and nationally is on the rise. Community Colleges can provide a complete academic experience as a partner with the FAA's required curriculum.</p> <p>Goal 3 - Community Engagement, Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.</p> <p>The Aerospace Aviation Flight program is working with several local partners including Empire Airlines, ADVASO and the Coeur d'Alene Airport. These partners are committed to acting as industry advisors, providing work-based learning activities, feedback for curriculum development, and helping to secure additional resources.</p> <p>Goal 3 - Community Engagement, Objective 2: Demonstrate commitment to the economic/business development of the region.</p> <p>In 2011, the Idaho Aerospace Alliance (IDA) was formed to promote and expand the Idaho economy. IDA is comprised of aviation and aerospace related companies committed to growing the industry sector. The IDA endorses NIC's Aerospace programs and will assist with identification of job openings, skills and qualifications needed for employment, and act as subject matter experts, industry representatives and advisory board members.</p> <p>Goal 5 - Stewardship, Objective 1: Exhibit trustworthy stewardship of resources.</p> <p>The Aviation Flight program will be offered through a contractual partnership with an industry partner that will limit the amount of resources NIC will need to commit to the program. NIC will utilize community partnerships to secure fiscal and in-kind resources to assist in sustaining program activities. Since the curricula must remain sensitive to the evolving industry, NIC will solicit employers to invest their training budgets into the aerospace programs thereby reducing program and service replication. Tuition dollars, state funding, and industry and NIC Foundation support will sustain funding beyond the life of the grant. Please see webpages for the full North Idaho College Strategic Plan.</p> |

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

Yes X No

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

Aviation Flight - Helicopter program has just been added to NIC's five year plan. NIC is meeting the Aerospace industry's state and regional workforce growing need by providing an opportunity to train helicopter pilots.

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

Students will learn about this program through instructor visits to area high schools, advisory members, former students, special events such as career fairs and a local event called Hard Hats, Hammers, and Hot Dogs which is sponsored by local industry and North Idaho College. Recruiting efforts will focus primarily to the state of Idaho, and veteran students.

NIC's partner, Inland Helicopter will also be required to participate in the recruitment effort on behalf of NIC.

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

Program to Begin Jan. 2016 FY16

Self Support Model

| Model | Students | Sub-total | Total |
|------------------------------------|-----------------------|-----------|-----------|
| Revenue: | | | |
| • Tuition | 8 @ \$1,800 semester | \$14,400 | |
| • Course fees | 8 @ \$20,000 semester | \$160,000 | \$174,400 |
| Expenses: | | | |
| • Adjunct (include benefits) costs | \$865 @ 15 credits | \$13,200 | |
| • Flight time costs | 8 @ \$20,000 | \$160,000 | |
| • Supplies | \$1,200 | \$1,200 | \$174,400 |

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

A. REVENUE

| | FY 16 | | FY 17 | | FY 18 | | Cumulative Total | |
|--------------------------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Appropriated (Reallocation) | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$0.00 |
| 2. Appropriated (New) | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$0.00 |
| 3. Federal | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | \$0.00 |
| 4. Tuition | \$14,400.00 | | \$14,400.00 | | \$14,400.00 | | \$43,200.00 | \$0.00 |
| 5. Student Fees | | | | | | | \$0.00 | \$0.00 |
| 6. Other (Specify) Flight fees | \$160,000.00 | | \$160,000.00 | | \$160,000.00 | | \$480,000.00 | \$0.00 |
| Total Revenue | \$174,400.00 | \$0.00 | \$174,400.00 | \$0.00 | \$174,400.00 | \$0.00 | \$523,200.00 | \$0.00 |

B. EXPENDITURES

| | FY | | FY | | FY | | Cumulative Total | |
|--------------------------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|---------------------|---------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Personnel | \$13,200.00 | | \$13,200.00 | | \$13,200.00 | | \$39,600.00 | \$0.00 |
| 2. Operating | \$1,200.00 | | \$1,200.00 | | \$1,200.00 | | \$3,600.00 | \$0.00 |
| 3. Equipment | \$ - | | \$ - | | \$ - | | \$0.00 | \$0.00 |
| 4. Facilities | 0 | | 0 | | 0 | | \$0.00 | \$0.00 |
| 5. Other (Specify) Flight Fees | 160000 | | 160000 | | 160000 | | \$480,000.00 | \$0.00 |
| Total Expenditures | \$174,400.00 | \$0.00 | \$174,400.00 | \$0.00 | \$174,400.00 | \$0.00 | \$523,200.00 | \$0.00 |
| Net Income (Deficit) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

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.

Flight Fees are a pass through from student to Inland Helicopter. Not a college expense

**CLIENT SERVICES
CONTRACT BETWEEN
NORTH IDAHO COLLEGE
AND
INLAND HELICOPTER**

This contract is made and entered into by and between North Idaho College, hereinafter referred to as the "COLLEGE," and the below named firm, hereinafter referred to as "CONTRACTOR."

Inland Helicopter
5505 East Rutter Ave.
Spokane, WA 99212
509-534-9114
IBI: 602572842

PURPOSE

The purpose of this contract is to provide flight training to students of the COLLEGE as outlined in this contract. Due to the procedures required by the Veteran's Affairs (VA) Office and college policies, this contract requires additional approvals. It is the intent of the COLLEGE to submit this contract to the VA for VA approval for the Program.

SCOPE OF WORK

- I. The CONTRACTOR will provide services and staff, and otherwise do all things necessary, for or incidental to the performance of work as set forth below:
Provide helicopter training for those students currently enrolled at the COLLEGE.
 - 1) Maintain an Idaho business license for Flight Training and operate within the state of Idaho for at least two years.
 - 2) Provide flight instruction under Federal Aviation Regulations (FAR) Part 141 both dual and solo for the benefit of the students enrolled in flight certification courses. Training for COLLEGE aviation students, pursuing flight certification and ratings, shall be done in a timely manner.
 - 3) Flight training and pilot debriefing shall be done during the normal work day and work weeks of the COLLEGE.
 - 4) All training for certificates and ratings for Helicopter Pilots shall be done in a manner approved by the Federal Aviation Administration (FAA), under FAR Part 141, and that all aircraft utilized in such training be similarly approved.

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- 5) The CONTRACTOR shall have flight instructor and appropriate aircraft available for scheduled training to fulfill the needs of COLLEGE aviation students in a timely manner. All aircraft shall be based at Coeur d'Alene airport. All flight operation in instruction for the specific phase of training shall commence and terminate at the respective airport unless otherwise authorized by appropriate COLLEGE officials. Overnight training flights must receive prior approval from the CONTRACTOR's chief flight instructor or the designated assistant. All aircraft administrative personnel and flight instructors necessary to fulfill COLLEGE aviation student's helicopter training requirements shall be employed by the CONTRACTOR and have received syllabus training.

- 6) The CONTRACTOR shall provide the COLLEGE with a Standard Operating Procedure (SOP) manual for approval by the COLLEGE aviation faculty. The COLLEGE may request and the CONTRACTOR must provide a revised SOP as required by the Aviation Faculty of the COLLEGE. SOP revisions must be requested by the COLLEGE after June 15th of each year and prior to August 1st of each year. Guidance for the development and revision of SOP shall be obtained from appropriate Federal Aviation Regulation FAR and Advisory Circulars (AC) and Aeronautical Information Manual (AIM). The adopted SOP shall be the policy and no changes shall be made without approval of COLLEGE aviation faculty and shall include the following:
 - a) Flight student regulations
 - b) Equipment requirements
 - c) Cost of flight training
 - d) Methods of payment
 - e) Safety procedures
 - f) Change of business operation or location
 - g) Dress code
 - h) Training areas
 - i) Training Syllabus, including specific standard procedures for conducting all the "tasks" for each course of instruction as outlined under 'Areas of Operation' in the Practical test Standards published by the Federal Aviation Administration
 - j) Auxiliary training fields
 - k) Off airport landings
 - l) Mechanical malfunctions

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- m) Scheduling policies: Priority scheduling, no shows, waiting lists
- n) Evaluation and debriefing procedures
- o) Sample "progress sheets" to be used in student progress folders
- p) Harassment training, workplace safety, financial aid and following school policy.

A new copy of the SOP manual shall be provided to each student prior to the first training session. This SOP manual shall be a combination of the CONTRACTOR's SOP and the COLLEGE's Manual, with appropriate input from both parties.

- 7) The CONTRACTOR shall maintain a student progress folder which shall include:
 - a) Number of times (per week) each student schedules
 - b) A computerized tracking or manual tracking system of what occurred during flight to include:
 - i) Lesson number
 - ii) Completion or reason for not completing (i.e. mechanical, weather, student no show, etc.)
 - c) A written evaluation of each flight stage check will be put in the student's folder.
- 8) The CONTRACTOR agrees to the following training practices:
 - a) The COLLEGE has the right to review any student folder upon request.
 - b) The CONTRACTOR must submit to the COLLEGE Aviation program one copy of the flight records and TSA records for each student who completes or discontinues the program.
 - c) The CONTRACTOR and COLLEGE shall hold meetings within two weeks of request by either party, except where the nature of the meeting is to discuss safety issues, in which cases meeting will take place within 24 hours of request.
 - d) The COLLEGE aviation faculty has the right to monitor the CONTRACTOR'S operation and shall have the right to first refusal to administer all flight stage checks, but only flight stage checks that the COLLEGE personnel are authorized and qualified to perform.
 - e) The COLLEGE and the CONTRACTOR jointly will establish the maximum number of students on active status for the flight training each semester. The maximum number of flight training students for the semester on active status shall be determined by the

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COLLEGE and the CONTRACTOR. The CONTRACTOR must assure that sufficient quantity and quality of instructors and aircraft are available to meet flight training obligations for COLLEGE aviation training requirements.

