

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF UTAH – SCHOOL OF MEDICINE REPORT	Information Item
2	BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – FIRST READING	Motion to Approve
3	BOARD POLICY III.N. GENERAL EDUCATION – FIRST READING	Motion to Approve
4	BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – FIRST READING	Motion to Approve
5	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – SECOND READING	Motion to Approve
6	BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN URBAN STUDIES AND COMMUNITY DEVELOPMENT	Motion to Approve
7	BOISE STATE UNIVERSITY – MASTER OF ATHLETIC TRAINING	Motion to Approve
8	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN ECONOMICS AND MASTER OF ECONOMICS	Motion to Approve

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

9	IDAHO STATE UNIVERSITY – MASTER OF ARTS IN TEACHING	Motion to Approve
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10	IDAHO STATE UNIVERSITY – MASTER OF SOCIAL WORK	Motion to Approve
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11	DUAL CREDIT RECOMMENDATIONS	Motion to Approve
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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled in this four-year program.

As part of this agreement, UUSOM provides the Board an annual report which includes information regarding the established tuition and fees for Utah residents for the upcoming academic year, the names of students accepted for the upcoming school year, and a summary of the academic progress of continuing students enrolled.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report for 2016

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOARD ACTION

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

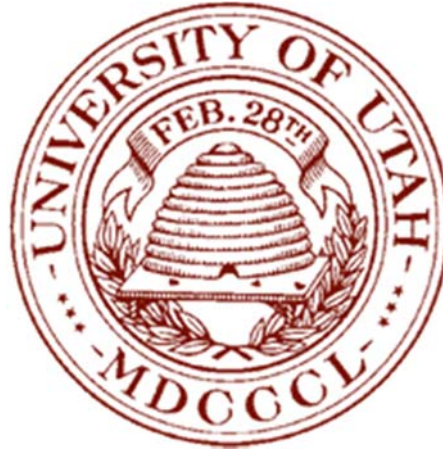


University of Utah, School of Medicine

Idaho State Board of Education Annual Report

2016





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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is

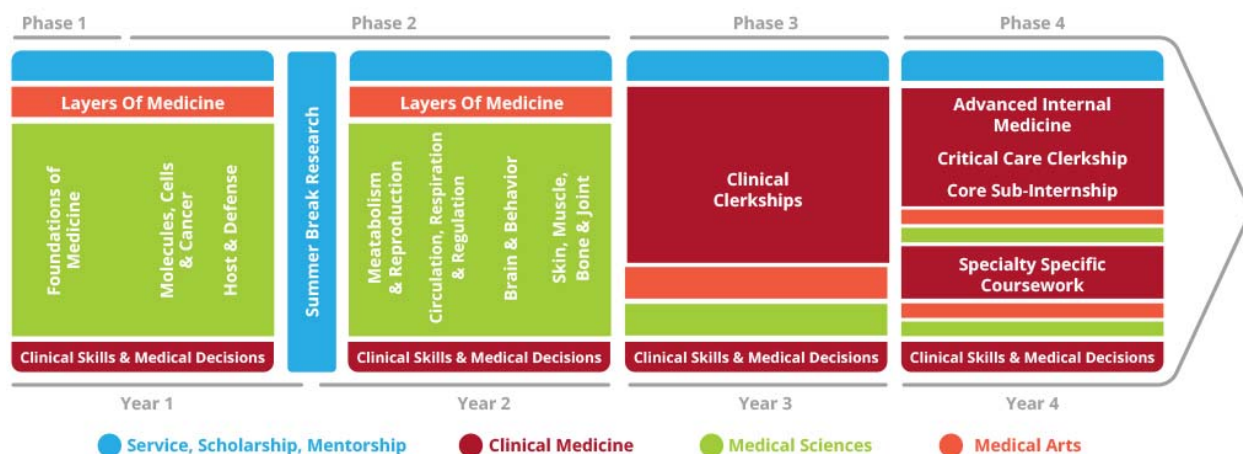
**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

Table of Contents

Overview of the Four Year Curriculum	6
Year 1	6
Year 2	7
Year 3	9
Year 4	10
Idaho Student Affairs Update	12
Program Leadership	12
Admissions	12
Academic Standards and Required Activities	13
Admissions Reports.....	16
Admissions Summary	16
Hometowns.....	17
Observational Experience	18
Idaho Rural Outreach Program (IROP)	19
Clinical Medical Education in Idaho	19
Family Practice Clinical Clerkship	20
Family Medicine Volunteer Clinical Faculty in Idaho	21
Financial Report 2015-2016.....	23
School of Medicine Graduate Reports.....	24
UUSOM Office of Student Affairs.....	24
U of U Alumni Office and Graduate Medical Education Office.....	25

Overview of the Four Year Curriculum



Year 1

Phase 1: Foundations of Medicine

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, genetics, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psycho-social and technical dimensions of patient care.

Clinical Experience: CMC I

The 4-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. Each student is assigned to a learning community with approximately 10 students and 1-2 core faculty members. Students will work within their learning communities throughout their medical school career to ensure they possess the core foundational clinical method knowledge, skills, attitudes and behaviors necessary to provide optimal patient care in a dynamic healthcare environment. Instructional methods include didactic presentation, small group discussion, simulation, authentic clinical experiences, and mentoring.

Phase 2: (2.1) Molecules, Cells and Cancer:

This 8-week unit, beginning in early January, integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how we know what we know about the molecular basis of

cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams. Students also begin the Subspecialty Clinical Experience, where they spend one afternoon per month in a specialty clinic related to topics being learned in the classroom.

Phase 2: (2.2) Host and Defense:

This 9-week unit begins in March and introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

Clinical Experience: CMC II

CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning. This will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities are a component of CMC 2 and provide students with real patient interactions in which they will apply knowledge learned in all components of the medical school curriculum. These experiences will also introduce them to the clinical environment and help them understand how to integrate into the clinical team. Core Faculty and/or practicing clinician attendings will oversee the ELO activities.

Year 2

Phase 2: (2.3) Metabolism and Reproduction:

This 9-week unit runs from late July or early August. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

Phase 2: (2.4) Circulation, Respiration and Regulation:

This 11-week unit runs from October to mid-December. This unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

Phase 2: (2.5) Brain and Behavior:

This 9-week unit begins early January through February of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

Phase 2: (2.6) Skin, Muscle, Bone and Joint:

Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I licensing exam and Phases III and IV.

Clinical Experience: CMC III-IV

CMC III-IV focuses on advanced history-taking skills, advanced physical examination skills to help elicit abnormal findings, professional communication skills, further development of lab and imaging selection and interpretation, and more advanced skills in diagnostic reasoning. These will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities provide students with real patient interactions in which they will apply knowledge learned in other components of the medical school curriculum. These experiences will also introduce students to the clinical environment and help them understand how to integrate into the clinical team. Core faculty and/or practicing clinician attendings will oversee the ELO activities.

Layers of Medicine:

The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine course are to provide students with the knowledge, skills and attitudes necessary to: Provide compassionate care to a diverse patient population, understand the complexities of a changing health care system and how access to health care impacts patient outcomes, practice medicine informed by ethical principles, analyze the impact of social, economic, gender, and cultural factors on health care outcomes, develop a positive professional attitude, appreciate and manage the influence of personal values and attitudes on relationships with patients, and find and utilize resources and information required for optimal patient care.

Year 3

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

Clinical Experience: CMC V

CMC V includes a transition to clerkship course aimed at preparing students for their clerkships. Additionally students will work with Core Faculty intermittently during the year to apply and further develop skills in clinical method with an intense focus on advanced communication skill development and developing tools for challenging clinical encounters to prepare students for the more autonomous role they will assume during their 4th year.

Family Medicine Clinical Clerkship

Six weeks with a community based of faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

Internal Medicine Clinical Clerkship

Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

Obstetrics and Gynecology Clinical Clerkship

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 15, 2016

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spend in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship

Six weeks divided into two three-week blocks. three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the university of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship

Six weeks emphasizing inpatient care at the University of Utah Medical Center, V A Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

Surgery Clinical Clerkship

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and V A Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

Year 4

The University Of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship. (12 months): Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

Specialty specific mentors are designated for each specialty and are available to help with course scheduling and career mentoring.

All students graduating from the University of Utah School of Medicine must complete a sub-internship rotation, a critical care clerkship, and 4-weeks of advanced internal

medicine. Students have ample elective time to explore additional clinical interests, research and seminar based courses. Additionally all students must participate in two required courses in the fourth year – the Longitudinal Preparation for Internship (LPIC) course and the Transition to Internship Course (TIC).

The LPIC runs July through March and meets for one afternoon every other week. The curriculum emphasizes career mentoring, preparation for the Match.

The TIC is a 2-week course after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content. Similar to the LPIC, shared portions of the curriculum are delivered to the entire class and some portions are delivered to specialty specific groups.

Clinical Experience: CMC VI

The 4-year Clinical Method Curriculum partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. The fourth year of this curriculum is under development.

Threads

The medical arts curriculum is focused on the integration of 10 threads into the core curriculum. The threads are: interprofessional education, nutrition, women's and gender health, geriatrics, health care systems, public and global health, medical ethics and humanities, translational research, biomedical informatics, and cultural diversity.

Idaho Student Affairs Update

Program Leadership



Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He attended medical school at the University of Utah School of Medicine until 2004, residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014.



Dr. Bridgette Baker is a Board Certified Family Medicine physician. She earned her M.D. degree from UUSOM and completed her Family Medicine Residency at the Family Medicine Residency of Idaho in Boise. She is currently on staff at Saint Alphonsus and Mercy Medical Center. Additionally, she is the Director of Idaho Student Programs for the University of Utah, after being recruited in 2015. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 15, 2016

understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

Academic Standards and Required Activities

We evaluate applications against minimum and average standards in 7 specific areas. Applicants must achieve at least the minimum level of performance in all 7 areas and be average or above in 5 out of the 7 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

Grade Point Average (GPA)

The minimum acceptable GPA is 3.2. Applicants with a science, non-science or overall GPA below 3.2 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

Medical College Admission Test (MCAT)

All applicants are required to take the MCAT within 3 years of their application. Example: For applications for the class entering medical school in 2015, scores will be accepted from tests taken in 2014, 2013 and 2012. Tests taken after September will not be considered for the current application year.

The minimum acceptable score for each section of the 2014 and **January 2015** MCAT is 7. The average overall score is 30. For tests taken in 2014 and **January 2015** only, the best score for each section will be considered.

If the test is taken **after April 1, 2015**, only the scores from the latest test will be accepted. The minimum acceptable score is 123 in each of the four sections.

Community/Volunteer Service

Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 15, 2016

- The minimum requirement is 36 hours completed in the last 4 years.
- The average applicant devotes 100 hours during the 4 years prior to entering medical school.

Leadership

Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months within the last four years.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

Research

Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

- The minimum is part of a class where applicant answered or tested a hypothesis and received a grade. Examples: A writing project, laboratory work, etc. **NOTE:** Research completed as part of a premedical course requirement will not be accepted.
- The average is hypothesis-based research that is supervised by an individual with verifiable research credentials. May include independent research or senior thesis.

Physician Shadowing

Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Shadowing must be done with an allopathic (MD) or osteopathic (DO) physician in their practice in the United States. Time spent shadowing medical students, interns, residents, fellows, physician assistants, podiatrists, veterinarians, nurses, EMTs, PhDs etc., will not be considered. It is our recommendation that applicants shadow several physicians who work in various specialties including primary care. Shadowing family members who are physicians is discouraged.

- The minimum requirement is eight hours shadowing a physician(s).
- The average applicant spends 24 hours with a physician(s).

Patient Exposure

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care related environment, attending to their health maintenance/progression or end of life needs. It is important that the applicant be comfortable working with and around people who are ill, sick, injured or diseased.

Direct patient exposure can be gained in a variety of ways e.g. volunteering or working in hospitals, emergency rooms, clinics or nursing care facilities, hospice ,or physical rehabilitation centers. Patient contact does not include indirect patient care such as housekeeping (cleaning, operating, or patient rooms) staffing the hospital information desk, or working in a pharmacy

- The minimum patient exposure requirement is 32 hours.
- The average experience is 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

Admissions Reports

Admissions Summary

Academic Year	Idaho Med Stud Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2015-2016	125	50	14	10	0
2014-2015	100	45	12	8	0
2013 - 2014	118	52	11	8	0
2012 - 2013	105	50	16	8	0
2011 - 2012	89	40	14	8	1
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0

Hometowns



Idaho Sponsored Freshmen, Class of 2020

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State/Country
Asay	Patrick	Nampa	ID	Nampa	ID
Broadway	Jordan	Blackfoot	ID	Columbia	SC
Cannamela	Peter	Boise	ID	Boise	ID
Foster	Tyrel	Rigby	ID	Rexburg	ID
Hall	Daniel	Ammon	ID	Idaho Falls	ID
Hansen	Jessica	Coeur d'Alene	ID	Boise	ID
Hembree	Sky	Moscow	ID	Coeur d'Alene	ID
Hunter	Necia	Emmett	ID	Emmett	ID
Schmutz	Christian	Idaho Falls	ID	Salt Lake City	UT
Shefa	Neda	Boise	ID	Kabul	Afghanistan

Observational Experience

A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks. Students receive a stipend and travel expenses.

Students who have completed this optional experience in the past have noted the following benefits and recommendations:

I went into this experience hoping to gain some insight into the everyday life of an orthopedic surgeon and to learn how to be a better student during my clinical rotations. I was very pleased with my time that I spent working with [my preceptor]. I think that he taught me valuable things about being a good student and also gave me an accurate representation of an orthopedist's life style. I also brushed up on some of my knowledge and clinical skills along the way.
--B. Denney, 2012

Most students in medical school have had brief shadowing experiences that consist of several days here and there. It was a great opportunity to see the daily rhythm of a private practice primary care facility because the time will come when I will have to consider the type of environment in which I would like to practice. This was a valuable opportunity to gain skills in clinical medicine, gain knowledge about longitudinal care and to gain experience in both a specific field and practice type that may be a career interest.
--G. Josten, 2014

UUSOM will continue to support students who wish to participate in this opportunity by educating them on this option, assisting them in finding a rewarding placement in a specialty they are interested in and providing access to a stipend to offset costs.

Idaho Rural Outreach Program (IROP)

Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) revolves around the concept of medical students inspiring the youth of rural Idaho to pursue a career in the medical field with the long-term goal being to alleviate the shortage of health care providers in Idaho. The goal is to have a significant impact on the youth in rural areas of Idaho that will motivate them towards a productive career in medicine. As 1st and 2nd year medical students we have a unique perspective with regards to the admissions process and what medical school is really like. Our experiences the last several years have been overwhelmingly positive. The educators we have worked with have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity it gave the students to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students taking part in IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg. They present a PowerPoint that discusses the different career options in the health profession: medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They then split the classes up into small groups and taught students

about the heart, using plastic models and elk/deer hearts as teaching aides. They also had kidneys, a liver and spleen which they incorporated into the teaching.

The following is one student's account of his experience:

It was a rewarding experience to return to my high school and engage the students on their level. They all seemed very engaged and interested in the dissection. Additionally, they were very inquisitive about the different paths to becoming a medical professional. I don't know that many had previously had the opportunity to consider what it takes to be a physician. Since my own path to medical school started with the mentorship of a high school science teacher, I feel these types of programs are invaluable in engaging students early on.

--C. Weinch, 2016

Clinical Medical Education in Idaho

During an Idaho medical student's third year, the Family Medicine Clinical Clerkship is completed in Idaho. The Family Medicine Clinical Clerkship is six weeks with a community based family medicine preceptor.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

The clerkship is six weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

Family Medicine Volunteer Clinical Faculty in Idaho

Physician	Location	Phone
Bridgette Baker, MD	West Valley Medical Center 1717 Arlington Ave Caldwell, ID 83605	208-459-4667
Thomas S. Call, DO	Bingham Memorial Hospital 98 Poplar MOB 1 st floor Blackfoot, ID 83221	208-782-3700
Julie Gunther, MD	St Luke's Family Medicine Park Center 701 East Parkcenter Blvd Boise, ID 83706	208-381-6500
Jason Ludwig, DO	Pioneer Family Medicine 13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Michael Maier, MD	Saint Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
R. Bret Campbell, DO	1501 Hiland Ave. Suite A Burley, ID 83318	208-878-9432
Leanne L. LeBlanc, MD	610 North West 2nd Street Grangeville, ID 83530	208-983-5120

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street Hailey, ID 83333	208-788-3434
Terrance A Riske, MD	Hayden Lake Family Physicians 8181 Cornerstone Drive Hayden Lake, ID 83835	208-772-0785
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
David A. Hall, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street Box 1047 McCall, ID 83638	208-634-6443
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Peter Crane, MD	Bear Lake Family Care & OBGYN 465 Washington Street Montpelier, ID 83254	208-847-4495
Michael Packer	Rexburg Family Medicine Center 37 South 2nd East Rexburg, ID 83440	208- 356-0234



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Financial Report 2015-2016

The Idaho State Board of Education subsidizes ten seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2015-16, Idaho students paid \$35,020.94, with student fees of \$1073.06, for a total of \$36,094.00. Idaho students also paid a surcharge of \$1692, which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$41,500/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

Administrator Travel	\$1,948.89
Student Rotation Expenses*	
First-Year Job Shadowing Stipend	\$ 0.00
Third/Fourth-Year Rotation Expenses	\$ 9,231.45
Idaho Rural Outreach Program	\$ 711.47
Idaho Medical Association U of U Student Rep Expenses	\$1,642.80
Boise Physician Support Salary	\$8,770.08
Administrative Support Salary	\$49,591.20
Total	\$71,895.89

The remainder of the funds was used for educational advancement of Idaho Medical Students.

*** Covered expenses for rotations:**

First-Year Job Shadowing Stipend: \$1100/4 week block

Mileage: One round trip between SLC and rotation site (\$0.54/mile) and mileage if distance between housing and rotation sites is ≥ 15 miles (\$0.54/mile)

Housing: If renting apt/motel \leq \$125 per week or if staying with family or friends a nice dinner/gift basket as a thank you \leq \$75

Preceptor: \$500/week, nice dinner/gift basket as a thank you \leq \$75

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

School of Medicine Graduate Reports

UUSOM Office of Student Affairs

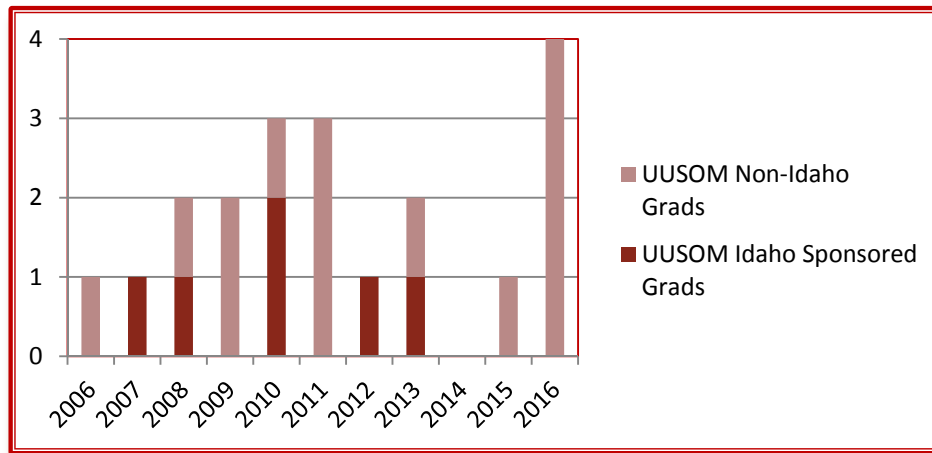
The following is the medical student graduate report of both Idaho sponsored and non-sponsored graduates.

Academic Year	Sponsored	Non-sponsored
2015-2016	8	0
2014-2015	8	0
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Since 2006, twenty UUSOM graduates have matched into Idaho GME Programs. The following indicates the number of matched graduates each year, broken into Idaho sponsored and non-sponsored graduates.

UUSOM Graduates Matched to Idaho GME Programs



U of U Alumni Office and Graduate Medical Education Office

U of U Alumni Office

As of November 2016, the following estimated numbers of U of U graduates are practicing medicine in Idaho:

UU Medical School Graduates practicing in Idaho	212*
UU Resident Graduates practicing in Idaho	69*
Total	281

Idaho Sponsored Students, 1977-2016:	267
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* These numbers were generated by the University of Utah Alumni Office. They reflect U of U graduates who are currently living in Idaho. It includes only those who graduated after 1969, based on the assumption that those who graduated prior would likely be retired. If a U of U resident was also a U of U graduate, they were only counted once.

Please note that attempts were made to find sources for more accurate information through the Idaho Medical Association and the Idaho Board of Medicine. However, at this time this data is not being tracked.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

U of U Office of Graduate Medical Education

Following is the resident graduate report of those who chose to practice medicine in Idaho:

Academic Year	Number of Graduates	Specialty	
2015-2016	7 : 301	2 – OB/GYN 1 – Dental 1 – Physical Medicine and Rehabilitation	1 – Pulmonary and Critical Care 1 – Pediatric Emergency Medicine 1 – Geriatrics
2014 - 2015	6 : 289	1 - Family Medicine - OB 1 - Sports Medicine 2 - Internal Medicine	1 - Interventional Cardiology Fellowship 1 – Nephrology Fellowship
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Academic Year	Number of Graduates	Specialty
2009 – 2010	7 : 266	1 – Medicine – Psychiatry 1 – Pediatrics 3 – Family Medicine 1 – Emergency Medicine 3 – Internal Medicine
2008 – 2009	7 : 287	1 – Anesthesiology 1 – Pediatrics 3 – Internal Medicine 1 – General Surgery 1 – Family Medicine
2007 – 2008	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hemy/Onc
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Pediatric Psychiatry 1 – Dental 2 – Pediatrics 1 – Pulmonary 1 – Pathology

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SUBJECT

Board Policy III.L, Continuing Education and Credit for Prior Learning – First Reading

REFERENCE

June 2013	The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.
October 2013	Board Approved first reading the Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

BACKGROUND/DISCUSSION

The Board approved an initial first reading of this policy at their October 20, 2016 meeting; however, the wrong version of the draft policy was included with the agenda materials. Due to the differences between both versions, the proposed amendments to Board Policy III.L are being presented to the Board for another first reading.

The Idaho State Board of Education (Board) has been committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or prior learning assessment (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Prior learning should be evaluated upon the student's request and be eligible for credit if it is demonstrated by successfully passing an appropriately rigorous assessment.

Research shows that students who earn credit through PLAs are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold a certificate or degree by 2020.

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

In early 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also indicated disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

The proposed changes to Board policy aim to provide a solid floor for Board expectations regarding the use of PLAs and granting of credit for prior learning in Idaho.

IMPACT

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

ATTACHMENTS

Attachment 1 – Board Policy III.L – First Reading
Attachment 2 – CAEL’s Final Report

Page 5
Page 11

STAFF COMMENTS AND RECOMMENDATIONS

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided 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: L. Continuing Education and ~~Credit for Prior Learning~~—~~December 2013~~
~~February 2017~~**

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. ~~Subsection L. shall apply~~This policy applies 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"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

1. Definitions

- a. Continuing Education: ~~shall include~~ Educational activities that extend postsecondary opportunities beyond ~~an institution's~~the traditional campus ~~experience~~ and ~~beyond~~ traditional students, through both credit and noncredit programs. The general purpose ~~of continuing education~~ is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.

- b. Prior Learning Assessment (PLA): The following well established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

i. Standardized assessments, including but not limited to:

- a) College Level Examination Program (CLEP)
- b) DANTES Subject Standardized Test
- c) UExcel
- d) Advanced Placement (AP)
- e) International Baccalaureate (IB)
- f) Scholastic Aptitude Test (SAT)
- g) American College Testing (ACT)

ii. Credit recommenders, including but not limited to:

- a) American Council on Education (ACE)

iii. Faculty developed assessments, including but not limited to:

- a) Technical Competency Credit, consistent with Board Policy III.Y
- b) Course specific challenge exams

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- c) Locally-evaluated industry and workplace education/training programs
- d) Portfolio

i.v. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:

- 1) Course specific challenge exams
- 2) Portfolio assessments

- ~~b. shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experience~~
- ~~ii. Prior and College Level Examination Program DANTES Subject Standardize Test Advanced Placement~~

2. Minimum Standards

a. Continuing Education Activities

- i. Institutions ~~are charged with providing~~must provide continuing education programs that are ~~conducive~~aligned with their mission and the needs of their service region(s) ~~as which is defined in Board Policy III.Z.~~
- ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.

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

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

2) Procedures for the approval of courses, programs, or activities;

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

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

5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

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

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

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

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

b. The Administration of Credit for Prior Learning Assessments

i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.

ii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, student needs and academic programs.

iii. Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.

iv. Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.

v. Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.

vi. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.

vii. When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.

viii. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.

ix. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

~~x. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code. All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:~~

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

~~3. Service Regions and Inter-Institutional Collaboration~~

~~The Board has established primary service regions identified in Board Policy Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums of Understanding to facilitate collaboration between the institutions consistent with Board Policy Section III.Z.b.ii.~~

~~3. Fees~~

~~Fees for continuing education and credit for prior learning shall be assessed consistent with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location.~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

To: Interested Parties (and to CAAP on Feb. 16, 2016)
From: Christopher Mathias
Date: January 25, 2016
Re: PLA in Idaho and recommendations for making improvements

1 INTRODUCTION

The Idaho State Board of Education (SBOE) is committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or *prior learning assessment* (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Research shows that students who earn credit through PLA are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold some sort of post-secondary credential by 2020.

As this work moves through its various stages - from proposed recommendations in this white paper to decision making to program design and implementation - cost will increasingly come to bear. So a question that needs repeated asking is: *how committed are we all to providing a comprehensive, accessible, and navigable PLA infrastructure?* Equitable commitment from all parties is crucial.

This paper aims to do the following:

- Overview the recent work conducted jointly with the Council for Adult and Experiential Learning.
- Provide a comprehensive overview of structural and policy challenges facing PLA in Idaho that must be addressed prior to major statewide investment in PLA.
- Provide an informed and consensus-driven foundation for making updates to Board policy.

2 WORKING WITH THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (2014-2015)

In early 2014, the SBOE contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions. Their final report is available upon request to the SBOE Office.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also noted disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

CAEL also observed that during the course of the project, about half the institutions were engaged in “active inquiry with CAEL to pursue goals that were both realistic and linked to measurable change.” While “the remaining institutions were passive participants in the project” some “institutions [a]re ready to steadily move forward” while others are “still deliberating the role of PLA on their campuses.”

While the final report provides an objective view of PLA in Idaho, it also provides some important information upon which to build a pathway forward. The report notes the agreement across institutions and the need to work towards the following:

1. Create a common language and definitions for PLAs to strengthen transferability of PLA credit and sustain quality assurance efforts across institutions.
2. Develop a statewide portfolio network.
3. Make transparent those standardized tests commonly used and their respective cut scores.
4. Create a transparent fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Similarly, meeting notes taken by Board Staff revealed:

5. The need to ensure our PLA infrastructure is simple to access, understand, navigate and administer.
6. The importance of clear and consistent marketing and messaging.
7. The importance of transferability and collaboration across campuses.
8. The value of tying PLA to multiple sets of circumstances and completion pathways.

3 CURRENT POLICIES REGARDING PLA

An understanding of PLA in Idaho is contingent on awareness of the multiple policies and laws that govern its administration. Such an understanding is hereby provided.

Board Policy III.L.1.b defines *credit for prior learning* as a “demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.”

The purpose of the policy is, in part, to establish “the foundation by which institutions...provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.”

Section 2.b (Credit for Prior Learning) reads in its entirety:

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process. Institutional policies and procedures shall maintain the following minimum standards:

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

This language strictly adheres to the Northwest Commission on Colleges and Universities (NWCCU) standard 2.C.7 which reads:

“Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.”

Additionally, Idaho Code Section 33-3727 reads, in pertinent part:

The State Board of Education...shall develop policies relating to the award of academic credit for education, training or service completed by an individual

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

as a member of the armed forces or reserves of the United States, the national guard of any state, the military reserves of any state or the naval militia of any state, where such education, training or service is determined to satisfy such established policies.

In sum, state and Board policy makes clear that PLA is an important tool for promoting educational attainment. However, aside from a clear requirement to craft PLA policies related to military training, the policies do not clearly require Idaho's public post-secondary institutions to offer or implement PLA generally and, perhaps more importantly, do not provide a foundation for administering PLA that is subject to a cycle of continuous improvement.

4 CONCEPTS AND DEFINITIONS

The concepts and definitions that underlie the administration of PLA are not fully encompassed in relevant policies. As the understanding of effective PLA has matured, so to have the concepts that guide its administration. Indeed, "credit for prior learning" is the end while PLA is the means, and Board Policy is largely silent on the means (this must change). This section aims to provide baseline definitions moving forward.

As discussed above, the State Board defines *credit for prior learning (CPL)* as a "demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study...." It is slightly confusing to equate credits (the end) with a demonstration (the means) when in fact it is the demonstration that results in credits. Thus, moving forward, a simpler and more accurate definition of CPL might simply be: credits earned via PLAs.

PLAs - a set of well-established, researched, and validated methods for assessing learning for college credit - allow students to demonstrate knowledge, competencies, skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

Some states - neighboring [Montana, for example](#) - officially recognize two broad categories of prior learning evaluated through PLA. **Instructional-based prior learning (IBPL)** is learning that took place in a classroom but not within a two or four year institution. IBPL is commonly assessed, for example, using Advanced Placement (AP) tests and American Council on Education (ACE) credit recommendation. **Experiential-based prior learning (EBPL)** occurred outside of a traditional classroom. EBPL is commonly assessed, for example, using CLEP tests, challenge exams, or portfolio assessment reviews. Idaho should consider adopting this bi-furcated approach.

The following might serve as an exhaustive list of PLAs in Idaho:

1. Standardized tests, including:
 - a. CLEP
 - b. DSST
 - c. UExcel
 - d. AP
 - e. IB

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- f. SAT/ACT
- 2. Credit recommenders, including:
 - a. American Council on Education (ACE)
 - b. National College Credit Recommendation Service (NCCRS)
- 3. Faculty developed assessments, including:
 - a. Technical Competency Credit
 - b. Course specific challenge exams
 - c. Locally-Evaluated Industry and Workplace Education/Training Programs
 - d. Portfolio (Each institution's portfolio PLA shall exist within an statewide portfolio network)

This paper makes repeated use of the term **statewide portfolio network** (SPN). An SPN specific to Idaho must possess the following characteristics:

- a. CPL earned via the SPN are applicable only to particular academic and technical programs.
- b. Once CPL derives from the SPN, those credits shall be automatically transferable to Idaho's other public post-secondary institutions under circumstances to be prescribed later.
- c. Faculty who conduct PLAs in a SPN must maintain proper training.

5 OUTSIDE PERSPECTIVES

The Legislature, State Board of Education, and Idaho's public post-secondary institutions are not the only entities with an interest in the administration of PLAs in Idaho. An increasing number of entities have taken a heightened interest in PLA; what follows are two examples.

During the 2014 Legislative session, both houses adopted House Concurrent Resolution 53 which directed members of the State Board, and the *Departments of Commerce and Labor* to convene a working group to develop a robust plan including proposed measures and benchmarks to strengthen the ties between our public educations systems and Idaho's business and industry. The working group made eight recommendations first of which was to "create a statewide portfolio approval process for awarding credits based on prior learning and experience." The establishment of such a statewide process is discussed in section 6.

To achieve the State Board's 60% Goal, the *JK and Kathryn Albertson Foundation* (the Foundation) has also discussed the need to determine the "health" of higher education institutions in Idaho in their ability to recruit, retain and graduate adult learners. The Foundation has discussed this interest with CAEL and learned there are options for gauging "health." For example, the Adult Learner Focused Inventory (ALFI) assessments provide a snapshot of how institutional team members and adult students view the institutions through the lens of the nine principles of Effectively Serving Adult Learners. As this work moves forward, it may be prudent for our institutions to conduct ALFI assessments prior to any major investments in their PLA infrastructure.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

6 RECOMMENDATIONS

Idaho aims to establish a PLA infrastructure that is sustainable, navigable, and accessible with clear points of entry. For this to occur we must acknowledge that current policy has not provided a strong foundation for a sustainable and modern PLA infrastructure and additional policy guidance is necessary. At minimum, Board Policy III.L must be revised.

The following in conjunction with current policies (and appropriate changes thereto) would help provide a modernized foundation for creating a stronger PLA infrastructure in Idaho.

The statewide PLA advisory group recommends the adoption of the following basic principles into all relevant policy:

1. Prior learning should be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment.
2. The definitions outlined and recommended in section 4, above, shall apply statewide.
3. Institutions are responsible for determining how best to implement PLAs within the context of its mission, culture, student needs and academic programs.
4. While the Institutions shall maintain the efficacy of this policy, as well as assuring students have access to the most appropriate and modern prior learning assessment methods, the State Board of Education shall oversee this policy and its administration.
5. Each institution shall (a) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee and (b) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
6. Institutions reserve the right to award credit for prior learning beyond the 25% cap when they deem it academically appropriate for exceptional students, particularly in PTE programs; CPL earned through the assessment of IBPL is excluded from the 25% cap.
7. Idaho's PLA infrastructure shall ensure maximum transferability of CPL among the institutions as today's students are extremely mobile. To this end, once recorded on a transcript from an Idaho public post-secondary institution, CPL shall be viewed as if the credit had been earned through a regular in-class assessment at the awarding institution; CPL must be clearly noted if it applies to the 25% cap but need not be if it does not apply.
8. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
9. When appropriate and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
10. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding CPL.
11. Fees charged to students for the administration of PLAs must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

12. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

7 NEXT STEPS

This paper contains a series of recommendations and observations about what *should* be done in Idaho regarding PLA. What it does not do is delineate in any detail *how* that work should be done. Thus, it is recommended that the Council on Academic Affairs and Programs (CAAP) take the lead on conceptualizing and implementing all necessary aspects of these recommendations, including but not limited to:

1. The development of a *statewide portfolio network*.
2. The identification of those cut scores for commonly used standardized tests in which there is uniformity across campuses, and making the results transparent.
3. Making more transparent a fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Board staff will work with CAAP on proposing appropriate changes to Board Policy III.L. Those changes will provide a strong foundation for all other PLA work. Once this policy is updated, the institutions will have a stronger basis for making the necessary changes to their policies and practices.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SUBJECT

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

REFERENCE

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

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

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

Consistent with Board Policy III.N faculty discipline groups representing all institutions meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year's General Education Summit, a concern arose regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes. This led to a conversation with the General Education Committee on June 10, 2016 and subsequently amendments to the oral communications competencies.

In alignment with General Education Committee recommendations, proposed amendments include requiring students to meet all six competencies upon completion of a course.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

The General Education Committee and the Oral Communications discipline convened during this year's General Education Summit held on October 5, 2016 to discuss concerns regarding the oral communication GEM course competencies and to discuss amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. CAAP reviewed the proposed changes at its November 17, 2016 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

February 2017

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

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

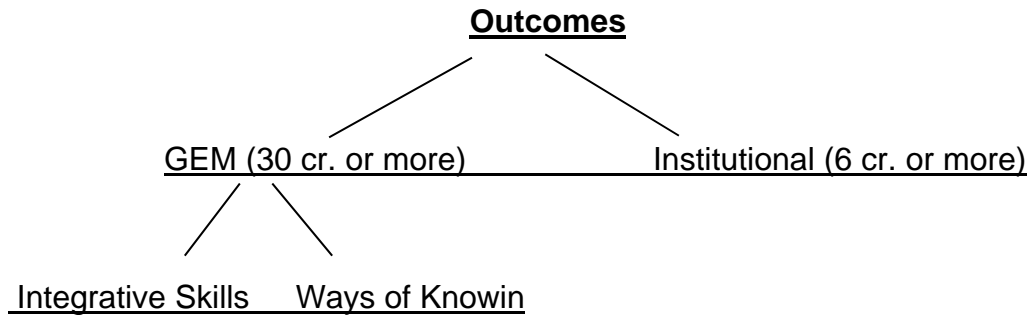
1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The General Education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the General Education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the General Education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General Education framework reflecting AAC&U Essential Learning



2. The intent of the General Education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout General Education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
 - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

- v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
 - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
- b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate ~~at least five (5) of~~ the following competencies.
- i. Research, discover, and develop information resources and structure ~~verbal spoken~~ messages to increase knowledge and understanding.
 - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ~~ethically~~ influencing attitudes, values, beliefs, or behaviors.
 - ~~iii. Understand interpersonal rules, roles, and strategies in varied contexts.~~
 - ~~iv.iii. Effectively listen and adapt~~ ~~spoken verbal~~ messages to the ~~diverse~~ personal, ideological, and emotional ~~needs perspectives of the individuals, groups, or contexts audience.~~
 - ~~v.iv. Employ effective~~ ~~verbal spoken~~ and nonverbal behaviors that support communication goals ~~and illustrate self-efficacy.~~
 - ~~v. Listen in order to~~ ~~Effectively and critically recognize and critically~~ evaluate the reasoning, evidence, and communication strategies of self and others.
 - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
- i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
 - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

- v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
 - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

by courses prefixes.

General Education curricula must reflect the following credit distribution:

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

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

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any General Education course	3

- c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.
- 6. Governance of the General Education Program and Review of Courses
 - a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and relevance of General Education competencies related to their discipline.

- b. The General Education Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the General Education framework for each institution. GEM Committee duties are prescribed by the Board.
- c. The institutions shall identify all General Education courses in their curricula and identify them on the state transfer web portal.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

SUBJECT

Proposed Amendments to Board Policy III.W., Higher Education Research, First Reading

REFERENCE

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The Board's Higher Education Research Policy, III.W. was established to recognize Idaho's universities role as a driving force in innovation, positive economic impact, and enhanced quality of life for Idaho. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the Idaho's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council (HERC) of the Idaho State Board of Education is responsible for advising the Board on the implementation of strategies that increase the quality and quantity of research in Idaho, encourage continued public and private support of research, enhance the quality and quantity of academic research produced, increase faculty eligible to compete for research funds, where appropriate, development of Idaho public institutions' research infrastructure and the development and implementation of a higher education statewide strategic plan for research.

In addition to establishing the purpose and responsibilities of HERC, Board Policy III.W. outlines minimum reporting and program requirements for those research

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

programs administered by HERC on behalf of the Board. In March of 2012 new funding was appropriated to the Board's system-wide needs budget for the purposes of further research as well as ongoing funding to Boise State University, Idaho State University and the University of Idaho for activities associated with the Center for Advanced Energy Studies. The funds were appropriated under the umbrella of the Governor's initiative referred to as the Idaho Global Entrepreneurial Mission (IGEM). The IGEM vision is to leverage private-industry guidance and the talent and expertise of Idaho's research universities to commercialize innovative and viable technologies that will strengthen Idaho's economy. The ongoing appropriation totals \$1M to the Department of Commerce for innovation grants and to manage the Commerce IGEM Council; \$2M to the institutions for the Center for Advanced Energy Studies; and \$2M for competitive state university research under the direction of HERC. To facilitate the work of HERC the Board approved guidelines for the use of the funds by HERC. HERC conducted a competitive process and awarded three year projects with the initial funds. Proposed Amendments, incorporate these program requirements into Board Policy III.W.

Proposed amendments will also incorporate Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC. Additional amendments will make technical corrections and update minimum reporting requirements to better align with the current array of research programs administered by HERC.

IMPACT

Approval of the amendments to Board policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

ATTACHMENTS

Attachment 1 - Board Policy III.W., Higher Education Research – 1st
Reading

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes incorporate past action taken by the Board regarding reporting Center for Advanced Energy Studies activities, use of funds appropriated for the use of the Board's Higher Education Research Council and designated for Idaho Global Entrepreneurial Mission purposes, and update minimum program reporting requirements.

Staff recommends approval.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOARD ACTION

I move to approve the first reading of Board Policy III.W., Higher Education Research 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: W. Higher Education Research**

~~October 2011~~November 2016

1. Higher Education Research Council

a. Purpose and Coverage

Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council of the Idaho State Board of Education (HERC) provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. The implementation of the higher education research policy of the Board will be the duty and responsibility of HERC. HERC shall report annually to the Board on a schedule and in a format established by the Executive Director.

b. The Role of Research in Higher Education

Research is the creative search for and application of new knowledge.

i. Philosophical Statements and Guiding Principles

The significant role science, technology and other research play in statewide economic development is also accompanied by a demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. To fulfill this role, HERC will direct and oversee the development, implementation, and monitoring of a statewide strategic plan for research. The development of a statewide strategic plan for research will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry, and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

This Policy is designed to assist the public baccalaureate and post-baccalaureate institutions in addressing these areas via appropriate research activities through:

- 1) individual and multi-disciplinary research projects;
- 2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- 3) collaborative relationships between academia and varied shareholders outside the academy.

The guiding principles are:

- 1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- 2) to ensure accountability for the state's investment via demonstrable results.

ii. Support of research activities with public funds is important because:

- 1) Research is important in the education of students at all levels.
- 2) Research plays an important role in maintaining and enhancing faculty quality.
- 3) Academic research contributes to economic development.

iii. The Board desires to increase the quality and quantity of research and to encourage continued public and private support of research in Idaho through application of the following principles:

The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.

Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.

iv. The development and implementation of a statewide strategic plan for research is a vehicle for identification of research objectives and areas.

c. Specific Funding Programs to Strengthen Research in Idaho

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

i. Infrastructure [Funding](#)

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering, and other research infrastructure. Distribution of these funds will be made according to guidelines approved by HERC. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, startup funds for new hires, and incentives to reward faculty for their research achievements.

ii. Targeted Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

- 1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
- 2) A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
- 3) Collaborative research projects are encouraged.