- f) The COLLEGE shall coordinate with the CONTRACTOR overall student management practices to include: extended delays of training, family emergencies, and discipline problems. Students have the same rights and responsibilities as other students in the aviation program regarding deficiencies or program concerns. The COLLEGE has the right to become involved in CONTRACTOR operations to avoid situations which the COLLEGE believes may be detrimental to the aviation program and/or the COLLEGE's students. This includes requiring the CONTRACTOR to adopt or revise the SOP to comply with the COLLEGE's requirement for training, provided such changes shall be consistent with FAR 141 training requirements.
 - g) The COLLEGE will provide ground school training; students will pay regular college tuition for this class.
 - h) In the event an aircraft is scheduled to be grounded for more than 15 days and there is no similar model available, funding will be reimbursed to the student and the student will pay for training with another provider.
- 9) CONTRACTOR agrees to provide the following described aircraft (helicopter) for the services set forth at the following rates:

| Each Vendor Will List Out Their Equipment List and Prices | Cost Per Hour of Instruction | Cost Per Hour for Rental | Fuel Surcharge Per Hour | Estimated Miscellaneous Costs Per Semester |
|---|------------------------------|--------------------------|-------------------------|--|
| Robinson R22 | \$30.00 | \$265.00 | NA | NA |
| Robinson R44 | \$30.00 | \$490.00 | NA | NA |
| Fly It Sim | NA | \$130.00 | NA | NA |
| Bell 206 | \$30.00 | \$1,020.00 | NA | NA |

The prices above shall be fixed for the term of the contract except when fees may be adjusted based on the cost of aviation fuel. The CONTRACTOR shall then give 60 days' written notice to any cost increase.

A fuel surcharge may be only added when and if the aviation fuel costs increase exceeds 10% of the base cost established each semester. The fuel surcharge factor is a fuel burn rate of gallons per hour. Fuel surcharges will be computed by subtracting the base cost of aviation fuel from the current cost, then multiplying by the factor and then multiplying by the hours the aircraft was rented. The base of Avgas is at the time of this contract is \$5.49/gal and Jet-A at the time of this contract is \$4.39/gal.

In no case during the course of this agreement may rates exceed those available to the general

public for similar equipment, service, fuel and insurance packages.

10) The CONTRACTOR further agrees to the following aircraft specifications:

- a) The CONTRACTOR must maintain a fleet of at least 1-2 training aircrafts. Current lease agreements or proof of ownership indicating the CONTRACTOR has sole use of the aircraft must be furnished at the time of contract submittal.
- b) No aircraft in the fleet shall be older than 25 years old, without special permission from the COLLEGE, or have a total airframe time in excess of 12,500 hours. The average age since manufacture of all aircraft shall not exceed 20 years.
- c) Instrument cross-country trainings shall have a minimum of the following operational equipment:
 - 1. At least one Nav/Comm
 - 2. Transponder with encoding altimeter
 - 3. IFR Certified GPS
- d) CONTRACTOR must provide detail of manufacturer and model of radio equipment prior to final contract execution and designated these to be used for instrument training.
- e) No aircraft shall be used for training purposes having malfunctioning or inoperative electrical, avionic or mechanical components unless those items have been disabled, placarded, and determined to be not required by FAA regulations for the training operation planned.

11) The CONTRACTOR will provide the bookstore a list of items for purchase to be used in flight training to include:

- a) Headset
- b) Pilot Operating Handbook
- c) Sectional Charts
- d) Terminal Charts as necessary
- e) IFR approach plates
- f) Airport Facility Directory
- g) Logbook

- h) Plotter
- i) E6B Flight Computer
- j) Practical Test Standards
- k) For the helicopter licenses:
 - i. Flight training book
 - ii. FAA study guides
 - iii. Rating study guides, including oral exam guides
 - iv. Flight syllabus
 - v. Record folder
- 12) The CONTRACTOR shall be responsible for scheduling all student flight requirement invoicing the college each month. The CONTRACTOR shall monitor hours and insure that billable hours will not exceed published fees per semester. All North Idaho College students will pay a \$10.00 per hour flight fee in addition to the CONTRACTOR's regular flight fees. These fees shall be reimbursed to the COLLEGE monthly.
- 13) The CONTRACTOR will register and process all VA students enrolled in the helicopter training stage. The minimum number of students is eight (8), for the helicopter program. If this number is not met, the CONTRACTOR and the COLLEGE would have the right to request termination of this agreement.
- 14) Any changes to this contract will be coordinated with the COLLEGE's Contract Manager and the CONTRACTOR.
- 15) Notwithstanding RCW 1.12.07, such communication shall be effective upon the earlier of receipt for four (4) calendar days from mailing.
- 16) That all obligations of the parties hereto incurred or existing under terms of this agreement at the date of termination shall survive such termination.
- 17) In the event the CONTRACTOR makes a unilateral decision to discontinue the contract, the CONTRACTOR will work with the COLLEGE in order to establish teach-out options for all students currently enrolled in the program within the state of Idaho.
- 18) The COLLEGE will be fully responsible for the educational offerings (program, courses) and have complete oversight of faculty salaries, security, tuition setting and tuition refund, and educational facilities.
- 19) The COLLEGE shall establish student enrollment and fully disclose the enrollment agreement to students before payments are collected.

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- 20) The COLLEGE shall establish student recruitment and identify field agents.
- 21) The COLLEGE, a not-for-profit institution, will maintain tax exempt status and will not engage in any activities that will negatively affect the COLLEGE's tax exempt status.
- II. Exhibit A contains the General Terms and Conditions governing work to be performed under this contract, the nature of the working relationship between the COLLEGE and the CONTRACTOR, and specific obligations of both parties.

PERIOD OF PERFORMANCE

Subject to other contract provisions, the period of performance under this contract will be from _____ through _____.

COMPENSATION PLAN

COLLEGE shall pay an amount not to exceed the tuition allowance stated in the letter from the COLLEGE for each student based on class registration for the performance of all things necessary for or incidental to the performance of work as set forth in the Scope of Work. The \$10.00 hourly flight fees for North Idaho College students shall be reimbursed to the COLLEGE monthly. CONTRACTOR compensation for services rendered shall be based on the following rates or in accordance with the following items:

BILLING PROCEDURES:

COLLEGE will pay CONTRACTOR upon receipt of properly completed invoices, which shall be submitted to the Contract Manager not more often than monthly. The invoices shall describe and document, to the COLLEGE's satisfaction, the work performed, the progress of the student and other approved fees.

Payment shall be considered timely if made by the COLLEGE within 30 days after receipt of properly completed invoices. Payment shall be sent to the address designated by the CONTRACTOR.

The COLLEGE may, in its sole discretion, terminate the contract or withhold payments claimed by the CONTRACTOR for services rendered if the CONTRACTOR fails to satisfactorily comply with any term or conditions of this contract.

No payments in advance or in anticipation of services or supplies to be provided under this contract shall be made by the COLLEGE.

The COLLEGE shall not pay any claims for payment of services submitted more than twelve (12) months after the calendar month in which the services are performed.

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DUPLICATION OF BILLED COSTS: The CONTRACTOR shall not bill the COLLEGE for services performed under this contract, and the COLLEGE shall not pay the CONTRACTOR, if the CONTRACTOR is entitled to payment or has been or will be paid by any other source, including grants, for that service.

DISALLOWED COSTS: The CONTRACTOR is responsible for any audit exception or disallowed costs incurred by its own organization or that of its subcontractors.

CONTRACT MANAGEMENT: The Contract Manager for each of the parties shall be the contact person for all communications and billings regarding the performance of this contract.

| | |
|--|--|
| David Valenti Owner Inland Helicopter 5505 East Rutter Ave. Spokane, WA 99212 Phone: (509) 534-9114 Fax: (509) 534-9161 E-mail address: Inlandhelicopters.com | Chris Martin Vice President for Finance North Idaho College 1000 W. Garden Ave. Coeur d'Alene, ID 83814 Phone: (208)769-3342 Fax: (208) 665-2785 E-mail address: Chris.martin@nic.edu |
|--|--|

INSURANCE: The CONTRACTOR shall provide insurance coverage as set out in this section. The intent of the required insurance is to protect the state should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the CONTRACTOR or subcontractor or agents of either, while performing under the terms of this contract.

The insurance required shall be issued by an insurance company(s) authorized to do business within the state of Idaho, and shall name the state of Idaho, its agents and employees, as additional insured under the insurance policy(s). All policies shall be primary to any other valid and collectable insurance. CONTRACTOR shall instruct the insurers to give the COLLEGE 30-days advance notice of any insurance cancellation.

CONTRACTOR shall submit to the COLLEGE within 15 days of the contract effective date, a certificate of insurance, which outlines the coverage and limits defined in the Insurance Section.

CONTRACTOR shall submit renewal certificates as appropriate during the term of the contract.

The CONTRACTOR shall provide insurance coverage that shall be maintained in full force and effect during the term of this contract, as follows:

Commercial General Liability Insurance Policy

Provide a Commercial General Liability Insurance Policy, including contractual liability, written on an occurrence basis, in adequate quantity to protect against legal liability arising out of contract

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activity but no less than \$1,000,000 per occurrence. Additionally, the CONTRACTOR is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

Aviation Liability

In the event that services delivered pursuant to this contract involve the use of vehicles, owned or operated by the CONTRACTOR, automobile liability insurance shall be required. The minimum limit for automobile liability is:

\$1,000,000 per occurrence, using a Combined Single Limit for body and property damage.

Aviation Insurance

CONTRACTOR shall obtain at CONTRACTOR's expense, and keep in effect during the term of this contract, Aircraft Liability Insurance for each aircraft which includes Bodily Injury and Property Damage. Coverage shall be written on an occurrence basis. CONTRACTOR shall provide proof of insurance of not less than the following amounts as determined by Service Contract:

Per occurrence limit for any single claimant \$1,000,000. CSL sub-limit not less than \$100,000 per passenger.

ASSURANCES

COLLEGE and the CONTRACTOR agree that all activity pursuant to this contract will be in accordance with all the applicable current federal, state, and local laws, rules, and regulations.

ORDER OF PRECEDENCE

Each of the exhibits listed below are by this reference hereby incorporated into this contract. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and State of Idaho statutes and regulations.
- Special Terms and Conditions as contained in this basic contract instrument.
- Any other provisions, terms, or material incorporated herein by reference or otherwise incorporated.

ENTIRE AGREEMENT

This contract, including referenced exhibits, represent all the terms and conditions agreed upon by the parties. No other understandings or representations oral or otherwise regarding the subject matter of this contract shall be deemed to exist or to bind any of the parties hereto.

CONFORMANCE

If any provision of this contract violates any statute or rule of law of the state of Idaho, it is considered

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modified to conform to that statute or rule of law.

APPROVAL

This contract shall be subject to the written approval of the COLLEGE's authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

This contract is binding pending upon the approval of the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

THIS CONTRACT, consisting of 10 pages and is executed by the persons signature below who warrant that they have the authority to execute the contract.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date written below.

INLAND HELICOPTERS:

NORTH IDAHO COLLEGE:

David Valenti 06/12/2015
Date
Owner
Inland Helicopters

Chris Martin 6/22/15
Date
Vice President for Finance & Business Affairs
North Idaho College



IDAHO
Division of
Professional-Technical Education

Revised 7/13

**PTE ATTACHMENT B
(Program Profile)**

Indicate the nature of this submission

| | | | |
|-------------------------------------|--|--------------------------|---------------------------|
| <input checked="" type="checkbox"/> | New Program (option, certificate, or degree) | <input type="checkbox"/> | Non-Substantive Change(s) |
| <input type="checkbox"/> | Expansion of an Existing Program (An addition of a certificate or degree to an existing program) | <input type="checkbox"/> | Other (please list) |

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted 5/22/15
Effective Date January 2016
Institution North Idaho College

Program/Option Title Aviation Flight Training
Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate AAS Degree
If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 49.0102

CIP Code Title Airline/Commercial/Professional Pilot and Flight Crew

SOC Code Examples* 53.2012 Helicopter Pilot, Aerial Crop Duster, Flight Instructor (Commercial Pilots), Charter Pilot (Commercial Pilot Certificate Required)

TSA

*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program:

This program prepares students for a career in aviation flight training. All aviation helicopter flight training classes are offered through Inland Helicopter's FAA Part 141 certificate. Students are required to take all the courses listed plus any electives necessary to meet semester and program credits totals.

The program outcomes are:

Successfully meet the outcomes of FAA approved flight training curriculum consisting of approximately 240 hours of flying time.

Successfully meet the outcomes of the FAA Part 141 approved flight and ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications for one or more of the following to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

Answer the following questions in the category that applies for either "New Program or Option" or "Non-Substantive Change"

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.

North Idaho College's Aviation Flight Helicopter program will prepare youth or adults for careers in aviation and collaborate with industry to design and provide a high-quality program.

Synchronized system | A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs 100% program license achieved.

North Idaho College's Aviation Flight Helicopter program meets the growing workforce needs for commercial pilots and the upcoming workforce needs for the aerial unmanned vehicle industry for which Idaho received an agriculture exemption to participate in.

Industry engagement | Business and industry are fully engaged and integrated into system operations.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Revised 7/13

North Idaho College's Aviation Flight Helicopter program has received several from industry partners in letters of support of this program due to a workforce need.

Student success / *Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment.*

Aviation pilot's license is highly specialized and meets FAA requirements for attainment. NIC will provide student access to highly qualified flight instructors who meet the FFA requirements for licensing and certification.

2. Describe the discussion with PTE and the TCLC regarding this request.

North Idaho College is scheduled to present on the May 7, 2015 agenda and has submitted draft proposals to the PTE state division office for prior review.

3. Provide advisory committee/industry input supporting this request.

North Idaho College has solicited members for an aviation advisory board and has received several letters of support. Empires Airlines, Inland Helicopter, IDOL, and NIC Work Force Training Director have all agreed to be members of the advisory board.

4. What is your plan to mitigate the impact this request will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

Sandpoint High School is actively engaged in an aviation club and elective classes to help students earn their sport pilot license. Aviation pilot license can be obtained by students concurrently enrolled. Pilot licenses are not restricted to adults. The northern region of Idaho does not have any other institutions of higher education that offer aviation flight programs.

NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.

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3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

| PREFIX | CRS # | NAME OF COURSE | LECTURE HOURS WEEK | LAB HOURS WEEK | NIC SEMESTER HOURS | NIC SEMESTER CREDITS |
|---------------|------------------|---|-----------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| | | SEMESTER 1 | | | | |
| AEFT | 101 | Introduction to Flight | 1 | 0 | 15 | 1 |
| AEFT | 104 | Private Pilot Ground School | 4 | 0 | 60 | 4 |
| AEFT | 106 | Meteorology | 3 | 0 | 45 | 3 |
| AEFT | 120 | Private Pilot Helicopter Stage 1 | 1 | 6 | 105 | 4 |
| AEFT | 122 | Private Pilot Helicopter Stage 2 | 1 | 6 | 105 | 4 |
| | | Total | 10 | 12 | 330 | 16 |
| | | | | | | |
| | | SEMESTER 2 | | | | |
| AEFT | 108 | Theory of Flight | 3 | 0 | 45 | 3 |
| AEFT | 110 | Commercial Pilot Ground School | 3 | 0 | 45 | 3 |
| AEFT | 112 | Turbine Transition Ground School | 1 | 0 | 15 | 1 |
| AEFT | 124 | Commercial Pilot Helicopter Stage 3 | 1 | 4 | 75 | 3 |
| AEFT | 126 | Turbine Transition Flight | 1 | 2 | 45 | 2 |
| MATH | 123 OR HIGHER | Contemporary Math (or higher) (1) | 3 | 0 | 45 | 3 |
| ENGL | 101 | English Composition (or higher) (1) | 3 | 0 | 45 | 3 |
| | | Total | 15 | 6 | 315 | 18 |
| | | | | | | |
| | | SEMESTER 3 | | | | |
| AEFT | 202 | Instrument Ground School | 3 | 0 | 45 | 3 |
| AEFT | 204 | Aircraft Systems | 3 | 0 | 45 | 3 |
| AEFT | 230 | Commercial Pilot Helicopter Stage 4 | 1 | 4 | 75 | 3 |
| AEFT | 232 | Instrument Pilot Helicopter Stage 5 | 1 | 4 | 75 | 3 |
| COMM | 101 | Introduction to Speech Communication (1) | 3 | 0 | 45 | 3 |
| | | Total | 11 | 8 | 285 | 15 |

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| PREFIX | CRS # | NAME OF COURSE | LECTURE HOURS WEEK | LAB HOURS WEEK | NIC SEMESTER HOURS | NIC SEMESTER CREDITS |
|---------------|--------------|--|-----------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| | | SEMESTER 4 | | | | |
| AEFT | 206 | Flight Instructor Ground School | 3 | 0 | 45 | 3 |
| AEFT | 240 | Flight Instructor | 1 | 4 | 75 | 3 |
| AEFT | 242 | Flight Instructor Instruments | 1 | 2 | 45 | 2 |
| | | A.A.S. Social & Behavioral Ways of Knowing Requirement (2) | 3 | 0 | 45 | 3 |
| | | A.A.S. General Education Requirement (3) | 3 | 0 | 45 | 3 |
| | | Total | 11 | 6 | 255 | 14 |
| | | TOTAL FOR PROGRAM | | | | |
| | | General Education | 15 | 0 | 225 | 15 |
| | | Core Program Courses | 32 | 32 | 960 | 48 |
| | | TOTAL FOR AAS | 47 | 32 | 1185 | 63 |
| | | | | | | |
| | | Aviation Flight Training Elective Classes: | | | | |
| AEFT | 134 | Flight Alternate I | 0 | 3 | 45 | 1 |
| AEFT | 234 | Flight Alternate II | 0 | 3 | 45 | 1 |

- (1) Satisfies the A.A.S. degree general education requirement.
- (2) Select from the A.A.S. degree requirements listed on page 52.
- (3) Select one course from any NIC GEM approved course OR any of the 3 credit Institutionally Designated courses.