Guidelines for this program will be established by HERC, will incorporate an independent peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

iii. Research Centers [Funding](#)

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by non-state matching funds.

iv. State Matching Awards

Under this program State funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- 1) Federal Agencies

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

- 2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
- 3) Foundations
- 4) Business and Industry
- 5) Other

v. Idaho Global Entrepreneurial Mission Funding

Funding under this program will be awarded for competitive state university research in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

Selected project proposals will be in alignment with the statewide higher education research strategic plan and will leverage the talents and expertise of Idaho's higher education research activities and the private sector to further the economic vitality of the state; create a platform to facilitate and accelerate the transfer of technology out of Idaho's public state research facilities and into the private sector; and create new ideas, products and companies that will lead to higher-paying jobs and a strong economic foundation for Idaho.

Priority will be granted to those proposals that can show a strong collaborative effort between institutions as well as the private sector or exhibit high potential for near term technology transfer to the private sector.

Further guidelines for this program will be established by HERC and will incorporate an independent peer review of proposals, an evaluation component for identifying the project success and economic benefit to the State. Performance measures established for project post-award accountability will be specific, objective, measurable and realistic. Awards may span multiple years, but will be evaluated for effectiveness annually.

vi. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on the quality, relevance, and impact of the project. Reporting measures may include such items as: its productivity with respect to such items as:

Quality

- ~~2) Number of faculty involved;~~
- ~~3) External funding earned as a result;~~
- ~~4) Publications in refereed journals;~~
- 51) Presentations at professional meetings and conferences;
- 62) Patents awarded or pending;

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- ~~7) Economic benefits; or~~
- ~~8) Problem resolution.~~

Relevance

- 1) Importance of project to Idaho industries;
- 2) ~~3) External funding earned as a result;~~
- 3) Citations;
- 4) Programmatic impact

Impact

- 1) Number of undergraduate and graduate students involved;
- ~~4) Number of faculty involved;~~
- 3) Collaborations between universities and industries of Idaho;
- ~~1) ~~8) Problem resolution.~~~~
- ~~7) Economic benefits; or~~

Reporting procedures will be established and administered through HERC.

d. Responsibilities and Membership of the Higher Education Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategies, HERC will report to the Board through the Instruction, Research and Student Affairs Committee. The assigned responsibilities of HERC will include the following:

- i. Direct and oversee the development of a higher education statewide strategic plan for research;
- ii. Direct and oversee the use of Legislatively appropriated funds for higher education research;
- iii. Determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
- iv. Organize the review procedures for proposals submitted under the guidelines mandated;
- v. Monitor the productivity of each funded project to warrant continued funding and to provide accountability.

The membership of HERC shall consist of:

- i. the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College;
- ii. a representative of the Idaho National Laboratory (INL); and
- iii. three non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The Board shall appoint the three non-institutional representatives. The three non-institutional representatives shall be appointed for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for three years. The appointments of the representative of INL shall be subject to approval of the Board. All members of HERC shall have equal voting privileges.

One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall serve [as chair of the Council for](#) more than three (3) consecutive terms.

Executive Committee:

The Executive Committee shall consist of the three Vice Presidents of Research.

e. Nominating Process

HERC shall nominate candidates for membership for Board consideration. The list of candidates, including letters of interest and biographical information, must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

i. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on HERC's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

ii. Open Appointment

- 1) HERC members shall solicit nominations with consideration given to geographic, private industry involvement, and other representation characteristics.
- 2) Each nominee must provide a written statement expressing his or her interest in becoming a member of HERC. Each nominee must also provide a description of his or her qualifications, and must identify his or her primary residence.
- 3) HERC will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for HERC membership identified by the Board or its staff.

2. Experimental Program to Stimulate Competitive Research (EPSCoR)

a. Overview

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR shall be subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

b. EPSCoR Mission

Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University and Boise State University are Idaho EPSCoR partner institutions.

c. Idaho EPSCoR Committee

Idaho EPSCoR shall be guided by a committee appointed by the Board.

i. Duties and Responsibilities

The Idaho EPSCoR Committee shall serve under the direction of the Board and shall oversee the implementation of the Idaho EPSCoR program and office. The Idaho EPSCoR Committee is responsible for the selection and progress of EPSCoR projects funded by various federal agencies, in accordance with agency-specific guidelines. The committee shall establish policies and procedures to ensure that EPSCoR program goals and objectives are met. These policies and procedures shall be brought to the Board for approval. The committee will carry out the following EPSCoR objectives:

- 1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- 2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
- 3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
- 4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivates positive change and progression.

ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. Additional meetings may be called by the chair or by request of three (3) or more committee members. The chair will appoint subcommittees as needed. The appointments are subject to review of the entire committee. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

The project director, under the direction of the chair, prepares the agenda, schedules each meeting of the committee and maintains a written record of the committee's activities.

iii. Membership

Committee membership shall be constituted to provide for geographic, academic, business and state governmental representation. The committee shall consist of sixteen (16) members with voting privileges, composed of the following:

- 1) The Vice President for Research or Chief Research Officer at the University of Idaho, Idaho State University, and Boise State University;
- 2) One member from each chamber of the Idaho state legislature;
- 3) One representative from Idaho National Laboratory;
- 4) One representative from the Idaho Department of Commerce – such individual shall be focused on economic development;
- 5) The remainder shall be representatives of the private sector who have a stake in developing the state's research infrastructure or who have experience in innovation and entrepreneurial activities, applied research and development, management and finance, or community economic development.

In addition, one representative of the Governor's office and one member of the Board shall serve on the committee as ex officio members without voting rights.
[The member of the Board shall be appointed by the Board President.](#)

iv. Nominating Process

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The Idaho EPSCoR Committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment and is eligible to continue serving, the nominating committee shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2) Open Appointment

- a) The EPSCoR committee on behalf of the Board will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho EPSCoR Committee.
- b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- c) The EPSCoR committee will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to identify the most qualified candidates for Board consideration.
- d) The EPSCoR committee will forward the qualified candidates, in order of preference, to the Board for consideration. The Board may provide for interviews of the candidates, if needed.

The Board may, after review of the candidates nominated by the committee pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

v. Terms of Membership

Committee members shall serve five-year terms with the exception of the Vice Presidents of Research and the non-voting ex officio members. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term. Members who serve by virtue of their position,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

without terms are not subject to the term limits and serve at the pleasure of the Board.

Appointments will be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year. An appointee who has reached the end of his or her term shall remain in service as a committee member until reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.

d. Reporting

The committee shall prepare an annual report to the Board that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

e. Idaho EPSCoR Office

Within guidelines specified by NSF and this policy, the EPSCoR committee shall determine and select an Idaho EPSCoR partner institution to serve as the lead institution which will house the project director for purposes of administering Idaho EPSCoR and providing support and resources to the Idaho EPSCoR Committee.

f. Idaho EPSCoR Project Leadership

The project director and any associate project directors are selected by and serve under the direction of the Idaho EPSCoR Committee.

The project director shall be a tenured faculty member of an Idaho EPSCoR partner institution whose qualifications must include: a successful research track record (grants and professional publications) in science or engineering, experience in research management and academic administration, and a successful record of dealing with various segments of academic institutions, government, industry, and the public.

3. Center for Advanced Energy Studies

The Center for Advanced Energy Studies (CAES) is an ongoing research collaboration among Battelle Energy Alliance, LLC (BEA), Boise State University (BSU), Idaho State University (ISU) the University of Idaho (UI) and the University of Wyoming with its main location at the ISU/CAES building in Idaho Falls. Structure and administration of the collaborative is outlined through a consortium agreement. The agreement adds structure to the CAES collaboration while continuing to recognize each CAES member as a separate governmental entity operating under each member's own legal standing.

BSU, ISU, and UI shall report annually to Board on institution related CAES activities, including the expenditure of CAES appropriated funds through the Higher Education Research Council (HERC). The timing and format of such reports shall be established by HERC.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Council on Academic Affairs and Programs (CAAP) identified several program names and degree titles that needed to be updated within the Statewide Program Responsibility chart in Board Policy III.Z. CAAP and Board staff also proposed amendments to the provision under subsection 2.b.i, that would clarify the statewide program responsibilities list will be "updated" by the Board every two years.

There was one change between first and second reading that would further clarify the term "when necessary" under subsection 2.b.i regarding the delivery of statewide program responsibility programs.

IMPACT

Proposed amendments to Board Policy III.Z will bring program names and degree titles up-to-date and ensure such updates occur on a regular basis. The proposed amendments will also clarify the expectations of the universities regarding the delivery of statewide program responsibilities.

ATTACHMENTS

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

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Current Board Policy requires the “statewide program list shall be reviewed for alignment by the Board every two years.” Following close consultation between Board staff, institutions, and Instruction, Research, and Student Affairs (IRSA) members. It is clear that the alignment process is vague and infeasible, which provides explanation for its lack of occurrence. The proposed language provides clarity and actionable guidance with regard to this item.

Board staff and CAAP recommend approval as presented.

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 _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

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

[December 2016 August 2015](#)

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). 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.

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 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 policy, with respect to career technical 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.
- 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.
- 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.
- 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.
- 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.
- 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
 - 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 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 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

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. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the 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

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 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 the following:

- a) 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.

- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) 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.
- d) A summary 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.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) 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 annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board 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.
- c) 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.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. 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.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016

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~~updated by the Board every two years.

Boise State University ~~shall have responsibility to~~must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy <u>and Administration</u>	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~~must assess the need for and, when determined necessary by the assessment, 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.
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.
<u>Educational Sign Language</u> 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~~must assess the need for and, when determined necessary by the assessment, 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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 Forestry	B.S.For.Res.Forestry
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 Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

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) Career Technical Service Regions

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

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

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

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

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

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

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

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 Career Technical Education in the case of career 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) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
 - b) 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.
 - c) 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

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 Career Technical Education in the case of career 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 career 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. Memoranda of Understanding

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 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:

- 1) 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.1) above, and

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016

BOISE STATE UNIVERSITY

SUBJECT

New Bachelor of Arts in Urban Studies and Community Development

REFERENCE

August 2016 Based on approved line item request titled "Public Service Initiative" for \$2 million.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Arts (BA) degree in Urban Studies and Community Development. The new program is the first of two programs being proposed by BSU's new School of Public Service; the second will be a BA in Global Studies, which will be considered at a later Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university.

Most existing urban studies programs focus on large, global, industrial cities, such as New York and San Francisco. The proposed program will be different in that it focuses on the challenges faced by communities in the Intermountain West. Cities and towns in the Intermountain West have unique cultural, economic, environmental and political dynamics, typically have a strong interdependence with adjacent rural areas, and are often geographically isolated.

Idaho is often labeled a rural state because of its vast open space, agricultural and forestry industries, and overall low population density. However, it is largely urban when considering demographics and economic activity: about 1.45 million or 87% of Idaho's estimated 1.67 million residents live in designated urban areas, which are defined as communities with a core population of at least 10,000.

Graduates will develop expertise in a range of fields that include economics, public policy, program evaluation, community building, and public communication; that expertise will enable them to address urban issues and challenges having to do with community development.

Graduates will be well prepared for a variety of graduate programs at the state's three universities. They will also have available to them a diverse array of career paths, include community development coordinators, economic development analysts, nonprofit program coordinators, urban demographers, city managers, and real estate project coordinators.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Currently there are no other similar programs offered by Idaho public institutions. Programs in other states include Bachelor's degrees in Urban Ecology at University of Utah; Geography-Urban Studies and Urban and Metropolitan Studies at Arizona State University; Urban and Regional Development at the University of Arizona; Urban Studies at the University of Washington-Tacoma; Community Development at Portland State University, and Urban Studies and Planning at the University of Denver.

IMPACT

BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

The program will be resourced in three ways:

- Much of the coursework will be provided using already-existing faculty members and coursework.
- Additional capacity will be provided by two faculty lines devoted to the program, which result from reallocation of resources from the discontinued Community and Regional Planning program and reallocation of a faculty line from the Department of History.
- The above resources will enable BSU to get the program up and running. Expansion will be facilitated if BSU is successful in receiving the FY18 Line Item Request to the legislature, which includes two faculty lines that would be devoted to this program.

ATTACHMENTS

Attachment1 - BA in Urban Studies & Community Development proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program falls within the mission of BSU, and will create graduates who are prepared to work in a variety of fields supporting local communities and will be excellent preparation for graduate studies at all three Idaho universities.

BSU submitted a new FY18 line item request as part of their Public Service Initiative, which includes two faculty lines for the proposed program. This funding would enable the institution to expand the program. If not funded, BSU will still be able to move forward with implementation; however, the program would have more modest enrollment growth and increased constraints variety of electives available to students.

BSU's request to create a new BA in Urban Studies and Community Development is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for planning or community development programs.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The proposal includes letters of support from leaders of eleven Idaho cities: Boise, Meridian, Caldwell, Lewiston, Eagle, Bonners Ferry, Blackfoot, Middleton, Orofino, Coeur d'Alene, and Ammon.

The proposal went through the program review process and was recommended by to the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 1, 2016.

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

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Arts in Urban Studies and Community Development in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

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

Program Identification for Proposed New or Modified Program:

Program Title:	BA in Urban Studies and Community Development				
Degree:	B.A.	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes		X	No	
CIP code (consult IR /Registrar):	45.1201 Urban Studies/Affairs				
Proposed Starting Date:	Fall 2017				
Geographical Delivery:	Location(s)	Boise campus	Region(s)	Region III	
Indicate (X) if the program is/has:		Self-Support		Professional Fee	
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

Greg Cook 8/1/16
College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Steve Pearson 8/18/16
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

Michael J. ... 8/16/16
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

[Signature] 8/19/16

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a new **Bachelor of Arts in Urban Studies and Community Development (USCD)**. The proposed undergraduate program will be housed in the School of Public Service (SPS). As an interdisciplinary program, it will draw on expertise of and collaboration with the Colleges of Arts and Sciences, Health Sciences, Business and Economics, and Engineering. The proposed program does not replace any existing program.

Graduates of the proposed program can be best characterized as “urban analysts,” who will acquire deep, applied knowledge in how cities, communities, and regions function, especially in the Intermountain West. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of cities and communities will have a competitive advantage in the workforce. Career paths are diverse and include community development coordinators, economic development analysts, nonprofit program coordinators, urban demographers, city managers, and real estate project coordinators. Additionally, they will be well prepared for a variety of graduate programs at Boise State University, the University of Idaho, and Idaho State University.

Graduates will be able to address urban issues and community development challenges that are relevant to the Intermountain West using their expertise in (i) urban and regional economics, (ii) public policy and program evaluation, (iii) core urban and regional concepts and their application to the Intermountain West, (iv) infrastructure and community building, (v) community development analysis, and (vi) public communication strategies. An undergraduate academic program focused on urban studies makes sense given that most population and economic growth in the United States is concentrated in urban areas and metropolitan regions (Brookings Institute 2011).

Idaho is often labeled a rural state because of its vast open space, agricultural and forestry industries, and overall low population density, however, it is largely urban when considering demographics and economic activity: about 1.45 million or 87% of Idaho’s estimated 1.67 million residents live in designated urban areas (See Appendix). Approximately 1.2 million or 72% of the state’s population live in the metropolitan areas of Boise-Nampa, Coeur d’Alene, Idaho Falls, Twin Falls, Pocatello, and Lewiston (where “metropolitan” is defined as a core urban area with a population of 50,000 or more (U.S. Census 2015). An additional 200,000 people live in the “micropolitan” (defined as an urban core with a population of at least 10,000 but less than 50,000) urban areas of Blackfoot, Rexburg, Burley, Moscow, and Mountain Home. There are also several cross-border urban areas in the state—roughly 50,000 Idahoans live in Payette, Franklin, and Teton Counties, which are part of the Ontario, OR, Logan, UT, and Jackson, WY urban regions

Page 2

as defined by the U.S. census (Idaho Department of Commerce 2016).

Academic programs in urban studies often focus on global and industrial cities. Few consider the unique dynamics of cities and communities in the Intermountain West. Boise State University's proposed program will address the cultural, economic, and political factors that frame the Idaho experience with its smaller cities, urban/rural interdependence, geographic isolation, and environmental history. Idaho's public, private, and community organizations have called for an undergraduate academic program that understands this distinctive context, and where a different reading or analysis of "urban" is essential.

Boise State University is well positioned to develop this undergraduate program for a number of reasons.

- Its metropolitan location provides an excellent teaching laboratory for applied learning. Boise and much of Idaho has experienced a population boom in the past 30 years. The Treasure Valley now has half of the state's population, and the Boise-Nampa-Caldwell Metropolitan Statistical Area has grown from about 150,000 to 640,000 between 1980 and 2016. Regional experts estimate 1 million people in this valley by the year 2030. This makes the Treasure Valley and other communities in Idaho an ideal place to study urbanization. Boise State University's proximity to the state capitol and its location in one of the fastest growing regions in the West provides important opportunities for educators to make use of experiential learning, whereby students apply the skills and practices learned in the classroom to real world situations.
- Boise State University has a number of faculty members with significant expertise across a diverse range of urban and community focused topics. They have collaborated with diverse public agencies and community organizations to develop sustainability benchmarks, regional public opinion surveys, place-making studies, public program evaluations, strategic investment plans, economic development analyses, project facilitation, and housing policy assessments. The proposed program provides undergraduate research support and gives students the opportunity to apply classroom knowledge to these types of real world projects.

The proposed program is of considerable interest to the leaders of Idaho's cities. The following are quotes taken from the letters of support in Appendix C.

"...the creation of this new undergraduate program would support our local workforce through the creation of internships and applied research capstone projects. This is a great opportunity for municipalities to work collaboratively with Boise State University as we create community development professionals, economic development analysts, nonprofit grant writers, and more." Tammy de Weerd, Mayor of the City of Meridian

"Idaho continues to grow at a rapid pace, including here in North Idaho. We are challenged in Coeur d'Alene and our surrounding cities to ensure we are adequately prepared to address community issues such as land use, transportation, housing, economic development, and more. Public service careers are immensely important in this state, and we need to be able to create the next generation of community government workers by letting Idaho students develop those skills right here in their home state." Steve Widmyer, Mayor of the City of Coeur d'Alene

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

"As our cities grow it is important to have strong partnerships building better communities and this program will provide tools for both students and municipalities with solution for issues facing local government." Garret L. Nancolas, Mayor of the City of Caldwell

"The challenges that face local government in today's world are significant. It will take a new generation of trained professional local government managers to successfully address them. As the baby boomers retire, a growing leadership vacuum is occurring. We need to develop public service leaders at an accelerated pace in order to meet this demand and to support our local workforces." Jim Bennett, City Manager, City of Lewiston

"Growth is a critical concern in the City of Eagle and as an elected official, I recognize the importance of this program in developing future talent in our area with real-life experiences in economic development, planning, and the development of policies in our community." Stan Ridgeway, Mayor of the City of Eagle

"I am impressed with the broad range of topics that will be included in the program, which will provide students with the tools they need to provide policies and solutions for the increasingly complex issues that face local governments." David Sims, Mayor of the City of Bonner's Ferry

"We are in desperate need of the talent and professionalism the programs within the Boise State University, School of Public Service will bring to the State. Of immediate concern is the need for urban studies and community development. As small communities we are struggling with planning and zoning issues to prepare for future growth that is surely coming to our state." Paul Loomis, Mayor of the City of Blackfoot

"A University program and internship would allow a collaborative effort with the City to achieve our common goals of well-informed and law-abiding individuals, qualified local work force comprised of college graduates, and public-service leaders for the next several decades. Please contact me to arrange for one of your first internships to be with the City of Middleton." Darin Taylor, Mayor, City of Middleton

"Municipalities currently have a difficult time trying to recruit qualified individuals who want to work as public officials. Either the pay is too low or the city must train people while on the job. A new program such as the one being proposed at BSU removes much of the training by the public entity because of the required "internship" built into the overall program." "The State of Idaho is slowly losing qualified public officials to the private sector. The new proposed program at BSU would slow this loss-trend and would enable students to stay in the public sector throughout their career." Ryan Smathers, Mayor, City of Orofino

"Currently, I have an intern in my office that is exceptional and is looking for training in city planning and community development. We would love to offer him fulltime employment, but now we must wait as he goes out of state to get the necessary skills and training to fill our job opening. It is a shame we must rely on Utah and surrounding states to educate future Idaho policy makers." Dana Kirkham, Mayor of the City of Ammon, Idaho

"Boise is experiencing tremendous growth and we need dedicated, thoughtful leaders who are ready to take on the challenges and opportunities this growth provides in our area."

"Students will work within our community throughout the program, encouraging them to take their skills, knowledge and degree, and give back to our city and state post college." David Bieter, Mayor of the City of Boise.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
 - a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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. List the job titles for which this degree is relevant. Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Graduates of the proposed program will be prepared for a wide variety of careers that require a deep understanding of the dynamics of urban areas and communities, including community development administrators, economic development analysts, workforce developers, nonprofit program coordinators, urban policy analysts, demographers, city managers, public participation facilitators, historic preservationists, real estate project managers, and city transportation directors to name a few. Unfortunately, the array of relevant careers does not map well to the Standard Occupational Classification Code (SOC) job titles in Department of Labor (DOL) data sets. The two tables below (Federal DOL data and State DOL data) are our best attempt at identifying those job titles within those databases for which a BA in Urban Studies and Community Development would be relevant. The resulting estimates of job openings are likely very conservative estimates of actual openings for graduates.

Note that these estimates are likely very conservative because of poor correspondence between SOC job titles and careers for graduates of the proposed program.			
	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	26 (50% of State)	30 (50% of State)	
State	52	59 (0.5% of national)	
Nation	10400 (200xState)	11,880	

State DOL Data: 2012-2022				
Code	SOC Title	Base Employment	Projected Employment	Total Annual Openings
119151	Social and Community Service Managers	672	775	24
193022	Survey Researchers	372	420	10
193051	Urban and Regional Planners	258	273	14
193099	Social Scientists and Related Workers, All Other	40	41	1
211099	Community and Social Service Specialists, All Other	58	67	3
	Summed Annual Openings			52

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Federal DOL data 2014 National Employment Matrix title and code		Employment numbers (1000's)		Job openings due to growth and replacement needs	
		2014	2024	2014-2024 openings (1000's)	Annual openings
Social and community service managers	11-9151	138.5	151.7	49.8	4,980
Survey researchers	19-3022	16.7	18.7	3.9	390
Urban and regional planners	19-3051	38	40.4	9.4	940
Miscellaneous social scientists and related workers	19-3090	54.4	53.9	6.8	680
Geographers	19-3092	1.4	1.4	0.2	20
Political scientists	19-3094	6.2	6	0.7	70
Social scientists and related workers, all other	19-3099	35.6	34.9	4.2	420
Social science research assistants	19-4061	32	33.8	15.2	1,520
Community and social service specialists, all other	21-1099	102.7	111.1	28.6	2,860
		Summed Annual Openings			11,880

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We anticipate that the USCD program will be attractive to current Boise State University students as a new or second major, as well as a selling point for new applicants that are considering Boise State University. Additionally, a growing proportion of the university's students are coming from out of state, often from areas that have urban and community development employment opportunities. Thus, the proposed program targets these different audiences and will attract students who are interested in public affairs, but seek a broader, more interdisciplinary approach than is offered by existing programs such as Political Science.

Many of Boise State University's peer and aspiring institutions have programs similar to the proposed BA Urban Studies and Community Development. As an example, Portland State University offers two programs similar to that proposed: a BA in Community Development and a Masters in Urban Studies. Together those programs have a total enrollment of about 400 students.

This proposed program responds to strong undergraduate interest in urban studies and community development courses as demonstrated by steady enrollments shown in the table below. Included are special topics courses and workshops that have covered a variety of thematic areas, including sustainability, economic development, community development, architectural history, civic engagement, creative placemaking, and mass media. A sample of these courses, include *Boise: History, Politics and Urban Renewal*; *City, Suburb and Region*; *Sustainable Cities*; *New Urbanism*; *Urban Nightmares: Postwar Film Noir*; *Gothic Boise Architecture*; *City Beautiful and the Urban Aesthetic*; *Historic Preservation and Public Art*; and *Food in the City*.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Waitlists are common for these multidisciplinary experiences.

Table 1: Undergraduate Enrollments at Boise State University in Upper Division Courses Relevant to Urban Studies and Community Development, 2014-2016

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Courses offered by faculty members of the School of Public Service						
POLS 404 Urban Politics	13			14	24	
POLS 409 Environmental Politics	24			29		30
SSPA 494 Transforming Historic Places		23				
SSPA 494 Food and the City				35		
SSPA 497 Sustainable Cities		15		15		15
SSPA 497 History, Politics and Urban Renewal		25		25		25
SSPA 497 City, Suburb and Region		25		25		25
SSPA 494 Investigate Boise	15		15		15	
Courses Offered by Departments Outside of School of Public Service						
ARTHIST 370 History of Modern Architecture	21		22			20
CE 470 Highway Systems Design			12		11	
CE 475 Traffic Systems Design	3			9		
CE 472 Transportation Planning		3			11	
CMT 470 Land Development	7		9		8	
ECON 327 Labor Economics	52		64		78	
ECON 322 Urban Economics	20			33		34
SOC 312 Population Demography					20	
SOC 440 Environmental Sociology		39		34		32
SOC 421 Social Inequality		30		33		27
SOC 425 Urban Sociology	38		38		29	

An important selling point of the courses that have been offered and that will be offered in the proposed program is the opportunity to engage in community research and experiential learning. Popular programs include the *Investigate Boise* series of experiential classes that relate history and politics to economic development. Students write a peer-reviewed essay for publication on commerce, conservation, transportation, and urban renewal. In another example, *Food and the City* brought together 65 students in a one-credit workshop to discuss food politics, economic growth, and community development. The intensive session featured food experts and urban and regional practitioners from Idaho who discussed the important connection between urban life and agricultural communities.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

As Idaho and the Intermountain West is becoming more urbanized with population projections showing substantial growth over the next thirty years, there is a need for urban analysts who understand the economic context for growth and development. Additionally, these urban analysts will need to have the job skills that enable them to work with various public, private,

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and community partners on developing capacity and identifying solutions for the unique challenges facing the region. The program's emphasis on innovation, workforce readiness, and civic engagement is designed to fulfill and target this economic need through its connection between academic foundations and applied work.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The USCD program supports the university's mandate to provide education in public affairs. The program is skills-driven and designed to produce urban analysts rather than graduates who have basic or general knowledge about urban studies and community development. Job placement and career development in related fields relies on strong communication skills, rigorous evaluation and analytical abilities, context comprehension, and application abilities. These core skills anchor the program and its focus on communities in the Intermountain West. This programmatic philosophy results in developing trained workers and citizens who have the skills and knowledge to analyze communities and regions where they are able to identify and implement solutions for urban challenges.

e. If Associate's degree, transferability:

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are no similar undergraduate programs offered in the State of Idaho. There are only a handful of programs in the Intermountain West and Pacific Northwest as defined by Arizona, Utah, Nevada, Idaho, New Mexico, Oregon, Washington, and Colorado. Those programs are listed below.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	Bachelor of Arts	BA in Urban Studies and Community Development CIP Code: 45.1201 "Urban Studies/Affairs: A program that focuses on the application of social science principles to the study of urban institutions and the forces influencing urban social and political life. Includes instruction in urban theory, the development and evolution of urban areas, urban sociology, principles of urban and social planning, and the politics and economics of urban government and services."
UI		
ISU		
LCSC		

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Utah	Urban Ecology (B.S./B.A.)	The undergraduate degree in Urban Ecology focuses on exploring the interrelationships among social, environmental and economic systems, with an aim toward enhancing the vitality and sustainability of places and communities.
Arizona State University	Geography – Urban Studies (B.S.)	The urban studies concentration under the BS in geography applies the tools of geography to the study of urban areas. Students have an opportunity to focus in particular on the Phoenix metropolitan area and other rapidly urbanizing regions in arid climates. Tied with geographic information science, the urban studies major brings both knowledge and skill sets together in a powerful way.
Arizona State	Urban and Metropolitan Studies (B.A. or B.S.)	The Urban & Metropolitan Studies Program prepares students for work in a wide range of fields. The interdisciplinary approach of the program allows graduates to successfully enter fields as diverse as urban management, revitalization, community development, urban sustainability, and urban planning.
The University of Arizona	Urban and Regional Development (B.S.)	The urban and regional development major deals with regional growth, location of economic activity, land development, and real estate. Students learn to analyze data, use cartographic and geographic information systems, and work in the field and in remote-sensing laboratories. Internships are integral to the major. Course credit and on-the-job experience can be earned in Tucson's top private-sector firms and government agencies.
University of Washington -Tacoma	Urban Studies (B.A.)	The Urban Studies Program offers formal options in Global Urbanism and Community Development & Planning. The degree starts with an introduction into the discipline of urban studies with course topics on exploring cities, world development, and urban studies "in practice". The formal options deliver focused theory and skill-based courses that teach how to understand and impact the local and global dynamics of urban society.
University of Denver	Urban Studies and Planning (B.A.)	The program is designed to provide the student interested in economic, physical or social geography with the background necessary for obtaining a rewarding career in government (federal, state, local) or private industry, as well as preparing students for graduate work.
Warner Pacific College	Urban Studies (B.A.)	The major in Urban Studies embodies the mission of Warner Pacific College as an "urban Christ-centered liberal arts college." It gives students a critical awareness of urban life and an opportunity to study and research the urban context where they will be working and living. It exposes students, by means of a faith-based framework, to the socio-historical forces that shape human life in cities, their historical development, as well as the sociological, economic, political, and spiritual factors that influence the direction of cities in the future.
Portland State	Community Development (B.A., B.S.)	The first of its kind in the nation, our undergraduate program in Community Development prepares students for careers as leaders and change agents in addressing myriad social challenges.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed program does not duplicate any programs offered by other Idaho public institutions.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

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

Boise State University is a public, metropolitan research university 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.

The highlighted portions of the School of Public Service's mission statement are especially relevant to the proposed program.

Boise State University's School of Public Service is dedicated to **excellence in innovative teaching**, cutting edge scholarship and **meaningful community outreach, serving the State of Idaho, region, nation** and global communities. The School is comprised of rich and diverse academic programs, as well as talented affiliated faculty from departments and programs across the university. The mission of the School also is supported by a variety of centers and institutes that facilitate research and public engagement.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following formal processes will ensure the high quality of the proposed new undergraduate 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: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; a curriculum map illustrating how courses within the program align with these outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with summary of actions.

7. **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 B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

Not applicable.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☒ No ☐

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. **Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	33 credits (courses inside SPS)
Credit hours in required courses offered by other departments:	21 credits (courses outside of SPS)
Credit hours in institutional general education curriculum	34 credits
Credit hours in free electives	32 credits
Total credit hours required for degree program:	120

The proposed Urban Studies and Community Development program will be an interdisciplinary program that is housed in the School of Public Service. The program emphasizes student exposure to different urban disciplines and practices in arts and humanities, business, community health, social sciences, engineering, and more.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- b. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The proposed program curriculum design supports five additional requirements to create well-prepared urban analysts who are ready for the job market.

1. **Public Service Framework:** All students are required to take two public service courses (Introduction to Public Service; Public Service Ethics) that reinforce the School of Public Service mission and that also provide scaffolding to support USCD learning objectives.
2. **Internship:** All students in the USCD program will be required to complete a 3-credit internship in order to apply classroom knowledge and to gain exposure to collaborating with public, private, and community organizations on program related topics.
3. **Cornerstone:** All students are required to complete a 1-credit cornerstone course before they enroll in a Capstone project. The course focuses on professional development through short, intensive sessions on project management and furthering communication skills.
4. **Capstone:** All students are required to complete a 3-credit Finishing Foundations course as part of their university curriculum requirements and their USCD requirements. Students will have a choice to either work on an individual or group project. The Capstone is their culminating work where they apply classroom and experiential learning to a community development project.
5. **Urban Studies and Community Development Electives:** All students are required to take 18 credits in one of seven areas that correspond with different job possibilities, including Urban Sustainability; Urban Society and Comparative Cultures; Economic Development and Regional Growth; Urban Analytics; Urban Arts and Creative Placemaking; Social Justice and Community Building; Healthy Cities; Leadership in Local, Regional, and State Government; Urban Emergency Management; and Self-Design. These different areas also represent faculty expertise across the university and allow students to deepen their knowledge and skill sets in particular areas.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Program Intended Learning Outcomes are grounded in the Mission of the Urban Studies and Community Development Program in the School of Public Service, which reads as follows:
Urban Studies and Community Development at Boise State University relates the past to the future

of cities, their politics and economics, their environmental and cultural trends. Its nature is multidisciplinary and experiential. Its objective is to nurture the ideas and skills highly prized in urban and community development professions. Its purpose is to inform planning and policymaking, to foster equity and social welfare, to seed civic engagement through democratic participation, to empower and inspire.

Program Intended Learning Outcomes

Boise State University students who graduate from the Urban Studies and Community Development program are well positioned to help shape our cities and grow our communities. Students that complete this program will be able to:

1. Explain why it is important to study urban and metropolitan regions and their inhabitants
2. Identify the community development challenges facing urban and regional communities
3. Explain how political, economic, and cultural forces provide structure to urban society
4. Describe how global and local conditions interact to shape urban environments
5. Identify the stakeholders, institutions, and public policies that influence community growth and decline
6. Analyze the well-being of urban communities and their constituencies
7. Analyze the roles of social justice and diversity in communities, cities and regions
8. Assess and apply relevant solutions for complex urban and community problems
9. Develop communication strategies for sharing and disseminating information and research
10. Demonstrate the ability to work in team settings and collaborate with community groups
11. Reflect on how urban studies and community development informs the understanding and practice of public service

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Working with Boise State University's Center for Teaching and Learning (CTL), the program team developed and adopted evidence-based practice for program assessment. The team designed a curriculum map to make explicit the relationship between the learning outcomes of the program and the core curriculum (see Appendix). The map identifies what courses "introduce, emphasize, and reinforce" each learning objective.

The assessment plan involves the following strategies: First, Urban Studies and Community Development faculty members will design and embed signature assignments and evaluation rubrics in specific courses to determine whether students have met each learning outcome. Second, faculty members will create a student survey to assess student perceptions of the extent to which program learning outcomes have been supported by the program. As the program matures, faculty members will design an alumni and employer survey to determine if the program aligns with what is desired by the job market in terms of employment readiness.

The assessment process will follow a 3-year cycle. At the end of each academic year, faculty

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

members will evaluate a specific sub-set of learning outcomes using the signature assignments for each targeted learning outcome. In some cases, this may involve reviewing work from all students in a course. In others, it will draw on samples of strong, medium, and weak student work.

An example: in order to assess the extent to which the program is succeeding at supporting LO #6 (Analyze the well-being of urban communities and their constituencies) student work on two signature assignments will be reviewed. Based on the attached curriculum map, these would be drawn from each USCD: Urban Infrastructure (research paper) and from the capstone course (student final project report). Student work will also be drawn from appropriate elective courses. A rubric which explicates strong, moderate and still-emerging student learning will be used to assess student work to determine what percentage of the program's students are demonstrating learning at the different levels.

This work will be done at the annual assessment retreat. Discussion of results will illuminate areas in which the program is doing well and areas that need improvement with respect to LO#6. Each year, this process will address 3-4 of the outcomes.

In the first few years, since the program is new, the assessment team will use this process to spot-check learning outcomes across the curriculum to evaluate how well the program is meeting the intended program outcomes.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

At an annual retreat, USCD faculty members and affiliates will evaluate the aggregate results of direct and indirect measures used to assess the targeted learning outcomes. Participants will discuss changes moving forward and document specific changes to courses or the curriculum that will be enacted in the coming year. The USCD Program Coordinator will report the retreat findings and response to the Dean and Associate Dean of the School of Public Service.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures for assessing achievement of course learning objectives and program outcomes will be signature assignments. USCD faculty members will develop rubrics and scoring systems for assessment to ensure consistency across courses and faculty members.

Indirect measures include two parts. First, student surveys will be administered to assess student perceptions about the program, specifically what skills and abilities do students believe they learned. Second, alumni and a sample of urban and community development employers will be surveyed every three years to ensure a continuous improvement loop from industry and community partners. This survey will ensure that the proposed program is adequately preparing students to enter the urban studies and community development field, and will help identify any missing areas.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

The assessment activities will occur on a 3-year cycle. Every academic year, a set of learning objectives will be identified to evaluate. Work conducted at a faculty retreat will analyze the findings and develop changes or modifications to the curriculum or signature assignments based on the results and analysis of the evaluation data.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

There are no similar undergraduate programs at the other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Urban Studies and Community Development											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23	FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23
20	40	60	80	100	120	0	0	4	8	12	16

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

We conservatively estimate that the program will reach an enrollment of 80 students by the 4th year and 120 by the 6th year. We estimate the annual number of graduates as one-sixth of the number of enrolled students. Those estimates are based on the following:

- We believe that our new program eventually will have enrollments that will fall between our BA in Environmental Studies program (enrollments ~120; ~30 graduates per year) and BS in Political Science (enrollments ~ 250 to 300; ~75 graduates per year).
- Portland State University, an institution with many similarities to Boise State University, offers a program similar to that proposed: Community Development, with an enrollment of about 150 students.
- The proposed program will take a number of years to attain similar numbers, and growth in the number of graduates will lag behind growth in the number of students.

Our recruitment efforts include:

- USCD faculty teaching UF 100: Cities of Tomorrow every semester for 3 years. This 200-person class will be the primary feeder for the initial development of the program.
- SPS faculty offering several urban and community development workshops through the SPS to recruit students. Students are drawn to the applied nature of these courses, which give them access to experiential learning opportunities and to community experts who have deep practical knowledge.
- SPS launching a social media marketing campaign and raising community awareness with the recent hires of a part-time marketing expert and external relations and development manager.
- USCD faculty working with the university-wide recruiters to educate them about the program so that they are better able to direct students who are interested in urban studies and community development.
- SPS faculty engaging in several local, regional, and statewide community development projects that support applied research and develop grassroots support for the proposed program.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

During Program Prioritization, Boise State University established a “flagging” threshold of 10 baccalaureate graduates per degree program per year. Programs performing below that threshold were required to take actions to increase the number of graduates. We continue to apply the same threshold to new programs; therefore a minimum of 10 graduates per year must be achieved. It will likely take 5 years to achieve that number.

We estimate that to produce 10 graduates a year will require a standing enrollment of approximately 50 students.

Once our new Incentive-based budget model is implemented, it will be up to the Dean of the School of Public Service to ensure that the numbers of enrollees justify the continuation of the program.

As a second way of measuring program viability, we will analyze three additional indicators of program success: community impact, job placement, and graduate school placement. The community impact measure is important given that the program is housed within the School of Public Service, which prioritizes engaged learning and applied research to support community development. USCD faculty will work with the Dean and Associate Dean of the SPS to develop a community assessment rubric. The job placement indicators highlight where program graduates land and what skills they use in their careers. An alumni survey will help track program graduates and job fit so that the program can tailor the curriculum to meet what urban analysts need as they start and develop their careers. While graduates have many career options, it is likely that some will pursue graduate education. This indicator will help us identify whether the program acts as a graduate school feeder. We will track all three indicators and make improvements in the program as necessary.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No additional physical resources are necessary.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No additional physical resources are necessary.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are necessary.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Existing library support is adequate for the operation of the proposed program.

- b. Needed resources.** What new library resources will be required to ensure successful

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are required.

19. Personnel resources

- a. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The proposed program is designed to make extensive use of existing Boise State faculty and coursework already being taught.

Additional capacity will be provided by the two faculty lines that have been devoted to the Urban Studies and Community Development program. Both of these moves are included in the budget. Both derive from our continued application of the principles of Program Prioritization as the basis for decisions about resource allocation.

- The resources necessary for one line result from reallocation of funding from the discontinued Master of Community and Regional Planning program.
- The second line results from the reallocation of one faculty line from the Department of History to the School of Public Service.

The addition of the above two lines will enable us to get the BA in Urban Studies and Community Development up and running. We anticipate, however, that interest in the program will outstrip those additional resources. We therefore have requested additional resources in our FY18 Line Item Request to the Legislature; we anticipate that 2.0FTE from that request will be assigned to the proposed program.

- d. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

There will be little if any impact on existing programs given the investment of additional resources described above.

20. Revenue Sources

- a) **Reallocation of funds:** 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?

One faculty line associated with the proposed program will be funded by reallocating resources

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

that were freed up when the Department of Community and Regional Planning and its associated Master's program were discontinued.

One faculty line associated with the proposed program resulted from the reallocation of a faculty line from the Department of History in the College of Arts and Sciences to the School of Public Service.

- b) **New appropriation.** 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.

Boise State University requested funding for a "Public Service Initiative" as one of our FY2018 Line Item Requests to the Idaho State Legislature. Two of the eight faculty lines requested in that initiative will be devoted to the proposed program.

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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 18		FY 19		FY 20		FY 21		
			FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments			15	15	30	30	45	45	60	60	
B. Shifting enrollments			5	5	10	10	15	15	20	20	
II. REVENUE											
			FY 18		FY 19		FY 20		FY 21		
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Reques			\$205,108	\$0	\$208,600	\$0	\$212,163	\$0	\$215,796	\$0	
2. Institution Funds			\$193,949	\$0	\$197,219	\$0	\$200,554	\$0	\$203,955	\$0	
3. Federal			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
4. New Tuition Revenues from Increased Enrollments			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
5. Student Fees			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
6. Other (i.e., Gifts)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Revenue			\$399,057	\$0	\$405,819	\$0	\$412,716	\$0	\$419,751	\$0	
Budget Notes:											
I.A.Enrollments are assumed to be 75% new and 25% shifted from other majors; all students are assumed to be full time; therefore FTE=headcount											
II.1. Funding for two new faculty lines is being sought via a FY2018 Line Item Funding Request											
II.2. Funding for one new and one existing faculty line via reallocation of institutional funds.											