NIC Aviation Flight Program Entrance Requirements:

See program entrance requirements and admissions requirements and procedures on the Aerospace Website at www.nic.edu/Aerospace.

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COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|---|----------------------------------|------------|-----------|
| AEFT 101 | Introduction to Flight | 1 | 15 |
| This course introduces the student to the aircraft, its flight manual, the basic federal aviation regulations, elementary principles of flight, aircraft operation, and NIC flight school rules. This course is mandatory for all new students. (Lecture) | | | |
| AEFT 104 | Private Pilot Ground School | 4 | 60 |
| This course prepares the student to take the FAA private pilot knowledge examination. It includes basic navigation, weather, federal aviation regulations, NTSB reporting procedures, radio procedures, AIM advisory circulars, operating limitations, aircraft performance, principles of aerodynamics, power plants and systems, ADM and judgment, preflight action and planning. (Lecture) | | | |
| AEFT 106 | Meteorology | 3 | 45 |
| This course is designed for pilots but is helpful for the non-aviation major to understand the basics of meteorology. A study in the nature of the atmosphere, winds, temperature, moisture, air masses and frontal systems, weather forecasting using products available from government sources. (Lecture) | | | |
| AEFT 108 | Theory of Flight | 3 | 45 |
| This course covers basic aerodynamic theory of flight, aircraft instruments, performance, stability, control, airframe stress, structural limits, and turbo charging. (Lecture) | | | |
| AEFT 110 | Commercial Pilot Ground School | 3 | 45 |
| This course will prepare students for the FAA commercial pilot knowledge test. Includes study of applicable FAR's, accident reporting requirements of the NTSB; basic aerodynamics and the principles of flight; meteorology and the use of weather reports and forecasts; safe and efficient operation of aircraft; weight and balance computations; use of performance charts, performance limitation; use of navigation facilities, ADM, judgment and CRM; principles and functions of aircraft systems; maneuvers, procedures and emergency operations; night and high-altitude operations; the National Airspace System. (Lecture) | | | |
| AEFT 112 | Turbine Transition Ground School | 1 | 15 |
| This course prepares students for flight in turbine powered helicopters. Use of turbine performance charts, performance limitations; understanding of turbine aircraft specific systems including electrical, hydraulic flight controls, avionics, and powertrain. Understanding of turbine specific emergency operations. (Lecture) | | | |
| AEFT 120 | Private Pilot Helicopter Stage 1 | 4 | 105 |
| This courses covers the basic flying procedures and skills necessary for the first solo flight in a helicopter. Student will also be introduced to confined area operations, slope operations, night flying, and cross-country navigation in a helicopter. (Lecture/Lab) | | | |

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| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|--|-------------------------------------|------------|-----------|
| AEFT 122 | Private Pilot Helicopter Stage 2 | 4 | 105 |
| This course will provide students with the information to gain proficiency and skill in maneuvers and navigation to the level of the Private Pilot Helicopter Practical Test standards, and will complete certification requirements for the Private Pilot Certificate – Helicopter. (Lecture/Lab) | | | |
| AEFT 124 | Commercial Pilot Helicopter Stage 3 | 3 | 75 |
| This course will provide the information for the student to gain proficiency and skill in commercial pilot scenarios and build additional cross country flight experience in a helicopter. (Lecture/Lab) | | | |
| AEFT 126 | Turbine Transition Flight | 2 | 45 |
| This course prepares students in the basic flying procedures of a turbine powered helicopters. Use of turbine performance charts, performance limitations; understanding of turbine aircraft specific systems including electrical, hydraulic flight controls, avionics, and powertrain. Understanding of turbine specific emergency operations. (Lecture/Lab) | | | |
| AEFT 202 | Instrument Ground School | 3 | 45 |
| This course will prepare students for the FAA instrument knowledge examination, includes: FAR's that apply to IFR; appropriate sections of AIM; air traffic control system and procedures; IFR navigation systems and instruments; use of en route and instrument approach charts, aircraft operations under IFR; procurement and use of aviation weather reports and forecasts, recognition of critical weather situations and wind shear avoidance, ADM and judgment, and CRM. (Lecture) | | | |
| AEFT 204 | Aircraft Systems | 3 | 45 |
| This course introduces the systems of complex aircraft; fuel, hydraulic, brake, control, ignition, and electrical systems; covers nomenclature, preventive maintenance, engines, propellers, and related publications. (Lecture) | | | |
| AEFT 206 | Flight Instructor Ground School | 3 | 45 |
| This course will cover the required areas of instructor knowledge and is designed to aid the student in passing the appropriate FAA knowledge tests. It includes the learning process and emphasizes elements of effective communication. Methods of teaching and communicating are studied and practiced, as well as how to evaluate and critique through written and oral processes. Includes practice in classroom, one-to-one, and team teaching. (Lecture) | | | |
| AEFT 230 | Commercial Pilot Helicopter Stage 4 | 3 | 75 |
| This course will provide information for the student to continue to develop the aeronautical skill and experience necessary to meet the requirements for the Commercial Pilot Certificate with a Rotorcraft category rating. (Lecture/Lab) | | | |
| AEFT 232 | Instrument Pilot Helicopter Stage 5 | 3 | 75 |
| This course will provide training in instrument flight procedures in preparation for the helicopter instrument rating. (Lecture/Lab) | | | |

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| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|--|--------------------------------------|------------|-----------|
| AEFT 240 | Flight Instructor | 3 | 75 |
| This course will prepare students for the Certified Flight Instructor rating; includes flight time and critique. (Lecture/Lab) | | | |
| AEFT 242 | Flight Instructor Instrument | 2 | 45 |
| This course will provide the student with the knowledge, skill and experience necessary to become an instrument instructor; includes flight time and critique. (Lecture/Lab) | | | |
| MATH 123 | Contemporary Math (or higher) | 3 | 45 |
| <p>This course models the use of mathematics in real world situations. Students will be able to apply mathematical modeling principles to a variety of practical situations including personal finance, risk assessment, inferences, path analysis, linear programming, similarity and scaling, right-triangle trigonometry, game theory, and/or exponential growth. MATH-123 is intended for liberal arts majors and satisfies the math requirement for the A.A., A.S., and A.A.S degrees.</p> <p>Additional Lab Component: 1 hour per week</p> <p>Prerequisites: MATH-025 or an appropriate score on a placement test: COMPASS Algebra 46, ACT Math 20, or SAT Math 470.</p> | | | |
| COMM 101 | Introduction to Speech Communication | | |
| <p>COMM 101: This course introduces students to what communication is and how it affects human interaction. Emphasis is on public speaking with attention to audience analysis, organizational, and delivery skills. The controlled and supportive classroom environment is an ideal setting for students to practice and perfect those communication skills of effective speaking and critical listening valued in all professions, the community, and personal relations. It is, however, a complex discipline of reading, writing, research, and performance. The course success relies strongly on college-level reading and writing abilities. This course is a requirement for both the A.S. and A.A. degrees.</p> <p>Prerequisite: Entry is based on an appropriate score on the placement test, either COMPASS E-Write > 5, COMPASS Writing > 67, ACT > 7, SAT Verbal > 440, or a grade of C- or above in ENGL-099 Lecture: 3 hours per week Recommended: ENGL 101</p> | | | |
| ENGL 101 | English Composition | 3 | 45 |
| <p>This course prepares students for the demands of writing for a range of audiences, purposes, and contexts. Students will learn processes and strategies for writing and revising clear, precise, and accurate prose and will demonstrate their abilities in a series of academic essays, mainly expository. Students will also learn to read, analyze, synthesize, and respond to a wide range of written works. (Lecture)</p> <p>Prerequisites: Complete ENGL-099, ENGL-099A and B, or ESL-101 with a minimum grade of C-; or have the appropriate test score: COMPASS E-Write 6-8, COMPASS Writing 68-94 and Reading >80; ACT Writing 18-24 and Reading >19; SAT Writing 450-560 and Reading >470</p> | | | |

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| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|---|---|-----------------------|----------------------|
| GEM | Select one course from Social & Behavioral Ways of Knowing Requirement. | 3 | 45 |
| NIC GEM OR Institutionally Designated Courses | Select one course from any NIC GEM approved course OR any of the 3 credit Institutionally Designated courses. | 3 | 45 |



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**PTE ATTACHMENT B
(Program Profile)**

Indicate the nature of this submission

| | | |
|---|--|---------------------------|
| X | New Program (option, certificate, or degree) | Non-Substantive Change(s) |
| | Expansion of an Existing Program (An addition of a certificate or degree to an existing program) | Other (please list) |

Please submit a separate PTE Attachment B for each new program, expansion, or non-substantive change.