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

III. EXPENDITURES										
		FY 18		FY 19		FY 20		FY 21		
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs										
1. FTE		4.00	-	4.00	-	4.00	-	4.00		
2. Faculty		\$279,186	\$0	\$284,770	\$0	\$290,465	\$0	\$296,274	\$0.00	
3. Adjunct Faculty		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
4. Grad Assts		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
5. Research Personnel		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
6. Directors/Administrators		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
7. Administrative Support Personnel		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
8. Fringe Benefits		\$107,871	\$0	\$109,049	\$0	\$110,251	\$0	\$111,477	\$0.00	
9. Other:										
for grant funded Grad Assts		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00	
Total Personnel and Costs		\$387,057	\$0	\$393,819	\$0	\$400,716	\$0	\$407,751	\$0.00	
Budget Notes										
III.A.2. Faculty Salaries are increased by 2% each year										
III.A.8. Fringe calculated as \$12,240 + 0.2110*Salary										

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

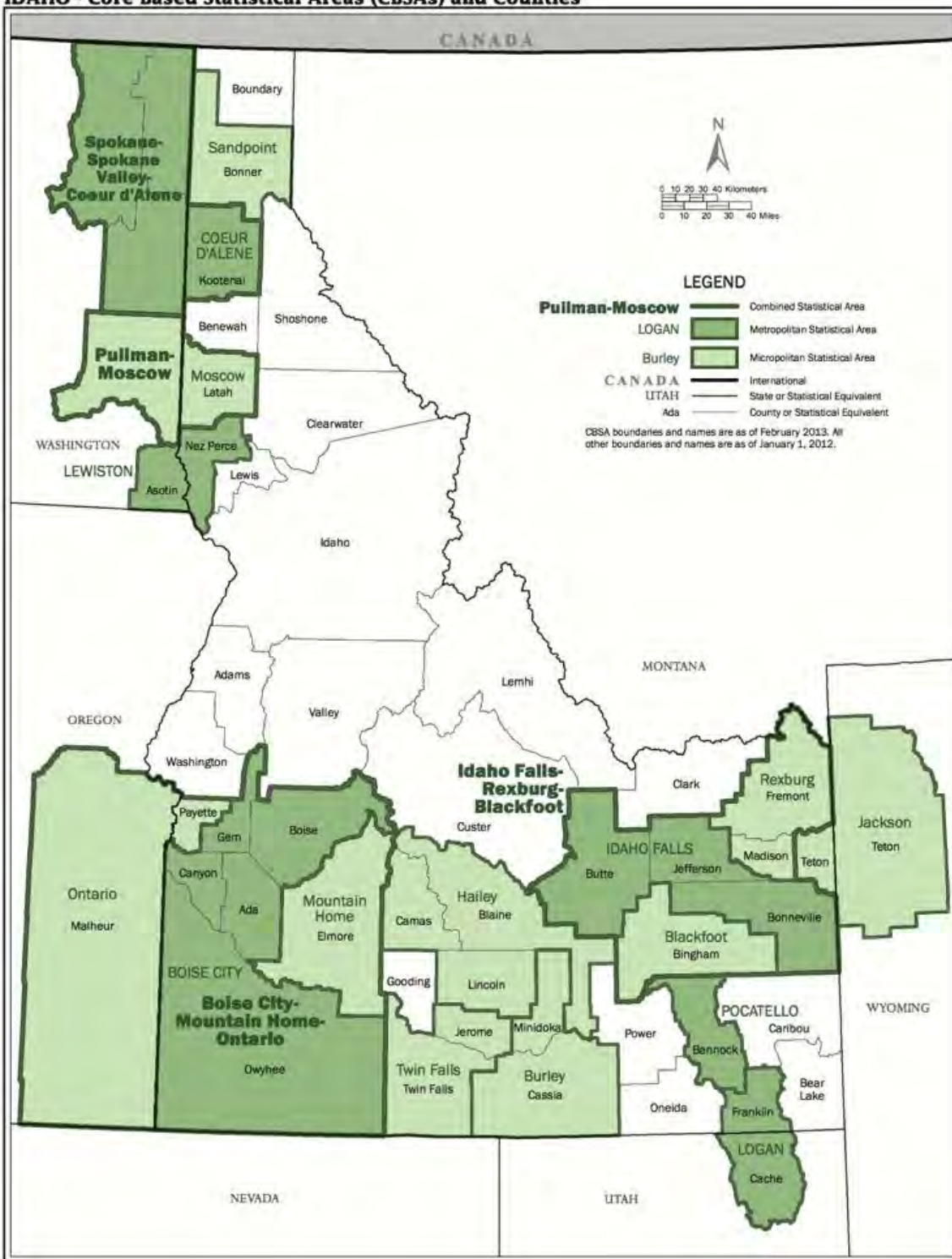
		FY 18		FY 19		FY 20		FY 21	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Professional Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Other Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Communications		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Materials and Supplies		\$0	\$0	\$0		\$0	\$0	\$0	\$0
6. Rentals		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Materials & Goods for Manufacture & Resale		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Miscellaneous		\$12,000	\$0	\$12,000	\$0	\$12,000	\$0	\$12,000	\$0
Total Operating Expenditures		\$12,000	\$0	\$12,000	\$0	\$12,000	\$0	\$12,000	\$0
Budget Notes:									
III.B.8. \$3k of operating expense is provided for each new faculty line.									

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

		FY 18		FY 19		FY 20		FY 21	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	C. Capital Outlay								
	1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	D. Capital Facilities Construction or Major Renovation								
	E. Indirect Costs (overhead)								
	Utilities								
	Maintenance & Repairs								
	Other								
	Total Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL EXPENDITURES:	\$399,057	\$0	\$405,819	\$0	\$412,716	\$0	\$419,751	\$0
	Net Income (Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Appendix A. Metropolitan and Micropolitan Statistical Areas in Idaho (U.S. Census 2013)

IDAHO - Core Based Statistical Areas (CBSAs) and Counties



U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. Census Bureau

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Appendix B. Curriculum Design.

Urban Studies and Community Development Program	
<i>Bachelor of Arts Gen Ed Requirements</i>	<i>Credits</i>
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 254 Introduction to Statistics	3
DLN ENGR 100 and 100L Energy for Society and Lab	4
DLN ENVSTDS 121 Introduction to Environmental Studies	3
DLV ART 100 Introduction to Art	3
DLL PHIL 103 Moral Problems or HIST 100 Themes in World History	3
DLS POLS 101 American National Government	3
DLS ECON 202 Microeconomics	3
<i>Total</i>	34
<i>Urban Studies and Community Development Core</i>	
Urban Studies and Public Service Framework	
USCD 200: Introduction to Urban Studies (CID)	3
SPS 200: Introduction to Public Service	3
SPS 300: Public Service Ethics	3
Urban Content Frames	
ECON 322: Urban Economics	3
USCD 300: Urban Infrastructure	3
POLS 404: Urban Politics	3
USCD 310: Urban Culture	3
Urban Research Methods	
USCD 240: Urban Data and Evaluation	3
USCD 340-347: Urban Tools and Strategies (select 3, 1-credit courses from below)	3
USCD 340: Public Participation	
USCD 341: Grant Writing	
USCD 342: Survey Design	
USCD 343: Economic Development Evaluation	
USCD 344: Public Finance and Budgeting	
USCD 345: Data Visualization and GIS	
USCD 346: Ethnographic Analysis	
USCD 347: Real Estate Development	
Experiential Learning and Applied Research	

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SPS 294/494: Workshop	2
USCD 493: Internship	3
USCD 491: Senior Cornerstone	1
USCD 492: Senior Capstone (FF)	3
<i>Total</i>	36
<i>Community Development Pathways: Program Electives</i>	
Urban Sustainability	
Urban Society and Comparative Cultures	
Economic Development and Regional Growth	
Urban Analytics	
Urban Arts and Creative Placemaking	
Social Justice and Community Building	
Healthy Cities	
Leadership in Local, Regional, and State Government	
Urban Emergency Management	
Self-Design	
<i>Total</i>	18
<i>General Electives</i>	32
<i>Total</i>	120

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016



Mayor Tammy de Weerd

City Council Members:

Keith Bird
Luke Cavener
Ty Palmer

Joe Borton
Genesis Milam
Anne Little Roberts

August 9, 2016

State of Board of Education
650 West State Street
Boise, ID 83720-0037

Dear State Board of Education:

It has come to my attention that Boise State University's School of Public Service is looking to establish a new undergraduate program for urban studies and community development. As the CEO of a municipality who knows the importance and value of having quality trained staff to tackle the growth issues we are facing in Meridian and the Treasure Valley, I encourage you to support this new program.

Cities in Idaho will continue to grow. As they grow they will face challenges related to land use, transportation, housing, economic development and a variety of other issues. It is important, as we work to address these issues, that communities maintain their character which is unique to Idaho. One of the best ways to accomplish this goal is to develop public service leaders who are home-grown and educated in Idaho and understand our values and our culture. This will help them make well-reasoned recommendations and decisions in our Intermountain West communities they eventually will serve, especially as it relates to urban and regional economics, community building, infrastructure, public policy and other challenges.

In addition, the creation of this new undergraduate program would support our local workforce through the creation of internships and applied research capstone projects. This is a great opportunity for municipalities to work collaboratively with Boise State University as we create community development professionals, economic development analysts, nonprofit grant writers, and more.

Thank you for your consideration this request. If approved, I have no doubt it will be a great value to Meridian and other cities around the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Tammy de Weerd", is written over a horizontal line.

Tammy de Weerd
Mayor

cc: Bob Kustra, President, Boise State University

Office of the Mayor
Steve Widmyer



August 15, 2016

Idaho State Board of Education
650 W. State Street, #307
Boise, Idaho 83720

RE: BSU Urban Studies & Community Development Undergraduate Program

Dear State Board of Education:

I am writing to encourage you to support Boise State University's new urban studies and community development undergraduate program. No program like it exists in the state of Idaho and municipalities badly need well-trained staff to address crucial long-term growth and community planning issues.

Idaho continues to grow at a rapid pace, including here in North Idaho. We are challenged in Coeur d'Alene and our surrounding cities to ensure we are adequately prepared to address community issues such as land use, transportation, housing, economic development, and more. Public service careers are immensely important in this state, and we need to be able to create the next generation of community government workers by letting Idaho students develop those skills right here in their home state.

Boise State's School of Public Service will be greatly enhanced with this new program, and by extension, so will local governments working on behalf of community members. This program will also create opportunities for internships within municipalities as well as community government's receiving important information on numerous issues through applied research capstone projects.

The City of Coeur d'Alene looks forward to collaborating with Boise State on this program. Thank you for considering this request.

Sincerely,

Steve Widmyer
Mayor





GARRET NANCOLAS
Mayor

208.455.3011
(f) 208.455.3003

City Hall
411 Blaine Street
Caldwell, Idaho 83605

Post Office Box
P.O. Box 1179
Caldwell, Idaho 83606

For a list of the City
Council members, visit:
Website
www.cityofcaldwell.com

Caldwell, Idaho

August 11, 2016

State Board of Education
650 West State Street
Boise, ID 83720-0037

Dear State Board of Education:

The City of Caldwell supports Boise State University's School of Public Service in their development of an undergraduate bachelor program of urban studies and community development. This program would be an asset to municipalities in Idaho. We urge you to support this new program.

Municipalities face many challenges in community development and other issues. As our cities grow it is important to have strong partnerships building better communities and this program will provide tools for both students and municipalities with solution for issues facing local government.

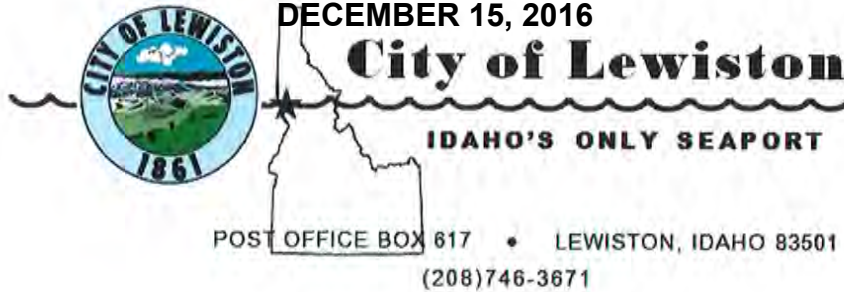
This undergraduate program would support our local work force through the internships and applied research. This is a great opportunity for local municipalities to work collaboratively with Boise State University as we create community development professionals.

The City of Caldwell encourages you to support this valuable program.

Sincerely,

Garret L. Nancolas, Mayor
City of Caldwell

DECEMBER 15, 2016



August 15, 2016

State Board of Education
650 West State St.
Boise, ID 83720-0037

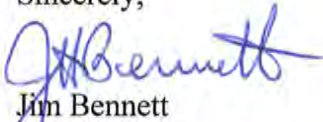
Honorable Chair and Board Members:

RE: BSU Urban Studies and Community Development Program

The challenges that face local government in today's world are significant. It will take a new generation of trained professional local government managers to successfully address them. As the baby boomers retire, a growing leadership vacuum is occurring. We need to develop public service leaders at an accelerated pace in order to meet this demand and to support our local workforces.

As a City Manager who is one of those baby boomers, it is very encouraging to see efforts like the BSU Urban Studies and Community Development Program take shape. The need is critical. Your program with its internship and capstone components is just what is needed to assist local governments and to prepare the next generation to take on this important role. I wholeheartedly support the program's efforts to address urban and regional issues and challenges, public policy, infrastructure and community building and public communication.

Sincerely,


Jim Bennett
City Manager
City of Lewiston

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016



City of Eagle

P.O. Box 1520
Eagle, Idaho 83616
208-939-6813

Stan Ridgeway
Mayor

August 15, 2016

Idaho State Board of Education
PO Box 83720
Boise, ID 83720-0037

RE: LETTER OF SUPPORT FOR BOISE STATE SCHOOL OF PUBLIC SERVICE

The City of Eagle fully supports the intent of the proposed School of Public Service establishing a new undergraduate bachelor program for urban studies and community development. According to the program's representatives, graduates will be able to address urban and regional issues and challenges that are relevant to the Intermountain West using their expertise in (i) urban and regional economics, (ii) public policy and program evaluation, (iii) core urban and regional concepts and their application to the Intermountain West, (iv) infrastructure and community building, and (v) critical analysis and public communication.

Growth is a critical concern in the City of Eagle and as an elected official, I recognize the importance of this program in developing future talent in our area with real-life experiences in economic development, planning, and the development of policies in our community. The City will gladly work with the University to accommodate the capstone projects for participants in the program.

I urge the State Board of Education to support this effort.

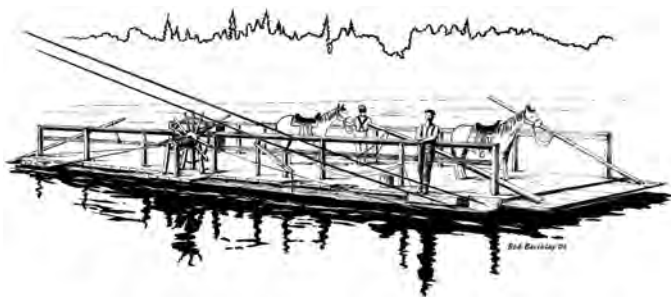
Sincerely,

A handwritten signature in blue ink that reads "Stan Ridgeway".

Stan Ridgeway

Mayor, City of Eagle

600 East Civic Lane, Eagle, Idaho 83616



CITY OF BONNERS FERRY

7232 Main Street

P.O. Box 149

Bonnors Ferry, Idaho 83805

Phone: 208-267-3105 Fax: 208-267-4375

August 9, 2016

State of Board of Education
650 West State Street
Boise, ID 83720-0037

Dear State Board of Education:

I understand that the Boise State University's School of Public Service is planning a new undergraduate bachelor program for urban studies and community development. This program would be a great benefit to municipalities in Idaho, and I urge you to support this program.

It is challenging for municipalities to find employees that have relevant education, and this program will help to fulfill this need by addressing the issues and challenges that face communities in Idaho. I am impressed with the broad range of topics that will be included in the program, which will provide students with the tools they need to provide policies and solutions for the increasingly complex issues that face local governments.

Of particular interest is the requirement for an internship as part of the proposed program. This would not only be a benefit for the student, it would also be a opportunity for local governments to work collaboratively with Boise State University.

I encourage you to support this program to provide the future public service leaders for Idaho.

Sincerely,

David Sims, Mayor

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016



City of
Blackfoot
Idaho

Paul M. Loomis, Mayor

157 North Broadway
Blackfoot, Idaho 83221
(208) 785-8600
www.cityofblackfoot.org

9 August 2016

To: Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Subject: Letter of Support, Boise State University, School of Public Service

The City of Blackfoot is designated an Economically Distressed Community, as are many of the small Idaho Cities. We are in desperate need of the talent and professionalism the programs within the Boise State University, School of Public Service will bring to the State. Of immediate concern is the need for urban studies and community development. As small communities we are struggling with planning and zoning issues to prepare for future growth that is surely coming to our state.

We need the focus the School of Public service can bring to bear on the regional and local issues and challenges of urban and community development. We do not want to make the same mistakes that larger Idaho Cities experienced, we need to know the lessons learned and the best practices developed. This can be accomplished by promoting a small city internship program and applied research by the urban studies and community development program as proposed by the School of Public Service. The program will use real-life policy issues facing cities like Blackfoot while also cultivating Idaho's next generation of public servants.

I fully support the intent of this program and ask for your help in developing public service leaders, supporting the local workforce and establishing a required internship program as part of applied education. We need collaboration with the university.

I strongly encourage the State Board of Education to support this effort with the Governor's Office and the State Legislature.

Very Respectfully,

Paul M. Loomis
Mayor
City of Blackfoot



CITY OF MIDDLETON

P.O. Box 487, 6 North Dewey, Middleton, ID 83644
208-585-3133 Fax (208) 585-9601
citmid@middletonidaho.us
www.middleton.id.gov

August 12, 2016

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Re: Urban Studies and Community Development Program

Dear Board Members:

I met with Bryant Jones a few weeks ago introduced the City of Middleton's comprehensive plan derived from residents' collective values, vision and priorities for community development. Middleton has an approximate population of 7,500, and is at a pivotal time for planning and orderly growth since the build-out population is forecasted at about 80,000. Time is of the essence in what we do.

The City understands the Board is considering whether to establish an Urban Studies and Community Development Program that would train students on subjects, processes, stresses and complexities of public service at the local government level.

Industry reports indicate there is a shortage of qualified city employees with a "Millennial"-type perspective and method for the following public service positions in Idaho: land planning, transit-oriented economic development design, building-plan reviewers, building inspectors, code enforcement officers, police officers, and certified electronic control engineers for water and sanitary sewer systems.

The Mayor, City Council and Staff are encouraged by the prospects of an Urban Studies and Community Development Program, and we pledge our participation. A University program and internship would allow a collaborative effort with the City to achieve our common goals of well-informed and law-abiding individuals, qualified local work force comprised of college graduates, and public-service leaders for the next several decades. Please contact me to arrange for one of your first internships to be with the City of Middleton.

Sincerely,

Mayor Darin Taylor
(208) 697-4354

Copy: City Council

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016

217 First Street
P.O. BOX 312
OROFINO, ID 83544



Phone (208) 476-4725
Fax (208) 476-3634
Email:citycouncil@orofino-id.com

City of Orofino

August 15, 2016

State of Board of Education
650 West State Street
Boise, ID 83720-0037

RE: New Urban Studies and Community Development Program

Dear Board Members:

Bryant A. Jones, Director of External Affairs and Development for the School of Public Service at Boise State University recently visited the City of Orofino regarding a new "Urban Studies and Community Development Program" the University is proposing. Such a program for Undergraduate Studies is most likely long over-due and is needed for the 200 incorporated cities throughout our very diverse state. Serving as public officials can be both daunting and challenging in this ever changing world we live in. A solid educational background in Urban Studies and Community Development will help develop public service leaders who are trained and have the confidence to launch their careers in the public sector.

Municipalities currently have a difficult time trying to recruit qualified individuals who want to work as public officials. Either the pay is too low or the city must train people while on the job. A new program such as the one being proposed at BSU removes much of the training by the public entity because of the required "internship" built into the overall program. This demonstrates a hands-on experience by interested students and exposes students to the real inner-workings of government.

The State of Idaho is slowly losing qualified public officials to the private sector. The new proposed program at BSU would slow this loss-trend and would enable students to stay in the public sector throughout their career. The City of Orofino strongly encourages the State Board of Education to seriously consider the new Urban Studies and Community Development Program that BSU is proposing. The program could easily be a game changer for cities, counties and state agencies throughout all of Idaho.

Please do not hesitate to contact me if I can be of any assistance or answer any questions whatsoever.

Sincerely,

Ryan Smathers
Mayor

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016



2135 South Ammon Road, Ammon, Idaho 83406

Dana Kirkham, Mayor, phone # (208)612-4000, email: dkirkham@cityofammon.us

August 12, 2016

Dear State Board of Education:

I am excited about the prospects of Boise State University's School of Public Service offering an undergraduate program for urban studies and community development. This program is a long overdue and a much needed asset to our State.

Currently, I have an intern in my office that is exceptional and is looking for training in city planning and community development. We would love to offer him fulltime employment, but now we must wait as he goes out of state to get the necessary skills and training to fill our job opening. It is a shame we must rely on Utah and surrounding states to educate future Idaho policy makers.

I look forward to collaborating with Boise State in the future and utilizing interns that are well trained in the basics of local government. I look forward to Idaho taking a proactive step to build a workforce that is ready to take on the challenges facing local municipalities. I look forward to your support of this program.

Respectfully,

A handwritten signature in black ink, appearing to read "Dana Kirkham", written over a horizontal line.

Dana Kirkham

Mayor



David H. Bieter
Mayor

City Council

President
Elaine Clegg

Council Pro Tem
Lauren McLean

Maryanne Jordan
Scott Ludwig
Ben Quintana
TJ Thomson

Boise City Hall

Third Floor
150 N. Capitol Boulevard

Mailing Address

P. O. Box 500
Boise, Idaho 83701-0500

Phone

208/384-4422

Fax

208/384-4420

TDD/TTY

800/377-3529

Web

www.cityofboise.org/mayor

Office of the Mayor

August 17, 2016

Idaho State Board of Education
650 W State St # 307
Boise, ID 83720

To Whom It May Concern:

The City of Boise endorses the proposal by Boise State University for an undergraduate program in Urban Studies and Community Development. This program would be important to the growth of our community, as it would develop public service leaders and a local workforce. Boise is experiencing tremendous growth and we need dedicated, thoughtful leaders who are ready to take on the challenges and opportunities this growth provides in our area.

The capstone of the proposed Bachelor of Arts in Urban Studies and Community Development is an engaged research project that would provide an opportunity for local governments to work collaboratively with Boise State. This partnership would not only benefit the city, but the state as a whole. Students will work within our community throughout the program, encouraging them to take their skills, knowledge and degree, and give back to our city and state post college. Boise State's partnership with the City of Boise would be deepened through the creation of this new program.

Please consider the City of Boise's strong support for the Bachelor of Arts in Urban Studies and Community Development program at Boise State University as you consider this proposal.

Sincerely,

David H. Bieter
Mayor

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOISE STATE UNIVERSITY

SUBJECT

New Master of Athletic Training Program

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new program that will award a Master of Athletic Training degree. BSU has offered an accredited Bachelor of Science in Athletic Training for 34 years, and transition to a master's level program is being required by the Commission on Accreditation of Athletic Training Education. The proposed program will be offered face-to-face in BSU's regional service area.

Although many graduates from the proposed program will enter into Athletic Training positions, others will find employment in jobs that include high school teachers with responsibilities for athletic training, athletic instructors, fitness trainers, and orthopedic equipment salespersons. Additionally, the program is excellent preparation for professional schools that graduate physicians, physician's assistants, physical therapists, etc.

The extensive clinical training included in athletic training program necessitates face-to-face offering of the program and requires the offering institution develop extensive ties to local clinical sites and other stakeholders in the area. The proposed new program will continue BSU's long standing offering of athletic training degrees in the Treasure Valley, which contains the largest portion of Idaho's population. Northern Idaho is served by the University of Idaho, which recently transitioned from a baccalaureate program to a master's level athletic training program; it additionally offers a Doctor of Athletic Training degree. Eastern Idaho is served by Idaho State University's recently-created master's level program.

BSU's athletic training program is located in the College of Health Sciences, where it joins nursing, radiologic science, respiratory care, and social work in the array of programs in the college; it therefore contributes to the diversity of interaction available for faculty members and students.

The proposed program will commence summer of 2018. The program will be 24 months in duration, totaling 50 academic credits, and will include six semesters (including summers) of clinical practice for athletic training. The program will admit an initial cohort of 10-12 students annually, with the potential growth to 15 students annually.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

IMPACT

Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences.

ATTACHMENTS

Attachment 1 – Master of Athletic Training program proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, the Commission on Accreditation of Athletic Training Education (CAATE) announced in May 2015 that the entry-level Athletic Training degree level will be changing from a baccalaureate to a master's level. Fall 2022 will be the last allowed admission to an accredited undergraduate athletic training program. The creation of the proposed program represents the second step of transitioning degree levels.

Currently, Idaho State University offers a Master of Science in Athletic Training, which was created to meet a specific demonstrated need in Eastern Idaho for athletic trainers at the secondary school level as well as for other athletic health care personnel. The University of Idaho also offers a Master of Science in Athletic Training, which prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions.

BSU proposes to admit a cohort of 10-12 students annually, with a potential growth to a cohort size of 15 students depending on availability of academic and physical resources. Projected enrollments were determined using existing capacity, which is based on existing personnel and infrastructure, and which is limited to cohorts of 12 and a total enrollment of 24.

BSU's request to create a new Master of Athletic Training is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for athletic training programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

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

Board staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Master of Athletic Training in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DECEMBER 15, 2016

Regional Tracking No. 16-016

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

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

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Athletic Training				
Degree:	M.A.T.	Degree Designation	Undergraduate	<input checked="" type="checkbox"/>	Graduate
Indicate if Online Program:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
CIP code (consult IR /Registrar):	51.0913				
Proposed Starting Date:	Fall 2018 Summer 2018 - ps				
Geographical Delivery:	Location(s)	Boise campus	Region(s)	III	
Indicate (X) if the program is/has:	<input type="checkbox"/> Self-Support		<input type="checkbox"/> Professional Fee		
Indicate (X) if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility	<input type="checkbox"/> Statewide Responsibility		

Indicate whether this request is either of the following:

☒ New Degree Program

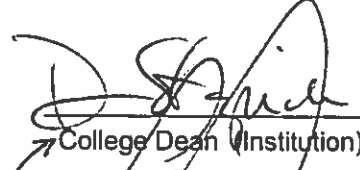
☐ Consolidation of Existing Program

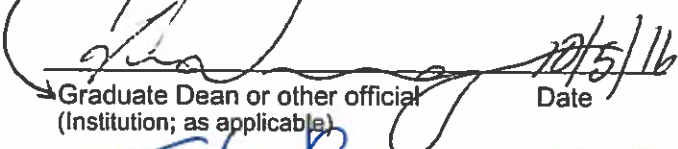
☐ Undergraduate/Graduate Certificates (30 credits or more)

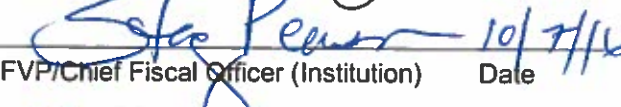
☐ New Off-Campus Instructional Program

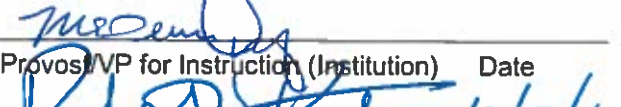
☐ Expansion of Existing Program


☒ Other (i.e., Contract Program/Collaborative Second step in transition from bachelor's level to master's level as required by accrediting body)

 10/4/2016
 College Dean (Institution) Date

 10/5/16
 Graduate Dean or other official (Institution; as applicable) Date

 10/7/16
 FVP/Chief Fiscal Officer (Institution) Date


 Provost/VP for Instruction (Institution) Date

 10/7/16
 President Date

Vice President for Research (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a program that will award a Master of Athletic Training degree, and will complete our transition from the baccalaureate level to the masters level as required by the accrediting body for athletic training.

To become certified as an Athletic Trainer, a student must graduate from an accredited degree program. In May 2015 The Commission on Accreditation of Athletic Training Education (CAATE), along with strategic alliance partners, announced the decision to change the entry-level Athletic Training (AT) degree level from a baccalaureate level to a Masters level. Fall 2022 will be the last allowed admission to an accredited undergraduate athletic training program. This decision came after two and a half years of critical examination of what the best professional degree level should be to prepare Athletic Trainers in the evolving healthcare system.

Boise State is therefore transitioning its existing Bachelor's degree in AT to a Master of Athletic Training (MAT). We have therefore discontinued our bachelor degree program with the last cohort admitted in Fall 2016. That last cohort must graduate in Athletic Training during Spring 2019 to remain eligible for national certification as an AT.

The proposed MAT program will have a Summer 2018 start. There will, therefore, be a one year overlap of the BS AT and the MAT in 2018-19, with program accreditation transitioning to the Master's level in 2019.

We also plan to create (via a separate proposal) a new emphasis in Pre-Athletic Training in our BS in Kinesiology degree. That emphasis will be part of an accelerated 3+2 MAT program.

The following table depicts the timing of transition.

Timeline	BS Athletic Training (BS AT)	Master of Athletic Training (MAT)
Fall, 2015	- Submit proposal for discontinuation - Ongoing notifications to existing and prospective students	
Fall, 2016	Last BS AT Cohort begins the program	Submit proposal for MAT and new Pre-AT emphasis in BS Kinesiology degree (an accelerated 3+2 plan) to SBOE
Spr, 2017		Submit Notice of Intent to transition AT degree to CAATE (accreditation body)
Fall, 2017		Initiate recruitment for new MAT
Spr, 2018	- Current CAATE accred. cycle ends - Re-accredit BS AT for one year	
Sum, 2018		First MAT cohort begins
Spr, 2019	Final BS AT cohort graduates	Gain accreditation for master's prog.
Spr, 2020		First MAT cohort graduates

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The proposed MAT will continue Boise State University's tradition of excellence in preparing athletic trainers for entry-level practice in positions in high school, collegiate, professional, industrial settings, and for other employment opportunities providing healthcare for the physically active. Many local and regional employers have sought out Boise State's Athletic Training graduates over the years. Graduates are also employed throughout the country in a variety of settings from professional sports to the manufacturing industry. Importantly, the first-attempt pass rate for Boise State graduates taking the Board of Certification examination is 97%, which is well above the national average of 81%.

The curriculum for the proposed MAT was developed from the CAATE accreditation guidelines and the National Athletic Trainers' Association Education Competencies for athletic training education. The program will be 24 months in duration, totaling 50 academic credits. The curriculum will span six semesters (summer, fall, spring) and will include six semesters of clinical practice for athletic training. We plan to admit a cohort of 10-12 students annually with potential growth to 15 students depending on availability of academic and physical resources.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

List the job titles for which this degree is relevant:

1. Athletic Trainer

(Note that graduates of the proposed programs are qualified for a number of additional jobs such as high school teacher with athletic training responsibilities, fitness coach, etc. In addition, graduates will be well qualified to pursue the additional education required for positions such as Physician Assistant.)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	4	26 (50% of state)	
State	7	52 (0.5% of national)	
Nation		10,400	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

According to the Bureau of Labor Statistics "employment for athletic trainers is projected to grow 21% from 2014 to 2024, much faster than the average for all occupations." The need for

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

prevention and care of injuries and neurologic conditions incurred from physical activity in sport and in work is expected to continue to create additional demand for athletic trainers. A recent search of the National Athletic Training Association job posting site revealed 640 Athletic Trainer job announcements (August 26, 2016).

The Idaho Department of Labor database indicates organizations and institutions in Ada and Canyon county employ the majority of Athletic Trainers in the state of Idaho: total employment of Athletic Trainers in Idaho (Idaho DOL) was 100, Southwestern Idaho accounted for 80% of all employment in the state.

Although many graduates from the proposed program will enter into Athletic Training positions, others will find employment in jobs not listed as Athletic Trainers in the DOL data. These jobs include high school teachers with additional responsibilities for athletic training, athletic instructors, fitness trainers, and orthopedic equipment salespersons. Additionally, some students may continue to professional school to pursue careers as physicians, physicians assistants, physical therapists, etc.

The following tables provides data from the Idaho DOL and from the US Department of Labor Statistics on job openings that are projected to occur in those occupations.

Idaho State DOL Data				
SOC Code	SOC Title	2012 Employment	2022 Employment	Total Annual Openings due to Replacement and Growth
29-9091	Athletic Trainers	122	157	7
Total Annual Openings in Idaho				7

2014 National Employment Matrix title and code					
SOC Code	Job Title	Employment (1000s)		Job openings due to growth and replacement needs	
		2014	2024	2014-24 (in 1000s)	Annual
29-9091	Athletic Trainers	254,000	308,000	104,000	10,400
Total Annual Openings Nationally					10,400

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

There are two primary sources of expected student demand. The first is new and existing undergraduate students at Boise State University. The BS in Athletic Training has consistently filled its cohort capacity each year, and we anticipate many of these students will continue to be interested in pursuing the athletic training profession. We will facilitate the entry of undergraduate students into the profession with a new emphasis in our BS Kinesiology program: "Pre-Athletic Training," which will be created in the next year. Other emphases in the BS in

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Kinesiology program will also serve as a source of students for the proposed MAT program. We will also develop an accelerated Master's (3+2) program to provide an attractive option for entry into the proposed MAT program for Boise State students.

Second, we anticipate that baccalaureate graduates from outside of Idaho will be interested in the proposed MAT program. For example, over half of current BS in Athletic Training students come from outside of Idaho. Additionally, there is increasing interest in from Japanese students as evidenced by a large number of inquiries from the country. Our strong track record and high value placed on clinical training will make the proposed MAT program at Boise State an attractive option for students inside, and out of the country.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

N/A

- e. If Associate's degree, transferability:**

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
BSU	Bachelor's (existing) Master's (proposed)	BS in Athletic Training Master of Athletic Training
ISU	Master's	MS in Athletic Training
UI	Bachelor's Master's Doctoral	BSPE in Athletic Training MS in Athletic Training Doctor of Athletic Training

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Pacific University	Master of Science in Athletic Training (MSAT)	The Pacific University athletic training program offers an entry-level master of science degree in athletic training.
University of Montana	Master of Athletic Training (MAT)	A two-year master's program designed for students who already have a baccalaureate degree.
Weber State	Master of Science in Athletic Training (MSAT)	A two-year program for students who do not currently possess a Bachelor's in Athletic Training.

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The creation of the proposed program completes the necessary transition of an existing and highly successful bachelor's-level program to a master's level program. Therefore, no increase in duplication will result from approval of this proposal.

Boise State University has had a nationally accredited Athletic Training program at the undergraduate level for 34 years. There has been and will continue to be demand for the program at Boise State.

The hands-on nature of the program necessitates the face-to-face offering of the program. The extensive clinical training included in the program requires the extensive clinical affiliations in the Treasure Valley that the Boise State's athletic training program has developed. Because the Treasure Valley contains the largest portion of Idaho's population, it is important to continue to offer the program to place-bound students in the area and it is important that the program be offered by the institution with extensive ties to local clinical sites and other stakeholders in the area.

In addition, Boise State University's Athletic training programs program are housed in the College of Health Sciences, whereas other programs in the state are housed in the College of Education. Alignment with a health sciences college provides students and faculty members with opportunities for interaction with other health-related professions.

- 5. Describe how this request supports the institution's vision and/or strategic plan.**

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1 – Create a signature, high-quality educational experience for all students.	The integrated curriculum will be delivered by faculty and staff with extensive clinical and teaching experience. Partnerships with other programs in the College of Health Sciences allows for inter-professional educational opportunities and access to cutting edge facilities and equipment both on and off campus.
Goal 4 – Align university program and activities with community needs.	The extensive clinical training included in the program creates extensive involvement of students in the community: they provide a needed service to many organizations and institutions in the surrounding area. Nearly 10,000 total clock hours of supervised clinical experiences are produced by Athletic Training students each year.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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

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

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

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

Specialized Accreditation: The program will seek continued program accreditation from the Commission on Accreditation of Athletic Training Education which includes a yearly annual report (CAATE). In the most recent comprehensive review (2008) the undergraduate Athletic Training program received continuing accreditation for ten years, which is the maximum awarded by CAATE.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

7. 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 B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes x No

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

The proposed curriculum for the MAT has been developed from the CAATE accreditation guidelines and the National Athletic Trainers' Association (NATA) Education Competencies for athletic training education. The program will be 24 months in duration totaling 50 academic credits. The curriculum will include six semesters (summer, fall, spring) including six semesters of clinical practice for athletic training. The program plans to admit a cohort of 10-12 students annually with potential growth to 15 students pending increases in academic and physical resources. Admittance to this program is on a competitive basis much like other professional healthcare degree programs. The curriculum will be a face-to-face model with opportunities to create hybrid or full online classes.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	50
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	50

- b. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Clinical education requirements for this program are immersive in nature. Through six different clinical based classes, students will be assigned to various clinical rotations with both on and off

campus facilities that provide a spectrum of health care needs for physically active populations. Boise State prides itself on focusing attention to hands-on experience, which results in real, “live”, patient interactions and decision-making.

Three courses highlight the research portion of the MAT curriculum. Current Evidence and Topics in Athletic Training will require students to explore current trends in the practice and research in the field of athletic training and health care. Next, in a graduate seminar setting, students will present current evidence in an inter-professional setting. Finally, in a culminating research project, students will produce and present an evidence based clinical research study.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1). Graduates of this program will demonstrate the knowledge and skills of a highly qualified, productive, and employable Athletic Trainer.

1.1 Describe and demonstrate the requisite knowledge and skills (by cohort level) of injury prevention and management, clinical examination and diagnosis, and therapeutic interventions needed to treat injuries and illnesses of the patient.

1.2 Demonstrate the use of evidence-based practice techniques by analyzing and applying current evidence in the field of medicine.

1.3 Comprehend and demonstrate the appropriate uses of modern equipment and technology utilized in Athletic Training.

2). Graduates from this program will pursue life-long learning, which informs clinical practice shaped by the University’s shared values: Academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness.

2.1 Model professional behaviors defined by the NATA Code of Ethics and the BOC Standards of Professional Practice when implementing a patient centered care approach aligned with clinical based goals.

2.2 Demonstrate effective communication (verbal and written) with a variety of health care practitioners and other members of the health care team.

2.3. Comprehend and demonstrate the rationale for professional continuing education in the field of athletic training.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Assessment of learning outcome 1 is achieved foremost through a competency based evaluation program, which is progressive through all six clinical practice courses. Progression of skill and knowledge attainment in this model begins with instruction, followed by repetitive student practice and culminates with demonstration of skill mastery, or a student demonstrating a skill or acquired knowledge at a level of entry level clinician. Integrated proficiencies are evaluated using a very similar process but is conducted in “real time” field experiences.

Each course in the MAT curriculum utilizes learning outcomes relative to the content of the individual course. Course outcomes are evaluated utilizing the most appropriate assessment method for the content based on best practices (e.g. oral practical exams, scenario based evaluation, evidence review papers, examination, and mock national certification examinations).

Evaluation of learning outcome 2 is achieved primarily through alumni employer surveys which are conducted each year for graduates of the program. In addition, preceptor feedback given multiple times a year through clinical education experiences assess each student’s character traits (e.g. ethical behavior, communication ability with preceptors and other health care providers, interpersonal relationships).

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Each year the program will solicit feedback from various entities regarding strengths and weakness of the program. Several times a year both students and preceptors provide valuable feedback regarding the program especially the clinical education portion. This information is assessed by program leadership to make both immediate and long term modifications to the program to facilitate positive growth necessary to reach or exceed stated program goals and outcomes. Graduating students are surveyed annually about student satisfaction regarding all facets of the program. Results of this survey are reviewed amongst the faculty and changes and/or adjustments are made to improve areas of weaknesses and areas of strength may be bolstered. Finally, information from alumni employer surveys allow faculty to assess information from a valuable perspective outside of the institution. This information is especially beneficial to evaluate soft skills of our graduates that can be addressed throughout the degree program.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures aligned with learning outcome 1 include: presentations, objective clinical structured exams and examinations. Indirect measures aligned with learning outcome 2 include: preceptor evaluations, student evaluations of preceptors, alumni surveys, and alumni employer surveys.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

In addition to course evaluations, preceptor and student evaluations are ongoing throughout the year. To close the loop on the assessment plan, faculty meet annually to discuss findings of indirect measures and then on a bi-weekly basis throughout the academic year.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Another round of annual assessment occurs during the annual report for accreditation renewal each year. The Boise State undergraduate program has maintained continuous national approval or accreditation since 1982. The current accreditation will transition to the master's degree level with similar annual assessment expectations as the undergraduate degree.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY13	FY14	FY15	FY16 (most recent)	FY12	FY13	FY14	FY15 (most recent)
BSU BS in Athletic Training (sophomore and above only)	89	85	73	85	13	6	7	13
ISU MS in Athletic Training	3	7	7				2	5 (FY16)
UI BSPE in Athletic Training	46	19	3	2	4	10	2	1
MS in Athletic Training	0	0	12	23	0	0	0	11
Doctor of Athletic Training	7	19	31	43	0	1	1	4

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Athletic Training											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
10-12	20-24	20-24	20-24	20-24	20-24	0	8-10	8-10	8-10	8-10	8-10

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program?

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Describe your recruitment efforts? How did you determine the projected numbers above?

The capacity for the program, based on existing personnel and infrastructure, is limited to cohorts of 12 and a total enrollment of 24.

We are confident that we will easily be able to achieve those numbers, given the historical demand for our bachelor's level program. Although the elevation to a master's level program may result in a reduction in candidate numbers, we believe that we will easily be able to compensate with broader recruiting efforts, especially focused on undergraduate students in our kinesiology program. To facilitate transition to the proposed program, we are developing an accelerated pathway (3+2 model) to a Master of Athletic Training degree. We project up to 5 undergraduate Boise State students per year would be eligible for such an accelerated plan with the remainder of the cohort filling with traditional graduate degree-seeking students from Boise State and beyond.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The program will at a minimum be required to exceed the flagging threshold of 5 graduates per year; that threshold was established during Program Prioritization.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing instructional resources and equipment will transition to the MAT.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Existing instructional resources and equipment will transition to the MAT.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Existing instructional resources and equipment will transition to the MAT. A one-time accreditation substantive-change fee of \$3000 will be required transition program accreditation to a master's degree; that fee will be assessed in 2019.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Existing resources are sufficient.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Existing resources are sufficient.

19. Personnel resources

- a.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The bulk of instructional resources needed for the MAT program will be provided by two existing, fully-credentialed faculty members in Athletic Training and ongoing funding for a graduate assistant, who will transition their teaching duties from the existing bachelor's program to the new master's program.

Additional instructional capacity will be necessary, however, to offer the program. That capacity will be provided as follows:

- The two existing faculty members will expand their teaching duties to include instruction in summer-session courses.
- An additional 1.0 FTE faculty member will be added. That additional FTE will enable the department to offer the master's program and to offer the previously mentioned pre-Athletic Training emphasis in the BS Kinesiology degree.

- a. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

As described elsewhere in this proposal, the proposed Master of Athletic Training program wholly replaces the existing BS in Athletic Training program. We anticipate that the discontinuation of the BS Athletic Training program will result in an increase in enrollment in the existing BS in Kinesiology program.

20. Revenue Sources

- a) Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

reallocation of funds in support of the program have on other programs?

Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences. Importantly, once the program is fully up and running, it will generate approximately 720 Student Credit Hours per year, which will produce tuition revenue that is sufficient to more than justify reallocation of additional FTE from other programs that are less robust.

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

N/A

- c) **Non-ongoing sources:**

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

N/A

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

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

I. PLANNED STUDENT ENROLLMENT										
			FY 2019		FY 2020		FY 2021		FY 2022	
			FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			10	10	20	20	20	20	20	20
B. Shifting enrollments										
Total Enrollment			10	10	20	20	20	20	20	20
II. REVENUE										
			FY 2019		FY 2020		FY 2021		FY 2022	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds			\$267,899		\$273,257		\$278,722		\$284,297	
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees										
6. Other (i.e., Gifts)										
Total Revenue			\$267,899	\$0	\$273,257	\$0	\$278,722	\$0	\$284,297	\$0
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>										
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>										

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

III. EXPENDITURES										
			FY 2019		FY 2020		FY 2021		FY 2022	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE			3.5		3.5		3.5		3.5	
2. Faculty			\$178,220		\$181,784		\$185,420		\$189,128	
3. Adjunct Faculty										
4. Graduate/Undergrad Assistants			\$14,000		\$14,280		\$14,566		\$14,857	
5. Research Personnel										
6. Directors/Administrators										
7. Administrative Support Personnel										
8. Fringe Benefits			\$75,679		\$77,193		\$78,736		\$80,311	
9. Other:										
Total Personnel and Costs			\$267,899	\$0	\$273,257	\$0	\$278,722	\$0	\$284,297	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

		FY 2019		FY 2020		FY 2021		FY 2022	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel									
2. Professional Services									
3. Other Services									
4. Communications									
5. Materials and Supplies									
6. Rentals									
7. Materials & Goods for Manufacture & Resale									
8. Miscellaneous									
Total Operating Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2019		FY 2020		FY 2021		FY 2022	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources									
2. Equipment									
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

			FY 2019		FY 2020		FY 2021		FY 2022	
		D. Capital Facilities Construction or Major Renovation								
		E. Other Costs								
		Utilities								
		Maintenance & Repairs								
		Other								
		Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TOTAL EXPENDITURES:	\$267,899	\$0	\$273,257	\$0	\$278,722	\$0	\$284,297	\$0
		Net Income (Deficit)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):								
	II.2	"institutional funds" represents reallocated funding for two existing FTE faculty and one new FTE faculty.								
	III.A.2.	Two existing faculty members will transition from the existing BSAT to the new MAT. One additional faculty member will be hired, totaling 3 FTE.								
	III.A.4	One Graduate Assistant will assist with the offering of the program at .5 FTE.								

Appendix A: Catalog Statement and Degree Requirements

Master of Athletic Training

Program Director: Dave Hammons

Bronco Gymnasium, 131, Mail Stop 1710

Telephone: (208) 426-4863

E-mail: davidhammons@boisestate.edu

General Information

The **Master of Athletic Training (M.A.T.)** program is a professional degree for entry into the athletic training profession. Admission to AT courses requires admission to the M.A.T. The program focus is developing future clinicians through in depth study and skill attainment in the following areas of health care for the physically active population: pathology of injuries and illness, evaluation and management of acute and chronic orthopaedic injury and medical conditions, risk management and injury prevention, physical rehabilitation and conditioning, applied nutrition, psychosocial intervention, and health care administration. The MAT includes both an academic and clinical component designed for full-time students over a continuous 2 year (24 month) period. In addition to academic requirements commitment to clinical experiences is expected with an average weekly time commitment of 20 hours.

Application Requirements

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

Admission Requirements

Admission to the MAT requires a separate application and students must be accepted by the Athletic Training Admissions Committee. Enrollment is competitive with new students starting the program each summer. Priority consideration will be given to complete applications received by January 15th for admission. Requirements for application are listed below. Applications will continue to be reviewed until the new cohort is filled. Candidates are notified of admission status by mid-March.

Application and electronic documents (listed below) for the M.A.T. are completed and uploaded in conjunction with application to the Boise State Graduate College online application system- <http://graduatecollege.boisestate.edu/howtoapply/>.

1. MAT application (Contact information, Cover letter, Resume, References)
2. Minimum of two letters of recommendation
3. Official transcripts for bachelor degree (minimum 3.0 GPA for bachelor degree and for all required courses for admission).
4. Physical examination, health history, and immunization records
5. Writing sample
6. Technical standards for admission

Other Application Requirements

7. Official scores for the Graduate Record Examination (GRE). GRE scores must be from a test taken within five years of application. Applicants posting verbal and quantitative scores of 33% and above will receive preference.
8. Background check
9. Interview with the Athletic Training admissions selection committee.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Degree Requirements

Master of Athletic Training	
<i>Course Number and Title</i>	<i>Credits</i>
AT 500 Foundations of Clinical Practice in Athletic Training	1
AT 503 Principles of Athletic Training	4
AT 505 Fundamentals of Clinical Diagnosis and Therapeutic Interventions	2
AT 510 Clinical Practice in Athletic Training I	3
AT 512 Therapeutic Interventions: Modalities	2
AT 514 Diagnosis and Therapeutic Interventions I: Lower Extremity	4
AT 520 Clinical Practice in Athletic Training II	3
AT 523 Diagnosis and Therapeutic Interventions II: Upper Extremity	4
AT 530 Clinical Practice in Athletic Training III	1
AT 532 Diagnosis and Therapeutic Interventions III: Head, Face, and Spine	4
AT 534 Advanced Nutrition and Exercise Prescription	2
AT 540 Clinical Practice in Athletic Training IV	3
AT 543 Diagnosis and Therapeutic Interventions IV: Medical Conditions and Pharmacology	2
AT 545 Administration in Athletic Training	2
AT 550 Clinical Practice in Athletic Training V	3
AT 552 Current Evidence and Topics in Athletic Training	2
AT 598 Seminar	1
KINES 532 Applied Sport Psychology	3
KINES 551 Research Design in Exercise and Sport	3
Culminating Activity AT 591 Project	1
<i>Total</i>	50

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOISE STATE UNIVERSITY

SUBJECT

New Master of Science in Economics and Master of Economics degree

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new program that will award Master of Science degree in Economics and a Master of Economics degree. The proposed program will be offered face-to-face in BSU's regional service area.

Graduates will be prepared for careers that regularly make use of economic concepts and quantitative methods. They will be highly skilled in economic analysis, forecasting, statistical analysis, and political economy, and will be able to use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.

Graduates of a master's program in economics fall into the category of having "deep analytical talent." The McKinsey Global Institute estimated that the supply of "deep analytical talent" in the U.S. in 2008 was approximately 150,000 positions. They estimate that "in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018." That is a tripling of positions over 10 years.

The program is being built on the foundation of a successful Bachelor's degree in the Department of Economics. It will add a set of new graduate-level economics courses, and will thereby strengthen existing graduate business programs such as our MBA and MS in Accountancy. It will also provide coursework for students in graduate programs such as public policy and administration, political science, health sciences, geosciences, engineering, and mathematics.

The University of Idaho (UI) offers a Master of Science in Applied Economics, which is focused on solving complex issues involving agriculture, communities, and natural resources.

IMPACT

Creation of the proposed program will have minimal fiscal impact. A portion of the coursework will be provided by existing undergraduate economics courses that will be cross-listed as graduate courses. Instructional capacity to offer a set of new graduate courses will be provided via reallocation of university funds to create two new graduate teaching assistantships; those assistantships will enable a restructuring of a large undergraduate course, which, in turn, will free up faculty instructional capacity for the graduate program.

ATTACHMENTS

Attachment 1 – MS/Master of Economics program proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BSU states that students will graduate with a set of competencies that will be highly valuable to government, industry, and non-governmental organizations: economic analysis, forecasting, statistical analysis, and political economy. The MS program will emphasize research and will require completion of a thesis. The Masters program will require completion of a three-credit capstone course and project. The intended audience for the Masters is students or others in the community seeking skills in economic and quantitative analysis for career advancement and/or careers in more quantitative and analytical fields.

Currently, the University of Idaho offers an MS in Applied Economics, which has a focus in the areas of agriculture and natural resources. The program is designed to prepare students for management, research, and policy positions in the public and private sectors of the economy, and for further graduate study. Neighboring states with similar programs include Utah State University, offering an MS in Applied Economics and an MS/MA in Economics and the University of Oregon, offering an MA/MS in Economics.

BSU projects 16 initial enrollments during its first year of implementation, which was determined based on anticipated teaching and supervision capacity of up to 15-20 students per cohort given the current number of faculty members and anticipated graduate assistant resources.

BSU's request to create a new Master of Science in Economics and Master of Economics is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for economics programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Staff believes sufficient justification exists, based on regional need for BSU to create the proposed program, which can be of added value to the student and the state in light of BSU's proximity to much of the state's governmental structure and economic activity.

Board staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Master of Science in Economics degree and a Master of Economics degree in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DECEMBER 15, 2016

Institutional Tracking No.

15-016

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	May 31, 2016
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Business and Economics
Name of Department(s) or Area(s):	Department of Economics

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science in Economics (MS) and Master of Economics (M.Ec.)			
Degree:	MS; M.Ec.	Degree Designation	Undergraduate	<input checked="" type="checkbox"/> Graduate
Indicate if Online Program:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		
CIP code (consult IR /Registrar):	45.0601 Economics, General			
Proposed Starting Date:	Fall 2017			
Geographical Delivery:	Location(s)	Boise State	Region(s)	III
Indicate (X) if the program is/has:	<input type="checkbox"/> Self-Support	<input type="checkbox"/> Professional Fee		
Indicate (X) if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/> Statewide Responsibility		

Indicate whether this request is either of the following:

- ☒ New Degree Program
- ☐ Undergraduate/Graduate Certificates (30 credits or more)
- ☐ Expansion of Existing Program
- ☐ Consolidation of Existing Program
- ☐ New Off-Campus Instructional Program
- ☐ Other (i.e., Contract Program/Collaborative)

[Signature] 6/8/16
College Dean (Institution) Date

[Signature] June 2016
Graduate Dean or other official (Institution; as applicable) Date

[Signature] 8-18-16
FVP/Chief Fiscal Officer (Institution) Date

[Signature] 8-16-16
Provost/VP for Instruction (Institution) Date

[Signature] 8/19/16
President Date

Vice President for Research (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of two new graduate programs with the same core requirements: a Master of Science (M.S.) in Economics and a Master of Economics (M.Ec.).

Both programs provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods.

- The M.S. program will emphasize research and will require completion of a thesis (6 credits). The intended audience is students or others in the community seeking further education that includes the development of research expertise. The degree will be relevant to a wide range of professions and to those interested in pursuing a Ph.D. in Economics and related fields.
- The M.Ec. program requires the completion of a three-credit capstone course that includes a project as the culminating activity. The intended audience is students or others in the community seeking skills in economic and quantitative analysis for advancement in their career, and/or seeking careers in more quantitative and analytical fields.

The proposed program will provide substantial value to students and to the State of Idaho.

- The proposed programs will prepare students for careers that regularly use economic concepts and quantitative methods to analyze and solve real-world problems faced by businesses, government, and society. Graduates will typically obtain jobs as an applied economist or data analyst in the public or private sector; or will pursue doctoral studies. Graduates will be capable of conducting independent analyses, and will be able to use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.
- The Idaho business community, governmental agencies, and non-governmental organizations will be provided with local graduates who are highly skilled in economic analysis, forecasting, statistical analysis, and political economy. These graduates will strengthen Idaho's business leadership and increase Idaho's ability to compete nationally and internationally. The programs will add value in a wide range of business, government, and nonprofit settings, minimizing the need to recruit talent from outside Idaho.

The proposed degree programs in economics will not replace any existing programs, but instead will strengthen existing and future graduate and undergraduate programs at Boise State University.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- The new programs will strengthen the existing MBA and M.S. in Accountancy programs in the College of Business and Economics by providing diverse graduate-level economics course opportunities to students in those programs.
- The new programs will provide a set of core classes that can be used as a foundation to launch other specialized graduate programs in business, e.g. in Finance.
- The new programs will provide a set of courses that emphasize advanced training in data analysis using current statistical methods; those courses will benefit programs in other colleges, e.g. public policy and administration, political science, health sciences, geosciences, engineering, and mathematics.
- The new program will provide a set of courses that will be of substantial value to those students in our new PhD in Computing who are interested in big data analytics. Two courses in particular, “Mathematical Statistics and Introduction to Advanced Econometrics” and “Advanced Econometrics,” will provide those students with business-world application of the concepts of big data analytics. See Appendix C for the course descriptions.
- The proposed program will provide a “next step” for students who graduate from our newly created BS in Business and Economic Analytics.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Boise State University is located in the capital city of Idaho, a region that is one of the fastest growing in the United States. In an increasingly competitive marketplace, graduate education is becoming more valuable – and in some fields, necessary. A survey of undergraduate students in College of Business and Economics identified a high demand for a master’s program in economics at Boise State, and similar results were found with a survey of alumni and friends in the community. Students are interested in the advantage that advanced training can bring to them in the local workplace. Many of these students are not willing to leave the Treasure Valley to pursue graduate work, which means that the proposed graduate degrees will prepare many individuals planning to work locally or regionally.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.
Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

The following table compiles information on workforce need.

	State DOL data	Federal DOL data: Bureau of Labor Statistics (BLS)	Other data source: McKinsey Global Institute for "data analysts"
Local (Service Area)	50	N/A	73 – 85
State	101	N/A	145 – 170
Nation	N/A	22,160	29,000 – 34,000

Idaho Department of Labor Economist Ethan Mansfield identified five occupations where those with a degree in economics normally find employment:

1. Economist
2. Market Research Analyst
3. Operations Research Analyst (Business Analyst)
4. Statistician
5. Survey Researcher

The following tables provides data from the Idaho DOL and from the US Dept of Labor Statistics on job openings that are projected to occur in those occupations.

Idaho State DOL Data				
SOC Code	SOC Title	2012 Employment	2022 Employment	Total Annual Openings due to Replacement and Growth
13-1161	Market Research Analysts and Marketing Specialists	1485	1959	67
15-2031	Operations Research Analysts	368	464	18
15-2041	Statisticians	54	65	3
19-3011	Economists	49	57	3
19-3022	Survey Researchers	372	420	10
Total Annual Openings in Idaho				101

2014 National Employment Matrix title and code					
		Employment (1000s)		Job openings due to growth and replacement needs	
SOC Code	Job Title	2014	2024	2014-24 (in 1000s)	Annual
13-1161	Market research analysts and marketing specialists	495.5	587.8	151.4	15,140
15-2031	Operations research analysts	91.3	118.9	43.9	4,390
15-2041	Statisticians	30.0	40.1	15.4	1,540
19-3011	Economists	21.5	22.7	7.0	700
19-3022	Survey researchers	16.7	18.7	3.9	390

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

	Total Annual Openings Nationally	22,160
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An additional source of information is the McKinsey Global Institute, which provided estimates regarding “deep analytical talent,” which is a category into which MS Economics and Master of Economics graduates would fit. The McKinsey Global Institute estimated that the supply of “deep analytical talent” in the U.S. in 2008 was approximately 150,000 positions. They estimate that “in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018.” Therefore, we estimate a growth of 290,000 to 340,000 over that 10-year period, or 29,000 – 34,000 annual growth. We estimate the demand in Idaho as 0.5% of the annual U.S. number in “deep analytical talent,” based on population size, and the local region as being half of the state number.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

We have documented demand among our students for a graduate program in economics at Boise State. In surveys to current upper level College of Business and Economics students, 92 out of 287 (33%) indicated that they would be interested in applying for the proposed graduate programs in economics. Of upper division economics students only, 73% (47 out of 64) are interested. Based upon a survey administered through LinkedIn, 68% (21 out of 31) of alumni or friends in community indicate an interest in applying to the master’s program in economics. In addition, we occasionally receive inquiries from local community members with interests in a master’s program with a focus on quantitative analysis and economics.

The number one reason for an interest in pursuing the graduate degree in economics at Boise State according to our survey is “an advanced degree to help with the job market,” followed by “a step towards earning a Ph.D.,” and “an interest in studying economics further.” All groups surveyed overwhelmingly indicated that the top field/focus of interest in a graduate program in economics is “quantitative analysis/statistics/econometrics/data analytics,” which is complementary to our goal to build expertise and increase focus in business and economic analytics both at the undergraduate and graduate level.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

This program will provide the Idaho business community, and government entities, with local graduates highly skilled in economic analysis, forecasting, statistical analysis, and political economy. These graduates will strengthen Idaho’s business leadership and increase Idaho’s ability to compete nationally and internationally. The proposed programs will add value in a wide range of business, government, and nonprofit settings, minimizing the need to recruit

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

talent from outside Idaho. As was noted above, the McKinsey Global Institute¹ estimated that the supply of “deep analytical talent” in the U.S. in 2008 was approximately 150,000 position, and that “in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018.” The proposed program will provide graduates with “deep analytical talent.”

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

NA

e. If Associate’s degree, transferability:

NA

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State	M.Ec.	Masters in Economics The master of economics program requires the completion of a Capstone course as the culminating activity. The intended audience is students or others in the community seeking advancement in their career, and/or seeking careers in more quantitative and analytical fields.
	M.S.	Master of Science in Economics The master of science in economics program emphasizes research and requires the completion of a thesis. The intended audience is students or others in the community seeking further education and research experience prior to pursuing a Ph.D. in economics and related fields.
University of Idaho	M.S.	Applied Economics-- College of Agricultural and Life Sciences Students learn to apply statistical and mathematical analysis to understand and provide recommendations on how to solve complex issues involving agriculture, communities and natural resources.

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Utah State	MA and MS	MS in Applied Economics—College of Agriculture and Applied Sciences
		MA/MS in Economics—Jon M. Huntsman School of Business
University of Oregon	MA/MS	MA/MS in Economics – College of Arts and Sciences The master’s program prepares students for a wide range of consulting and applied research positions in private industry and government

¹ "Big data: The next frontier for innovation, competition, and productivity," McKinsey Global Institute, May 20 11, report available at http://www.mckinsey.com/insights/business_technology/big_data_the_next_frontier_for_innovation.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Portland State University	MA/MS	MA/MS in Economics – College of Liberal Arts and Sciences The MS/MA program in economics provides students with core analytical skills in micro and macroeconomics, background in economic history, as well as specialized knowledge of applied economics in students' areas of interest through elective courses.
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- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed programs are not similar to programs offered by any Idaho public institution. The University of Idaho offers an MS in Applied Economics, but that degree is focused on “complex issues involving agriculture, communities and natural resources,” whereas the programs that will be offered at Boise State will be much more broad in its focus.

- 5. Describe how this request supports the institution’s vision and/or strategic plan.**

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

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

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1 – Create a signature, high quality educational experience for all students.	The proposed programs are in an area that is experiencing substantial growth of importance in the local and regional workforce. Our proposed program would be the only graduate program of its type in our service area.
Goal 1 – Create a signature, high quality educational experience for all students.	Successful graduate programs are a key component—indeed, a prerequisite—of a thriving “metropolitan research university of distinction.”
Goal 3 – Gain distinction as a doctoral research university.	Creating these masters level programs will be an exploratory step in helping to determine the feasibility of establishing a high-quality, research focused Ph.D. program in economics in the future. In addition, the graduate programs will support the research of faculty members in the Department of Economics.
Goal 4 – Align university program and activities with community needs.	The proposed program will prepare students for the rigors of the industry positions that demand quantitative, analytical and “big data management and analysis” skills.

- 6. Assurance of Quality.** Describe how the institution will ensure the quality of the program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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

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

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

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

Specialized Accreditation: All programs (excluding BA Economics, which is not a business program) offered by departments within the College of Business and Economics are accredited by the AACSB, which ensures a high standard of quality. We will seek a specialized accreditation for the Master in Economics and, if available, also M.S. Economics programs.

7. **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 B**.

NA

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to the teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

NA

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No

Curriculum, Intended Learning Outcomes, and Assessment Plan

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

10. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	22 – 25
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	6 – 9
Total credit hours required for degree program:	31

- b. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The Master of Economics program will require the completion of a three credit Capstone course as the culminating activity. It provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods.

The MS in Economics will require a thesis as the culminating activity. The research leading up to the thesis will give students the ability to produce an article of publishable quality. This will significantly advance their research skills and provide students with skills to complete complex analyses in economics.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Both the M.S. and M.Ec. programs will provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods.

The Program Intended Learning Outcomes (PILO) are as follows:

- (A) Quantitative Reasoning Skills: At the completion of the program, students are expected to:
- 1) understand how to use empirical evidence to evaluate the validity of an economic argument,
 - 2) use econometric methodology, interpret results of econometric models and conduct appropriate statistical analysis of data to answer a research question,
 - 3) solve economic models mathematically and provide intuitive explanations of the results
- (B) Specialized Knowledge and Application of Skills: At the completion of the program, students are expected to:

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- 1) develop a sophisticated understanding of the theoretical, analytical, and methodological approaches used within the discipline of microeconomics and related fields,
- 2) carry out economic and policy analyses that draw on microeconomic theory,
- 3) apply economic analysis to everyday problems in real world situations, to understand current events and evaluate specific policy proposals

(C) Research Skills: At the completion of the program, students are expected to:

- 1) formulate researchable economics questions in an independent manner,
- 2) develop research projects and contribute to research activities of a team,
- 3) locate and evaluate relevant sources for a research project in a critical manner,
- 4) develop research projects through which they are able to use complex statistical techniques to analyze a wide-range of outcomes,
- 5) be committed to the ethical conduct of research and professional activities

(D) Communication Skills: At the completion of the program, students are expected to:

- 1) communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence,
- 2) disseminate research results in a clear and coherent manner to other researchers, employers, coworkers, and to the general public,
- 3) contribute to the intellectual community and be able to critically analyze and evaluate one's own, as well as others' findings and give effective and constructive feedback to others.

12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The assignments embedded in the programs' courses that can be evaluated for student learning will be identified for each PILO. For example, the assignments and written exams in Course ECON 522 Advanced Econometrics will be evaluated by the instructor using a rubric designed to evaluate student mastery of PILO #A.2: (quantitative reasoning skills): "The student will use econometric methodology, interpret results of econometric models, and conduct appropriate statistical analysis of data to answer a research question." Instructors of courses with these types of embedded assignments and written exams will aggregate the data and submit a report on the student learning to the program curriculum and assessment committee.

In addition to periodic assignments, written exams, and paper projects, there will be two distinct culminating experiences in the proposed master's programs in economics. These will allow graduates to demonstrate their mastery of a significant literature in economics and state-of-the-art analytical techniques.

- Thesis: The thesis option is required for MS Economics program. Examination of

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

theses will enable the department to evaluate (i) research skills and (ii) skills necessary to complete complex analyses in economics.

- **Capstone Project:** The students pursuing master of economics will work on a culminating activity/project. Examination of theses will provide faculty with information on the research skills of students and their ability to solve complex problems.

Thesis advisers and instructors who oversee capstone projects will evaluate student mastery and performance, and submit a report on the student learning outcomes and culmination project/thesis outcomes to the program curriculum and assessment committee.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding PILOs and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific PILO and the course(s) that addresses that PILO every year in more detail during the retreat, effectively evaluating every PILO very carefully every four years.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

Enrollments and Graduates

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY13	FY14	FY15	FY16 (most recent)	FY12	FY13	FY14	FY15 (most recent)
BSU								
ISU								

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

UI: MS in Applied Economics	14	11	9	9	7	9	4	4
LCSC								

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MS in Economics and Master in Economics (M.Ec.)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23	FY 18 (first year)	FY 19	FY 20	FY 21	FY 22	FY 23
16	26	31	37	41	42	0	2	8	10	12	12

- 15. Describe the methodology for determining enrollment and graduation projections.**
Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

The projected enrollments were based on: 1) anticipated teaching and supervision capacity of up to 15 - 20 students per cohort given the current number of faculty members and anticipated graduate assistant resources; and 2) sufficient anticipated demand based on survey results and inquiry calls from local professionals. The projected annual number of graduates is based on 1) anticipated number of students in the accelerated program, students likely enrolled as full-time and students likely to enroll as part-time; and 2) anticipated annual attrition rate of 10 percent for full-time and accelerated students and 20 percent for part-time students.

Our initial recruitment efforts will primarily be focused on current and former students in the Treasure Valley. We will recruit seniors from Boise State University, the College of Idaho, and Northwest Nazarene University. We will also recruit in the industry as well as non-profit and public sectors. Following the first recruitment phase, we will expand recruitment across Idaho and the Intermountain West.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Creation of the proposed program will require the investment by central administration of \$48,622 of ongoing funds for two graduate assistantships (includes stipend, tuition, and fees)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and \$6,750 of ongoing funds for a graduate program director (includes fringe). Additionally, the program will require investment by the College of Business and Economics of \$10,000 of one-time funding, \$23,936 of ongoing funding for a graduate assistantship, and \$3,000 of ongoing funds for communication and marketing. Continuation of the central investment and investment by the College of Business and Economics will require that the program produce in excess of the total ongoing cost (\$71,859 using FY17 costs). At the FY17 rates of \$199.52 tuition and \$85 graduate fee per credit, the program will be required to produce 253 student credit hours per year. That number is equivalent to an enrollment of 14 students, each taking 18 credits per year.

If the program does not consistently meet that performance target, funding will be withdrawn.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing classroom space, including computer classrooms, will be sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can easily be accommodated by existing facilities.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are required.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The Albertsons library currently offers a well-rounded selection of periodicals and database sources across multiple fields within the discipline of economics (e.g., Econometrics, Health Economics, Natural Resources and Environmental Economics, Economics of Sustainability). The department will continue to work with the library liaison to review resources and suggest additions, changes and offer fiscal support for those changes as resources allow.

There should be no impact on the existing programs of increased library usage caused by the proposed program since most access will be electronically accessed. There will be no off-campus programs.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are needed.

19. Personnel resources

- a.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

(Please note: we are addressing the three questions regarding personnel resources in one section, and then addressing impact on existing programs below.)

Most of the graduate coursework to be taken by students in the program will be existing undergraduate courses that will be cross-listed as graduate-level courses. Graduate students in those courses will be required to complete additional work to earn graduate-level credit. The existing undergraduate courses have capacity for additional students, and the addition of graduate students to the existing sections will be a no-cost way to increase productivity of those courses.

We will also offer new graduate coursework that is not cross-listed with undergraduate courses.

1. We will offer two new graduate core courses, one 3-credit and one 4-credit, each of the fall and spring semesters.
2. We will offer one new graduate core 2-credit course during summer.
3. We will offer thesis credits and project credits as necessary.

To create the additional capacity necessary to offer the new graduate core courses, we will do the following:

1. We will create three new graduate assistantships. One will be created via a reallocation from the College of Business and Economics of an existing assistantship. Two will be created using an investment of appropriated funds from the central administration.
2. Those three graduate assistantships will be used to enable us to increase the section size in ECON 303 Intermediate Microeconomics the existing 30 - 40 section size to larger sections of 50 - 60 students. The increase in section size will enable us to offer

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

two fewer sections per semester, and the teaching capacity from those two sections will be used to teach the 2-per-semester graduate core courses during fall and spring.

3. The graduate core course taught during summer will be taught by a faculty member who will be funded by our typical summer session protocol.
4. Thesis and project credits will be taken on by faculty members in addition to their existing teaching load. Importantly, by doing so, those faculty members actually increase their *research* productivity, also an important part of their overall workload responsibility.

In addition to the need for increased instructional capacity, we will fund a graduate coordinator position at \$5,000 per year.

- d. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We do not anticipate any changes in our course availability and variety of course offerings in our undergraduate programs. We believe that the creation of the graduate programs will actually *increase* the quality and interest in our undergraduate programs by providing a greater variety of upper division courses, by creating additional opportunities to participate in research, and by offering undergraduate students an accelerated 4+1 option to receive an undergraduate and graduate degree in economics.

To be able to increase overall instructional capacity, we will increase the section size of ECON 303 Intermediate Microeconomics to 50 - 60 students instead of 30 - 40 as currently being offered. To ensure that quality remains high in those larger sections, we will (i) adjust the pedagogy under the guidance of our Center for Teaching and Learning and (ii) make use of graduate teaching assistants in ECON 303 to provide additional instructor-student opportunities.

20. Revenue Sources

- a) **Reallocation of funds:** 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?

Funding for one graduate assistantship will be reallocated from an existing graduate assistantship presently housed in the College of Business and Economics. That graduate assistantship is now allocated to departments on an “as needed” basis, and the reallocation to the proposed program simply represents a permanent allocation to the Department of Economics.

Funding for two new graduate assistantships will be reallocated from existing appropriated funds of the central administration. This reallocation represents an investment that is likely to pay off in increased tuition revenue from students who would not have otherwise attended Boise State University. As noted in Section 16 above, if enrollments in the program do not produce sufficient revenue to cover the reallocation, the central resources will be withdrawn.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

N/A

- c) **Non-ongoing sources:**

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

N/A

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

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

- e) **Other**

The Department of Economics will provide a fellowship of \$10,000 to each of two students enrolled in the proposed program using funds resulting from the John J. and Ethel Chapman endowment.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

I. PLANNED STUDENT ENROLLMENT									
		FY 2018		FY 2019		FY 2020		FY 2021	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			16		26		31		37
B. Shifting enrollments									
Total Enrollment		0	16	0	26	0	31	0	37
II. REVENUE									
		FY 2018		FY 2019		FY 2020		FY 2021	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									
2A. Institution Funds: central		\$47,922		\$47,922		\$47,922		\$47,922	
2B. Institution Funds: College of Bus & Econ		\$23,936	\$10,000	\$23,936		\$23,936		\$23,936	
3. Federal									
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees									
6. Other (Chapman Endowment)		\$20,000		\$20,000		\$20,000		\$20,000	
Total Revenue		\$91,858	\$10,000	\$91,858	\$0	\$91,858	\$0	\$91,858	\$0
Estimated tuition revenues from increased enrollments									
		FY 2018		FY 2019		FY 2020		FY 2021	
SCH produced			215		341		400		494
\$\$ per SCH			\$ 262		\$ 262		\$ 262		\$ 262
Estimated Tuition			\$ 56,278		\$ 89,316		\$ 104,727		\$ 129,302
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):									
II.2. Ongoing funds rom COBE for advertising (\$3,000 / year) and funds for one GA (\$20,937 / year). One time local funds from COBE for program development (\$10,000).									
II.6. Two at \$10,000 each-- John J. and Ethel C. Chapman Graduate Fellowships created by an endowed gift.									

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

III. EXPENDITURES										
			FY 2018		FY 2019		FY 2020		FY 2021	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE										
2. Faculty										
3. Adjunct Faculty										
4. Graduate/Undergrad Assistants			\$ 27,393		\$ 27,393		\$ 27,393		\$ 27,393	
5. Research Personnel										
6. Directors/Administrators			\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00	
7. Administrative Support Personnel										
8. Fringe Benefits			\$ 2,146		\$ 2,146		\$ 2,146		\$ 2,146	
9. Other: Tuition & Fees and Health Ins.			\$ 34,320		\$ 34,320		\$ 34,320		\$ 34,320	
9. Other: Chapman Fellowships			\$ 20,000		\$ 20,000		\$ 20,000		\$ 20,000	
Total Personnel and Costs			\$88,859	\$0	\$88,859	\$0	\$88,859	\$0	\$88,859	\$0
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):										
III.A.4	Stipend (\$9,131 each) for three GA's. One GA is provided by COBE.									
III.A.6	Stipend (\$5,000) for the graduate coordinator.									
III.A.8	Fringe benefits include: 4% fringe rate for three GA's (\$996) and 35% fringe rate for the graduate coordinator (\$1,050)									
III.A.9	Tuition and fees (\$8440 each) and estimated health insurance (\$3,000 each) for three GA's									

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

		FY 2018		FY 2019		FY 2020		FY 2021	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel									
2. Professional Services									
3. Other Services									
4. Communications		\$1,500		\$1,500		\$1,500		\$1,500	
5. Materials and Supplies		\$1,500		\$1,500		\$1,500		\$1,500	
6. Rentals									
7. Materials & Goods for Manufacture & Resale									
8. Miscellaneous			\$10,000.00						
Total Operating Expenditures		\$3,000	\$10,000	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):									
III.B.4	Communication expenses for recruitment and advertising								
III.B.5	Materials and supplies for recruitment and advertising								
		FY 2018		FY 2019		FY 2020		FY 2021	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources									
2. Equipment									
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

			FY 2018		FY 2019		FY 2020		FY 2021	
		D. Capital Facilities Construction or Major Renovation								
		E. Indirect Costs (overhead)								
		Utilities								
		Maintenance & Repairs								
		Other								
		Total Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		TOTAL EXPENDITURES:	\$91,859	\$10,000	\$91,859	\$0	\$91,859	\$0	\$91,859	\$0
		Net Income (Deficit)	-\$1	\$0	-\$1	\$0	-\$1	\$0	-\$1	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

APPENDIX A: Surveys administered to COBE students

A NEEDS ASSESSMENT SURVEY FOR A MASTER'S DEGREE IN ECONOMICS

A survey administered to upper division COBE majors/minors

Fall 2015

(All majors)

Count (%)

1. What is your major? _____
Economics – 64 (22%)
Non-Economics- 223 (78%)
2. Are you considering attending graduate school after you have earned your bachelor's degree?
 - a. Yes, I am considering attending a Master's program – 176 (57%)
 - b. Yes, I am considering attending a Ph.D. program – 18 (6%)
 - c. Yes, I am considering attending Law School – 23 (7%)
 - d. No, I am not considering attending graduate school – 90 (29%)
3. If you are not considering graduate school, what are your plans after you complete your undergraduate work?
 - a. Work in government related area at the state/federal level – 48 (17%)
 - b. Work in a private business/corporation – 144 (38%)
 - c. Work in a non-profit organization – 18 (7%)
 - d. Get involved in start-ups – 30 (11%)
 - e. Teach at high school level – 6 (2%)
 - f. Other; please explain: _____ - 38 (14%)
4. Are you considering any Master's degrees offered at offered by Boise State University? If yes, which one would be your first choice?
 - a. Yes, Master of Business Administration – 77 (27%)
 - b. Yes, Master of Business Administration Online – 8 (3%)
 - c. Yes, Master of science in Accountancy/Taxation – 30 (11%)
 - d. Yes, Master's in Public Administration – 8 (3%)
 - e. Yes, Master's in Political Science – 2 (1%)
 - f. Yes, Master of Anthropology/Applied Anthropology – 0 (0%)
 - g. Yes, Master of science in Interdisciplinary Studies – 1 (0%)
 - h. Yes, other: _____ - 17 (6%)
 - i. No – 139 (49%)
5. The Department of Economics is proposing a Master's degree (M.A.) in Economics. Would you consider applying to this proposed program?
 - a. Yes, I would consider applying to it. – 92 (32%)
 - b. No, I would not consider applying to it. – 193 (68%)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

If you answered "a." for question 5, then please answer the following questions. If you answered "b." for question 4, then please hand this sheet back in and do not answer any further questions.

6. If you are interested in a graduate degree in Economics what area of study most closely matches the focus you would like to pursue in a Master's program?
 - a. Economic theory – 4 (4%)
 - b. Quantitative analysis/statistics/econometrics/data analytics – 26 (29%)**
 - c. Public sector economics/public finance – 8 (9%)
 - d. Environmental and Natural Resource Economics – 11 (12%)
 - e. Urban/regional economics – 2 (2%)
 - f. Health economics – 5 (6%)
 - g. Game theory/Behavioral economics – 9 (10%)
 - h. Development economics/economic growth - 9 (10%)
 - i. Industrial organization/Regulation - 1 (1%)
 - j. Managerial economics and strategy 14 (16%)**
 - k. Other: _____ - 1 (1%)

7. What is your second area of interest?
 - a. Economic theory – 8 (9%)
 - b. Quantitative analysis/statistics/econometrics – 12 (13%)
 - c. Public sector economics/public finance – 17 (18%)**
 - d. Environmental and Natural Resource Economics- 4 (4%)
 - e. Urban/regional economics- 5 (5%)
 - f. Health economics- 2 (2%)
 - g. Game theory/Behavioral economics- 11 (12%)
 - h. Development economics/economic growth- 17 (18%)**
 - i. Industrial organization/Regulation- 6 (6%)
 - j. Managerial economics and strategy- 7 (8%)
 - k. Other: _____ - 2 (2%)
 - l. I only have one area of interest - 2 (2%)

8. What would be your goal in pursuing a Master's degree?
 - a. A step towards earning a PhD- 22 (20%)
 - b. An advanced degree to help with the job market- 63 (56%)
 - c. An interest in studying economics further- 26 (23%)
 - d. Other reason(s)- 1 (1%)

9. What would be your preferred time commitment for a Master's program in Economics?
 - a. Part-time- 40 (43%)
 - b. Full-time- 54 (57%)

10. What would be your ideal duration/requirement structure for a Master's program?
 - a. A 1-year program with no thesis requirement (Full-time only)- 24 (26%)
 - b. An "accelerated" 1-year program with no thesis requirement (students start taking graduate courses in their senior year of the undergraduate degree)- 24 (26%)
 - c. A 2-year program with an optional thesis (capstone project)- 33 (36%)**
 - d. A 2-year program with a mandatory thesis- 10 (11%)

11. What would be your ideal course schedule in a Master's program?

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- a. Classes offered during the morning- 29 (34%)
- b. Classes offered in the afternoon- 20 (23%)
- c. Classes offered from 4PM – 7PM- 16 (19%)
- d. Classes offered after 6PM- 21 (24%)

12. Please rank the following factors as they relate to your decision to apply to the Boise State University graduate program in Economics. A rank of 1 should reflect the most important factor and a rank of 6 should reflect the least important factor.

Factor	Rank 1 (%)	Rank 2 (%)	Rank 3 (%)	Rank 4 (%)	Rank 5 (%)	Rank 6 (%)
a. Cost of the program	31%	8%	21%	1%	26%	19%
b. Convenience of location	22%	10%	27%	7%	21%	18%
c. Quality of the faculty	21%	16%	19%	15%	15%	18%
d. Desire to conduct research	12%	12%	21%	21%	12%	16%
e. Areas of study offered	9%	20%	9%	23%	20%	14%
f. Availability of funding for graduate school (graduate assistantships, teaching assistantships, scholarships)	5%	34%	2%	33%	5%	15%

A NEEDS ASSESSMENT SURVEY FOR A MASTER'S DEGREE IN ECONOMICS

A survey administered to upper division COBE majors/minors

Fall 2015

(Economics Majors Only)

count (percentage)

13. What is your major? _____

Economics – 64

14. Are you considering attending graduate school after you have earned your bachelor's degree?

- a. Yes, I am considering attending a Master's program – 41 (57%)
- b. Yes, I am considering attending a Ph.D. program – 11 (15%)
- c. Yes, I am considering attending Law School – 5 (7%)
- d. No, I am not considering attending graduate school – 15 (21)

15. If you are not considering graduate school, what are your plans after you complete your undergraduate work?

- a. Work in government related area at the state/federal level – 16 (31%)
- b. Work in a private business/corporation – 20 (36%)
- c. Work in a non-profit organization – 3 (8%)
- d. Get involved in start-ups – 7(16%)
- e. Teach at high school level – 1 (3%)
- f. Other; please explain: _____ - 5 (12%)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

16. Are you considering any Master's degrees offered at offered by Boise State University? If yes, which one would be your first choice?
- a. Yes, Master of Business Administration – 14 (23%)
 - b. Yes, Master of Business Administration Online – 1 (2%)
 - c. Yes, Master of science in Accountancy/Taxation – 0 (0%)
 - d. Yes, Master's in Public Administration – 4 (6%)
 - e. Yes, Master's in Political Science – 2 (3%)
 - f. Yes, Master of Anthropology/Applied Anthropology – 0 (0%)
 - g. Yes, Master of science in Interdisciplinary Studies – 1 (2%)
 - h. Yes, other: _____ - 8 (13%)
 - i. No – 32 (52%)
17. The Department of Economics is proposing a Master's degree (M.A.) in Economics. Would you consider applying to this proposed program?
- a. Yes, I would consider applying to it. – 47 (73%)
 - b. No, I would not consider applying to it. – 17 (27%)

If you answered "a." for question 5, then please answer the following questions. If you answered "b." for question 4, then please hand this sheet back in and do not answer any further questions.