Date Submitted 5/22/15
Effective Date January 2016
Institution North Idaho College

Program/Option Title Aviation Flight Training – Helicopter Pilot
Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Advanced Technical Certificate
If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 49.0102

CIP Code Title Airline/Commercial/Professional Pilot and Flight Crew

SOC Code Examples* 53.2012 Helicopter Pilot, Aerial Crop Duster, Flight Instructor (Commercial Pilots), Charter Pilot (Commercial Pilot Certificate Required)

TSA _____

*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program:

Successfully meet the outcomes of FAA approved commercial helicopter flight curriculum consisting of approximately 220 hours of flying time.

Successfully meet the outcomes of FAA approved commercial helicopter ground school curriculum which includes formal classroom instruction divided among seven required subjects.

Meet the required FAA eligibility qualifications for one or more of the following to sit for an FAA exam:

- FAA approved Roto-craft (Helicopter) Student pilot License
- Private pilot License
- Commercial Pilot License
- Commercial Flight Instructor Pilot License

Become a FAA licensed pilot and enter the workforce.

Answer the following questions in the category that applies for either "New Program or Option" or "Non-Substantive Change"

NEW PROGRAM OR OPTION

1. Describe how this request is consistent with the Division of Professional-Technical Education's strategic plan.

North Idaho College's Aviation Flight Helicopter program will prepare youth or adults for careers in aviation and collaborate with industry to design and a provide high-quality program.

Synchronized system | *A coordinated, coherent system that demonstrates responsiveness and effectiveness in addressing Idaho's workforce needs 100% program license achieved.*

North Idaho College's Aviation Flight Helicopter program meets the growing workforce needs for commercial pilots and the upcoming workforce needs for the aerial unmanned vehicle industry for which Idaho received an agriculture exemption to participate in.

Industry engagement | *Business and industry are fully engaged and integrated into system operations.*
North Idaho College's Aviation Flight Helicopter program has received several from industry partners in letters of support of this program due to a workforce need.

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***Student success** / Systems, services, resources, and operations support high performing students in high performing programs transitioning to employment.*

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2. Describe the discussion with PTE and the TCLC regarding this request.

North Idaho College is scheduled to present on the May 7, 2015 agenda and has submitted draft proposals to the PTE state division office for prior review.

3. Provide advisory committee/industry input supporting this request.

North Idaho College has solicited members for an aviation advisory board and has received several letters of support. Empires Airlines, Inland Helicopter, IDOL, and NIC Work Force Training Director have all agreed to be members of the advisory board.

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Sandpoint High School is actively engaged in an aviation club and elective classes to help students earn their sport pilot license. Aviation pilot license can be obtained by students concurrently enrolled. Pilot licenses are not restricted to adults. The northern region of Idaho does not have any other institutions of higher education that offer aviation flight programs.

NON-SUBSTANTIVE CHANGE

Changes to a program name or title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers), Course number/prefix change, Course title change, Credit/lab/contact hour change, Semester offered change, Catalog description change, Co-/Prerequisite change, Create new Course(s), Delete existing course(s).

1. Describe the impact this change will have on students currently enrolled in the existing program.
2. Provide advisory committee/industry input supporting this change.

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3. What is your plan to mitigate the impact this change will have on similar secondary and postsecondary programs (e.g. advanced learning opportunity, early college, distributed/hybrid)?

COURSE SEQUENCE

| PREFIX | CRS # | NAME OF COURSE | LECTURE HOURS WEEK | LAB HOURS WEEK | NIC SEMESTER HOURS | NIC SEMESTER CREDITS |
|---------------|--------------|---|-----------------------------------|-------------------------------|-----------------------------------|-------------------------------------|
| | | SEMESTER 1 | | | | |
| AEFT | 101 | Introduction to Flight | 1 | 0 | 15 | 1 |
| AEFT | 104 | Private Pilot Ground School | 4 | 0 | 60 | 4 |
| AEFT | 106 | Meteorology | 3 | 0 | 45 | 3 |
| AEFT | 120 | Private Pilot Helicopter Stage 1 | 1 | 6 | 105 | 4 |
| AEFT | 122 | Private Pilot Helicopter Stage 2 | 1 | 6 | 105 | 4 |
| | | Total | 10 | 12 | 330 | 16 |
| | | | | | | |
| | | SEMESTER 2 | | | | |
| AEFT | 108 | Theory of Flight | 3 | 0 | 45 | 3 |
| AEFT | 110 | Commercial Pilot Ground School | 3 | 0 | 45 | 3 |
| AEFT | 124 | Commercial Pilot Helicopter Stage 3 | 1 | 4 | 75 | 3 |
| MCTE | 103 | Technical Mathematics for Aerospace Technology (or higher) | 3-5 | 0 | 45-75 | 3-5 |
| | | Total | 10-12 | 4 | 210-240 | 12-14 |
| | | | | | | |
| | | SEMESTER 3 | | | | |
| AEFT | 202 | Instrument Ground School | 3 | 0 | 45 | 3 |
| AEFT | 204 | Aircraft Systems | 3 | 0 | 45 | 3 |
| AEFT | 230 | Commercial Pilot Helicopter Stage 4 | 1 | 4 | 75 | 3 |
| AEFT | 232 | Instrument Pilot Helicopter Stage 5 | 1 | 4 | 75 | 3 |
| | | Total | 8 | 8 | 240 | 12 |

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| PREFIX | CRS # | NAME OF COURSE | LECTURE HOURS WEEK | LAB HOURS WEEK | NIC SEMESTER HOURS | NIC SEMESTER CREDITS |
|--------|-------|---|--------------------------|----------------------|--------------------------|----------------------------|
| | | SEMESTER 4 | | | | |
| AEFT | 206 | Flight Instructor Ground School | 3 | 0 | 45 | 3 |
| AEFT | 240 | Flight Instructor | 1 | 4 | 75 | 3 |
| AEFT | 242 | Flight Instructor Instruments | 1 | 2 | 45 | 2 |
| ATEC | 117 | Occupational Relations and Job Search | 2 | 0 | 30 | 2 |
| ECTE | 100 | Fundamentals for Writing or ENGL 101 English Composition | 3 | 0 | 45 | 3 |
| | | Total | 10 | 6 | 240 | 13 |
| | | TOTAL FOR PROGRAM | | | | |
| | | General Education | 8 | 0 | 120-150 | 8-10 |
| | | Core Program Courses | 30 | 30 | 900 | 45 |
| | | TOTAL FOR ADVANCED TECHNICAL CERTIFICATE | 38-40 | 30 | 1020- 1050 | 53-55 |

| | | | | | | |
|------|-----|---|---|---|----|---|
| | | Aviation Flight Training -Helicopter Pilot Elective Classes: | | | | |
| AEFT | 134 | Flight Alternate I | 0 | 3 | 45 | 1 |
| AEFT | 234 | Flight Alternate II | 0 | 3 | 45 | 1 |

NIC Aviation Flight Program Entrance Requirements:

See program entrance requirements and admissions requirements and procedures on the Aerospace Website at www.nic.edu/Aerospace.

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COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|---|----------------------------------|------------|-----------|
| AEFT 101 | Introduction to Flight | 1 | 15 |
| This course introduces the student to the aircraft, its flight manual, the basic federal aviation regulations, elementary principles of flight, aircraft operation, and NIC flight school rules. (Lecture) | | | |
| AEFT 104 | Private Pilot Ground School | 4 | 60 |
| This course prepares the student to take the FAA private pilot knowledge examination. It includes basic navigation, weather, federal aviation regulations, National Transportation Safety Board (NTSB) reporting procedures, radio procedures, Aeronautical Information Manual (AIM) advisory circulars, operating limitations, aircraft performance, principles of aerodynamics, power plants and systems, Aeronautical Decision Making (ADM) and judgment, preflight action and planning. (Lecture) | | | |
| AEFT 106 | Meteorology | 3 | 45 |
| This course is designed for pilots but is helpful for the non-aviation major to understand the basics of meteorology. It is a study in the nature of the atmosphere, winds, temperature, moisture, air masses and frontal systems, and weather forecasting using products available from government sources. (Lecture) | | | |
| AEFT 108 | Theory of Flight | 3 | 45 |
| This course covers basic aerodynamic theory of flight, aircraft instruments, performance, stability, control, airframe stress, structural limits, and turbo charging. (Lecture) | | | |
| AEFT 110 | Commercial Pilot Ground School | 3 | 45 |
| This course prepares students to take the FAA commercial pilot knowledge test. It includes the study of applicable Federal Acquisition Regulation's, accident reporting requirements of the National Transportation Safety Board, basic aerodynamics and the principles of flight, meteorology and the use of weather reports and forecasts, safe and efficient operation of aircraft, weight and balance computations, use of performance charts and performance limitation, use of navigation facilities, Aeronautical Decision Making, judgment, Crew Resource Management, principles and functions of aircraft systems, maneuvers, procedures and emergency operations, night and high-altitude operations, and the National Airspace System. (Lecture) | | | |
| AEFT 120 | Private Pilot Helicopter Stage 1 | 4 | 105 |
| This courses covers the basic flying procedures and skills necessary for the first solo flight in a helicopter. The student will also be introduced to confined area operations, slope operations, night flying, and cross-country navigation in a helicopter. (Lecture/Lab) | | | |
| AEFT 122 | Private Pilot Helicopter Stage 2 | 4 | 105 |
| This course provides students with the information to gain proficiency and skill in maneuvers and navigation to the level of the Private Pilot Helicopter Practical Test standards and will complete certification requirements for the Private Pilot Certificate – Helicopter. (Lecture/Lab) | | | |