18. If you are interested in a graduate degree in Economics what area of study most closely matches the focus you would like to pursue in a Master's program?
- a. Economic theory – 3 (7%)
 - b. Quantitative analysis/statistics/econometrics/data analytics – 19 (42%)
 - c. Public sector economics/public finance – 3 (7%)
 - d. Environmental and Natural Resource Economics – 5 (11%)
 - e. Urban/regional economics – 1 (2%)
 - f. Health economics – 1 (2%)
 - g. Game theory/Behavioral economics – 5 (11%)
 - h. Development economics/economic growth - 6 (13%)
 - i. Industrial organization/Regulation - 1 (2%)
 - j. Managerial economics and strategy 1 (2%)
 - k. Other: _____ - 0 (0%)
19. What is your second area of interest?
- a. Economic theory – 7 (15%)
 - b. Quantitative analysis/statistics/econometrics – 4 (8%)
 - c. Public sector economics/public finance – 7 (15%)
 - d. Environmental and Natural Resource Economics- 3 (6%)
 - e. Urban/regional economics- 4 (8%)
 - f. Health economics- 0 (0%)
 - g. Game theory/Behavioral economics- 7 (15%)
 - h. Development economics/economic growth- 9 (19%)
 - i. Industrial organization/Regulation- 3 (6%)
 - j. Managerial economics and strategy- 2 (4%)
 - k. Other: _____ - 1 (2%)
 - l. I only have one area of interest - 1 (2%)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

20. What would be your goal in pursuing a Master's degree?
- A step towards earning a PhD- 15 (26%)
 - An advanced degree to help with the job market- 29 (50%)
 - An interest in studying economics further- 13 (22%)
 - Other reason(s)- 1 (2%)
21. What would be your preferred time commitment for a Master's program in Economics?
- Part-time- 17 (35%)
 - Full-time- 31 (65%)
22. What would be your ideal duration/requirement structure for a Master's program?
- A 1-year program with no thesis requirement (Full-time only)- 9 (19%)
 - An "accelerated" 1-year program with no thesis requirement (students start taking graduate courses in their senior year of the undergraduate degree)- 16 (34%)
 - A 2-year program with an optional thesis (capstone project)- 15 (32%)
 - A 2-year program with a mandatory thesis- 7 (15%)
23. What would be your ideal course schedule in a Master's program?
- Classes offered during the morning- 15 (35%)
 - Classes offered in the afternoon- 11 (26%)
 - Classes offered from 4PM – 7PM- 8 (19%)
 - Classes offered after 6PM- 9 (21%)
24. Please rank the following factors as they relate to your decision to apply to the Boise State University graduate program in Economics. A rank of 1 should reflect the most important factor and a rank of 6 should reflect the least important factor.

Factor	Rank 1 (%)	Rank 2 (%)	Rank 3 (%)	Rank 4 (%)	Rank 5 (%)	Rank 6 (%)
g. Cost of the program	30%	9%	17%	0%	24%	22%
h. Convenience of location	20%	11%	33%	13%	15%	17%
i. Quality of the faculty	17%	15%	20%	24%	20%	9%
j. Desire to conduct research	11%	11%	20%	22%	11%	22%
k. Areas of study offered	15%	15%	9%	15%	24%	15%
l. Availability of funding for graduate school (graduate assistantships, teaching assistantships, scholarships)	7%	39%	2%	26%	7%	15%

Appendix B

Proposed Catalog Statement and Degree Requirements

Department of Economics

Chair: Zeynep Hansen

Micron Business and Economics Building, Room 3246

Telephone (208) 426-3314

E-mail: econdept@boisestate.edu

<http://cobe.boisestate.edu/graduate>

Graduate Faculty: Black, Chen, Fragkias, Hansen, Islam, Loucks, Lowe, Twight

Graduate Degrees Offered:

- Master of Economics
- Master of Science in Economics

General Information

The Department of Economics offers two distinct graduate programs. The master of economics program requires the completion of a Capstone course as the culminating activity. The intended audience is students or others in the community seeking advancement in their career, and/or seeking careers in more quantitative and analytical fields.

The master of science in economics program emphasizes research and requires a completion of a thesis. The intended audience is students or others in the community seeking further education and research experience prior to pursuing a Ph.D. in economics and related fields. Both programs provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods.

Application and Admission Requirements

Prospective students are encouraged to discuss their goals and interests with the graduate program coordinator. An applicant must satisfy the minimum admission requirements of the Graduate College (see Graduate Admission Regulations) and must fulfill the following requirements:

- Applicants must have a bachelor's degree from an accredited college or university, and a major in economics or a related field, with at least one semester of calculus and two semesters of probability and statistics courses successfully completed. The minimum cumulative GPA of 3.0 is required for admission to graduate study.
- Submission of the Graduate Record Examination (GRE) general test results.
- Fast track admission which waives the GRE requirement is available for Boise State economics majors or minors who achieved a 3.5 GPA in their 300-400 level economics courses, and have a cumulative GPA of 3.3
- A current curriculum vitae that accurately reflects educational and professional experience and background.
- A letter of application describing the background, career goals, academic interests and how the graduate program in economics will help achieve these goals.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- A writing sample demonstrating the student's academic and writing talents. This can include previous academic papers, research manuscripts, a document prepared for an employer, or a new sample written for the application requirement.
- Three letters of recommendation (at least two from academic faculty) with particular attention to student's ability to succeed in a graduate environment, addressing applicant's strengths and weaknesses, and the benefits the applicant may receive from graduate study in economics.
- English proficiency is required. Students with English as a second language (ESL) must score 587/240/95 or better on TOEFL exam or 6.5 on the IELTS exam. ESL students must also take and pass an English proficiency exam at Boise State before taking any graduate courses beyond their first semester.

Meeting the minimum admission standards does not guarantee acceptance into the programs. Final acceptance is based upon the evaluation and recommendation of the Department of Economics (regular, provisional, or denial) to the Dean of the Graduate College who will make the final admission decision and notify the applicant.

The Department of Economics will take no action on an application unless all of the above materials have been received by the enrollment deadline for the program. In addition, the admissions process is competitive and no admission decisions will be made until after the enrollment deadline. Applicants who wish to enroll in the program should complete applications by February 15.

Master of Economics

Graduate Program Coordinator: TBD
Micron Business and Economics Building, Room 3246
Telephone (208) 426-3351
E-mail: econdept@boisestate.edu
<http://cobe.boisestate.edu/graduate>

Degree Requirements

The master of economics program requires the completion of a capstone course as the culminating activity. It provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods. The master of economics requires a completion of a minimum of 31 credits, including one course in math for economists, two core courses in microeconomic theory, two core courses in statistical methods and econometrics, four courses in electives, as well as three credits of capstone course as the culminating activity. The program starts in late summer (August) with a 2-credit course in mathematics for economists.

All students are expected to have an initial meeting with the graduate coordinator to discuss their project to be completed in the Capstone course. Meetings with the graduate coordinator will typically take place in the student's second semester.

Maintenance of a cumulative 3.0 average is required for both continuation in and graduation from the program. All requirements for the degree must be completed within a period of seven years.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Master of Economics	
<i>Course Number and Title</i>	<i>Credits</i>
Core Requirements ECON 501 Mathematics for Economists (2 cr) ECON 511 Microeconomic Theory I (3 cr) ECON 512 Microeconomic Theory II (3 cr) ECON 521 Mathematical Statistics and Introduction to Advanced Econometrics (4 cr) ECON 522 Advanced Econometrics (4 cr)	16
Elective Courses Twelve credits in approved courses that represents a disciplinary or interdisciplinary focus area. Courses must be approved by the graduate program director and cannot include more than 3 undergraduate credits. At least three credits must be economics electives.	12
Capstone Course ECON 692 Capstone Course	3
<i>Total</i>	31

Master of Science in Economics

Graduate Program Coordinator: TBD
Micron Business and Economics Building, Room 3246
Telephone (208) 426-3351
E-mail: econdept@boisestate.edu
<http://cobe.boisestate.edu/graduate>

Degree Requirements

The master of science in economics program provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods. The master of science in economics requires a completion of a minimum of 31 credits, including one course in math for economists, two core courses in microeconomic theory, two core courses in statistical methods and econometrics, three courses in electives, as well as a six hours of thesis work as the culminating activity. The program starts in late summer (August) with a 2-credit course in mathematics for economists.

After a student completes a minimum of nine credits of course work, he/she will work with the graduate coordinator or graduate supervisor to develop a topic for a proposed thesis. All students are expected to have an initial meeting with the graduate coordinator to discuss their options, however, they can choose to work with any graduate faculty as their thesis supervisor. Meetings with the graduate coordinator and thesis supervisor will typically take place in the student's second semester.

Maintenance of a cumulative 3.0 average is required for both continuation in and graduation from the program. All requirements for the degree must be completed within a period of seven years.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Master of Science in Economics	
<i>Course Number and Title</i>	<i>Credits</i>
Core Requirements ECON 501 Mathematics for Economists (2 cr) ECON 511 Microeconomic Theory I (3 cr) ECON 512 Microeconomic Theory II (3 cr) ECON 521 Mathematical Statistics and Introduction to Advanced Econometrics (4 cr) ECON 522 Advanced Econometrics (4 cr)	16
Elective Courses Nine credits in approved courses that represents a disciplinary or interdisciplinary focus area. Courses must be approved by the graduate program director and cannot include more than 3 undergraduate credits. At least three credits must be economics electives.	9
Culminating Activity ECON 593 Thesis	6
<i>Total</i>	31

APPENDIX C: NEW COURSES

There are five new courses that are required by the new Master's programs:

1. ECON 501 MATHEMATICS FOR ECONOMISTS (2-0-2)(SU). Intensive course in essential mathematics for entering graduate students in Economics. Topics covered include matrix algebra, functions, limits, differentiation, comparative statistics, linear algebra, and constrained and unconstrained optimization. Application of these mathematical techniques in economic analysis.
2. ECON 511 MICROECONOMIC THEORY I (3-0-3)(F). Study of decision theory, consumer choice and production models. Emphasizes value and distribution theories, and introduces general equilibrium theory and welfare economics. PREREQ: ECON 501.
3. ECON 512 MICROECONOMIC THEORY II (3-0-3)(S). Second course of microeconomic theory. Topics may include: microeconomics of strategy; the economics of imperfect information and uncertainty, externalities and public goods, and imperfect competition, game theory, including the choice and voting models. PREREQ: ECON 511.
4. ECON 521 MATHEMATICAL STATISTICS AND INTRODUCTION TO ADVANCED ECONOMETRICS (4-1-4)(F). Covers the basic mathematical statistics topics necessary for a deep understanding of applied econometrics. Topics include random variables, probability theory, probability and density functions, sampling hypothesis testing, and point and interval estimation. Introduction to the basic concepts of statistics and OLS regression, and their application to the analysis of economic data. The theory of econometric estimation of single equation models. Laboratory includes computational research methods with an introduction to important statistical packages: STATA, R, and / or Python. PREREQ: PERM/INST.
5. ECON 522 ADVANCED ECONOMETRICS (4-1-4)(S). Econometric techniques working with cross-sectional and/or panel data. Topics may include interpreting regression, maximum likelihood estimation, panel data, correlated errors and clustering, count models, duration models, choice models, weak and many instruments, quantile regressions, matching estimators, and regression discontinuity. Laboratory includes computational research methods using important statistical packages: STATA, R, and / or Python. PREREQ: ECON 521.

Other Graduate Courses (to be cross-listed with existing undergraduate courses):

6. ECON 531 REGIONAL ECONOMICS (3-0-3)(F). Application of economic analysis to regional problems of structure, growth, and policy. Location theory, various growth models, and specific techniques such as input-output analysis, base multipliers, and cost/ benefit analysis are developed. PREREQ: ADM/PROG or PERM/INST.
7. ECON 532 URBAN ECONOMICS (3-0-3)(S). Focus on the structure of the urban areas, locational patterns, housing, crime, pollution, poverty, financial, and transportation problems. Tools of economic analysis used to analyze the problems and existing and proposed policies. PREREQ: ADM/PROG or PERM/INST.
8. ECON 540 HEALTH ECONOMICS (3-0-3)(S). Examines the economic issues associated with those individual and social decisions that influence the health of particular groups. Examines the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

production and delivery of health care and the economic and ethical aspects of health policy issues. Various economic approaches to the analysis of health policy are presented and evaluated. The focus is on the U.S. health care system. Comparisons may also be made to the health care systems of other nations. PREREQ: ADM/PROG or PERM/INST

9. ECON 555 DECISIONS, CHOICES AND HAPPINESS IN BEHAVIORAL ECONOMICS (3-0-3)(F). Discusses how psychological considerations can create "behavioral anomalies," ways in which economists incorporate those considerations into their theories, and the implications for market outcomes and public policies. The role of intangibles such as locational /environmental amenities / employment status on happiness, the implications of social and personal motives (such as virtue ethics, altruism, status, procrastination, self-control, or image) are also considered. PREREQ: ADM/PROG or PERM/INST.
10. ECON 565 MANAGERIAL ECONOMICS AND STRATEGY (3-0-3)(F). Illustrates how to apply economic theory to business decision-making using actual examples and real data. Covers important empirical tools used by practicing managers in applied demand analysis such as linear and non-linear programming, sensitivity analysis, demand estimation and forecasting. Students build mathematical models, solve constrained optimization problems, find and explore optimal solutions with spreadsheets. PREREQ: ADM/PROG or PERM/INST
11. ECON 571 ECONOMIC GROWTH (3-0-3)(F). Examines the question, "Why are some countries so rich while other countries are so poor?" Theoretical and empirical investigation considering factors that affect living standards such as population growth, physical capital and human capital accumulation, the state of technology, geography and the availability of natural resources, and culture and governmental policies. PREREQ: ADM/PROG or PERM/INST.
12. ECON 574 SUSTAINABILITY AND ECONOMIC POLICY (3-0-3)(S). Presents concepts, theories, data and empirical findings critical for analyzing sustainability problems and developing solutions in communities, cities, countries and regions. Explores how economics relates to the three pillars of sustainability: economic, social and environmental, emphasizing tradeoffs and synergies across the pillars. Topics may include: the meaning and history of sustainable development and the link between sustainability and well-being; sustainability indicators and metrics; natural resource (green) accounting; the valuation of biodiversity and ecosystem services; climate change; urbanization and sustainability; and business, international finance and sustainability. PREREQ: PERM/INST.

**APPENDIX D: The John J. and Ethel C. Chapman Graduate Economics Fellowships
INTERNAL CURRENT USE FUND AGREEMENT**

The Boise State University Foundation, Inc. ("Foundation") acknowledges with gratitude a contribution from Ethel C. Chapman Trust ("Donor") to establish the **John J. and Ethel C. Chapman Graduate Economics Fellowships** ("Fellowship"). These contributions and all subsequent additions to the Scholarship shall be managed in accordance with policies established by the Foundation.

Background

The Department of Economics greatly appreciates the contributions of the Ethel C. Chapman Trust and others to the John J. & Ethel C. Chapman Scholarship (BS118). The department is currently in the process of establishing a master's degree in economics. When the master's program is approved to admit students, graduate fellowships will become a priority of the Chapman Scholarship Fund. The purpose of this agreement is to document a plan for awarding scholarships to graduate students in economics from 2016-2017 onward.

Distributions from the John J. & Ethel C. Chapman Scholarship (BS118) will be allocated to the John J. and Ethel C. Chapman Graduate Economics Fellowships, and will be administered in accordance with the Criteria described below.

Criteria

The John J. and Ethel C. Chapman Graduate Economics Fellowships will be awarded annually to students admitted to the master's program in economics. A maximum of two \$10,000 fellowships will be awarded to full-time students (9 graduate credits or considered full-time students by Boise State University policy) who have a record of academic excellence as demonstrated by a GPA of 3.5.

Chapman fellowships may be renewed if recommended by the Department of Economics. Expected types of expenditures would include annual, full, in-state, graduate fees per student; books and materials; room and board; and/or transportation.

Administration

1. The use of this gift will be authorized by the Department of Economics for the reasonable and customary requirements of authorized expenditures, as indicated above, in accordance with internal operating policies governing investments, fees, and administration as established by the Foundation.
2. The Fund must have an adequate balance in order to continue the award.
3. In the event that at some future time it becomes impossible or impractical for the Fund to be used for the specific purpose for which the Fund was created, the Foundation shall direct that the Fund be devoted to purposes that it deems to be most consistent with the wishes and intentions of the Donor after requesting a recommendation from the Dean or other appropriate university representative to identify a closely related program or academic area to which the Fund may be directed.

Chief Operating/Investment Officer
Fund ID: BR140

IDAHO STATE UNIVERSITY

SUBJECT

New Master of Arts in Teaching

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University is requesting the addition of a Master of Arts in Teaching Program (MAT). This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. This degree will target a demonstrated need in the State of Idaho for qualified personnel in the secondary school setting. MAT programs ensure deep content knowledge grounded in a bachelor's degree, and then provide master-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement.

The program will be a cohort model with a timeline for completion based upon six (6) consecutive semesters, Summer semester through Spring semester. The program will be offered entirely online to serve interested parties throughout the state and provide greater access to our rural communities.

Program objectives are to increase options in pathways to teaching for content experts and career-changers who already hold a bachelor's degree, to create an educator preparation program that provides an incentive to seek teacher certification by promising higher starting salaries due to the simultaneous completion of a master's degree and to maximize enrollment in existing College of Education courses scheduled in the regular course rotation.

IMPACT

The MAT will not require any additional funding or new courses but will consist of a redistribution of existing courses to provide graduates with a bachelor's degree in a specific content area the pedagogical knowledge and skills necessary for initial certification as a teacher in Idaho. ISU does not anticipate that the MAT will negatively impact the current Master of Education (M.Ed.) in Secondary Education degree. The M.Ed. in Secondary Education focuses on fully-certified teachers seeking deeper pedagogy and content knowledge. The population targeted for the MAT program will be persons with an existing bachelor's degree who are seeking initial certification.

There could be an impact on the *Certification Only* programs as students elect to pursue a master's degree and certification rather than just certification. There would be no appreciable loss in overall enrollment and tuition, as equivalent

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

graduate credit coursework would replace undergraduate coursework and ultimately result in official, recorded program completion gains for the college. Graduate courses in the current rotation would also be maximized.

ATTACHMENTS

Attachment 1 – Master of Arts in Teaching proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects approximately 12-20 initial enrollments at the start of the program. Upon implementation, cohort enrollment will be capped at 20 candidates.

ISU's request to create a new Master of Arts in Teaching is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for educator preparation programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Institutional Tracking No. 2016-01

Idaho State Board of Education

Request for Graduate and Doctoral Degree Programs

Date of Proposal Submission:	TBD
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Educator Preparation

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

Title:	Master of Arts in Teaching	
Degree:	M.A.	
Method of Delivery:	Online	
CIP code (consult IR /Registrar)	13.0101	
Proposed Starting Date:	Fall 2018	
Indicate if the program is:	Regional Responsibility	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 |

[Signature] 3-29-16
College Dean (Institution) Date

[Signature] 3/28/16
Graduate Dean (as applicable) Date

[Signature] 5/26/2016
Chief Fiscal Officer (Institution) Date

[Signature] 9/29/16
Chief Academic Officer (Institution) Date

Vice President for Research (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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.*

The College of Education is requesting the addition of a Master of Arts in Teaching Program (MAT). This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. This degree will target a demonstrated need in the State of Idaho for qualified personnel in the secondary school setting.

Programs like this exist across the country to accommodate those holding Bachelor degrees in relevant content areas to train them in pedagogy and research skills resulting in deeply prepared, highly qualified secondary teachers. In states such as Oregon and California, this is the only option for attaining initial teacher certification. MAT programs ensure deep content knowledge grounded in a Bachelor degree, and then provide Masters-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement.

An advantage of preparing candidates within a Master program is that they will be able to qualify for both students loans and the TEACH grant. Candidates already holding a Bachelor degree and seeking certification only are not eligible for these benefits. The program will be a cohort model with a timeline for completion based upon six (6) consecutive semesters, Summer through Spring. Program will be offered entirely online to serve interested parties throughout the state.

- 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.*

Program objectives are as follows:

- To increase options in pathways to teaching for content experts and career-changers who already hold a Bachelor degree.
- To create an educator preparation program that provides an incentive to seek teacher certification by promising higher starting salaries due to the simultaneous completion of a Master degree.
- To maximize enrollment in existing College of Education courses scheduled in the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

regular course rotation.

Expected student learning outcomes are clearly defined in the *Idaho Standards for Initial Certification of Professional School Personnel* which are incorporated into State Board Rule by reference. All teacher candidates will meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The MAT program will provide candidates with an advanced level of pedagogical knowledge to effectively manage P-12 classrooms, motivate classrooms of diverse learners, plan instruction and appropriate assessments for classrooms of diverse learners, and develop instructional strategies that address the learning needs of diverse learners.

- 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.*

Initial review of the MAT program proposal will be conducted by the Standards Committee of the *Professional Standards Commission (PSC)*. Upon conditional approval, a full review of the program will be conducted just prior to the graduation of the first cohort of degree-completers. A PSC team is currently scheduled to review programs in Spring 2018, and then on a regularly scheduled rotation. Over time, program reviews will be conducted by the Idaho Professional Standards Commission as well as the national *Council for the Accreditation of Educator Preparation (CAEP)* to ensure a quality program and maintenance of performance standards.

A CAEP program review will be conducted in conjunction with the PSC in Spring 2022 and again on a seven (7) year rotation. In the interim, annual reports on program status and evidence of continuous improvement measures will be submitted to CAEP.

- 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.*

This program will require no new courses but will consist of a redistribution of existing courses to provide graduates with a Bachelor degree in a specific content area the pedagogical knowledge and skills necessary for initial certification as a teacher in Idaho.

- 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?*

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Credit hours required:	34
Credit hours required in support courses:	0
Credit hours in required electives:	0
Credit hours for thesis or dissertation:	0
Total credit hours required for completion:	34

The expected sequence of coursework and descriptions of each course, as well as admission requirements, are attached as Appendix A-1 and Appendix A-2.

- 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.*

Candidates in the Master of Arts in Teaching will be required to have a Bachelor degree in a relevant content area and will undergo admission screening based upon requisite dispositions and a desire to teach high school students. Candidates must also pass the appropriate Praxis II examination required by the State of Idaho to provide evidence of content competency.

Candidates will also be required to complete a three-credit clinical placement seminar series in addition to a minimum of 600 contact hours with secondary students (6-12). The clinical placement will include an action research project related to the candidate's work with students in the secondary clinical setting. Candidates will be required to present their action research project and related findings during a one-credit capstone experience. The capstone experience will be judged by a panel of three faculty, including a Representative of the ISU Graduate Faculty (GFR).

- 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.*

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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	Masters (Initial Certification) Graduate Certificate in Secondary Teaching (Initial Certification)	Master in Teaching - Special Education Only Content areas related to K-12 and 6-12 endorsements	
CSI			
CWI			
EITC			
ISU	Graduate Certificate in Secondary Teaching (Initial Certification)	Content areas related to K-12 and 6-12 endorsements	
LCSC	PACE Secondary Certificate Program (Initial Certification)	Limited - Biology, Chemistry, Earth Science, English, Physical Education/Health, Mathematics, Natural Science, Social Science	
NIC			
UI	Graduate certificate programs only available to candidates already holding teacher certification		

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- 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.*

Enrollment projections are based upon two primary reports; the Idaho State Department of Education's Authorizations Report that tracks the number of people currently holding a Bachelor degree and seeking immediate Alternative Authorization to serve as "teacher of record" in Idaho public schools. The most current report (2013-14) indicates a statewide pool of 134 people with a Bachelor degree seeking initial certification. This report is attached as Appendix B-1.

The second source is a Record of Inquiries (Appendix B-2) maintained by the Advising Office in the College of Education. This report, which catalogs inquiries about teacher certification by those holding Bachelor's degrees. From January 2015 to December 2015, 144 inquiries were made. Of these, 8 enrolled in the College of Education's *Certification Only* program starting summer 2015. Enrollment for the Summer 2016 cert-only cohort has not yet been determined. Most of those who inquire about our programs are interested in an advanced degree in addition to the initial certification, with online availability. The addition of this MAT program will address both areas; meeting the needs of working individuals seeking initial certification and of the advancement of their education.

Additionally, approximately 500 Idaho candidates are reportedly enrolled in the American Board for Certification of Teacher Excellence (ABCTE) program. This represents another large pool of candidates holding a Bachelor degree who are interested in getting teacher certification.

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.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	32	19	12	0	11	6	
ISU	20		11*				
LCSC	19	19	24	6	6	20	
UI	N/A		N/A				
CSI	N/A						
CWI	N/A						
EITC	N/A						
NIC	N/A						

*Data estimated based upon Idaho State Department of Education 2013-14 Alternative Authorizations Report (Appendix B-1) and calculated according to immediate need for Content Specialists by region. Title II Higher Education Opportunity Act (HEOA) reports are not available beyond 2012-13, and ISU has just begun tracking certification only candidates. Upon implementation, cohort enrollment will be capped at 20 candidates. This limit is based upon the current program capacity that exists between the Master of Education in Secondary Education and *Certification Only* route that will allow us to fill current course offerings to capacity without incurring any new expenses.

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

We do not anticipate that the MAT will negatively impact the current Master of Education in Secondary Education degree. The M.Ed. in Secondary Education focuses on fully-certified teachers seeking deeper pedagogy and content knowledge. The population targeted for the MAT program will be persons with an existing Bachelor degree who are seeking initial certification.

There could be an impact on the *Certification Only* programs as students elect to pursue a Master degree and certification rather than just certification. There would be no appreciable loss in overall enrollment and tuition, as equivalent graduate credit coursework would replace undergraduate coursework and ultimately result in official, recorded program completer gains for the college. Graduate courses in the current rotation would also be maximized.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

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 - 2016	Year 2 - 2017	Year 3 - 2018
Local (Eastern Idaho)	21	22	23
State	160	162	164
Nation	29,720	31,800	34,026

- 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**.

State projections from the Idaho Department of Labor: <http://lmi.idaho.gov/projections> and national projections from: [Bureau of Labor Statistics, Office of Employment Projections](#) accessed 2/10/2016.

Projections from these sources appear to be low based upon the *SBOE Teacher Pipeline Report* and *State Department of Education Authorizations Report*.

Also, in October 2014, the Idaho Association of School Administrators (IASA) partnered with Dr. Patti Mortensen from Idaho State University, to survey superintendents in all Idaho school districts regarding teacher shortages. Superintendents from 68 school districts from all six regions responded to Dr. Mortensen's survey, representing 59% of Idaho school districts.

****The following information represents a summary of the survey responses:**

- 79% (52 districts) reported that qualified candidate pools for open teacher positions were "inadequate"
- Only 10 of 65 districts (15%) were able to hire fully-certified staff for all of their vacant positions
- The three most difficult teaching positions to fill were: **secondary** teachers (55 districts), special education (45 districts), and elementary teachers (30 districts)

(**Data from the *Teacher Pipeline Report* presented to the State Board of Education-

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

December 10, 2015)

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

Proposed changes will stimulate the economy by ensuring an adequately prepared teaching workforce to support college and career ready high school students.

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

N/A

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

This program will be delivered using online delivery formats, both synchronous and asynchronous. Courses will be developed and shared using the ISU instructional management system (Moodle2) and related resources within Moodle2 (Collaborate, etc.).

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

The implementation of a Master of Arts in Teaching program addresses many of the goals and objectives of the Idaho State Board of Education's strategic plan, but most specifically:

GOAL 3: Effective and Efficient Educational System – *Ensure educational resources are coordinated throughout the state and used effectively.*

Objective B: Quality Teaching Workforce – *Develop, recruit, and retain a diverse and highly qualified workforce of teachers, faculty, and staff.*

The implementation of a Master of Arts in Teaching program relates to Idaho State University's mission to contribute to the preparation of teachers, especially within Regions 4, 5, and 6. The proposed program also fits with ISU's core theme four: Community Engagement and Impact. Through its outreach campuses and centers, the MAT will become an integral component of the local communities, the State of Idaho and the Inter-mountain region; benefiting K-12 schools by producing high quality teacher-researchers.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
<p>GOAL 5: Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world.</p> <p>Objective 5.2: Strengthen partnerships/collaboration with K-12 organizations to enhance students' abilities to enter and ascend ISU's educational ladder of opportunity.</p>	<p>The MAT program will strengthen partnerships with K-12 schools by recruiting qualified candidates from within regional schools and outside of school districts.</p> <p>Unlike any other teacher preparation program in the state, the MAT will prepare a variety of secondary teachers who will conduct action research as part of the program requirements. This research will be directly related to student performance within Idaho school districts, and will contribute to the body of knowledge on best practices.</p>

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

Yes X No

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

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

ISU undergraduate majors will be recruited along with graduates from other regional undergraduate programs (including BYU ~~fully~~ ^{fully} ~~adequately~~ ^{adequately}), to fill the need to professionals for employment in the secondary school setting, we will recruit individuals who possess a Bachelor degree that are currently working in schools as paraprofessionals, support service staff, or on provisional certification. We will also recruit career-changers, like those seeking ABCTE certification, from across Idaho. However, our primary intent is to recruit and retain the best possible candidates to ensure the quality of our program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Recruiting strategies to be employed will include:

- Program Website
- Recruiting Brochures
- Formal affiliations with area Colleges, Universities, and K-12 School Districts
- Possible booth/recruiting materials at education-related conferences in Idaho
- Recruiting from within ISU, as well as other colleges and universities in Idaho
- Graduate Catalog

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**.

N/A

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

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.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Steven Crooks Core course (EDUC 6601 - Research & Writing) Professor		20%	60	20
Beverly Ray Core course (EDUC 6602 - Theories of Learning) Capstone Project Coordinator (EDUC 6675) Professor		20%	60	20
Michelle Schroeder Literacy (EDUC 5524) Clinical Instructor		20%	60	20
Suzanne Beasterfield Learner Specialist (EDUC 6612) Clinical Placement Coordinator (EDUC 6652) Clinical Instructor		20%	60	20
Esther Ntuli Technology & Curriculum (EDUC 6616) Assistant Professor		20%	60	20
Amanda Eller Motivation & Management (EDUC 6620) Assistant Clinical Professor		20%	60	20
Jenn Gallup Inclusive Classrooms (SPED 5550) Assistant Professor		20%	60	20
Shu-Yuan Lin Equity & Diversity (EDLA 6630) Assistant Clinical Professor		20%	60	20
David Coffland Core Graduate (EDUC 6610 - Statistics) Associate Professor		20%	60	20

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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
Department chair			
Administrative assistant			

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.

Since this program leverages existing courses, it does not require any additional resources. Current library resources will be adequate to meet the needs of this program.

(2) Equipment/Instruments

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

The MAT program will use existing courses, technologies, and equipment, so no new or additional equipment will be required.

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?

The MAT program will maximize the use of existing state appropriated funds by elevating enrollment in existing courses to capacity.

- (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?

No additional funding is required.

- (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.

The MAT program is sustainable with the *existing* Maintenance of Current Operations (MCO) appropriation.

- (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?

No federal grants or other special fee arrangements or contract will be used to fund the MAT.

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

A clinical placement fee of \$50 will be assessed prior to the candidate's clinical placement.

APPENDIX A-2

PROPOSED MASTER OF ARTS IN TEACHING PROGRAM Admissions and Retention Policies and Criteria

The Master of Arts in Teaching (MAT) is a limited-enrollment program. Applicants for admission are evaluated and ranked on the following criteria:

- 1) Application and acceptance by ISU Graduate School
- 2) Cumulative G.P.A. (minimum of 2.75)
- 3) GRE/MAT score (see guidelines below)
- 4) Bachelor degree in a content area related to approved teaching endorsement area
- 5) Statement of Personal Interest in Secondary Teaching
- 6) Two Letters of Recommendation (one must directly reference experience working with K-12 students)
- 7) Personal Interview

Once admitted to the program, applicants must also undergo a criminal background check. Criminal background checks must be done through the Idaho State Department of Education. **Conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignment, and consequently affect your standing in the program.**

Summary of Admission Process

Invitations to apply to the MAT Program will be two-fold: Students must apply and be accepted to ISU's Graduate School prior to departmental program faculty review. MAT application materials will be available on ISU's College of Education website. Candidates must submit to the COE Advisor the appropriate support documents. Each candidate's application materials will be reviewed by a committee consisting of the COE Advisor, the Teaching and Learning Coordinator, the Educator Preparation Program Chair (EPP Chair), and an additional faculty designee from the one of the two departments within the Educator Preparation Program. The evaluation process includes ranking the applicants with regard to criteria established above. Interviews will be scheduled with those students deemed to be worthy candidates for the MAT. Notification of acceptance into the program will be made by the COE Advisor once the evaluation and interview process is complete.

Timeline for the process:

- August 1 – March 1 Application instructions and information available online
 - Student takes GRE or MAT
 - Student applies to ISU's College of Graduate Studies
 - Student submits to COE two letters of recommendation, and statement of personal interest in teaching.
- March 15 – 31 Review of the candidates eligibility for the program
 - Faculty sifts through applicant pool
 - Interviews conducted with prospective candidates
 - Students will be notified of admission status
- April 1 Candidates are notified of program admission status
- Summer Session Cohort is established. Program begins

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016

Advisement

The COE advisor works closely with the student to assist them in scheduling and verifying MAT program requirements. Ultimately however, it is the student's responsibility to be sure that all MAT program requirements are met.

Restricted Registration

Any graduate student receiving a C+ or below in one graduate courses during her or his MAT program, whose GPA falls below 3.0, or who does not have an approved planned program of study may be automatically blocked from registering for additional courses. The student may petition through the COE Advisor to have this block removed.

Classification of Graduate Students

Classified Status may be granted to graduates of accredited institutions who have earned the following:

GPA	STANDARDIZED TEST
3.5 TO 4.000	No standardized test (GRE/MAT) required
3.0 to 3.499	Minimum: 40th Percentile on at least one area of the GRE or 40th Percentile on the MAT
2.5 to 2.999	Minimum: Combined Verbal and Quantitative (V + Q) score of 1000 on GRE or 45th Percentile on the MAT
Below 2.499	No Admission

Unclassified Status may be granted, on exception by faculty vote, to applicants holding a bachelor's degree who desire to take courses for graduate credit for personal or professional enrichment, but who do not want to pursue a graduate degree. There is no assurance that courses taken under unclassified status may be used later to satisfy degree requirements. Students may not take more than 9 credits without applying for classified status and must petition to transfer a maximum of 30% of credits from unclassified status to a degree program.

Grading

A 3.0 GPA is required for any graduate degree or certification at Idaho State University. A grade of C+ or below is essentially failing at the graduate level. Any graduate student receiving a grade of C+ or below in one graduate courses during his or her program, or whose GPA falls below 3.0 will be automatically blocked from registering for additional courses. The student may petition through the COE Advisor to have this block removed.

Semester Credit Limits

The maximum number of credits obtainable in a semester is 16, including courses taken at the undergraduate level. In a summer semester, a student may earn a number of credits equal to the number of weeks enrolled plus two, and the total number of summer semester credits may not exceed 12 (e.g., a student taking classes for eight weeks may earn up to 10 credits). Exceptions must be approved by the EPP Chair, and communicated to the Graduate Dean. Graduate Assistants may register for no more than 12 credits per semester.

Transfer Credits

All graduate credits must be earned as Idaho State University resident credits except for the following: In all degree programs a total of nine semester credits may be transferred from an accredited institution. Transfer of residence credits from an accredited institution is acceptable only if the courses are specifically approved by the advisor on the planned program of study, and by the Graduate School Office

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

AND the academic department of ISU when the final program of study is submitted. Official transcripts to be used for transfer of credits in a degree program must be IN the Graduate School office, with the Transcript Evaluator, before the final program of study and the application for a degree will be approved. Additionally, the final official transcript must be sent to ISU Graduate School for any credits earned outside of ISU before the degree will be posted.

Graduate Standardized Test

An Idaho State University requirement for all graduate degree programs is the satisfactory completion of the GRE or MAT exam. The EPP requires all applicants to complete a Graduate Standardized Test with the exception of students with a GPA of 3.5 or better, based on the last 60± semester undergraduate credits (see page 1, Classification of Graduate Students).

Capstone Project

All students seeking a MAT degree must complete a capstone project. This project may start no earlier than the final semester of coursework and must be completed within one calendar year. Topic approval must be gained from a faculty advisor and the EPP Chair. Students are encouraged to work closely with their advisor to complete this requirement. Form and style MUST meet acceptable formal writing procedures as detailed in the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) 6th Edition. A manual for preparing thesis and dissertation work is available from the Office of Graduate Studies.

The MAT student is responsible for organizing a three-member committee and obtaining the GFR. The student is responsible for coordinating and scheduling all committee meetings. A proposal meeting with all examining committee members is required before the capstone project can begin. All committee members are to receive a summary of the capstone project proposal a minimum of two weeks prior to the proposal meeting. Final written papers of the project should be distributed to all examining committee members a minimum of four weeks before the scheduled defense (must be at least five weeks prior to graduation). If any member questions whether or not the substance or form of the project is adequate, the committee as a whole decides if the project is sufficiently prepared for final oral defense. The major advisor is responsible for reporting a final grade to the registrar for all prior project registrations of the candidate when the oral defense has been successful and when the finished project has been approved by the examining committee.

**APPENDIX B-1
Professional Standards Commission Official Year End Report
Alternative Authorizations
2013-2014**

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer-Based Alternate Route - ABCTE
2013-2014	154	235	39	95
2012-2013	106	255	34	122
2011-2012	91	174	16	80

Year	Number of approvals	Total Certificated Assignments Statewide	Percent of Educators Working with an Alternative Authorization
2013-2014	523	19,556	2.67%
2012-2013	517	19,220	2.69%
2011-2012	361	18,897	1.91%

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Boise Independent District	001	Jane	Chalfant McKevitt	Gifted and Talented K/12
Boise Independent District	001	Susan	Evans	Generalist K/12
Boise Independent District	001	Matthew	Fuller	English as a New Language K/12
Boise Independent District	001	Caroline	Gantt	English as a New Language K/12
Boise Independent District	001	Luke	Lords	Music K/12
Boise Independent District	001	Stacey	Stands	Literacy K/12
Boise Independent District	001	Lisa	Stitt	Gifted and Talented K/12
Boise Independent District	001	Aaron	von Lindern	Natural Science 6/12
Boise Independent District	001	Brigette	Warner	Gifted and Talented K/12
Meridian Joint District	002	Katherine	Baker	Library Media Specialist 6/12
Meridian Joint District	002	Charlene	Bradley	Generalist K/12
Meridian Joint District	002	Sylvie	Carbajal	Spanish 6/12
Meridian Joint District	002	Dan	Davidian	Health K/12
Meridian Joint District	002	Katherine	DeChambeau	Generalist K/12
Meridian Joint District	002	Erin	Fahnstrom	Generalist K/12
Meridian Joint District	002	Kathy	Graves	Gifted and Talented K/12
Meridian Joint District	002	Kim	Gunn	History 6/12, English as a New Language K/12
Meridian Joint District	002	Angela	Larsen	Generalist K/12
Meridian Joint District	002	Staci	Leavitt	Economics 6/12
Meridian Joint District	002	Sheila	Luque	Library Media Specialist K/12
Meridian Joint District	002	Heidi	Muri	German 6/12
Meridian Joint District	002	Brett	Nordquist	Gifted and Talented K/12
Meridian Joint District	002	Jaclyn	Young	Generalist K/12
Kuna Joint District	003	Douglas	Ackley	Health 6/12
Kuna Joint District	003	Katie	Baun	Communications 6/12
Kuna Joint District	003	Megan	Cook	Generalist K/12
Meadows Valley Joint District	011	Tashia	Ingle	Geography 6/12
Meadows Valley Joint District	011	Audrey	Linville	Drama 6/12
Council District	013	Brian	Joyce	Spanish 6/12
Pocatello District	025	Kelly	Evans	Generalist K/12
Pocatello District	025	Matthew	Noble	Economics 6/12
Pocatello District	025	Lori	Potter	French 6/12
Bear Lake County District	033	Heather	Bergman	Generalist K/12
Bear Lake County District	033	Chynna	Hirasaki	Generalist K/12
Bear Lake County District	033	Michael	Wilding	Physical Education 6/12
St. Maries Joint District	041	James	Broyles	Spanish K/12
St. Maries Joint District	041	Anthony	Kraack	English 6/12
Snake River District	052	Richard	Dunn	History 6/12
Snake River District	052	Jason	Hebdon	Mathematics 6/12
Snake River District	052	Stephanie	Thompson	Physical Science 6/12
Blackfoot District	055	Terri	Jansma	All Subjects K/8
Firth District	059	Daren	Jolley	Generalist K/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Firth District	059	Michelle	Miles	Art 6/12
Firth District	059	Sharolyn	Peterson	Spanish 6/12
Blaine County District	061	Chandra	Luke	Library Media Specialist K/12
Garden Valley District	071	Marc	Gee	Superintendent K/12
Basin School District	072	Sarah	Weller	Mathematics 6/12
West Bonner County District	083	Justin	Mullet	Generalist K/12
West Bonner County District	083	Susan	Peckham	Spanish K/12
Lake Pend Oreille District	084	Nellie	Lutz	Music K/12
Lake Pend Oreille District	084	Leticia	Mullen	Family and Consumer Science 6/12
Lake Pend Oreille District	084	Cory	Ulrich	Mathematics 6/12
Idaho Falls District	091	Christine	Hubbard	American Government/Political Science 6/12
Bonneville Joint District	093	Christopher	Ball	Natural Science 6/12
Bonneville Joint District	093	Mathew	Barber	Natural Science 6/12
Bonneville Joint District	093	Lucinda	Gibbons	Generalist K/12
Bonneville Joint District	093	Corey	Knapp	Spanish K/12
Bonneville Joint District	093	Teresa	Kolsen	Generalist K/12
Bonneville Joint District	093	Kimberly	Martin	All Subjects K/8
Bonneville Joint District	093	Jaime	Pierson	All Subjects K/8
Bonneville Joint District	093	Jessie	Ward	Health 6/12
Butte County Joint District	111	Arvil	Pickett	Natural Science 6/12
Camas County District	121	Randell	Jewett	American Government/Political Science 6/12
Nampa School District	131	Darci	Barney	Generalist K/12
Nampa School District	131	Patrick	Berg	School Principal Pre-K/12
Nampa School District	131	Phillip	Diplock	School Principal Pre-K/12
Nampa School District	131	Megan	Hunter	Generalist K/12
Nampa School District	131	Gaven	King	Physical Science 6/12
Nampa School District	131	Amy	Rogers	Generalist K/12
Nampa School District	131	Christen	Rowles	Generalist K/12
Nampa School District	131	Samuel	Thomas	Social Studies 6/12
Nampa School District	131	Renee	Watts	Generalist K/12
Caldwell District	132	Andrew	Mount	Mathematics 6/12
Caldwell District	132	Stacey	Pearson	Generalist K/12
Caldwell District	132	Stacey	Pearson	Generalist K/12
Caldwell District	132	Gretchen	Perkins	Library Media Specialist K/12
Caldwell District	132	Andrea	Ritthaler	Family and Consumer Science 6/12
Caldwell District	132	Cade	Ritthaler	Physical Science 6/12
Wilder District	133	Jeff	Dillon	Superintendent
Notus District	135	Amanda	Cayler	Basic Mathematics 6/9
Notus District	135	Jeannien	DeWitt	History 6/12
Notus District	135	Craig	Woods	Superintendent
Melba Joint District	136	Janell	Lester	Birth-Grade 3
Melba Joint District	136	Nathan	Spencer	English as New Language K/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Vallivue School District	139	Heidi	Arrate	Natural Science 6/9
Vallivue School District	139	Colin	Gowan	English 6/12
Vallivue School District	139	LeaAnne	Haney	Generalist K/12
Vallivue School District	139	Tima	Johnson	Physical Science 6/9
Vallivue School District	139	Jinny	Martin	History 6/12
Vallivue School District	139	Belva	Post	English as a New Language K/12
Vallivue School District	139	Kathy L	Root	English 6/12
Vallivue School District	139	Edward	Simons	Health 6/12
Vallivue School District	139	Suzanne	Ward	Generalist K/12
Grace Joint District	148	Kami	Cox	Economics 6/12
North Gem District	149	Stephanie	Christensen	Birth-Grade 3
North Gem District	149	Mark	Dodge	Physical Education K/12, Economics 6/12, American Government/Political Science 6/12
North Gem District	149	Lacy Jo	Nielson	Business Technology Education 6/12
Soda Springs Joint District	150	Lorrie'L	Jensen	History 6/12
Cassia County Joint District	151	Heather	Clark	Communications 6/12
Cassia County Joint District	151	Janet	Cole	Basic Math 6/12
Cassia County Joint District	151	Jerrod	Dastrup	Generalist K/12
Cassia County Joint District	151	Theron	Lee	Biology 6/12
Cassia County Joint District	151	Melanie	McManus	Basic Mathematics/PTE Limited Math
Cassia County Joint District	151	David	Ringle	Health 6/12
Cassia County Joint District	151	Kathy	Zollinger	Birth-Grade 3
Cassia County Joint District	151	Kathy	Zollinger	Birth-Grade 3
Orofino Joint District	171	Kelly	Reggear	Generalist K/12
Orofino Joint District	171	Dorie	Stacy	Counselor K/12
Orofino Joint District	171	Linda	Turrill	Family and Consumer Science 6/12
Orofino Joint District	171	Robert	Vian	Superintendent
Orofino Joint District	171	Kathy	Wells	Generalist K/12
Mackay Joint District	182	Heather	Haroldsen	Birth-Grade 3
Mountain Home District	193	Roy	Devore	Mathematics 6/12
Mountain Home District	193	Dan	James	Generalist K/12
Mountain Home District	193	Chad	Wallace	History 6/12
Preston Joint District	201	Cynthia	Zollinger	Basic Mathematics 6/12
West Side Joint District	202	Vance	Reeder	Basic Mathematics 6/12, Economics 6/12
West Side Joint District	202	MeLinda	Royer	School Principal Pre-K/12
West Side Joint District	202	Nathan	Woodward	Drama 6/12
Emmett Independent District	221	Blair	Baumann	Economics 6/12
Emmett Independent District	221	Evelynn	Horton	Counselor K/12
Emmett Independent District	221	Katrina	Savitz	Generalist K/12
Emmett Independent District	221	Jodee	Sisson	Director of Special Education
Emmett Independent District	221	Donald	Wight	Drama 6/12
Gooding Joint District	231	Barbara	Brown	Generalist K/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Wendell District	232	Nicole	Billiard-Ferreira	English as a New Language K/12
Wendell District	232	Jon	Helmandollar	Heath 6/12
Wendell District	232	Travis	Robison	Literacy 6/12
Wendell District	232	Brandy	Wert	Library Media Specialist K/12
Cottonwood Joint District	242	Donald	Curry	Natural Science 6/12
Cottonwood Joint District	242	Suzi	Quintal	Counselor K/12
Salmon River School District	243	Tawnya	Folwell	Birth-Grade 3
West Jefferson District	253	Naomi	Parker	English 6/12
Jerome Joint District	261	Kira	Baird	Mathematics 6/9
Jerome Joint District	261	Wendy	Stoker	Counselor 6/12
Valley District	262	Carrie	Morgan	All Subjects K/8
Coeur d' Alene District	271	Karina	Selby	Basic Mathematics 6/9
Lakeland District	272	Matthew	Brown	Gifted and Talented K/12
Lakeland District	272	Allison	Knoll	Drama 6/12
Post Falls District	273	Kye	Coring	Library Media Specialist K/12
Post Falls District	273	Virgina	Weber	Birth-Grade 3
Kootenai District	274	Anna	Whipple	Mathematics 6/12
Moscow District	281	Patricia	Pancheri	Gifted and Talented K/12
Potlatch District	285	Jeffrey	Cirka	Superintendent
Potlatch District	285	Marianne	Sletteland	Generalist K/12
Troy School District	287	Klaire	Vogt	School Principal Pre-K/12
South Lemhi District	292	Erica	Kemery	Superintendent
Nezperce Joint District	302	Kelby	Heartberg	Business Technology Education 6/12
Kamiah Joint District	304	Brooke	Dunlap-Martin	All Subjects K/8
Kamiah Joint District	304	Dennis	Kachelmier	Mathematics 6/12
Kamiah Joint District	304	David	Manley	Music K/12, Art K/12
Kamiah Joint District	304	John	Martin	Mathematics 6/12
Kamiah Joint District	304	Shari	Walbom	Spanish K/12
Highland Joint District	305	Bradley	Baumberger	Superintendent
Highland Joint District	305	Neile	Crew	Family and Consumer Science 6/12
Shoshone Joint District	312	Colin	Smith	English 6/9
Madison District	321	Lisa	Berry	Generalist K/12
Madison District	321	Joshua	McKinney	Business Technology Education 6/12
Madison District	321	Luke	Mecham	Generalist K/12
Madison District	321	Travis	Schwab	Director of Special Education
Sugar-Salem Joint District	322	Janson	Jardine	Natural Science 6/12
Sugar-Salem Joint District	322	Janson	Jardine	Natural Science 6/12
Sugar-Salem Joint District	322	Bryon	Kennedy	Special Education Director
Sugar-Salem Joint District	322	William	Walker	Physical Education K/12
Minidoka County Joint District	331	Lorinda	Garner	Natural Science 6/12, Physics 6/12
Minidoka County Joint District	331	Kaly	Gillette-Shippen	History 6/12
Minidoka County Joint District	331	Scott	Heins	Mathematics 6/12
Minidoka County Joint District	331	Katy	Laumb	All Subjects K/8
Minidoka County Joint District	331	Beverly	Mays	All Subjects K/8

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Minidoka County Joint District	331	Kyle	Meyers	Mathematics 6/12
Minidoka County Joint District	331	Sandra	Miller	Superintendent
Minidoka County Joint District	331	Curtis	Richins	Limited Math/Basic Math 6/12
Minidoka County Joint District	331	Zelma	Woodward	Natural Science 6/12
Lewiston Independent District	340	Lance	Hansen	Superintendent
Lewiston Independent District	340	Lance	Hansen	Superintendent K/12
Lewiston Independent District	340	Michael	Jones	Health 6/12
Lewiston Independent District	340	Mareena	Robbins	Gifted and Talented K/12
Lewiston Independent District	340	Maureen	Schulz	Birth-Grade 3
Lewiston Independent District	340	Maureen	Schulz	Early Child Spec Birth/3
Lewiston Independent District	340	Corey	Williams	School Principal Pre-K/12
Culdesac Joint District	342	Bonnie	Waldemarson	Physical Science 6/12
Oneida County District	351	Brian	Jadwin	History 6/12
Oneida County District	351	Angie	Thompson	Birth-Grade 3
Oneida County District	351	Stephanie	Whipple	Biology 6/12, Health 6/12
Oneida County District	351	Hope	Williams	Mathematics 6/12
Marsing Joint District	363	Dustin	Gochenour	Physical Education 6/12
Marsing Joint District	363	Tim	Little	School Principal Pre-K/12
Bruneau-Grandview Joint District	365	Carrie	Markham	Generalist K/12
New Plymouth District	372	Michele	Cornia	Birth-Grade 3
Fruitland District	373	Wren	Garcia	Birth-Grade 3
Rockland District	382	David	Bean	Social Studies 6/12
Rockland District	382	Chester	Bradshaw	Superintendent
Rockland District	382	Dane	Hepworth	Natural Science 6/12
Kellogg Joint District	391	Jennifer	Finlay	Library Media Specialist K/12
Kellogg Joint District	391	Jimmy	Lewis	Library Media Specialist K/12
Teton County District	401	Julie	Krumpen	Physical Education K/12
Teton County District	401	LaRee	Moyer	Generalist K/12
Twin Falls District	411	Carey	Farnsworth	Mathematics 6/12
Twin Falls District	411	Julene	Hall	Library Media Specialist K/12
Twin Falls District	411	Hattie	Mackowski	Mathematics 6/12
Twin Falls District	411	Tami	Mahlke	Library Media Specialist K/12
Twin Falls District	411	Jayne	Peck	Physical Science 6/12
Twin Falls District	411	Rhonda	Slagel-Sao	English as a New Language K/12
Buhl Joint District	412	Ronald	Anthony	Superintendent
Buhl Joint District	412	Brittanie	Toone	Basic Mathematics 6/12
Filer District	413	Derek	Howard	Economics 6/12
Filer District	413	Heather	Lusk	Basic Mathematics 6/12
Kimberly District	414	Karen	Hall	Counselor K/12
Hansen District	415	Randy	Grover	Mathematics 6/12
Castleford District	417	Angela	Skidmore	Family and Consumer Science 6/12
McCall-Donnelly District	421	Andrew	Cochrane	Gifted & Talented K/12
Cambridge Joint District	432	Jodie	Mink	Natural Science 6/12
Liberty Charter LEA	458	Jacqueline	Nelson	Graphic Design 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Taylors Crossing Charter School	461	Mary	Kaufman	Mathematics 6/12
Xavier Charter	462	Bradley	Hansen	Natural Science 6/12
Legacy Charter School District	462	Amy	Vitek	All Subjects K/8
Vision Charter School	463	Erin	Lair	School Principal Pre-K/12
North Valley Academy	465	Cindy	Middleton	Generalist K/12
Wings Charter School	467	Corey	Farnsworth	Mathematics 6/12
Wings Charter School	467	Kristy	Oberg	School Principal Pre-K/12
Idaho Connects Online School	469	Steven	Sanders	Health 6/12
Palouse Prairie School	472	Jacob	Ellsworth	School Principal Pre-K/12
Sage Charter School	475	Robert	Hunt	American Government/Political Science 6/12
Sage Charter School	475	Tanya	Rush	Health 6/12
Another Choice Virtual Charter	476	Laurali	Christensen	Social Studies 6/12
North Idaho STEM Charter	480	David	Moon	Basic Mathematics 6/9
Heritage Community Charter District	481	Matthew	Harris	Foreign Language 6/12
Chief Tahgee Elementary Academy Charter	483	Rose	Abrahamson	All Subjects K/8
Forrest M. Bird Charter School	487	April	Logan	Chemistry 6/12, Physics 6/12
Canyon-Owyhee School Service Agency	555	Jody	Brand	Generalist K/12
Canyon-Owyhee School Service Agency	555	Brandy	Smith	Counselor K/12
KTEC (Kootenai Technical Education)	641	Robert	Quant	Technology Education 6/12
Pocatello Community Charter	777	John	Eckert	All Subjects K/8
North Star Charter School	783	Carolyn	Howard	Generalist K/12
Idaho Department of Juvenile Corrections		Joseph	Buckles	Basic Mathematics 6/12

242	Endorsements
235	People

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist.No.	Employee First Name	Employee Last Name	Endorsement
Boise Independent District	001	Darin	Anderson	Generalist K/12
Boise Independent District	001	Lisa	Arreola	Generalist K/12
Boise Independent District	001	Patrick	Corbett	Earth Science 6/12
Boise Independent District	001	Bruce	Logsdon	Physical Education 6/12
Boise Independent District	001	Rachel	Preminger	Latin K/12, English K/12
Meridian Joint District	002	John	Hardy	Generalist K/12
Meridian Joint District	002	Carrie	Sweet	Generalist K/12
Kuna Joint District	003	William	Ayers	Natural Science 6/12
Kuna Joint District	003	William	Ayers	Mathematics 6/12
Kuna Joint District	003	Shannon	Brown	English 6/12, History 6/12
Kuna Joint District	003	Randi	Davis	All Subjects K/8
Kuna Joint District	003	Christy	Hileman	Family and Consumer Science 6/12
Kuna Joint District	003	Dennis	Jordan	Mathematics 6/12
Kuna Joint District	003	Kaila	Kinney	Generalist K/12
Kuna Joint District	003	Lee	Leslie	Family and Consumer Science 6/12
Kuna Joint District	003	Shannon	Murray	Mathematics 6/12
Kuna Joint District	003	Olaia	Urquidi	Mathematics 6/12
Meadows Valley District	011	Pamela	Doramus	Counselor K/12
Marsh Valley Joint District	021	Thomas	Elliot	History 6/12
Pocatello District	025	Naomi	Horn	Physical Education 6/12
Bear Lake County District	033	Sara	Argyle	Drama 6/12
Bear Lake School District	033	Cameron	Crane	Counselor K/12
Bear Lake School District	033	Paul	Day	History 6/12, Spanish 6/12
Bear Lake School District	033	Kimberly	Griglack	Speech Language Pathologist
Bear Lake School District	033	Richard	Kearl	Business Technology Education 6/12
Bear Lake School District	033	Calvin	Winward	Mathematics 6/12
Blackfoot District	055	Chantelle	Anderson	Nursing Assistant 6/12
Blackfoot District	055	Bonny	DuPuis	Family and Consumer Science 6/12
Blackfoot District	055	Camille	Georgeson	All Subjects K/8
Blackfoot District	055	Emily	Palmer	All Subjects K/8
Blackfoot District	055	Tanner	Smith	Business Technical Education 6/12
Blackfoot District	055	Tringle	Witt	Mathematics 6/12
Aberdeen District	058	Jared	Reed	Physical Education 6/12
Shelley Joint District	060	Amanda	Johnson	Counselor K/12
Blaine County District	061	Anna	Auseklis	All Subjects K/8
Idaho Falls District	091	Shelley	Dolinar	Counselor K/12
Idaho Falls District	091	Suzanne	Pickering	Family and Consumer Science 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist.No.	Employee First Name	Employee Last Name	Endorsement
Idaho Falls District	091	Kristine	Sanders	Mathematics 6/12
Idaho Falls District	091	Jerry	Schneider	Physical Science 6/12
Bonneville Joint District	093	Brooke	Boyce-Goddard	Generalist K/12
Bonneville Joint District	093	Triska	Cannon	School Psychologist
Bonneville Joint District	093	Cori	Green	All Subjects K/8
Bonneville Joint District	093	Jacquie	Hopkins	All Subjects K/8
Bonneville Joint District	093	Kimberly	House	All Subjects K/8
Bonneville Joint District	093	Bobbie	Roberts	All Subjects K/8
Bonneville Joint District	093	Heather	Schwartz	English 6/12
Bonneville Joint District	093	Kaye	Warner	Natural Science 6/12
Boundary County District	101	Joshua	Sherven	Mathematics 6/12
Nampa School District	131	Bradley	Allison	Orientation Health Occupations 6/12
Nampa School District	131	Harmon	Hurren	School Principal Pre-K/12
Nampa School District	131	Pete	Koelher	Superintendent
Nampa School District	131	Kathryn	Kurns	Counselor K/12
Nampa School District	131	Stephanie	Parsons	Counselor K/12
Nampa School District	131	Samuel	Thomas	Sociology 6/12, Psychology 6/12
Nampa School District	131	Vanni	Tilzey	Health 6/12
Caldwell District	132	Ira	Stancliff	Generalist K/12
Wilder District	133	Jedediah	Duquette	Social Studies 6/12
Middleton District	134	Paul	Stephens	Mathematics 6/12
Vallivue School District	139	Heather	Conrad	Generalist K/12
North Gem District	149	Darryl	Wadsworth	Agricultural Science and Technology 6/12
Soda Springs Joint District	150	Andrew	Berg	Art 6/12
Soda Springs Joint District	150	Darci	Nelson	Drama 6/12
Soda Springs Joint District	150	Rodney	Worthington	Health 6/12
Cassia County Joint District	151	Jennifer	Willes	English 6/12
Clark County District	161	Jill	Grover	Health 6/12, Physical Education 6/12
Clark County District	161	DeeAnne	Taylor	Counselor K/12
Orofino Joint District	171	Dana	Strong	English 6/12
Mackay Joint District	182	Warren	Collins	Mathematics 6/12
Mackay Joint District	182	Kayla	Tillotson	Natural Sciences 6/12
Glenns Ferry Joint District	192	Jacob	Shrum	Basic Mathematics 6/12
Mountain Home District	193	Anita	Durand	Generalist K/12
Mountain Home District	193	Sean	Foster	French 6/12
Mountain Home District	193	Gina	Longhurst	Mathematics 6/12
Mountain Home District	193	Karolee	Lovan	Generalist K/12
Mountain Home District	193	LiseAnn	Mills	Generalist K/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist.No.	Employee First Name	Employee Last Name	Endorsement
Mountain Home District	193	Belinda	Rector	All Subjects K/8
Mountain Home District	193	Geoffrey	Schroeder	Humanities 6/12
Mountain Home District	193	Kimra	Wills-Burger	All Subjects K/8
Mountain Home District	193	Heather	Yellowboy	Generalist K/12
Preston Joint District	201	Gentry	Coats	Speech Language Pathologist
Preston Joint District	201	Allison	Hancock	Speech Language Pathologist
Preston Joint District	201	Nicholas	Moreno	Automotive Technology 6/12
Preston Joint District	201	Kaleena	Sorensen	Speech Language Pathologist
Fremont County Joint District	215	Erin	Curtis	Generalist K/12
Fremont County Joint District	215	Jenna	Gutierrez	Generalist K/12
Fremont County Joint District	215	Emily	Hackworth	Physical Education 6/12
Emmett Independent District	221	Janet	Lovell-Smith	All Subjects K/8
Emmett Independent District	221	Stephanie	Smith	Generalist K/12
Emmett Independent District	221	Spencer	Young	Generalist K/12
Wendell District	232	Donna	Davis	Birth-Grade 3
Wendell District	232	Jennifer	Nebeker	Geography 6/12
Salmon River School District	243	Jeri	Best	Counselor K/12
Jefferson County Joint District	251	Nicole	Baxter	Counselor K/12
Jefferson County Joint District	251	Melanie	Sullivan	Counselor K/12
Ririe Joint District	252	Hayden	Romney	English 6/12
West Jefferson District	253	Elisa	Harrison	Counselor K/12
Coeur d'Alene District	271	Chad	Beadell	Physical Education 6/12
Coeur d'Alene District	271	Meghan	Palmer	Generalist K/12
Coeur d'Alene District	271	Guadalupe	Rice	Spanish K/12
Moscow District	281	Gabriela	Lopez De Holzman	Hearing Impairment K/12
Salmon School District	291	Brady	Bever	Economics 6/12
Salmon District	291	Emily	Hansen	Health 6/12, Natural Science 6/12, Family & Consumer Science 6/12
Salmon District	291	Sally	Kirkpatrick	Physical Education 6/12
Salmon District	291	Michaela	Tolman	Music K/12
Madison District	321	Michael	Evans	Natural Science 6/12, Mathematics 6/12
Madison District	321	Todd	Halling	School Psychologist
Sugar-Salem Joint District	322	Karie	Christensen	All Subjects K/8
Sugar-Salem Joint District	322	Cynthia	Harrell	Generalist K/12
Minidoka County Joint District	331	Carol	Anderson	Generalist K/12
Minidoka County Joint District	331	Tamara	Carter	Generalist K/12
Minidoka County Joint District	331	Jacoby	Sneddon	Generalist K/12
Minidoka County Joint District	331	Beth	Stewart	English 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist.No.	Employee First Name	Employee Last Name	Endorsement
Lewiston Independent District	340	Lindsey	Peterson	Birth-Grade 3
Oneida County District	351	Michael	Henry	English 6/12
Oneida County District	351	Carissa	Hess	Music K/12
Bruneau-Grandview Joint District	365	Kathrine	Stirm	Biology 6/12
Bruneau-Grandview Joint District	365	Daniel	Wilber	English as a New Language 6/12
Bruneau-Grandview Joint District	365	Heather	Wilber	Mathematics 6/12
Homedale Joint District	370	Aundra	De Witt	School Nurse
Homedale Joint District	370	Zackery	Kimball	All Subjects K/8
Homedale Joint District	370	Brett	Pavey	Economics 6/12, Geography 6/12
Homedale Joint District	370	Valentin	Samano	Mathematics 6/12
New Plymouth District	372	Caleb	Campbell	French 6/12
New Plymouth District	372	Chase	Shoemaker	Natural Science 6/12
American Falls Joint District	381	Hailey	Lusk	Spanish 6/12
Teton County District	401	Thomas	Vanderhorst, JR	English 6/12
Twin Falls District	411	Myra	Oesterlein	Birth-Grade 3
Buhl District	412	Seth	Blick	Agricultural Science 6/12
Filer District	413	Miranda	Bowen-Cofer	Generalist K/12
Filer District	413	Thurmond	Johnson	Natural Science 6/12, Orientation Health Occupations 6/12
Kimberly District	414	John	Burk	Generalist K/12
Kimberly District	414	Ruben	Murille	All Subjects K/8
Hansen District	415	Krisin	Beck	Superintendent
Weiser District	431	Lori	Collier	Generalist K/12
Weiser District	431	Michelle	Worley	Basic Mathematics 6/12
Taylor's Crossing Charter School	461	Clifton	Stine	Mathematics 6/12
Xavier Charter School	462	William	Leavy	Social Studies 6/12
White Pine Charter School	464	Simon	Chung	Gifted and Talented K/12
Wings Charter School	467	Jennifer	Salinas	Generalist K/12
Idaho Connects Online School	469	Vickie	McCullough	Music 6/12
Palouse Prairie School	472	Andrika	Kuhle	All Subjects K/8
Sage Charter School	475	Guy	Falconer	All Subjects K/8
Sage Charter School	475	Lindsey	Lockwood	Chemistry 6/12
Another Choice Virtual Charter	476	Christa	Sandidge	All Subjects K/8
Heritage Academy District	479	Collette	Clark	All Subjects K/8
Heritage Academy District	479	Anna	Waters-Clark	Basic Mathematics 6/12
Odyssey Charter School	484	Sydney	Stonehocker	Natural Science 6/12
Forrest M. Bird Charter School	487	Laura	Maas	Mathematics 6/12
Forrest M. Bird Charter School	487	Wendy	Thompson	Drama 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist.No.	Employee First Name	Employee Last Name	Endorsement
Sho-Ban Jr/Sr High School	537	Mitchell	Depner	Natural Science 6/12
Canyon-Owyhee School Service Agency	555	Diane	Patton	Generalist K/12
North Star Charter School	783	Kyle	Downs	Music K/12
North Star Charter School	783	Katie	Nielsen	All Subjects K/8
Cherry Gulch		Kylie	Anderson	Humanities 6/12

163	Endorsements
154	People

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Number Issued	Alphabetical Order
2	Agricultural Science and Technology 6/12
19	All Subject K/8
1	Art 6/12
1	Automotive Technology
3	Basic Mathematics 6/12
1	Biology 6/12
3	Birth-Grade 3
2	Business Technology Education 6/12
1	Chemistry 6/12
11	Counselor K/12
3	Drama 6/12
1	Earth Science 6/12
2	Economics 6/12
9	English 6/12
1	English as a New Language 6/12
5	Family and Consumer Science 6/12
2	French 6/12
26	Generalist K/12
2	Geography 6/12
1	Gifted and Talented K/12
4	Health 6/12
1	Health Occupations 6/12
1	Hearing Impairment K/12
3	History 6/12
2	Humanities 6/12
1	Latin K/12
15	Mathematics 6/12
1	Music 6/12
3	Music K/12
9	Natural Science 6/12
1	Nursing Assistant
1	Orientation Health Occupations
7	Physical Education 6/12
1	Physical Science 6/12
1	Psychology 6/12
1	School Nurse
1	School Principal Pre-K/12
2	School Psychologist
2	Social Studies 6/12
1	Sociology 6/12
2	Spanish 6/12
1	Spanish K/12
4	Speech Language Pathologist K/12
2	Superintendent

163	Endorsements
154	People

Number Issued	Rank Order by Endorsement
26	Generalist K/12
19	All Subject K/8
15	Mathematics 6/12
11	Counselor K/12
9	English 6/12
9	Natural Science 6/12
7	Physical Education 6/12
5	Family and Consumer Science 6/12
4	Health 6/12
4	Speech Language Pathologist K/12
3	Basic Mathematics 6/12
3	Birth-Grade 3
3	Drama 6/12
3	History 6/12
3	Music K/12
2	Agricultural Science and Technology 6/12
2	Business Technology Education 6/12
2	Economics 6/12
2	French 6/12
2	Geography 6/12
2	Humanities 6/12
2	School Psychologist
2	Social Studies 6/12
2	Spanish 6/12
2	Superintendent
1	Art 6/12
1	Automotive Technology
1	Biology 6/12
1	Chemistry 6/12
1	Earth Science 6/12
1	English as a New Language 6/12
1	Gifted and Talented K/12
1	Health Occupations 6/12
1	Hearing Impairment K/12
1	Latin K/12
1	Music 6/12
1	Nursing Assistant
1	Orientation Health Occupations
1	Physical Science 6/12
1	Psychology 6/12
1	School Nurse
1	School Principal Pre-K/12
1	Sociology 6/12
1	Spanish K/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Number Issued	Alphabetical Order
10	All Subjects K/8
4	American Government/Political Science 6/12
1	Art 6/12
1	Art K/12
1	Basic Math/Limited Mathematics
7	Basic Mathematics 6/12
3	Basic Mathematics 6/9
2	Biology 6/12
12	Birth-Grade 3
4	Business Technology Education 6/12
1	Chemistry 6/12
2	Communications 6/12
6	Counselor K/12
3	Director of Special Education Pre-K/12
4	Drama 6/12
1	Earth Science 6/12
5	Economics 6/12
4	English 6/12
1	English 6/9
7	English as a New Language K/12
5	Family and Consumer Science 6/12
1	Foreign Language 6/12
1	French 6/12
37	Generalist K/12
1	Geography 6/12
1	German 6/12
9	Gifted and Talented K/12
1	Graphic Design 6/12
8	Health 6/12
1	Health K/12
8	History 6/12
10	Library Media Specialist K/12
2	Literacy K/12
16	Mathematics 6/12
1	Mathematics 6/9
3	Music K/12
12	Natural Science 6/12
1	Natural Science 6/9
4	Physical Education 6/12
3	Physical Education K/12
3	Physical Science 6/12
1	Physical Science 6/9
3	Physics 6/12
9	School Principal Pre-K/12
3	Social Studies 6/12
3	Spanish 6/12
4	Spanish K/12
12	Superintendent

242	Endorsements
235	People

Number Issued	Rank Order by Endorsement
37	Generalist K/12
16	Mathematics 6/12
12	Birth-Grade 3
12	Natural Science 6/12
12	Superintendent
10	All Subjects K/8
10	Library Media Specialist K/12
9	Gifted and Talented K/12
9	School Principal Pre-K/12
8	Health 6/12
8	History 6/12
7	Basic Mathematics 6/12
7	English as a New Language K/12
6	Counselor K/12
5	Economics 6/12
5	Family and Consumer Science 6/12
4	American Government/Political Science 6/12
4	Business Technology Education 6/12
4	Drama 6/12
4	English 6/12
4	Physical Education 6/12
4	Spanish K/12
3	Basic Mathematics 6/9
3	Director of Special Education Pre-K/12
3	Music K/12
3	Physical Education K/12
3	Physical Science 6/12
3	Physics 6/12
3	Social Studies 6/12
3	Spanish 6/12
2	Biology 6/12
2	Communications 6/12
2	Literacy K/12
1	Art 6/12
1	Art K/12
1	Basic Math/Limited Mathematics
1	Chemistry 6/12
1	Earth Science 6/12
1	English 6/9
1	Foreign Language 6/12
1	French 6/12
1	Geography 6/12
1	German 6/12
1	Graphic Design 6/12
1	Health K/12
1	Mathematics 6/9
1	Natural Science 6/9
1	Physical Science 6/9

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Meridian Joint District	002	Mackenzie	Crawford	Natural Science 6/12
Blackfoot District	055	Dallan	Parker	English K/12
Shelley Joint District	060	Brian	Markham	Biology 6/12
Shelley Joint District	060	Erica	Seibel	Music K/12
West Bonner County District	083	Michelle	Prunier-Smith	School Psychologist
West Bonner County District	083	Michelle	Prunier-Smith	School Psychologist
West Bonner County District	083	Gregory	Vanderford	Business Technology Education 6/12
Boundary County District	101	Erin	Delude	Physical Education 6/12
Nampa School District	131	Jineta	Luthi	Mathematics 6/12
Nampa School District	131	Regina	Ormsby	Generalist K/12
Nampa School District	131	Kelli	Radford	Family & Consumer Science 6/12
Nampa School District	131	Julissa	Reyes-Martinez	Bilingual Education K/12
Nampa School District	131	Rita	Spalding	Generalist K/12
Nampa School District	131	Stacey	Stanton	Physical Science 6/12, Mathematics 6/12
Nampa School District	131	Molly	Strauss	Generalist K/12
Nampa School District	131	Craig	Swart	Physical Education K/12
Nampa School District	131	Andrea	Weaver	Generalist K/12
Middleton District	134	Melissa	Dorris	All Subjects K/8
Soda Springs Joint District	150	Andrew	Berg	Art 6/12
Cassia County Joint District	151	Dorothy	Gonzales	Basic Mathematics 6/12
Orofino Joint District	171	Doreen	Schmidt	Art K/12
Kamiah Joint District	304	Garett	Bretz	Basic Mathematics 6/12, Earth Science 6/12
Minidoka County Joint District	331	Jacoby	Sneddon	Generalist K/12
Oneida County District	351	Shayna	Waldron	SLP Interim
Marsing Joint District	363	Kimberly	Freeman	Business Technology Education 6/12
American Falls Joint District	381	Nathan	Lammers	All Subjects K/8
Kellogg Joint District	391	Heather	Johnson	Counselor K/12
Twin Falls District	411	Molly	Breland	English / Language Arts 6/9
Twin Falls District	411	Serena	Clark	Music 6/12
Twin Falls District	411	Alexander	Crystal	Mathematics 6/12
Twin Falls District	411	Angie	Gilbert	Generalist K/12
Twin Falls District	411	Robyn	Lund	All Subjects K/12
Twin Falls District	411	Patricia	Webb	Special Education Resource Room
Filer District	413	Kristie	Johnson	All Subjects K/8
Filer District	413	Cindy	White	Generalist K/12
Kimberly District	414	Jill	Balogh-Daly	All Subjects K/8
Weiser District	431	Jacob	Fortin	Music 6/12
Xavier Charter	462	Aloma	Wadsworth	Dance 6/12
North Valley Academy	465	Maaike	Davidson	English 6/12, Drama 6/12

42	Endorsements
39	People

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Number Issued	Alphabetical Order
5	All Subjects K/8
1	Art 6/12
1	Art K/12
2	Basic Mathematics 6/12
1	Bilingual Education K/12
1	Biology 6/12
2	Business Technology Education 6/12
1	Counselor K/12
1	Dance 6/12
1	Drama 6/12
1	Earth Science 6/12
2	English 6/12
1	English 6/9
1	Family and Consumer Science 6/12
7	Generalist K/12
3	Mathematics 6/12
2	Music 6/12
1	Music K/12
1	Natural Science 6/12
1	Physical Education 6/12
1	Physical Education K/12
1	Physical Science 6/12
2	School Psychologist
1	SLP Interim
1	Special Education Resource Room

42	Endorsements
39	People

Number Issued	Rank Order by Endorsement
7	Generalist K/12
5	All Subjects K/8
3	Mathematics 6/12
2	Basic Mathematics 6/12
2	Business Technology Education 6/12
2	English 6/12
2	Music 6/12
2	School Psychologist
1	Art 6/12
1	Art K/12
1	Bilingual Education K/12
1	Biology 6/12
1	Counselor K/12
1	Dance 6/12
1	Drama 6/12
1	Earth Science 6/12
1	English 6/9
1	Family and Consumer Science 6/12
1	Music K/12
1	Natural Science 6/12
1	Physical Education 6/12
1	Physical Education K/12
1	Physical Science 6/12
1	SLP Interim
1	Special Education Resource Room

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Boise Independent District	001	Jessica	Gomez	All Subjects K/8
Boise Independent District	001	Tate	Swensen	All Subjects K/8
Boise Independent District	001	Richard	Troyer	All Subjects K/8; Generalist K/12
Boise Independent District	001	Jagoda	Urban-Klaehn	Mathematics 6/12
Meridian Joint District	002	Mark	Gasenica	Mathematics 6/12
Meridian Joint District	002	Diane	Haviland	All Subjects K/8
Meridian Joint District	002	Casey	Hedrick	Biological Science 6/12
Meridian Joint District	002	Alex	McKinley	Mathematics 6/12
Meridian Joint District	002	Cheryl	Mensing	All Subjects K/8
Meridian Joint District	002	Amy	Nemeth	Mathematics 6/12
Meridian Joint District	002	Katrina	Tanner	Mathematics 6/12
Meridian Joint District	002	John	Thomas	Mathematics 6/12
Meadows Valley District	011	Stanley	Christopherson	Chemistry 6/12
Pocatello District	025	Lauren	Echanis	All Subjects K/8; Generalist K/12
Pocatello District	025	Robert	Ecker	All Subjects K/8
Pocatello District	025	Tracy	Folsom	All Subjects K/8
Pocatello District	025	Christopher	Heib	All Subjects K/8
Pocatello District	025	Judi	Lethlean	All Subjects K/8; Generalist K/12
Pocatello District	025	Joy	Toshio	All Subjects K/8; Generalist K/12
Pocatello District	025	Angella	Wachsmuth	All Subjects K/8
Snake River District	052	Kara	Smith	All Subjects K/8; Generalist K/12
Blackfoot District	055	Eryk	Foss	All Subjects K/8; Generalist K/12
Blackfoot District	055	Shari	Fredrickson	All Subjects K/8; Generalist K/12
Blackfoot District	055	Laura	Smith	All Subjects K/8; Generalist K/12
Blackfoot District	055	Daniel	Thurber	Mathematics 6/12
Blaine County District	061	Joseph	Lyon	Physics 6/12; Mathematics 6/12; Natural Science 6/12
Idaho Falls District	091	Lon	Ahlquist	All Subjects K/8; Generalist K/12
Idaho Falls District	091	Mary	Alvord	All Subjects K/8; Generalist K/12
Bonneville Joint District	093	Isaac	Goodrich	All Subjects K/8; Generalist K/12
Bonneville Joint District	093	Daniel	Leavell	Biological Science 6/12
Bonneville Joint District	093	Janet	Lovell-Smith	History 6/12
Bonneville Joint District	093	Daniel	Lundquist	All Subjects K/8
Bonneville Joint District	093	Kimberly	McCluskey	All Subjects K/8; Generalist K/12
Bonneville Joint District	093	Amity	Miller	All Subjects K/8; Generalist K/12
Bonneville Joint District	093	Elyse	Moore	English 6/12
Bonneville Joint District	093	Mary Anne	Murphy	All Subjects K/8
Nampa School District	131	Joseph	Green	History 6/12
Nampa School District	131	Justin	Hand	English 6/12
Nampa School District	131	Veronica	Huff	All Subjects K/8
Nampa School District	131	John	Schisel	Biological Science 6/12
Caldwell District	132	Andrea	Anderson-Binggeli	All Subjects K/8
Caldwell District	132	Sara	Bell	English 6/12
Caldwell District	132	Devin	Bodkin	English 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
Caldwell District	132	Megan	Parrish	Mathematics 6/12
Caldwell District	132	Heather	Parry	All Subjects K/8; Generalist K/12
Caldwell District	132	Maria	Renz	All Subjects K/8
Middleton District	134	Erin	Corwine	All Subjects K/8
Grace Joint District	148	Joy	Kane	All Subjects K/8; Generalist K/12
Mountain Home District	193	Caleb	Campbell	History 6/12; English 6/12
Mountain Home District	193	Andrea	Capdeville	Natural Science 6/12
Preston Joint District	201	David	Gluck	All Subjects K/8
Preston Joint District	201	Nicole	Golay	All Subjects K/8
Preston Joint District	201	Robert	Kent	Mathematics 6/12
Jefferson County Joint District	251	Owen	Miller	English 6/12
West Jefferson District	253	Kelsey	Kimball	All Subjects K/8; Generalist K/12
Jerome Joint District	261	Evan	Evan	History 6/12
Jerome Joint District	261	Brandi	Henninger	All Subjects K/8
Jerome Joint District	261	Ashley	Stoker	All Subjects K/8; Generalist K/12
Minidoka County Joint District	331	Melissa	Holbrook	All Subjects K/8; Generalist K/12
Minidoka County Joint District	331	Anthony	Walker	All Subjects K/8
Minidoka County Joint District	331	Shauna	Wheelwright	All Subjects K/8; Generalist K/12; History 6/12
Minidoka County Joint District	331	Emily	White	All Subjects K/8; Generalist K/12
Minidoka County Joint District	331	Nicole	Wieland	All Subjects K/8
Minidoka County Joint District	331	Rosann	Wiltse	Biological Science 6/12
Minidoka County Joint District	331	Ydalia	Yado	English 6/12
Bruneau-Grand View Joint District	365	Jonah	Lloyd	All Subjects K/8; English 6/12
New Plymouth District	372	Adrienne	Cronebaugh	All Subjects K/8
New Plymouth District	372	Joseph	Crotty	Mathematics 6/12
Fruitland District	373	Craig	Daniels	Physics 6/12; Mathematics 6/12
Filer District	413	Brian	Brock	English 6/12
McCall-Donnelly Joint School District	421	Ralph	Nieto	Physics 6/12; Mathematics 6/12
Weiser District	431	Betsy	Despain	All Subjects K/8
Victory Charter School	451	Charles	Charles	Biological Science 6/12; Natural Science 6/12
Rolling Hills Charter LEA	454	Alish	Coy	All Subjects K/8; Generalist K/12
Inspire Virtual Charter LEA	457	Christopher	Goodwin	History 6/12
The Academy [ARC]	460	William	Day	Physics 6/12; Mathematics 6/12
Palouse Prairie School	472	Donal	Stones	Mathematics 6/12
Monticello Montessori School	474	Corey	Fuller	All Subjects K/8; Generalist K/12
Sage Charter School	475	Parry	Ryerse	History 6/12
Legacy Charter School District	478	Mirian	Brown	All Subjects K/8
Legacy Charter School District	478	Joshua	Hubbard	All Subjects K/8
Odyssey Charter School	484	Caroline	Gantt	All Subjects K/8; Generalist K/12
NULL	NULL	Theodore	Bonman	English 6/12
NULL	NULL	Brenda	Carpentier	All Subjects K/8
NULL	NULL	Casey	Coberly	Mathematics 6/12
NULL	NULL	Cheryl	Farnsworth	English 6/12
NULL	NULL	Jennifer	Jennifer	Chemistry 6/12