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| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|--|-------------------------------------|------------|-----------|
| AEFT 124 | Commercial Pilot Helicopter Stage 3 | 3 | 75 |
| This course provides students with the information to gain proficiency and skill in commercial pilot scenarios and build additional cross country flight experience in a helicopter. (Lecture/Lab) | | | |
| AEFT 202 | Instrument Ground School | 3 | 45 |
| This course prepares students for the FAA instrument knowledge examination. It includes Federal Aviation Regulation's (FAR) that apply to Instrument Flight Rules (IFR), appropriate sections of Aeronautical Information Manual (AIM), air traffic control system and procedures, Instrument Flight Rules (IFR) navigation systems and instruments, use of en route and instrument approach charts, aircraft operations under Instrument Flight Rules, procurement and use of aviation weather reports and forecasts, recognition of critical weather situations and wind shear avoidance, Aeronautical Decision Making (ADM) and judgment, and Crew Resource Management (CRM). (Lecture) | | | |
| AEFT 204 | Aircraft Systems | 3 | 45 |
| This course introduces the systems of complex aircraft including fuel, hydraulic, brake, control, ignition, and electrical systems as well as nomenclature, preventive maintenance, engines, propellers, and related publications. (Lecture) | | | |
| AEFT 206 | Flight Instructor Ground School | 3 | 45 |
| This course covers the required areas of instructor knowledge and is designed to aid the student in passing the appropriate FAA knowledge tests. It includes the learning process and emphasizes elements of effective communication. Methods of teaching and communicating are studied and practiced, as well as how to evaluate and critique through written and oral processes. It includes practice in classroom, one-on-one, and team teaching. (Lecture) | | | |
| AEFT 230 | Commercial Pilot Helicopter Stage 4 | 3 | 75 |
| This course provides information for the student to continue to develop the aeronautical skill and experience necessary to meet the requirements for the Commercial Pilot Certificate with a Rotorcraft category rating. (Lecture/Lab) | | | |
| AEFT 232 | Instrument Pilot Helicopter Stage 5 | 3 | 75 |
| This course provides training in instrument flight procedures in preparation for the helicopter instrument rating. (Lecture/Lab) | | | |
| AEFT 240 | Flight Instructor | 3 | 75 |
| This course prepares students for the Certified Flight Instructor rating. It includes flight time and critique. (Lecture/Lab) | | | |
| AEFT 242 | Flight Instructor Instrument | 2 | 45 |
| This course provides the student with the knowledge, skill, and experience necessary to become an instrument instructor. It includes flight time and critique. (Lecture/Lab) | | | |

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| COURSE | COURSE TITLE | NIC CREDIT | NIC HOURS |
|--|--|------------|-----------|
| ATEC 117 | Occupational Relations and Job Search | 2 | 30 |
| <p>This course is designed to expose students to a variety of skills for workplace success. Topics to be discussed include learning styles, change, communications, conflict, work teams, leadership, and attitude. Students will also explore the fundamental techniques necessary to get a job, such as matching skills to job requirements, writing resumes and cover letters, and learning strategies for successful interviewing. (Lecture)</p> | | | |
| ECTE 100 | Fundamentals of Writing | 3 | 45 |
| <p>This course provides writing instruction that focuses on fluency, development, organization, revision, and editing/proofreading. As a part of this course, students will practice reading actively and critically, engaging in dialogues with texts, drafting essays in a format appropriate to purpose and audience, and utilizing a process approach to writing. Lecture: 3 hours per week</p> <p>Prerequisites: COMPASS E-Write 4-5, COMPASS Writing 18-58 and COMPASS Reading 58-64; ACT Writing/Reading 12-15; or SAT Writing 320-380 and Reading 320-400</p> | | | |
| ENGL 101 | English Composition | 3 | 45 |
| <p>This course prepares students for the demands of writing for a range of audiences, purposes, and contexts. Students will learn processes and strategies for writing and revising clear, precise, and accurate prose and will demonstrate their abilities in a series of academic essays, mainly expository. Students will also learn to read, analyze, synthesize, and respond to a wide range of written works. (Lecture)</p> <p>Prerequisites: Complete ENGL-099, ENGL-099A and B, or ESL-101 with a minimum grade of C-; or have the appropriate test score: COMPASS E-Write 6-8, COMPASS Writing 68-94 and Reading >80; ACT Writing 18-24 and Reading >19; SAT Writing 450-560 and Reading >470</p> | | | |
| MCTE 103 | Technical Mathematics for Aerospace Technology | 3 | 45 |
| <p>This course provides students with an overview of the mathematical concepts needed in the Aerospace Advanced Manufacturing certificated programs. Students will be able to apply principles of basic arithmetic, plane and angular geometry, area and volume of two- and three-dimensional solids, right-triangle trigonometry, and trigonometric functions. MCTE-103 does NOT satisfy the core math requirement for the A.A., A.S., or A.A.S degrees.</p> <p>Prerequisites: MATH-015, or placement test COMPASS Pre-Algebra 33</p> | | | |

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AUGUST 13, 2015

North Idaho College

525 West Clearwater Loop, Post Falls, Idaho 83854

www.nic.edu

**Workforce Training and
Community Education**

Phone (208) 769-3333

Fax (208) 769-3223

Idaho Professional Technical Education
P.O. Box 83720
Boise, ID 83720-0095

July 2, 2015

To Whom it May Concern:

I am writing in support of North Idaho College's request to start up an Aviation Flight program. The demand for commercial pilots has recently increased due to new FAA rules and an increase in commercial flights throughout North America and beyond.

The Boeing Pilot and Technical Market Outlook for 2013-2032 forecasts nearly half a million new commercial airline pilots needed to fly all the new airplanes entering the world fleet over the next 20 years. This report projects a demand for 85,700 pilots in North America. Thousands of pilots are retiring in 2015 and **beyond due to the FAA's mandatory maximum age of 65 for commercial pilots.** The demand for pilots will also be found in the budding unmanned aerial systems (UAS) industry. The FAA requires commercial UAS operators to have a private **pilot's license.**

North Idaho College (NIC) is an ideal place to offer aviation flight training. With **the new Aerospace Center of Excellence located at the Coeur d'Alene airport,** NIC has a vital relationship with airport management and businesses located on the airport that strengthens the link between its educational programs and aviation careers.

Please give your strongest consideration to **NIC's request** to start up a new Aviation Flight program.
Sincerely,

Marie Price
Director for Workforce and Community Education
(208) 769-3222
marie.price@nic.edu



11559 North Atlas Road
Hayden, ID 83835
(208) 292-3850
fax (208) 292-3851
www.empireairlines.com
www.empireaerospace.com

April 23, 2015

Re: North Idaho College's Aviation Flight Program

To whom it may concern:

I am writing this letter in support of North Idaho College's proposal to launch a new Aviation Flight Program. Both Empire Airlines and our new sister company, Empire Unmanned have current and future needs for a substantial number of pilots. Currently we are hiring about forty pilots a year and expect that to double in the next several years.

There is an acute shortage of qualified commercial pilots not only in both the United States but worldwide. This shortage is forecast to get worse, not better over the next decade and beyond. The cost for a student to obtain a traditional four year Bachelor's Degree plus obtain all the necessary pilot ratings to allow them to be qualified to fly for an airline costs tens of thousands of dollars. This high cost is creating a substantial barrier to entry and discouraging many young people that aspire to become professional aviators.

Currently, there are no opportunities for this training either in the State of Idaho or on a regional basis. Having access to an Associates Degree in aviation and the flight training to become a commercial pilot would substantially lower the cost to the students.

It is my understanding that NIC is also including courses associated with Unmanned Aircraft Systems (UAS) and since this is the focus of Empire Unmanned, we are very interested in these courses being a part of the Aviation Flight Program.

If I can provide further information on how important this program is to aerospace in the state and to Empire Airlines please do not hesitate to contact me.

Best regards,

Tim Komberec
President/CEO

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 13, 2015



Kassie Silvas

June 7, 2015

Dean

Outreach & Educational Innovation

kassie.silvas@nic.edu

www.nic.edu

1000 W. Garden Ave. | Coeur d'Alene, ID | 83814



Dear Dean Silvas

I am pleased to offer a letter of support for your efforts to launch NIC's new Aviation Flight Program. I am fully supportive of this much-needed academic program in Idaho. Our state has fallen behind in all aspects of aerospace development and we are all working hard to overcome this handicap. Your efforts will directly contribute to erasing that handicap. We share your vision and know where the industry needs are and right now the entire domestic aerospace industry is in desperate need of all classes and categories of trained pilots to include Unmanned Aircraft Systems (UAS) pilots and visual observers.