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

District Name	Dist. No.	Employee First Name	Employee Last Name	Endorsement
NULL	NULL	Camille	Jensen	Biological Science 6/12; Natural Science 6/12
NULL	NULL	Pamela	Lee	All Subjects K/8
NULL	NULL	Toni	Mann	All Subjects K/8; Generalist K/12
NULL	NULL	Carly	Oppie	English 6/12
NULL	NULL	K'Ann	Sanchez	All Subjects K/8
NULL	NULL	Jeremy	Shaffer	Mathematics 6/12
NULL	NULL	Jadelynn	Thompson	All Subjects K/8
NULL	NULL	Marianne	Virgin	All Subjects K/8

129	Endorsements
95	People

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Number Issued	Alphabetical
53	All Subjects K/8
6	Biological Science 6/12
2	Chemistry 6/12
12	English 6/12
24	Generalist K/12
7	History 6/12
17	Mathematics 6/12
4	Natural Science 6/12
4	Physics 6/12

129	Endorsements
95	People

Number Issued	Rank Order by Endorsement
53	All Subjects K/8
24	Generalist K/12
17	Mathematics 6/12
12	English 6/12
7	History 6/12
6	Biological Science 6/12
4	Natural Science 6/12
4	Physics 6/12
2	Chemistry 6/12

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

Name	Program	Date	Contact Information
Adam Mastalski	sec ed social science poli scie	9/21/2015	email in inquiry folder
Adelle Giles	SPED	12/17/2015	email in inquiry folder
Alicia	SPED	2/23/2015	im
Amanda Beutler	Elem. Ed	2/1/2015	email in inquiry folder
Amber Keith	Sec. Ed	12/17/2015	email in inquiry folder
Amy Alves	Early childhood	1/13/2016	email in inquiry folder
Amy Feik	pe	11/13/2015	email in inquiry folder
Andrea Marion	Sec. HE, German Bio	5/1/2015	email in inquiry folder
Andrew Johnson	business ed	2/5/2015	email in inquiry folder
Anna Long	dietetics	8/7/2015	email in inquiry folder
Anthony Cohen		12/10/2015	email in inquiry folder
Anthony Dentino	marketing	10/28/201	email in inquiry folder
Ashleigh Nielsen	Sec ed biology	1/20/2016	email in inquiry folder
Ashley Griffith	communications	6/8/2015	email in inquiry folder
Ashlie Loman	Elem. Ed	2/5/2016	email in inquiry folder
Austin Henken	Sec. PE/Science	4/28/2015	email in inquiry folder
Barbara Brown	SPED	3/12/2015	email in inquiry folder
Benjamin Croft	economics	6/23/2015	email in inquiry folder
Bonnie Roberts	SPED	3/2/2015	email in inquiry folder
Bonnie Torgerson	Elem. Ed	1/22/2015	email in inquiry folder
Branzell Porchia	Music	1/9/2015	email in inquiry folder
Breana Arnel	FCS/Sociology Buisness Ed	Fall 2015	email in inquiry folder
Breanna Leatham	Elem. Ed	3/5/2015	email in inquiry folder
Brianna Comstock	sec ed history	9/1/2015	email in inquiry folder
Brianne Garner	Early childhood	2/24/2015	email in inquiry folder
Brittany Sullenger	Sec. Ed FCS	5/7/2015	email in inquiry folder
Brittney Thompson	music ed	10/23/2015	email in inquiry folder
Cami Jefferies		1/27/2016	email in inquiry folder
Candice Asay	Sec. Ed social sci. geo. Music	9/10/2015	email in inquiry folder
Candice Gate	Elem. Ed History	12/11/2015	email in inquiry folder
Carrie Evans	Sec. English	4/28/2015	phone
Cathy Chudleigh	elem ed Math	Fall 2015	email in inquiry folder
Charles Cullen	Elem. Ed History	1/30/2015	email in inquiry folder
Chelsey Martin-Wilson	Sec. Ed. History	3/12/2015	email in inquiry folder
Cheryl Fuller	ESL	4/4/2015	email in inquiry folder
Chris Johnson	SPED	4/29/2015	email in inquiry folder
Chris Potter	trans eval	2/23/2015	
Chris Saldyga	political science	10/24/2015	email in inquiry folder
Christine Hernandez	Elem. Ed	1/23/2015	email in inquiry folder
Christopher Potter	Sec. Ed History Poli Sci	2/17/2015	email in inquiry folder
Cindy Allen	Sec Ed English	10/20/2015	email in inquiry folder
Cindy Gonzales	Early childhood	1/21/2015	email in inquiry folder
Cynthia Lincoln	SPED	1/30/2015	email in inquiry folder

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

Dani Wills	political science	11/30/2015	email in inquiry folder
Daniele Ruhter	Sec. SS/Poli Sci	3/16/2015	email in inquiry folder
David Corona	Early childhood	1/19/2016	email in inquiry folder
David Demaris	Sec. Ed history	2/2/2016	email in inquiry folder
Dean Frickery	Sec. Engineering MA	4/28/2015	email in inquiry folder
Dennis Hull	Sec. Ed	2/2/2015	email in inquiry folder
Derek Thomson	Elem. Ed	2/24/2015	email in inquiry folder
Edwards Karla	Sec. English	4/10/2015	email in inquiry folder
Elizabeth Northrup	music ed	5/19/2015	email in inquiry folder
Emeral Lish	Sec. Business Admin.	4/18/2015	email in inquiry folder
Emily Yeung		3/11/2015	email in inquiry folder
Eric Ballestero	art	2/18/2015	email in inquiry folder
Erikka Gray	Sec. english	1/27/2015	email in inquiry folder
Erin Martin	Social Studies	12/9/2015	email in inquiry folder
Erin Sullivan Baker	Sec. Ed Theatre, English, Soci	2/10/2015	email in inquiry folder
Erin Watkins	social studies	10/23/2015	email in inquiry folder
Gary Hulsey	Physical Ed	2/20/2015	email in inquiry folder
Gina Phillips	Sec. Ed English SPED	4/15/2015	email in inquiry folder
Hannah Graham	ESL	3/20/2015	email in inquiry folder
Heather Buchanan	Sec. English/History	2/17/2015	email in inquiry folder
Holly		2/3/2015	im
Hunter Carson	sec ed poli sci	8/10/2015	email in inquiry folder
Jaime Garrett	business ed	1/6/2015	email in inquiry folder
James Barrett	Sec. Math	4/17/2015	email in inquiry folder
Jana McBride	Sec. Ed. Music	4/22/2015	email in inquiry folder
Jared Reed	PE/Health	10/8/2015	email in inquiry folder
Jeffrey Kersting		7/9/2015	email in inquiry folder
Jillian Anderson	communications	5/26/2015	email in inquiry folder
Joel Mattingly	Sec. Art trans eval	2/26/2015	
Jonathon Ostron	Sec. outdoor Ed/Geology	4/15/2015	email in inquiry folder
Joshua McKinney	Sec. Math	8/7/2015	email in inquiry folder
Joyce McClure	Sec. Poli. Sci.	3/24/2015	inperson
Judy Broadfield	Elem. Ed	5/18/2015	email in inquiry folder
Justin Stokes	Sec. Ed Buisness Ed.	1/27/2015	email in inquiry folder
Kacia Moser	Elem. Ed Geology	12/11/2015	email in inquiry folder
Kara Kearsley	Sec. Spanish/Math	2/26/2015	email in inquiry folder
Kate Richardson		3-Dec	email in inquiry folder
Kathleen Lolofie	Sec. Health	12/16/2015	email in inquiry folder
katie Semtner Stokes	english	5/1/2015	email in inquiry folder
Kay Hathaway	Sec Ed FCS	11/20/2015	email in inquiry folder
Kaylene Hathaway	Sec. Certification	12/8/2015	email in inquiry folder
KayZin Cresswell	Sec. Math end.	4/12/2015	email in inquiry folder
Kevin Francisco	Sec. english	1/20/2015	email in inquiry folder
Kim Shirley	Sec Ed Art	7/20/2015	email in inquiry folder

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

Kimberly Lloyd	Early childhood	11/11/2015 email in inquiry folder
Kimberly Miller	Early childhood	8/11/2015 email in inquiry folder
Krista Ray	Elem. English	10/1/2015 email in inquiry folder
kristen Hannigan	Elem. Ed/SPED	2/27/2015 email in inquiry folder
Kurino Ashizawa	Sec Ed Japanese	3/2/2015 email in inquiry folder
Laura Asher	Se Ed Theatre	11/16/2015 email in inquiry folder
Layne Bates	PE/Spanish	1/12/2015 email in inquiry folder
Leanne Kendall	Sec. Psych/Soc.	2/23/2015 email in inquiry folder
Leslie Jenson	health ed	6/16/2015 email in inquiry folder
Leslie Miklancic	Elem. Ed History	4/15/2015 email in inquiry folder
Linda Prior		1/12/2016 email in inquiry folder
Lindsay Dwyer	Sec Ed English	8/6/2015 email in inquiry folder
Lingpei ZOU	Sec. Ed ESL	1/26/2016 email in inquiry folder
Lori Potter	French end	4/27/2015 email in inquiry folder
Lori Prescott	Sec Ed - Jerome SD	1/20/2016 email in inquiry folder
Luz Camarena	spanish theatre	10/24/2015 email in inquiry folder
Mandy Simmons	Elem. Ed	3/2/2015 email in inquiry folder
Marcell Morris	Sec. english	10/13/2015 email in inquiry folder
Marianne Barfuss	Sec Ed PE	12/7/2015 email in inquiry folder
Mark Murdock	Sec. ed	1/31/2016 email in inquiry folder
Mark Ritcher	Sec. English	2/12/2015
Mckenna Seamons	Biology/Chemistry	1/12/2015 email in inquiry folder
Megan Gunn		1/9/2015
Melissa ponce		9/29/2015 email in inquiry folder
Melissa Raley	english	1/19/2016 email in inquiry folder
Melissa Thomson	Elem. Ed	2/25/2015 email in inquiry folder
Michael Walker	Elem. Ed	4/29/2015 email in inquiry folder
Mindy Bang	Sec. FCS/Spanish	3/25/2015 meeting
Mireya Martinez		7/28/2015 email in inquiry folder
Naila Babar	Sec. Chemistry	2/20/2015
Nathan Jensen		7/28/2015 email in inquiry folder
Neil Nelson	Sec. English	3/5/2015 email in inquiry folder
Neva Eldredge	ESL end.	1/20/2015 email in inquiry folder
Paige Blumenthal	english	11/28/2015 email in inquiry folder
Pam knight	Sec. English	2/6/2015
Paul Succo		3/9/2015 email in inquiry folder
Paul Suko	Sec. Spanish	3/5/2015 phone
Peggy Johnson	elem ed/Math	3/19/2015 email in inquiry folder
Rachael Cope	Sec. or Elem	3/24/2015 email in inquiry folder
Rachel Burtenshaw	Elem. Ed	1/27/2015 email in inquiry folder
Raniya Saad Bkiet Mohamed Almdaraa		7/23/2015 email in inquiry folder
Ryan Adam Johnson	elem ed	5/4/2015 email in inquiry folder
SallyAnn Shore	ENL	2/23/2015 email in inquiry folder
Sandy Roseburg	english/communications	7/28/2015 email in inquiry folder

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

Scott Birks	Sec. Chem/NS	3/24/2015	email in inquiry folder
Scott Whyte	Sec Ed poli sci	10/30/2015	email in inquiry folder
Shane Call	Sec. Spanish Health	4/28/2015	email in inquiry folder
Sharon Hoge	Drama	8/1/2015	email in inquiry folder
Shawna Fehringer	elem ed	2/17/2015	email in inquiry folder
Shaylaln Presley	Sec. SS/Hist/Poli.Sci.	3/19/2015	
Shelley Schaugaard	history	4/7/2015	email in inquiry folder
Shelly Lish	SPED	2/11/2015	email in inquiry folder
Steffanie Olsen	Sed Ed history	2/9/2016	email in inquiry folder
Stephanie McBride	HE/History	1/1/2016	email in inquiry folder
Steve Ohman	Chemistry	1/12/2015	email in inquiry folder
Sue-Ellen tomlinson	Sec Ed Math	1/20/2016	email in inquiry folder
Susie Long	Sec Ed English	9/23/2015	email in inquiry folder
Tanya Merriman		7/14/2015	email in inquiry folder
Tara Robinson	Trans Eval	4/28/2015	email in inquiry folder
Taylor Ford	history	1/6/2015	email in inquiry folder
Terah Moore	elem ed	3/5/2015	email in inquiry folder
Tiffany Black	Sec. Ed English	3/19/2015	email in inquiry folder
Tiffany Hansen	Early childhood	8/14/2015	email in inquiry folder
Torrey Mortenson	Sec Ed poli sci/econ	9/21/2015	email in inquiry folder
Travis Andersen	Sec. Ed Buisness Ed.	1/22/2015	email in inquiry folder
Zach Baggett	art	5/25/2015	email in inquiry folder

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 17</u>		<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	20	0	20	0	20	0	20
B. Shifting enrollments								
Total Enrollment	0	20	0	20	0	20	0	20

II. REVENUE

	<u>FY</u>		<u>FY</u>		<u>FY</u>		<u>FY 20</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$139,120.00		\$141,902.40		\$144,740.45		\$144,740.45	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	<u>\$139,120</u>	<u>\$0</u>	<u>\$141,902</u>	<u>\$0</u>	<u>\$144,740</u>	<u>\$0</u>	<u>\$144,740</u>	<u>\$0</u>

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.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

III. EXPENDITURES

	<u>FY 17</u>		<u>FY 18</u>		<u>FY 19</u>		<u>FY 17</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE							0.0	0.0
2. Faculty							0.0	0.0
3. Adjunct Faculty							0.0	0.0
4. Graduate/Undergrad Assistants							0.0	0.0
5. Research Personnel							0.0	0.0
6. Directors/Administrators							0.0	0.0
7. Administrative Support Personnel							0.0	0.0
8. Fringe Benefits							0.0	0.0
9. Other:							0.0	0.0
Total Personnel and Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

	<u>FY 17</u>		<u>FY 18</u>		<u>FY 19</u>		<u>FY 17</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<i>B. Operating Expenditures</i>								
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. Materials and Supplies							\$0.00	\$0.00
6. Rentals							\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
8. Miscellaneous							\$0.00	\$0.00
<i>Total Operating Expenditures</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 17</u>		<u>FY 18</u>		<u>FY 19</u>		<u>FY 17</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<i>C. Capital Outlay</i>								
1. Library Resources							\$0.00	\$0.00
2. Equipment							\$0.00	\$0.00
<i>Total Capital Outlay</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY 17	FY _____
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								\$0.00
Maintenance & Repairs								\$0.00
Other								
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
 TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
 Net Income (Deficit)	<u>\$139,120</u>	<u>\$0</u>	<u>\$141,902</u>	<u>\$0</u>	<u>\$144,740</u>	<u>\$0</u>	<u>\$144,740</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

	No additional costs are incurred with the addition of this program; all exisiting faculty and resources are sufficient as we work toward capacity.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

IDAHO STATE UNIVERSITY

SUBJECT

New Master of Arts in Social Work

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G, Section V.R.3.b.iv.

BACKGROUND/DISCUSSION

Idaho State University is currently approved to offer a Bachelor of Arts (BA) degree in Social Work and is now proposing to add a Master of Social Work (MSW) degree. Currently, the BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), the national accrediting body. Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited program; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 and 6) community need, and ISU student need, an MSW program at ISU is necessary. Local (regional) job openings are expected to be over 70 per year for the next three years. Economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth in Idaho well into the next decade. Social work job openings are growing at a local, state, and national rate that significantly exceeds other job opportunities. Our purpose is to develop a quality, primarily seated, MSW program. Boise State University offers its MSW program both on campus and fully online. BSU has primary statewide responsibility for Social Work programs with a shared responsibility with ISU for programs in Region 5 and 6. Given Southeast Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

IMPACT

The enrollment in other programs at ISU will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters from another

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

institution which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. An MSW program at ISU would offer BA level students an alternative to traveling or enrolling in an online program to earn their graduate degrees.

ISU proposes to charge a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. Total credit hours for completion of the program are 60 graduate credits for the traditional two-year program and 45 graduate credits (including 12 field credits) for the advanced standing program. Student fees are necessary to cover specialized accreditation fees and costs associated with the field practicum.

ATTACHMENTS

Attachment 1 – Proposal for the Master in Social Work

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

ISU projects 25 initial enrollments at the start of the program with 25 additional enrollments in year two and another in year three, after which enrollment would stabilize at approximately 75 students.

ISU requests approval to assess a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. This policy provides the criteria that must be met in order to designate a professional fee for a Board approved academic program. This includes programs which lead to credential or licensure, requires accreditation, entails extraordinary program costs, and aligns with traditional academic offerings of the institution. Based on the information provided in the proposal, staff finds that the request to assess the professional fee meets policy requirements.

ISU's request to create a new Master of Social Work is consistent with their Statewide Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V and VI. Consistent with Board Policy III.Z, BSU has the statewide program responsibility for Master of Social Work with a shared responsibility with ISU in Regions V and IV.

The following represents Social Work programs being offered by public postsecondary institutions:

Institution	Program Title	CIP Code	Degree Level	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Social Work	44.0701	BA	ISU Campus	Regional	Hybrid
BSU	Social Work	44.0701	BA	Boise Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	MSW	Boise	Statewide	Traditional and On-line

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 15, 2016**

BSU	Social Work	44.0701	MSW	Lewiston Coeur d'Alene Twin Falls	Statewide	Traditional
LCSC	Social Work	44.0701	BA, BS	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	AA	Coeur d'Alene	Regional	Traditional
CSI	Social Work	44.0701	AA	CSI Campus	Regional	Traditional with some portion avail online

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to designate a professional fee for the Master of Social Work in the amount of \$200 per semester in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Institutional Tracking No. 2015-01

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

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Arts and Letters
Name of Department(s) or Area(s):	Sociology, Social Work, and Criminology

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

Title:	Master in Social Work Program		
Degree:	MSW		
Method of Delivery:	Face-to-face; some electives might be offered online or hybrid		
CIP code (consult IR /Registrar)	440701		
Proposed Starting Date:	08/15/17		
Indicate if the program is:	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 |

Handed to J. Smith - Anna 7/3/2015

College Dean (Institution) _____ Date _____

Vice President for Research (as applicable) _____ Date _____

Graduate Dean (as applicable) _____

Academic Affairs Program Manager _____ Date _____

Chief Fiscal Officer (Institution) _____ Date _____

Chief Academic Officer, OSBE _____ Date _____

Chief Academic Officer (Institution) _____ Date _____

SBOE/OSBE Approval _____ Date _____

President _____ Date _____

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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.*

The Department of Sociology, Social Work, and Criminal Justice at Idaho State University is currently accredited to offer a Bachelor of Arts (BA) degree in social work. We now wish to add a Master of Social Work (MSW) degree. Currently, our BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), our national accrediting body. MSW level social workers apply knowledge and skills of advanced social work practice. Per CSWE accreditation standards, MSW professionals assess, intervene and evaluate in order to promote human and social well-being in ways that are differentiated, discriminating and self-critical. They apply a wide-range of interdisciplinary and multidisciplinary knowledge and skills. In addition, MSW-educated social workers refine and advance the quality of social work practice through research.

Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited programs; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 & 6) community need, and ISU student need, an MSW program at ISU is necessary. Our purpose is to develop a quality, primarily seated, MSW program. Boise State University offers its MSW program both on campus and fully online. BSU has primary statewide responsibility for Social Work Programs in Idaho (Idaho State Board of Education, 2013, Governing Policies and Procedure. Boise, Idaho); however, ISU is given shared responsibility for programs in Region 5 & 6. Given SE Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

Given the nature of social work, a student must graduate from an accredited program in order to be eligible for licensure within the state (Idaho Administrative Code IDAPA 24.14.01 - Rules of the State Board Bureau of Occupational Licenses of Social Work Examiners, Section 100, Page 3). We are proposing our program be placed on the 4-year Candidacy Model for accreditation through the Council of Social Work Education. Steps are outlined in which the program works closely with CSWE to meet accreditation standards. Students enrolled in the program through the candidacy process will be considered as graduates from an accredited program only if the program is fully accredited at the end of the candidacy process. Thus, financial commitment for fully staffing the program and providing necessary resources is essential in order to achieve accreditation and offer a quality program. Granted, MSW programs appear to be expensive as the faculty to student ratio needs to meet accreditation standards. However, the program will generate tuition and fees and recent surveys of student and community interest has demonstrated that a MSW Program at ISU has the capacity to be filled. Thus, if the program is started, it must be sustained; we cannot jeopardize student ability to be employed and licensed when they start the program while under candidacy for accreditation.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016

In sum, we are proposing to offer a quality, cost effective educational experience for students in Southeast Idaho. Students will be able to participate in seated practice classes which will enable graduates to effectively work with people in the field. Having face-to-face contact with faculty and fellow students prepares students to practice ethically as social work is a profession which values human relationship and sees the need/strength in human interactions (NASW Code of Ethics).

- 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.*

The program will be based on successfully addressing specific social work Core Competencies as required by CSWE in EPAS 2015 (approved by CSWE, March 20, 2015):

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

(CSWE, EPAS 2015, <http://www.cswe.org/File.aspx?id=79793>)

Our proposed MSW program will also have an emphasis in three areas, which reflect current department strengths: (a) gender and sexuality, (b) clinical work with children and families including child welfare, and (c) forensic social work. In addition to required courses, students may take elective courses in one of these areas for certificate of specialty.

Social work students are trained as generalists during undergraduate education before building on advanced generalist and more specialized training during their graduate education. Thus, MSW graduates are well-prepared to address a variety of social and community issues at multiple levels. These include substance abuse prevention and treatment, community planning, rural health, mental health, gerontology issues, child and family development, and criminal justice issues.

- 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 ISU BA degree in social work is accredited through CSWE. CSWE is also the accrediting body for all MSW programs in the United States. Quality is assured through accreditation as programs are required to meet specific components which are regularly monitored.

Consistent with CSWE accreditation procedure for the BA program, our proposed MSW program goals and outcomes will be established along with measurable objectives and outcomes as required by CSWE.

Faculty members are committed to developing and maintaining a quality program based on core ethical principles as outlined by the NASW Code of Ethics. As social work is a profession based on the core principle of the value of human relationships (NASW Code of Ethics), students will have the opportunity to develop relational skills and integrative knowledge through face-to-face practice courses

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and quality field placements. For social work students, the implicit curriculum is as important as the explicit curriculum (CSWE). Our faculty members are committed to developing a quality program utilizing current research on what social workers need for development of clinical skills. For instance, a recent position paper based on research by the Clinical Social Work Association (September 2013) highlights the critical need for clinical social workers (MSW level) to have the opportunity to develop relational skills and integrative knowledge.

In addition, faculty knowledgeable in required field education will assist in designing and monitoring quality practice courses to ensure that student learning of practice concepts are taught and monitored through face-to-face instruction.

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

The following credits will be required for the proposed MSW options at ISU:

60 graduate credits would be required for traditional two-year program.

45 graduate credits (including 12 field credits) would be required for advanced standing program.

Course Requirements for Traditional Two Year Program Total 60 credits

Course numbers and descriptions of new courses to be added to the curriculum (also included in table below).

Foundations of Social Work	3 credits
Advanced HBSE II and Diversity Issues	3 credits
Professional Communication in Practice	3 credits
Advanced Policy, Legislations, and Administration	3 credits
Applied Research for Social Work	3 credits
Evaluation and Treatment of Mental Disorders	3 credits
Advanced Practice Interventions and Comparative Theories	3 credits
Research Seminar	1 credit
Field Practicum I	6 credits
Field Seminar I	1 credit
Field Practicum II	6 credits
Field Seminar II	1 credit
Specialty Area Required Electives	9 credits

Advanced Standing MSW Program (Students are eligible for the Advanced Standing Program if they have graduated from an accredited Bachelor of Social Work Program and meet GPA requirements. CSWE, the accrediting body for social work programs, requires that graduate students not be required to repeat coursework they have already completed as an undergraduate.)

New Course Requirements for Advanced Standing Program: 45 credits

Advanced HBSE II and Diversity Issues	3 credits
Professional Communication in Practice	3 credits
Advanced Policy, Legislations, and Administration	3 credits
Applied Research for Social Work	3 credits
Evaluation and Treatment of Mental Disorders	3 credits
Advanced Practice Interventions and Comparative Theories	3 credits
Research Seminar	1 credit
Field Practicum I	6 credits

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016

Field Seminar I	1 credit
Field Practicum II	6 credits
Field Seminar II	1 credit
Specialty Area Required Electives	9 credits

Credit numbers required for the proposed MSW program are in line with currently existing programs within the State of Idaho and the Region. The credit hours are comparable to other state and regional MSW programs as follows:

- Boise State University is 37 credits for advanced standing, and 61 credits for a two-year traditional program.
- University of Utah is 45 credits for advanced standing, 60 for two-year traditional.
- University of Montana only offers a two-year traditional program at 60 credits.
- Utah State University is 36 credits for advanced standing, 60 for two-year traditional.
- Northwest Nazarene University offers an advanced standing program although credit hours are not clearly stated online, 60 credits are required for a two-year traditional program.
- Walla Walla University (Missoula) is 54 quarter credits for advanced standing, 82 quarter credits for two-year traditional. (NASW, Clinical Social Work Association Position Paper, 2015; CSWE, 2015)

Table of New Courses which will need to be added to curriculum:

Course Number	Title	Course Description	Credits
Additional Courses Required for Traditional Two-Year Program			
SOWK5__ –	Foundations of Social Work	Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.	3
New Course Required for Advanced Standing and Traditional Two-Year Program Students			
SOWK6__ –	Advanced HBSE II and Diversity Issues	Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered.	3
SOWK6__ –	Professional Communication in Practice	Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.	3
SOWK6__ –	Advanced Policy, Legislation, Administration	Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.	3
SOWK6__ –	Applied Research for Social Work	Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.	3

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOWK6	Evaluation and Treatment of Mental Disorders (DSM-V)	Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.	3
SOWK6__	Advanced Practice Interventions and Comparative Theories	Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.	3
SOWK6__	Research Seminar	Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.	1
SOWK5__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.	6
SOWK6__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice	6
SOWK5__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK5--- and serves an integrative function for linking theory to applied practice.	1
SOWK6__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.	1
New Courses Required for Specialty Clinical Track Area			
SOWK6__	Clinical Trauma Work in Child Welfare	Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.	3
SOWK6__	Play Therapy	Course will cover foundational concepts of play therapy work with children and across the ages.	3
SOWK6__	Couples and Family Therapy	Course will cover theories and interventions in clinical work with couples and families.	3
New Courses Required for Specialty Gender and Sexuality Area			
SOWK6__	Advanced Practice with Gender/Sexuality Emphasis	Course will cover issues specifically related to practice with diverse gender and sexuality issues	3

Additional required courses for MSW Degree which are already offered within the Department:

Course Number	Title	Description	Credits
SOC5508	Statistical Analysis	Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application	3

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOC 5513	Mind, Body, and Society	Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations	3
SOC 5531	Criminology	Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships	3
SOC 5536	Elite Deviance and Crime	Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5538	Sexual Crimes	Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5592	Topics in Criminal Justice	Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 6607	Topics in Diversity	A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits	3

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

Credit hours required:	60 traditional two-year 45 advanced standing
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	N/A
Total credit hours required for completion:	60 traditional two-year 45 advanced standing

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

- 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.*

Accredited MSW programs do not require comprehensive examinations or a thesis. However, CSWE does require 900 hours of supervised field education (practicum) that is part of the curriculum. Field education hours are assigned course numbers with credits, similar to our current BA program (which requires 400 hours of field education per CSWE accreditation). We already have strong working relationships with dozens of social service agencies and field educators across southeast Idaho that are established through our BA program.

Students would be required to contribute to the field of knowledge in the profession through completion of a research project and/or manuscript suitable for submission to a professional journal. Currently there is a dearth of PhD social workers in the profession. Preparing our student for further study at the PhD level would contribute to the profession and the future employability for those students interested in employment within academia.

- 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 (Boise State University) +any outreach programs (please specify)	B.S.W. M.S.W.		Social Work Offer certificates in Foundation of Refugee Services and Macro Practice for Refugee Services Specializations in Advanced Practice with Individuals and Families
CSI (College of Southern Idaho)	A.A.		
CWI (College of Western Idaho)	0	0	0
EITC (Eastern Idaho Technical College)	0	0	0
ISU			
LCSC (Lewis-Clark State College) BSU outreach	B.S.W.	0	0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

NIC (Northern Idaho College) BSU outreach	0	0	0
UI (University of Idaho)	0	0	0
NNU (Northwest Nazarene University)	B.S.W. M.S.W.	Focuses on Community Mental Health Practice (Note: this is the only one offered at the Twin Falls site), Medical Social Work Practice with Adults, and Addiction Studies Social Work Practice	Social Work
Walla Walla University (Missoula campus)	M.S.W	Focuses exclusively on institutional and practicum studies for a Masters of Social Work.	“ ”
USU (Utah State University)	B.S.W. M.S.W. S.S.W.	Focuses on institutional and practicum studies as well as a social service worker degree.	Social Work and Non-Social Work
UU (University of Utah)	B.S.W. M.S.W	Focuses exclusively on institutional and practicum studies for a Masters of Social Work.	Social Work

Notes:

BSU offers both Full-Program MSW and Advanced Standing MSW programs. Programs offered in Twin Falls as well.

NNU offers both Full-Program MSW and Advanced Standing MSW programs.

Walla Walla offers both Full-Program MSW and Advanced Standing MSW programs. The Missoula campus offers advanced clinical practice.

USU offers both Full-Program MSW and Advanced Standing MSW programs.

UU offers both Full-Program MSW and Advanced Standing MSW programs.

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

We constructed a survey (attached in Appendix B) to gather information about interest in our potential MSW program. We designed an 8-question survey using Survey Monkey and invited 846 people to participate, using our mailing lists for current students, alumni, and active social workers. We had a response rate of 23%, as 191 people participated. The survey asked about current educational attainment level, interest in an MSW program, type of program interested in, and factors that are important in choosing an MSW program.

According to our interest survey, 50 current students and 36 BSW's working in the Social Work field indicated that they would be "extremely likely" to enroll in a MSW program at ISU if one were available. This leads to a projected enrollment of 86 students.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

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							
ISU	0	25	50	0	20	40	80-90%
LCSC							
UI							
CSI							
CWI							
EITC							
NIC							

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

The enrollment in other programs at Idaho State University will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters in another area which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. The Masters in Counseling Program at ISU offers BA level students an alternative to traveling for their MSW. However, advanced standing is not recognized and the perspective of the social work and counseling professionals is distinct. In the last five years, only 3 social work students have applied for and been admitted to the counseling program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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)	71	71	71
State	704	704	704
Nation	11,410	11,410	11,410

- 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.**

Estimates of total projected job openings (including growth and replacement demands) at the state level were determined based on the Idaho Short-Term Occupational and Industry Projection Report (2014). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://lmi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the regional level (for Southeastern Idaho) were determined based on interpolative methods using the Idaho Short-Term Occupational and Industry Projection Report (2014) in combination with the Idaho Long-Term Occupational and Industry Projections (2012). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://lmi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the national level were determined based on Bureau of Labor Statistics Occupational Outlook Handbook (2012/2014)

Source: <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

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

The above cited data sources indicate that social work job openings are growing at a local, state, and national rate that significantly exceeds other job opportunities. Particularly in Idaho, economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth not only in the next few years but likely throughout the next decade. Such growth will form an increasingly important part of Idaho's economy and will also support a range of other economic opportunities connected to both education and research.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

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

The program is primarily intended to meet employment needs.

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.*

Some courses may be offered via distance education technology, but practice courses will require students to be in seated classrooms so that students can practice skills in a supervised setting and faculty can observe skill attainment. This is consistent with pedagogy analysis and recommendations recently reported by the Clinical Social Work Association (CSWA). Courses that can be offered in a quality manner via distance education can be offered utilizing technology already available and accessible in the Department.

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.*

SBOE Strategic Plan

The State Board of Education's Strategic Plan for FY 2015-2019 titled "An Idaho Education: High Potential – High Achievement", envisions an "accessible, seamless public education system that results in a highly educated citizenry". Goal 1 of the strategic plan aims for "opportunities for individual advancement". The State Board states under objective B for this goal, "to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system." One of the benchmarks explicitly targets graduate education with the aim of increasing the percentage of Idahoans with a graduate degree by 8% by 2020. Adding the Master Program in Social Work to the Eastern part of Idaho will help achieve this goal. Many of our current undergraduate students in social work or social workers in our communities cannot leave this area to attain a graduate degree. A graduate program here in Eastern Idaho will provide the opportunity for graduate education, thus increasing the percentage of Idahoans with a graduate degree. As of February 18, 2015, there are a total of 488 social workers holding LSW licenses in SE Idaho (IBOL). The LSW license is attainable with a Bachelor's Degree. Since several agencies within the field are moving towards minimum master degree requirements, many of these social workers will need to obtain an MSW degree in order to be competitive in the job market.

Goal 2 of the strategic plans aims for "provid(ing) 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". Graduate programs by default go beyond teaching fundamental knowledge and foster critical thinking and innovation. Research and teaching are always intertwined in graduate education which not only enhances critical thinking skills, but contributes to research projects and thus development of new ideas and solutions for our society.

Graduate students are vital for faculty research and the ability to conduct research and garner external funding for their projects. A new graduate program will enhance opportunities for garnering external grant money.

Role of Idaho State University

Idaho State University provides a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers and is responsible for planning and determining the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. Region IV, V,

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

and VI have been assigned to Idaho State University. While Boise State University has the statewide program responsibility for MSW programs; Idaho State University shares responsibility for assessing and delivering Master programs in Social Work in region V and VI.

Idaho State University Mission

"The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs." (Idaho State University, 2014).

In a Master Program in Social Work program, teaching, learning, and research are fully intertwined. Faculty incorporates aspects of their research into lectures. Students in the program learn practice and research skills, and creativity and problem solving are encouraged. Students are involved in faculty research projects. Students in the MSW program will come from a variety of backgrounds. Several of the students in our assigned regions are from Hispanic or Native American ethnicities. Some of our students are middle-aged and going back to college after gaining more life experience. Many students are first generation college graduates. We will give students unique opportunities by nurturing their talents. Social work is sometimes formally connected with the Health Sciences. A key purpose of social work as a profession is to increase the quality of life for all people, and this goal is inextricably linked to health sciences. We work with individuals and families, groups, neighborhoods and communities to increase overall health and wellbeing. Medical social work is a well-established and growing area of the field. Social work is extremely involved in the community. Students are required to complete internships in agencies and organizations in our area, and several obtain jobs in those organizations following their graduation.

Reference:

Idaho State Board of Education. 2014. CY2014-2018; FY2015-2019 Strategic Plan. Boise, Idaho: The State Board of Education.

Idaho State Board of Education. 2013. Governing Policies and Procedure. Boise, Idaho: The State Board of Education.

Idaho State University. 2014. Mission Statement. Pocatello, Idaho: Idaho State University.

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
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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

<p>The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.</p>	<p>The Master program in Social Work fits well into the mission of ISU. The program will advance scholarly endeavors; we will involve graduate students in the creation of new knowledge and cutting-edge research, and we will uphold high quality in our instruction. Our program will produce effective social work practitioners, cosmopolitan citizens, critical thinkers, and skilled leaders.</p>
<p>CORE THEME ONE: LEARNING AND DISCOVERY - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.</p>	<p>Teaching and research will go hand-in-hand in the MSW program. The program will combine practice, professional development and research within the social work profession. One of the core competencies of social work as outlined by CSWE is for students to understand and apply the link from research to practice. Our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom.</p>
<p>CORE THEME TWO: ACCESS AND OPPORTUNITY - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.</p>	<p>We will offer access to students from diverse backgrounds, and embracing human diversity is a key standard of the social work profession. Because social work utilizes a generalist model, which incorporates knowledge from related disciplines (i.e., sociology, psychology, counseling, etc.), we encourage students with diverse backgrounds to apply to our program. Our small student-teacher ratio will enable us to tutor and advise students extensively. We utilize various resources from across campus to support students.</p>
<p>CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES - Idaho State University values its established statewide leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.</p>	<p>The MSW program includes content across the curriculum that is directly relevant to Health Sciences. An important area of social work is medical social work, and our program will offer specific electives pertaining to health and medicine. We have community partnerships and field education sites in health and medical settings. The program will teach students the necessary research and theoretical tools to conduct research in the health sciences. Faculty engages in health-related research (e.g. patient support groups, gerontology, trauma) and will involve students in these projects.</p>

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.	The Social Work program will regularly collaborate with community groups and organizations. The curriculum of the MSW includes field practicums and we will employ many field education sites across eastern Idaho which will help provide training for our students. We will also support these organizations by providing seminars and ongoing Continuing Education. Our faculty members serve on planning committees and advisory boards for community agencies. We will involve our students in this community service, too. Community leaders comprise our Social Work Advisory Board. This Board meets with faculty of our undergraduate program in Social Work each year to discuss community needs and to maintain high quality social work education that translates into effective professional practice. The department and the social work program are involved in ongoing efforts to build strategic community-academic partnerships.
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15. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes X No

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

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

There are several different ways that students will learn about the MSW program. The Bachelors of Social Work program will offer an excellent opportunity to recruit students for the MSW program. Many of these students already plan to go on to attend graduate school in social work, so these students will be recruited to continue their studies at ISU through the MSW program. One unique feature of the program we are proposing is the opportunity for students to apply for conditional acceptance to the MSW program when applying to the BSW program. Because of the Advanced Standing Program option, high-achieving students with promise could be considered for automatic entry into the MSW advanced standing program upon successful completion of their Bachelors in Social Work.

Students will also be recruited from other bachelor level programs such as psychology, anthropology, education etc. As the field of social work becomes increasingly more competitive, many professionals with bachelor's level degrees are returning to school to receive their MSW's. Therefore, professionals in this community and in many other surrounding communities will offer a large pool for recruitment. Due to the nature of the social work program, there is already a relationship between the social work faculty and many of the agencies in the community. This will allow for recruitment of professionals in the field who are interested in increasing their educational level.

Students will also be recruited from out-of-state. The MSW programs emphasis on nationally important fields of study including social work in criminology, trauma based child welfare work and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

gender and sexuality, will be a draw to students from all across the country as no other MSW programs in the nation are currently offering some of these specialties.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.

N/A

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

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
Field Director, MSW	51,000	1	1,530	240
Assistant Professor, Director	55,000	1	1,350	450
Assistant Professor	52,000	1	1,350	450

Accreditation requires a total of 6 faculty position whose principal duties are with the MSW program. The majority of the faculty members in a MSW program have to be PhD level faculty. Accreditation for the BA program in Social Work requires at least 2 faculty members whose principal assignments are with the undergraduate program. This means that in order to have a fully accredited MSW program we need at a minimum 8 faculty – 2 faculty in the BA program and 6 faculty positions in the MSW program.

The MSW program can obtain accreditation over a 3 or 4 year period. In year one – at visit one by the accrediting body – we need three full-time faculty dedicated to the MSW program; at year two, we need five faculty, and six faculty in year three or four.

In our program, we will need one additional position in year one which will be the director for the MSW program.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016

Over the next three years, we need to add the three additional positions: two PhDs and one MSW (for the field director position dedicated to the BSW program – we need two field directors; one for the BA program and one for the MSW program. Both of these positions can be clinical faculty on a non-tenure track position.)

The estimates of projected credit hours over three years are based on 50 students in the BSW program and 25 students in the MSW program in the first year, 50 MSW students in the second year, and 75 MSW students in the 3rd year. Practicum courses taught by the field directors are offered for 6 credits per section and semester.

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
Administrative Assistant II	26,874	0.25	6,250
Director, MSW Program	55,000	0.50	
Field Director	51,000	0.50	

Per accreditation standards, the MSW program will need a director with 0.50 of his/her workload dedicated to the position and a field director, also with 0.50 of his/her workload dedicated to that position. The director of the MSW program needs to be a tenure-track faculty member with a terminal degree in the field. The field director can be a faculty member with a MSW degree and can be hired as a clinical or non-tenure track faculty member.

The department currently has one administrative assistant assigned to the Social Work program at .75 FTE. 50% of the current workload of this administrative assistant can be reallocated to the new MSW program to cover the necessary administrative tasks associated with the MSW.

Operating Expenditures

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

Travel – faculty will need to travel to CSWE conferences once a year. The department does not have a travel budget. Costs to cover the CSWE conference participation come from student professional fees, social work faculty generated funds through offering continuing education units to the community, and competitive travel grants.

Costs: \$ 1,500 for one conference visit per year

Accreditation Fees – we plan to have the program fully accredited by year 4. During year 1, 2 and 3 accreditation visits will take place to check progress towards accreditation (Appendix D). The program will need to pay annual accreditation fees, membership dues, candidacy fees, eligibility fees, and two commissioner site visits, and initial accreditation fees (Appendix E). After year 4, the program will need to pay annual program membership dues/accreditation fees, and every seven years the program will need to cover the costs for accreditation visits. These costs will be covered by professional fees charged to students.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Candidacy for Accreditation Costs (see attached listing from CSWE):

- | | | |
|-----|---|--|
| 1.) | Letter of Intent and Candidacy Eligibility Fee | \$7,298 |
| 2.) | Commissioner Visit I Fee | \$4,134 |
| 3.) | Commissioner Visit II Fee | \$4,134 |
| 4.) | Commissioner Visit III Fee | \$2,756 |
| 5.) | Initial Accreditation Eligibility Fee | \$1,820 |
| 6.) | Initial Accreditation Fee | \$3,974 |
| 7.) | Commissioner Visit Expenses (3 visits in first three years) | \$3,000 each |
| 8.) | Annual Program Membership/Accreditation Fees (varies depending on number of students in program): | Year 1: \$ 3,435; Year 2: \$ 4,050; Year 3: \$ 6,075 |

Materials and Supplies – photocopies, paper, pens, fees for search ads, conference fees, etc. The department currently has a budget of \$10,631 to cover materials and supplies for four programs, including one graduate program. Adding another graduate program would require additional materials and supplies. Due to already existing cost and expense sharing between the programs in the department, we estimate the need for an additional graduate program to amount to less than one fifth of the current operating budget.