This shortage of pilots is exacerbated by the recent increase in commercial pilots retirement rates – at historical rates in all air carriers. As a result of the unprecedented retirement rates, all air carriers are hiring at historical rates and the forecast for this record hiring level is expected to last over the next ten years! Your efforts to establish an aviation flight program could not be timelier. As a commercial and military pilot with over 12,000 flight hours in 17 different aircraft from single seat fighters to the Boeing 777 I can attest to the industry needs and needs within my company. We are forecasting to hire upwards of 20 unmanned pilots in the next 12 months. These pilots, as required by the FAA, must have manned flight experience to legally operate UAS/Drones in the national airspace.

As the 13th company in the United States, and the only Idaho company, authorized by the FAA to conduct legal commercial UAS/Drone flight operations, we are dedicated to the safe integration of UAS/Drone operations into our existing air traffic system. The only way we can guarantee this singular level of safety is to ensure we have a staff of professionally trained pilots. Right now we have to rely on sources outside the State of Idaho to find qualified pilots. Simply put, your program would allow us to hire homegrown Idahoan's for our pilot needs. You have our unconditional support and we urge you to continue to develop this program as quickly as possible.

~signed~

Steven C. Edgar / President/Chief Executive Officer

steve@adavso.com / (208) 412-9651

Advanced Aviation Solutions <http://www.adavso.com>



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**CLIENT SERVICES
CONTRACT BETWEEN
NORTH IDAHO COLLEGE
AND
INLAND HELICOPTER**

This contract is made and entered into by and between North Idaho College, hereinafter referred to as the "COLLEGE," and the below named firm, hereinafter referred to as "CONTRACTOR."

Inland Helicopter
5505 East Rutter Ave.
Spokane, WA 99212
509-534-9114
IBI: 602572842

PURPOSE

The purpose of this contract is to provide flight training to students of the COLLEGE as outlined in this contract. Due to the procedures required by the Veteran's Affairs (VA) Office and college policies, this contract requires additional approvals. It is the intent of the COLLEGE to submit this contract to the VA for VA approval for the Program.

SCOPE OF WORK

- I. The CONTRACTOR will provide services and staff, and otherwise do all things necessary, for or incidental to the performance of work as set forth below:

Provide helicopter training for those students currently enrolled at the COLLEGE.

- 1) Maintain an Idaho business license for Flight Training and operate within the state of Idaho for at least two years.
- 2) Provide flight instruction under Federal Aviation Regulations (FAR) Part 141 both dual and solo for the benefit of the students enrolled in flight certification courses. Training for COLLEGE aviation students, pursuing flight certification and ratings, shall be done in a timely manner.
- 3) Flight training and pilot debriefing shall be done during the normal work day and work weeks of the COLLEGE.
- 4) All training for certificates and ratings for Helicopter Pilots shall be done in a manner approved by the Federal Aviation Administration (FAA), under FAR Part 141, and that all aircraft utilized in such training be similarly approved.

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- 5) The CONTRACTOR shall have flight instructor and appropriate aircraft available for scheduled training to fulfill the needs of COLLEGE aviation students in a timely manner. All aircraft shall be based at Coeur d'Alene airport. All flight operation in instruction for the specific phase of training shall commence and terminate at the respective airport unless otherwise authorized by appropriate COLLEGE officials. Overnight training flights must receive prior approval from the CONTRACTOR's chief flight instructor or the designated assistant. All aircraft administrative personnel and flight instructors necessary to fulfill COLLEGE aviation student's helicopter training requirements shall be employed by the CONTRACTOR and have received syllabus training.
- 6) The CONTRACTOR shall provide the COLLEGE with a Standard Operating Procedure (SOP) manual for approval by the COLLEGE aviation faculty. The COLLEGE may request and the CONTRACTOR must provide a revised SOP as required by the Aviation Faculty of the COLLEGE. SOP revisions must be requested by the COLLEGE after June 15th of each year and prior to August 1st of each year. Guidance for the development and revision of SOP shall be obtained from appropriate Federal Aviation Regulation FAR and Advisory Circulars (AC) and Aeronautical Information Manual (AIM). The adopted SOP shall be the policy and no changes shall be made without approval of COLLEGE aviation faculty and shall include the following:
 - a) Flight student regulations
 - b) Equipment requirements
 - c) Cost of flight training
 - d) Methods of payment
 - e) Safety procedures
 - f) Change of business operation or location
 - g) Dress code
 - h) Training areas
 - i) Training Syllabus, including specific standard procedures for conducting all the "tasks" for each course of instruction as outlined under 'Areas of Operation' in the Practical test Standards published by the Federal Aviation Administration
 - j) Auxiliary training fields
 - k) Off airport landings
 - l) Mechanical malfunctions

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- m) Scheduling policies: Priority scheduling, no shows, waiting lists
- n) Evaluation and debriefing procedures
- o) Sample "progress sheets" to be used in student progress folders
- p) Harassment training, workplace safety, financial aid and following school policy.

A new copy of the SOP manual shall be provided to each student prior to the first training session. This SOP manual shall be a combination of the CONTRACTOR's SOP and the COLLEGE's Manual, with appropriate input from both parties.

- 7) The CONTRACTOR shall maintain a student progress folder which shall include:
 - a) Number of times (per week) each student schedules
 - b) A computerized tracking or manual tracking system of what occurred during flight to include:
 - i) Lesson number
 - ii) Completion or reason for not completing (i.e. mechanical, weather, student no show, etc.)
 - c) A written evaluation of each flight stage check will be put in the student's folder.
- 8) The CONTRACTOR agrees to the following training practices:
 - a) The COLLEGE has the right to review any student folder upon request.
 - b) The CONTRACTOR must submit to the COLLEGE Aviation program one copy of the flight records and TSA records for each student who completes or discontinues the program.
 - c) The CONTRACTOR and COLLEGE shall hold meetings within two weeks of request by either party, except where the nature of the meeting is to discuss safety issues, in which cases meeting will take place within 24 hours of request.
 - d) The COLLEGE aviation faculty has the right to monitor the CONTRACTOR'S operation and shall have the right to first refusal to administer all flight stage checks, but only flight stage checks that the COLLEGE personnel are authorized and qualified to perform.
 - e) The COLLEGE and the CONTRACTOR jointly will establish the maximum number of students on active status for the flight training each semester. The maximum number of flight training students for the semester on active status shall be determined by the

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COLLEGE and the CONTRACTOR. The CONTRACTOR must assure that sufficient quantity and quality of instructors and aircraft are available to meet flight training obligations for COLLEGE aviation training requirements.

- f) The COLLEGE shall coordinate with the CONTRACTOR overall student management practices to include: extended delays of training, family emergencies, and discipline problems. Students have the same rights and responsibilities as other students in the aviation program regarding deficiencies or program concerns. The COLLEGE has the right to become involved in CONTRACTOR operations to avoid situations which the COLLEGE believes may be detrimental to the aviation program and/or the COLLEGE's students. This includes requiring the CONTRACTOR to adopt or revise the SOP to comply with the COLLEGE's requirement for training, provided such changes shall be consistent with FAR 141 training requirements.
 - g) The COLLEGE will provide ground school training; students will pay regular college tuition for this class.
 - h) In the event an aircraft is scheduled to be grounded for more than 15 days and there is no similar model available, funding will be reimbursed to the student and the student will pay for training with another provider.
- 9) CONTRACTOR agrees to provide the following described aircraft (helicopter) for the services set forth at the following rates:

| Each Vendor Will List Out Their Equipment List and Prices | Cost Per Hour of Instruction | Cost Per Hour for Rental | Fuel Surcharge Per Hour | Estimated Miscellaneous Costs Per Semester |
|---|------------------------------|--------------------------|-------------------------|--|
| Robinson R22 | \$30.00 | \$265.00 | NA | NA |
| Robinson R44 | \$30.00 | \$490.00 | NA | NA |
| Fly It Sim | NA | \$130.00 | NA | NA |
| Bell 206 | \$30.00 | \$1,020.00 | NA | NA |

The prices above shall be fixed for the term of the contract except when fees may be adjusted based on the cost of aviation fuel. The CONTRACTOR shall then give 60 days' written notice to any cost increase.

A fuel surcharge may be only added when and if the aviation fuel costs increase exceeds 10% of the base cost established each semester. The fuel surcharge factor is a fuel burn rate of gallons per hour. Fuel surcharges will be computed by subtracting the base cost of aviation fuel from the current cost, then multiplying by the factor and then multiplying by the hours the aircraft was rented. The base of Avgas is at the time of this contract is \$5.49/gal and Jet-A at the time of this contract is \$4.39/gal.

In no case during the course of this agreement may rates exceed those available to the general

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public for similar equipment, service, fuel and insurance packages.

10) The CONTRACTOR further agrees to the following aircraft specifications:

- a) The CONTRACTOR must maintain a fleet of at least 1-2 training aircrafts. Current lease agreements or proof of ownership indicating the CONTRACTOR has sole use of the aircraft must be furnished at the time of contract submittal.
- b) No aircraft in the fleet shall be older than 25 years old, without special permission from the COLLEGE, or have a total airframe time in excess of 12,500 hours. The average age since manufacture of all aircraft shall not exceed 20 years.
- c) Instrument cross-country trainings shall have a minimum of the following operational equipment:
 - 1. At least one Nav/Comm
 - 2. Transponder with encoding altimeter
 - 3. IFR Certified GPS
- d) CONTRACTOR must provide detail of manufacturer and model of radio equipment prior to final contract execution and designated these to be used for instrument training.
- e) No aircraft shall be used for training purposes having malfunctioning or inoperative electrical, avionic or mechanical components unless those items have been disabled, placarded, and determined to be not required by FAA regulations for the training operation planned.

11) The CONTRACTOR will provide the bookstore a list of items for purchase to be used in flight training to include:

- a) Headset
- b) Pilot Operating Handbook
- c) Sectional Charts
- d) Terminal Charts as necessary
- e) IFR approach plates
- f) Airport Facility Directory
- g) Logbook

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- h) Plotter
 - i) E6B Flight Computer
 - j) Practical Test Standards
 - k) For the helicopter licenses:
 - i. Flight training book
 - ii. FAA study guides
 - iii. Rating study guides, including oral exam guides
 - iv. Flight syllabus
 - v. Record folder
- 12) The CONTRACTOR shall be responsible for scheduling all student flight requirement invoicing the college each month. The CONTRACTOR shall monitor hours and insure that billable hours will not exceed published fees per semester. All North Idaho College students will pay a \$10.00 per hour flight fee in addition to the CONTRACTOR's regular flight fees. These fees shall be reimbursed to the COLLEGE monthly.
- 13) The CONTRACTOR will register and process all VA students enrolled in the helicopter training stage. The minimum number of students is eight (8), for the helicopter program. If this number is not met, the CONTRACTOR and the COLLEGE would have the right to request termination of this agreement.
- 14) Any changes to this contract will be coordinated with the COLLEGE's Contract Manager and the CONTRACTOR.
- 15) Notwithstanding RCW 1.12.07, such communication shall be effective upon the earlier of receipt for four (4) calendar days from mailing.
- 16) That all obligations of the parties hereto incurred or existing under terms of this agreement at the date of termination shall survive such termination.
- 17) In the event the CONTRACTOR makes a unilateral decision to discontinue the contract, the CONTRACTOR will work with the COLLEGE in order to establish teach-out options for all students currently enrolled in the program within the state of Idaho.
- 18) The COLLEGE will be fully responsible for the educational offerings (program, courses) and have complete oversight of faculty salaries, security, tuition setting and tuition refund, and educational facilities.
- 19) The COLLEGE shall establish student enrollment and fully disclose the enrollment agreement to students before payments are collected.

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- 20) The COLLEGE shall establish student recruitment and identify field agents.
- 21) The COLLEGE, a not-for-profit institution, will maintain tax exempt status and will not engage in any activities that will negatively affect the COLLEGE's tax exempt status.
- II. Exhibit A contains the General Terms and Conditions governing work to be performed under this contract, the nature of the working relationship between the COLLEGE and the CONTRACTOR, and specific obligations of both parties.

PERIOD OF PERFORMANCE

Subject to other contract provisions, the period of performance under this contract will be from _____ through _____.

COMPENSATION PLAN

COLLEGE shall pay an amount not to exceed the tuition allowance stated in the letter from the COLLEGE for each student based on class registration for the performance of all things necessary for or incidental to the performance of work as set forth in the Scope of Work. The \$10.00 hourly flight fees for North Idaho College students shall be reimbursed to the COLLEGE monthly. CONTRACTOR compensation for services rendered shall be based on the following raters or in accordance with the following items:

BILLING PROCEDURES:

COLLEGE will pay CONTRACTOR upon receipt of properly completed invoices, which shall be submitted to the Contract Manager not more often than monthly. The invoices shall describe and document, to the COLLEGE's satisfaction, the work performed, the progress of the student and other approved fees.

Payment shall be considered timely if made by the COLLEGE within 30 days after receipt of properly completed invoices. Payment shall be sent to the address designated by the CONTRACTOR.

The COLLEGE may, in its sole discretion, terminate the contract or withhold payments claimed by the CONTRACTOR for services rendered if the CONTRACTOR fails to satisfactorily comply with any term or conditions of this contract.

No payments in advance or in anticipation of services or supplies to be provided under this contract shall be made by the COLLEGE.

The COLLEGE shall not pay any claims for payment of services submitted more than twelve (12) months after the calendar month in which the services are performed.

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DUPLICATION OF BILLED COSTS: The CONTRACTOR shall not bill the COLLEGE for services performed under this contract, and the COLLEGE shall not pay the CONTRACTOR, if the CONTRACTOR is entitled to payment or has been or will be paid by any other source, including grants, for that service.

DISALLOWED COSTS: The CONTRACTOR is responsible for any audit exception or disallowed costs incurred by its own organization or that of its subcontractors.

CONTRACT MANAGEMENT: The Contract Manager for each of the parties shall be the contact person for all communications and billings regarding the performance of this contract.

| | |
|--|--|
| David Valenti Owner Inland Helicopter 5505 East Rutter Ave. Spokane, WA 99212 Phone: (509) 534-9114 Fax: (509) 534-9161 E-mail address: Inlandhelicopters.com | Chris Martin Vice President for Finance North Idaho College 1000 W. Garden Ave. Coeur d'Alene, ID 83814 Phone: (208)769-3342 Fax: (208) 665-2785 E-mail address: Chris.martin@nic.edu |
|--|--|

INSURANCE: The CONTRACTOR shall provide insurance coverage as set out in this section. The intent of the required insurance is to protect the state should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the CONTRACTOR or subcontractor or agents of either, while performing under the terms of this contract.

The insurance required shall be issued by an insurance company(s) authorized to do business within the state of Idaho, and shall name the state of Idaho, its agents and employees, as additional insured under the insurance policy(s). All policies shall be primary to any other valid and collectable insurance. CONTRACTOR shall instruct the insurers to give the COLLEGE 30-days advance notice of any insurance cancellation.

CONTRACTOR shall submit to the COLLEGE within 15 days of the contract effective date, a certificate of insurance, which outlines the coverage and limits defined in the Insurance Section.

CONTRACTOR shall submit renewal certificates as appropriate during the term of the contract.

The CONTRACTOR shall provide insurance coverage that shall be maintained in full force and effect during the term of this contract, as follows:

Commercial General Liability Insurance Policy

Provide a Commercial General Liability Insurance Policy, including contractual liability, written on an occurrence basis, in adequate quantity to protect against legal liability arising out of contract

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activity but no less than \$1,000,000 per occurrence. Additionally, the CONTRACTOR is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

Aviation Liability

In the event that services delivered pursuant to this contract involve the use of vehicles, owned or operated by the CONTRACTOR, automobile liability insurance shall be required. The minimum limit for automobile liability is:

\$1,000,000 per occurrence, using a Combined Single Limit for body and property damage.

Aviation Insurance

CONTRACTOR shall obtain at CONTRACTOR's expense, and keep in effect during the term of this contract, Aircraft Liability Insurance for each aircraft which includes Bodily Injury and Property Damage. Coverage shall be written on an occurrence basis. CONTRACTOR shall provide proof of insurance of not less than the following amounts as determined by Service Contract:

Per occurrence limit for any single claimant \$1,000,000. CSL sub-limit not less than \$100,000 per passenger.

ASSURANCES

COLLEGE and the CONTRACTOR agree that all activity pursuant to this contract will be in accordance with all the applicable current federal, state, and local laws, rules, and regulations.

ORDER OF PRECEDENCE

Each of the exhibits listed below are by this reference hereby incorporated into this contract. In the event of an inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order:

- Applicable Federal and State of Idaho statutes and regulations.
- Special Terms and Conditions as contained in this basic contract instrument.
- Any other provisions, terms, or material incorporated herein by reference or otherwise incorporated.

ENTIRE AGREEMENT

This contract, including referenced exhibits, represent all the terms and conditions agreed upon by the parties. No other understandings or representations oral or otherwise regarding the subject matter of this contract shall be deemed to exist or to bind any of the parties hereto.

CONFORMANCE

If any provision of this contract violates any statute or rule of law of the state of Idaho, it is considered

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modified to conform to that statute or rule of law.

APPROVAL

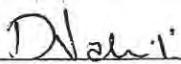
This contract shall be subject to the written approval of the COLLEGE's authorized representative and shall not be binding until so approved. The contract may be altered, amended or waived only by a written amendment executed by both parties.

This contract is binding pending upon the approval of the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

THIS CONTRACT, consisting of 10 pages and is executed by the persons signature below who warrant that they have the authority to execute the contract.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date written below.

INLAND HELICOPTERS:

 06/27/2015
David Valenti Date
Owner
Inland Helicopters

NORTH IDAHO COLLEGE:

 6/22/15
Chris Martin Date
Vice President for Finance & Business Affairs
North Idaho College