Costs: \$2,000

Communications – will be included in current communications budget in department.

Costs: \$0

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.

Dept. of Sociology, Social Work & Criminal Justice
February 12, 2015

Dear Dr. Hearn:

I offer the Library's assessment of the proposed Masters in Social Work below. I have not seen the NOI form, and instead basing my response on conversations with you describing the program. From that discussion, I learned that there is an equivalent program currently being offered by Boise State University (BSU), so have based some of this assessment on the holdings of that library. The Library is fairly well-positioned to support this program, and this assessment recommends a modest amount be included with the NOI for library support from new funds outside the Library.

Books

The Library allocated \$6,102.00 during the 2014/2015 fiscal year to books and standing orders in the area of Sociology, Social Work & Criminal Justice. This amount is used to support existing programs within the department of the same name. A liaison within the department, in collaboration with a member of the library staff, works to select materials for entry into the collection.

Many of the core reference works noted in The Walford Guide to Reference Resources are currently held by the Library. These include Reference Sources in Social Work, A Guide to Information Sources for Social Work and the Human Services, The Social Work Dictionary, Social Welfare in America, and Encyclopedia of Social Work. Additionally, the Library holds all seven Reference Works published by the National Association of Social Workers.

Additionally, a comparison with the BSU Library collection reveals that ISU's holdings in this field are

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

healthy. Common holdings include: City and County Extra, Encyclopedia of American Social History, Housing Statistics of the United States, Mental Measurement Yearbook, and Statistical Abstract of the United States. Additionally, ISU holds Social Work Research and Abstracts. A keyword search on the phrase "social work" in the BSU Library catalog resulted in 2921 hits. The same search in the ISU Library catalog resulted in 2421 hits based on the 2008 report.

I recommend no increase in the reference books (standing order) budget, and a small increase in the books budget as a result.

Suggested Permanent Increase for Books: \$ 2,000.00

Journals

The Library allocated \$20,081.00 during the 2014/2015 fiscal year to journals in the subject area of Sociology, Social Work & Criminal Justice. Subscription decisions are primarily in the hands of the faculty within that department. Of the five publications of the National Association of Social Workers, the Library currently subscribes to one in print, three online and offers at least 2000 and forward access in electronic version to the remainder via its full text subscription to ten EBSCOhost databases. Of the fourteen commercially produced journals listed on the BSU Library Social Work resources page (<http://guides.boisestate.edu/socialwork>) ISU holds current-year subscriptions to eight and for the remainder two offers online access with an 18 months embargo via its full text subscription to EBSCOhost Education Research Complete and Academic Search Complete databases. The four that ISU lacks are Journal of Community Practice, Journal of Human Behavior in the Social Environment, Journal of Social Work (JSW), and Journal of Teaching in Social Work. After pricing these journals, I concur with Sandra Shropshire recommendation that an increase be made to purchase them.

Suggested Permanent Increase for Journals: \$2,974.00

Indexes

The ISU Library has current access to a number of directly or indirectly relevant indexes, based on sources cited above. The following electronic article indexes are held: Social Work Abstracts, Social Science Abstracts, SocINDEX, Sociological Collection, Social Sciences Citation Index, Le., Web of Science, CINAHL, Cochrane Library, PsycINFO, Lexis/Nexis Statistical and Academic, and Psychology and Behavioral Sciences Collection. I recommend no increase for Indexes.

Suggested Permanent Increase for Indexes: 0.00

Other Resources

The ISU Library is a selective federal depository, and as such, receives on subscription a broad range of publications from United States agencies. It offers access to additional collections of interest, including publications of the State of Idaho and of the United Nations.

Suggested Permanent Increase for Other Resources: 0.00

Services and Facilities

The ISU Library provides access to materials outside its collection by offering free interlibrary loan services to students and faculty. Other services include reference service, introductory and customized instruction service and both print and electronic course reserve.

Suggested Permanent Increase for Services and Facilities: 0.00

Total Suggested Increase to Permanent Library/Funds to Support M.S.W.: 4,974.00

Please feel free to contact me if you have questions about this assessment.

Sincerely,

Sandra Shropshire

Associate University Librarian for Collections and Technical Services

(2) Equipment/Instruments

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Currently available equipment and labs:

- Social Work Interaction Lab – social work students are able to practice role playing, observe interactions, and record their practicing interviews to develop practice skills. It includes one laptop computer, projector, mixer, screen, TV monitor, microphone, and camera for interview transmission and taping.
- Smart Room – instructors can use this room for long distance education or video conferencing. It includes a computer, a multimedia projector, and an interactive pen display monitor.
- Social Work Library – social work books
- IFFT Social Science Research Lab in the department (shared with MA program in Sociology) – six computer stations available for graduate students.
- Ten computer labs available on the Pocatello campus; one computer lab is located on the same building where the department is located. Additionally, there are four computer labs on the Idaho Falls campus.

Maintenance: replacement or repair of broken equipment; service calls for malfunctioning equipment
Estimated Costs per year: \$200

Equipment Needed for faculty: each new hired faculty member will need a computer work station. We have no funding for computer needs in our current appropriated budget.

Estimated costs: \$1,200 for three newly hired faculty members = \$3,600

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?

Initially, reallocation of resources within department and the different programs in department.

Impact: some decreased resources in other programs in the department; lower enrollment in BSW program which will be compensated with enrollment in MSW program.

Two faculty members who are currently assigned to the undergraduate program in Social Work will be assigned to the MSW program, thus reducing the fully assigned faculty members for the undergraduate program. The administrative assistant currently assigned to Social Work at 75% time will maintain 25% of his time to support the undergraduate program; 50% of his/her time will be re-assigned to the MSW program. Materials and supplies allotted to the department will be shared with the MSW program thus only necessitating some increase in the materials and supplies budget for the MSW program.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends? N/A
- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
N/A
- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?
N/A
- (5) Provide estimated fees for any proposed professional or self-support program.
\$ 200 per semester

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

APPENDIX A CURRICULUM AND COURSES

Courses Required for Traditional Two-Year MSW Program

SOWK 5..	Foundations of Social Work	3 credits
SOWK 5..	Practice with Ind/Fam	3 credits
SOWK 5..	Group Work	3 credits
SOWK 5..	Community Organization	3 credits
SOWK 5..	Social Welfare Policy	3 credits
SOWK 5508	Statistical Analysis	3 credits
SOWK 6..	Advanced HBSE II and Diversity Issues	3 credits
SOWK6..	Professional Communication in Practice	3 credits
SOWK 6..	Advanced Policy, Legislations, and Administration	3 credits
SOWK 6..	Applied Research for Social Work	3 credits
SOWK 6..	Evaluation and Treatment of Mental Disorders	3 credits
SOWK 6..	Advanced Practice Interventions and Comparative Theories	3 credits
SOWK 6..	Research Seminar	1 credit
SOWK 6..	Field Practicum I	6 credits
SOWK 6..	Field Seminar I	1 credit
SOWK 6..	Field Practicum II	6 credits
SOWK 6..	Field Seminar I	1 credit
SOC/SOWK 5/6..	Specialty Area Required Electives	9 credits
Total		60 credits

Courses Required for Advanced Standing MSW Program

SOWK 5..	Advanced HBSE II and Diversity Issues	3 credits
SOC5508	Statistical Analysis	3 credits
SOWK 6..	Professional Communication in Practice	3 credits
SOWK 6..	Advanced Policy, Legislations, and Administration	3 credits
SOWK 6..	Applied Research for Social Work	3 credits
SOWK 6..	Evaluation and Treatment of Mental Disorders	3 credits
SOWK 6..	Advanced Practice Interventions and Comparative Theories	3 credits
SOWK 6..	Research Seminar	1 credit
SOWK 6..	Field Practicum I	6 credits
SOWK 6..	Field Seminar I	1 credit

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOWK 6..	Field Practicum II	6 credits
SOWK 6..	Field Seminar II	1 credit
SOWK 6..	Specialty Area Required Electives	9 credits
		Total 45 credits

Description of Courses

Course Number	Title	Course Description	Credits
Additional Courses Required for Traditional Two-Year Program			
SOWK5__	Foundations of Social Work	Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.	3
Graduate Sections will need to be added to foundational coursework already included in upper division Social Work courses in the Baccalaureate Program. These courses will be required for students enrolled in the Traditional Two-Year Program who have not completed an undergraduate degree in social work.			
SOWK5__	Practice with Individuals and Families		3
SOWK5__	Group Work		3
SOWK5__	Community Organization		3
SOWK5__	Social Welfare Policy		3
SOWK5__	Social Statistics		3
New Courses Required for Advanced Standing and Traditional Two-Year Program Students			
SOWK5__	Advanced HBSE II and Diversity Issues	Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered.	3

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOWK5__	Professional Communication in Practice	Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.	3
SOWK5__	Advanced Policy, Legislation, Administration	Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.	3
SOWK5__	Applied Research for Social Work	Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.	3
SOWK6	Evaluation and Treatment of Mental Disorders (DSM-V)	Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.	3
SOWK6__	Advanced Practice Interventions and Comparative Theories	Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.	3
SOWK6__	Research Seminar	Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.	1
SOWK5__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.	6

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOWK6__	Field Practicum	Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice	6
SOWK5__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK5--- and serves an integrative function for linking theory to applied practice.	1
SOWK6__	Field Seminar	Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.	1
New Courses Required for Specialty Clinical Track Area			
SOWK6__	Clinical Trauma Work in Child Welfare	Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.	3
SOWK6__	Play Therapy	Course will cover foundational concepts of play therapy work with children and across the ages.	3
SOWK6__	Couples and Family Therapy	Course will cover theories and interventions in clinical work with couples and families.	3
New Courses Required for Specialty Gender and Sexuality Area			
SOWK6__	Advanced Practice with Gender/Sexuality Emphasis	Course will cover issues specifically related to practice with diverse gender and sexuality issues	3

Additional courses for MSW Degree which are already offered within the Department:

Course Number	Title	Description	Credits
SOC5508	Statistical Analysis	Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application	3
Existing Courses which will meet Specialty Area Requirements for Gender and Sexuality and Forensic Social Work			

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SOC 5513	Mind, Body, and Society	Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations	3
SOC 5531	Criminology	Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships	3
SOC 5536	Elite Deviance and Crime	Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5538	Sexual Crimes	Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 5592	Topics in Criminal Justice	Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus	3
SOC 6607	Topics in Diversity	A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits	3

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Appendix B

MSW Survey Instrument

- 1. What is your current educational attainment status?**
 - a. Current ISU student
 - b. ISU alumni with a BSW
 - c. Highest level of education is a BSW from another institution
 - d. Currently have an MSW
 - e. Other

- 2. How likely are you to seek admission to a Graduate School of Social Work?**
 - a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
 - f. Not applicable: I already have an MSW

- 3. If Idaho State University had an MSW program, how likely would you be to apply for admission?**
 - a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
 - f. Not applicable: I already have an MSW

- 4. Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).**
 - a. Availability of student funding/cost of program
 - b. Quality of the faculty
 - c. Geographic location
 - d. Research interests of the faculty
 - e. Potential for desired field practicum placement
 - f. Size of community
 - g. Type of program

- 5. Rank the order of type of MSW program that most interests you.**
 - a. Combined BSW and MSW program (5 total academic years)
 - b. Advanced standing MSW (1 year including summer for those who already have a BSW)
 - c. Full time MSW program (2 academic years)
 - d. Other

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

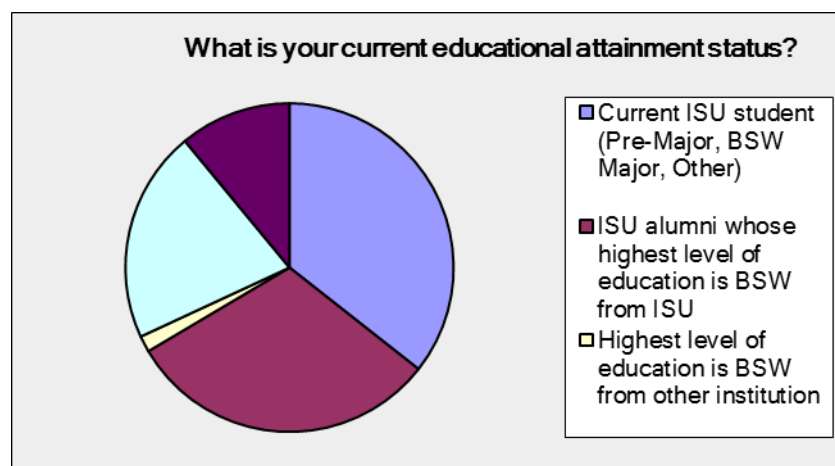
- 6. If you earned an MSW at ISU, where would you likely seek employment after earning your degree?**
- a. In the state of Idaho
 - b. In a Northwestern state other than Idaho
 - c. Another region of the country
 - d. International setting
 - e. Other
- 7. If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available?**
- a. Extremely likely
 - b. Somewhat likely
 - c. Not sure
 - d. Somewhat unlikely
 - e. Extremely unlikely
- 8. If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency?**
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Appendix C

Survey Results

What is your current educational attainment status?		
Answer Options	Response Percent	Response Count
Current ISU student (Pre-Major, BSW Major, Other)	35.6%	68
ISU alumni whose highest level of education is BSW from ISU	30.9%	59
Highest level of education is BSW from other institution	1.6%	3
Currently have an MSW	20.9%	40
Other (please specify)	11.0%	21
<i>answered question</i>		191
<i>skipped question</i>		0



How likely are you to seek admission to a Graduate School of Social Work?		
Answer Options	Response Percent	Response Count
Extremely likely	41.6%	79
Somewhat likely	20.5%	39
Not sure	6.3%	12
Somewhat unlikely	2.1%	4
Extremely unlikely	4.7%	9
Not applicable: I already have a Graduate Degree in Social Work (e.g. MSW)	24.7%	47
<i>answered question</i>		190
<i>skipped question</i>		1

If Idaho State University had an MSW program, how likely would you be to apply for admission?

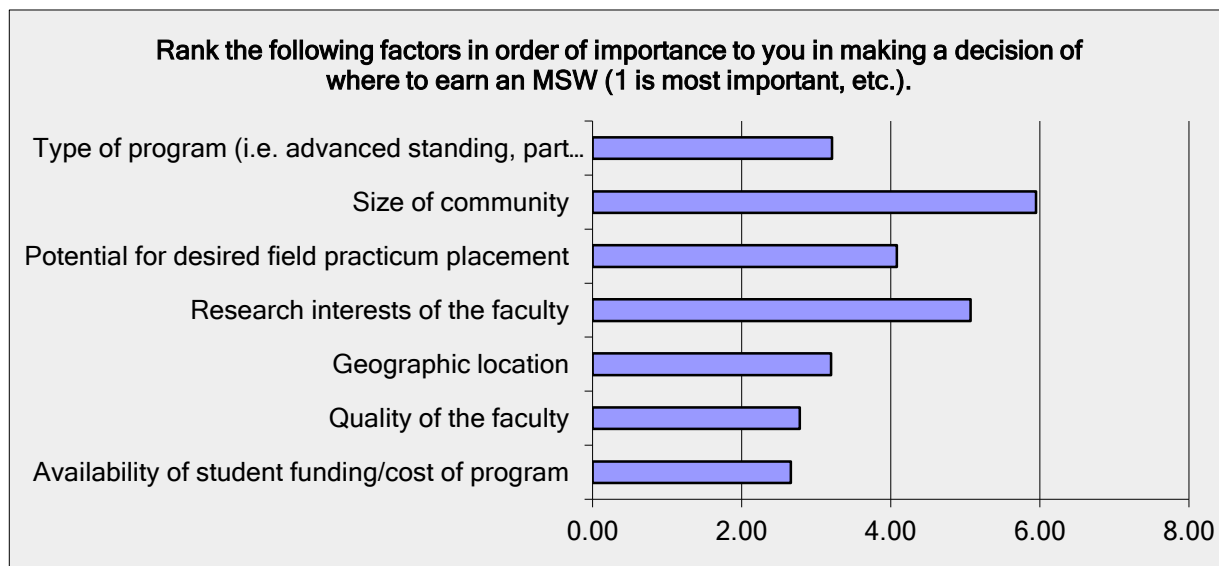
**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Answer Options	Response Percent	Response Count
Extremely likely	50.5%	96
Somewhat likely	13.7%	26
Not sure	4.7%	9
Somewhat unlikely	1.1%	2
Extremely unlikely	5.3%	10
Not Applicable: I already have a Graduate Degree in Social Work (e.g. MSW)	24.7%	47
<i>answered question</i>		190
<i>skipped question</i>		1

Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).									
Answer Options	1	2	3	4	5	6	7	Rating Average	Response Count
Availability of student funding/cost of program	49	33	29	25	10	7	3	2.66	156
Quality of the faculty	22	53	42	27	9	2	3	2.78	158
Geographic location	50	20	19	24	16	24	6	3.20	159
Research interests of the faculty	6	5	20	22	30	47	33	5.07	163
Potential for desired field practicum placement	9	23	29	25	50	22	7	4.08	165
Size of community	3	6	6	10	23	40	91	5.95	179
Type of program (i.e. advanced standing, part time, etc.)	40	36	30	31	20	13	11	3.21	181
<i>answered question</i>									183
<i>skipped question</i>									8

(Low average ranking indicates greater importance.)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

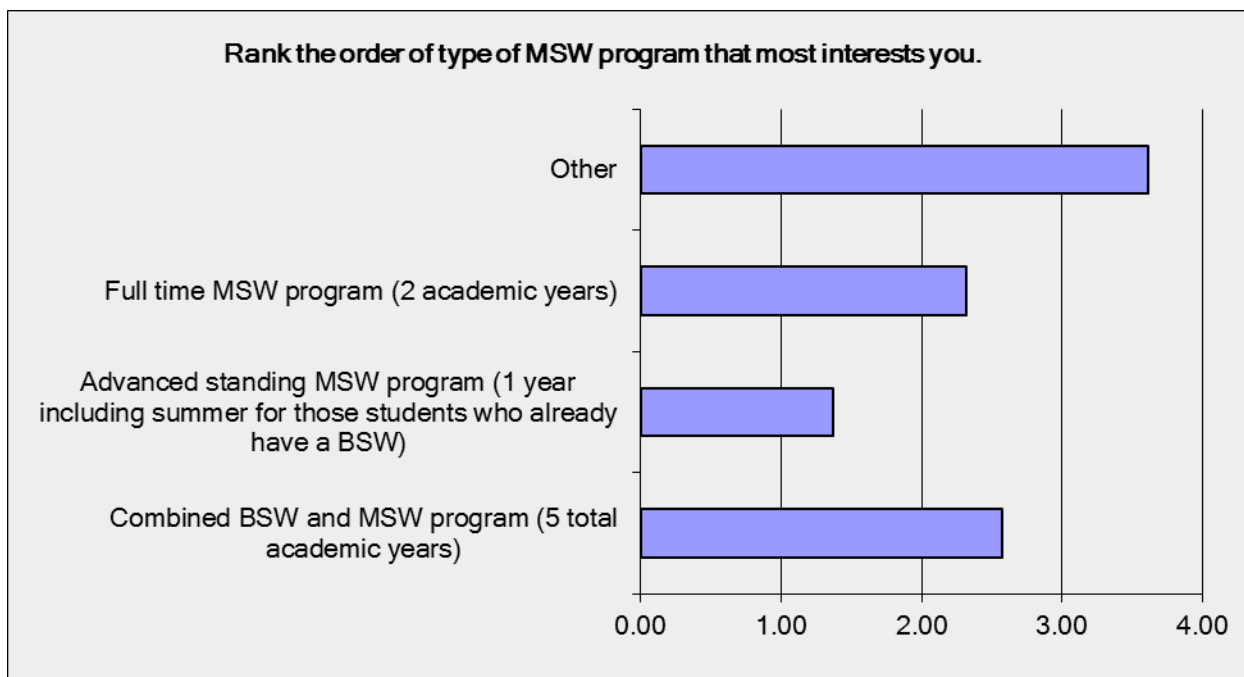


(Low average ranking indicates greater importance.)

Rank the order of type of MSW program that most interests you.						
Answer Options	1	2	3	4	Rating Average	Response Count
Combined BSW and MSW program (5 total academic years)	22	43	69	21	2.57	155
Advanced standing MSW program (1 year including summer for those students who already have a BSW)	126	31	7	6	1.37	170
Full time MSW program (2 academic years)	22	82	63	7	2.32	174
Other	6	7	13	90	3.61	116
answered question						180
skipped question						11

(Low average ranking indicates greater importance.)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**



(Low average ranking indicates greater importance.)

If you earned an MSW at ISU, where would you likely seek employment after earning your degree?		
Answer Options	Response Percent	Response Count
In the state of Idaho	83.6%	153
In a Northwestern state other than Idaho	8.2%	15
Another region of the country	5.5%	10
International setting	0.0%	0
Other (please specify)	2.7%	5
<i>answered question</i>		183
<i>skipped question</i>		8

If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available?		
Answer Options	Response Percent	Response Count
Extremely likely	62.0%	80
Somewhat likely	16.3%	21
Not sure	19.4%	25
Somewhat unlikely	0.8%	1
Extremely unlikely	1.6%	2
<i>answered question</i>		129
<i>skipped question</i>		62

If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency?
--

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Answer Options	Response Percent	Response Count
Strongly agree	58.3%	91
Agree	24.4%	38
Not sure	13.5%	21
Disagree	3.8%	6
Strongly disagree	0.0%	0
<i>answered question</i>		156
<i>skipped question</i>		35

Appendix C

SUMMARY OF SURVEY RESULTS

According to our interest survey, 67% of BSW's in the area are extremely likely to enroll in an MSW program at ISU if one were created. There are a total of 488 licensed BSW's in Southeast Idaho according to the Idaho Bureau of Occupational licenses. A generous estimate of half of the percentage who said they were extremely likely to attend ISU, results in an enrollment projection of 163 students from the community (33.5% of 488); a conservative estimate of 10% results in an enrollment projection of 48 students from the community.*

We have approximately 70 students enrolled in our BSW program now. According to Social Work faculty, about 75% of those students would go on to earn an MSW. Using that percentage as a generous estimate, 52 students could be expected to enroll in our program. A more conservative estimate of 50% would result in a projection estimate of 35 students.

In total, a generous estimate results in a projection of 215 students and a conservative estimate results in a projection of 83 students that we could expect to enroll in our MSW program.

Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

* A more conservative estimate was used for potential students in the community because not all of those who hold a BSW in the community participated in our survey.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Appendix D

Timetable for Candidacy -2008 EPAS

June _____ Agenda

Council on Social Work Education

Commission on Accreditation

Commissioner Visit I		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Submit Letter of Institutional Intent, Candidacy Eligibility Application Form, and Candidacy Eligibility Fee (if not submitted, program will be invoiced)	No later than March 31, _____	The program sends one (1) copy to the Director of OSWA.
Letter of Institutional Intent and Eligibility Application Form approved by Accreditation Specialist	No later than April 30, _____	-----
Draft Benchmark I submitted by program	No later than April 30, _____	The program sends one (1) copy to its Accreditation Specialist/Associate.
Approval of Draft Benchmark I by Accreditation Specialist	No later than July 1, _____	-----
Program invoiced for Commissioner Visit I	July 1, _____	-----
Commissioner Visit I fee due	September 1, _____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit I	September 15, _____	-----
Program submits Benchmark I	One month before Commissioner Visit I	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark I Review Brief Form	One month before Commissioner Visit I	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit I Occurs	December 1, _____ – February 28, _____	-----
Commission Visitor submits the Benchmark I Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.
Program Response to the Benchmark I Review Brief Form Due	Within 2 weeks of receiving the Benchmark I Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for Candidacy	June _____ Commission Meeting	-----

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Commissioner Visit II		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Commissioner Visit II	July 1, _____	-----
Commissioner Visit II fee due	September 1, _____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit II	September 15, _____	-----
Program submits Benchmark II	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark II Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit II Occurs	December 1, _____ – February 28, _____	-----
Commission Visitor submits the Benchmark II Review Brief Form	Within 2 weeks of the last day of the Commissioner Visit	The commissioner sends one (1) electronic copy to their Accreditation Specialist/Associate.
Program Response to the Benchmark II Review Brief Form Due	Within 2 weeks of receiving the Benchmark II Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for 2 nd Year of Candidacy Status	June _____ Commission Meeting	-----

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Commissioner Visit III		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Program invoiced for Commissioner Visit III	July 1, _____	-----
Commissioner Visit III fee due	September 1, _____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit III	September 15, _____	-----
Program submits Benchmark III	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark III Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit III Occurs	December 1, _____ – February 28, _____	-----
Commission Visitor submits the Benchmark III Review Brief Form	Within 2 weeks of the Commissioner Visit	The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.
Program Response to the Benchmark III Review Brief Form Due	Within 2 weeks of receiving the Benchmark III Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission Review for 3 rd Year of Candidacy Status	June _____ Commission Meeting	-----

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Commissioner Visit IV		
ACTIVITY or DOCUMENT:	DATE:	COPIES SENT TO:
Eligibility for Initial Accreditation Form Due	July 1, _____	The program sends one (1) copy to their Accreditation Specialist.
Program invoiced for Initial Accreditation Eligibility fee	July 1, _____	-----
Initial Accreditation Eligibility fee due	July 15, _____	-----
Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit IV	September 15, _____	-----
Program invoiced for Initial Accreditation fee	November 1, _____	-----
Initial Accreditation fee due	November 15, _____	-----
Program submits Benchmark IV and Self Study	One month before the Commissioner Visit	The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.
Program submits the Benchmark IV Review Brief Form and Accreditation Review Brief Form	One month before the Commissioner Visit	The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate.
Commissioner Visit IV Occurs	December 1, _____ – February 28, _____	-----
Commission visitor submits the Benchmark IV Review Brief and Accreditation Review Brief	Within 2 weeks of the last day of the Commission Visit	The commission visitor sends one (1) electronic copy and one (1) paper copy to their Accreditation Specialist/Associate.
Program Response to the Benchmark IV Review Brief and Accreditation Review Brief Form Due	Within 2 weeks of receiving the Accreditation Review Brief Form (FILE COMPLETE)	The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.
Commission review for Initial Accreditation	June _____ Commission Meeting	-----

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Timetable for Candidacy.
<http://www.cswe.org/default.aspx?id=57618>; retrieved May 2015

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Appendix E

Candidacy Fees and Related Expenses

2008 EPAS

Council on Social Work Education
Commission on Accreditation

There are ten costs associated with the candidacy process. Each is explained below. The Candidacy and Initial Accreditation fees are subject to change by the Board of Directors each Fiscal Year. The fees below are effective from July 1, 2014 to June 30, 2015. Refer to the Timetable for Candidacy to determine program invoice and due dates.

9.) Letter of Intent and Candidacy Eligibility Fee \$7,298

The letter of intent and candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.

10.) Commissioner Visit I Fee \$4,134

The Commissioner Visit I fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark I.

11.) Commissioner Visit II Fee \$4,134

The Commissioner Visit II fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark II.

12.) Additional Commissioner Visit Fee \$2,756

Typically programs do not require more than four Commissioner Visits to complete their development and write their self study. If the program needs further development, however, an additional Commissioner Visit will take place. The additional Commissioner Visit fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

13.) Initial Accreditation Eligibility Fee \$1,820

The initial accreditation eligibility fee covers staff time to review and approve the materials submitted to determine institutional eligibility for the initial accreditation of its social work program.

14.) Initial Accreditation Fee \$3,974

The initial accreditation fee covers staff and commissioner expenses related to processing and assessing the documents associated with determining the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

15.) Benchmark Costs

Benchmark costs will vary by program. Examples of expenses include faculty assigned time, meeting expenses, printing, mailing and other administrative costs.

16.) Commissioner Visit Expenses

Programs pay all expenses of the commission visits. The Commission on Accreditation expects programs to make every effort to minimize commissioner out-of-pocket expenses by providing prepaid airline tickets. Coach fair is expected. In addition, programs should be billed directly by the hotel for the commissioner expenses. Remaining expenses, such as ground transportation and meals not taken at the hotel, should be reimbursed as soon as possible by the program.

17.) Annual Program Membership Dues

All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs are invoiced each April for the following fiscal year, which begins July 1.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

Invoices are due on July 1. Programs in candidacy are charged the minimum amount. Once the program receives initial accreditation, dues are assessed according to the number of graduates reported by the program in the annual CSWE statistics survey conducted each Fall. For more information on program membership dues send an email to membership@cswe.org or go to <http://www.cswe.org/Membership/27021.aspx>.

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Candidacy Fees and Related Expenses. <http://www.cswe.org/File.aspx?id=14478>; retrieved May 2015

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

SUBJECT

Dual Credit Work Group Recommendations

REFERENCE

October 2016 Board was provided with the initial recommendations of the Dual Credit workgroup.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Policy III.Y. Advanced Opportunities.

BACKGROUND/DISCUSSION

At its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a workgroup consisting of representative stakeholders from higher education and K-12 education to bring forward a set of recommendations to make improvements to Idaho's dual credit program.

In close consultation with State Department of Education staff, the substantive focus of the work was divided into three categories: teachers, courses and administrative procedures. On average, each of the three groups met approximately weekly over five weeks to develop their recommendations. The recommendations were discussed among Board and Department staff, distilled down to one set of recommendations, and then returned to the workgroup members for their approval. The recommendations are an amalgamation of the three subcommittees' recommendations.

The recommendations were presented to and discussed by IRSA at its July 21 and September 29 meetings. Similarly, these recommendations were presented to and discussed by CAAP at its August 25 and September 15 meetings.

Additionally, during a September 1 phone call, Board staff discussed each recommendation with Adam Lowe, Executive Director of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Mr. Lowe commended the Board for undertaking this work and considering these recommendations, which he noted do not conflict with NACEP accreditation standards and are consistent with the direction NACEP and many states are moving towards.

The recommendations were brought before the Board as an information item and discussion item at the October 2016 Board meeting.

The recommendations include:

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework, defined in Board Policy III.N. General Education, the focus.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to dual credit credentialing.
5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school dual credit teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach dual credit sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template for voluntary use by districts and institutions regarding methods and levels of compensation processes and amounts for dual credit teachers.
9. Providing a state sponsored one or two day statewide institute for dual credit instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identifying who approves applicants to teach dual credit courses, how applicants are approved, and post this information in a centralized location.
11. Gathering from the institutions their respective hiring practices for dual credit instructors and posting this information in a centralized location.
12. Administering through the Board office, the dual credit enrollment participant survey.

IMPACT

The adoption and implementation of these recommendations offers an opportunities to provide consistency and transparency of processes; generate greater efficiencies, such as the streamlining and centralization of certain administrative functions; potentially create greater access for many rural students. This would create more accessible pathways for current high school teachers, particularly in rural areas to earn the necessary credentials to teach dual credit courses in their high schools.

ATTACHMENTS

Attachment 1 – Dual Credit Workgroup Recommendations	Page 5
Attachment 2 – REL Northwest Research Report	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Recommendations 1 and 4 reference “certification” or “credentialing” for dual credit teachers. There is currently no state certificate or credential required to teach dual credit courses in a secondary setting other than the standard teacher certifications required for elementary or secondary teachers. Board Policy III.Y. Advanced Opportunities requires instructors (teachers) teaching dual credit to meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions must be made to ensure instructors are

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016**

capable of providing quality college level instruction through ongoing support and professional development. The ongoing support and professional development is determined by the institution offering/transcribing the credits.

Recommendations 7, 10, and 11 all pertain to identifying institutions' requirements for instructors (e.g. hiring practices, approval of teachers/applicants) and providing that information in a central location, which could be combined into a single recommendation. Variations on the recommendations could be implemented through amendments to Board Policy III.Y. or through incentives to encourage changes in institution policies regarding textbooks and teachers for dual credit courses.

Reginal Education Laboratory (REL) Northwest researched Dual Credit in Idaho between the 2011-12 and 2014-15 school years. The report titled, "Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho" is attached. This research report may be important to future Dual Credit discussion in Idaho.

BOARD ACTION

I move to direct Board and Institution staff to develop recommendations and implantation timelines in alignment with the Dual Credit Workgroup recommendations and bring back for Board consideration at a later date.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 15, 2016

Dual Credit Workgroup Recommendations – 2016

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework, defined in Board Policy III.N. General Education, the focus.
3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to dual credit credentialing.
5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school dual credit teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach dual credit sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template for voluntary use by districts and institutions regarding methods and levels of compensation processes and amounts for dual credit teachers.
9. Providing a state sponsored one or two day statewide institute for dual credit instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
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11. Gathering from the institutions their respective hiring practices for dual credit instructors and posting this information in a centralized location.
12. Administering through the Board office, the dual credit enrollment participant survey.

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Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho

November 2016

BRANDI HOLTEN
ASHLEY PIERSON

Education Northwest



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0003 by Regional Educational Laboratory Northwest administered by Education Northwest. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. This REL report is in the public domain. While permission to reprint this publication is not necessary, it should be cited as:

Holten, B., & Pierson, A. (2016). *Getting ahead with dual credit: Dual-credit participation, outcomes, and opportunities in Idaho*. Portland, OR: Education Northwest, Regional Educational Laboratory Northwest.

This report is available on the Regional Educational Laboratory Northwest website:
<http://relnw.educationnorthwest.org/>

Acknowledgments

The authors would like to thank their partners at the Idaho State Board of Education for their collaboration on this report, including the provision of aggregated data, feedback on multiple drafts, and co-presenting the results at local and national conferences. We appreciate the feedback we received from the Idaho State Department of Education, which helped make the content more relevant for Idaho stakeholders. We would also like to thank our colleagues at Education Northwest for their contributions to this project. We appreciate our team members, Jennifer Esswein and Marybeth Flachbart, for providing Idaho context on the project, Havala Hanson and Traci Fantz for a technical quality assurance review, Bracken Reed for copyediting the report, and Allyson Hagen and Ilona Wall for their work on the report design and formatting.

Overview

This report provides a portrait of dual-credit participation rates and trends between the 2011–12 and 2014–15 school years. Dual-credit participation by demographic characteristics such as race/ethnicity, gender, and socioeconomic status is explored throughout each of the five briefs contained within this report. Each report brief also includes questions to consider—which promote a deeper exploration of the data—as well as next steps that can help educators and stakeholders overcome barriers to expanding dual credit. The report briefs can be read individually or together as a longer report with five content sections. The five briefs address the following questions:



Who participated in dual-credit courses?



What were the characteristics of districts with students who participated in dual-credit courses?



In which dual-credit course competency areas were districts most likely to have participated?¹



What were the pass rates of students who participated in dual-credit courses?



To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?²

Why dual credit?

Obtaining a college degree is important because an individual's level of education is linked to better employment opportunities, income, and health.³ However, the overall college completion rate at two- and-four year colleges and universities in the United States has continued to decrease.⁴ In an effort to support student success toward college degree completion, many states have enacted legislation and provided additional funding to increase dual-credit opportunities to expose students to college-level

¹ Competency areas refer to categories of general education coursework at Idaho public postsecondary institutions.

² The dual-credit participation rate goal of 30 percent was defined in the Idaho State Board of Education Strategic Plan, which can be found here: https://boardofed.idaho.gov/policies/documents/strategic_plan/SBOE%20FY16%20Final.pdf

³ Levin, H., Belfield, C., Muenning, P., & Rouse, C. (2007). The costs and benefits of an excellent education for all of America's children. Retrieved on September 19, 2016, from <http://www.literacycooperative.org/documents/Thecostsandbenefitsofanexcellentedforamerchildren.pdf>

⁴ Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2015). Completing college: A national view of student attainment rates—Fall 2009 Cohort (Signature Report No. 10). Herndon, VA: National Student Clearinghouse Research Center. Retrieved September 19, 2016, from <https://nscresearchcenter.org/wp-content/uploads/SignatureReport10.pdf>

rigor earlier in high school.⁵ Research indicates that in addition to expanding opportunities for students to earn college credit while in high school, dual-credit programs are correlated with outcomes such as higher rates of high school graduation⁶ and college enrollment, decreased time needed to complete a college degree,^{7,8} and increased college degree attainment.^{9,10}

Idaho dual-credit opportunities and participation

Advanced-opportunity programs offer a variety of ways for high school students to earn college credit, such as dual-credit classes in partnership with a local college, Advanced Placement classes, International Baccalaureate classes, and Technical Competency Credits.¹¹ In this report, dual credit refers to classes taken at the high school or college by a high school student for which they simultaneously earn high school credit and college credit at any one of Idaho's public postsecondary institutions.¹²

Dual credit is offered in Idaho through eight public universities—Boise State University, College of Southern Idaho, College of Western Idaho, Idaho State University, Lewis-Clark State College, North Idaho College, University of Idaho, Eastern Idaho Technical College¹³—and two private universities: Northwest Nazarene University and Brigham Young University-Idaho. In 2014–15, 83 percent of Idaho school districts (123 of 148) had high school students who participated in dual-credit options in partnership with these universities.

Idaho has made the expansion of dual credit a priority. In the 2016 legislative session, Idaho passed House Bill 458, which expands access to advanced opportunities through the Fast Forward Program¹⁴—including dual-credit courses offered to students in grades 7–12—by providing additional funding to school districts across the state. The Fast Forward Program can pay up to \$75 per credit. In most cases, the cost of these credits is \$65. The program also provides juniors with \$200 per year and seniors with \$400 per year to cover up to 75 percent of the cost of dual-credit courses.¹⁵

⁵ Zinth, J. D. (2014). Increasing student access and success in dual enrollment programs: 13 model state-level policy components. Denver, CO: Education Commission of the States. Retrieved November 18, 2016, from <http://ecs.org/clearinghouse/01/10/91/11091.pdf>

⁶ Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states. New York, NY: Columbia University, Teachers College, Community College Research Center. <http://eric.ed.gov/?id=ED498661>

⁷ Adelman, C. (2004). Principal indicators of student academic histories in postsecondary education, 1972–2000. Washington, DC: U.S. Department of Education, Institute of Education Sciences. <http://eric.ed.gov/?id=ED483154>

⁸ Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016). Time to degree: A national view of the time enrolled and elapsed for associate and bachelor's degree earners (Signature Report No. 11). Herndon, VA: National Student Clearinghouse Research Center.

⁹ An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35(1), 57–75. <http://eric.ed.gov/?id=EJ1009522>

¹⁰ Rodriguez, O., Hughes, K. L., & Belfield, C. (2012). Bridging college and careers: Using dual enrollment to enhance career and technical education pathways. New York, NY: Columbia University, Teachers College, National Center for Postsecondary Research. Retrieved November 18, 2016, from <http://ccrc.tc.columbia.edu/media/k2/attachments/bridging-college-careers.pdf>

¹¹ For definitions of dual credit options within the Advanced Opportunities program, visit this site: https://boardofed.idaho.gov/scholarship/advanced_opp.asp

¹² Other advanced opportunities to earn college credit not included in this study include Advanced Placement, International Baccalaureate, and Technical Competency Credit.

¹³ Eastern Idaho Technical College only offers dual-credit opportunities at a single school.

¹⁴ This report includes four years of data on dual-credit participation between 2011–12 and 2014–15. While the report includes data for the first year of Fast Forward program implementation in 2014–15, additional research may need to be done to understand dual-credit participation trends since the passing of HB 458 in 2015–16.

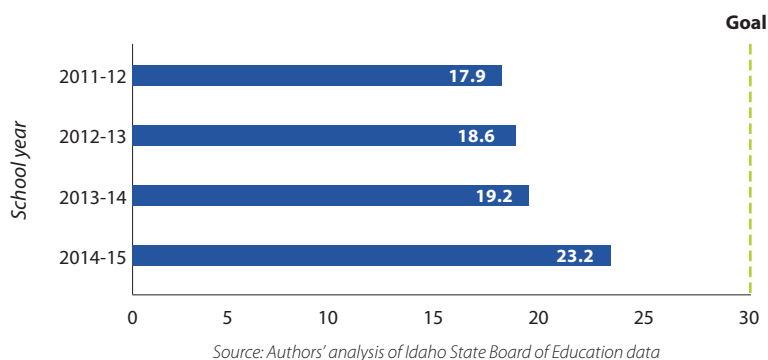
¹⁵ State of Idaho Legislative Services Office. House Bill 458. (2016). Retrieved August 14, 2016, from <http://www.legislature.idaho.gov/legislation/2016/H0458.htm>

Historically, funding for Idaho dual-credit course participation was restricted to students in grades 11 and 12.¹⁶ Previous Idaho dual-credit participation was therefore concentrated among grade 11 and 12 students. **In 2014–15, slightly more than 23 percent of Idaho students in grades 11 and 12 participated in dual credit, which has increased by 5 percentage points since 2011–12 (figure 1).**

An analysis of dual-credit participation by Idaho high school students in grades 9–12 shows that the state's participation rate for these grades is comparable to the national rate of dual-credit participation: 14 percent.^{17,18} **In 2014–15, 13 percent of Idaho students in grades 9–12 participated in dual-credit programs with an Idaho public university or college,¹⁹ which is an increase of 4 percentage points from 2011–12.**

Despite the increase in dual-credit offerings and participation, studies have shown that not all student groups—including Hispanic/Latino, male, and economically disadvantaged students—are equally likely to take advantage of dual-credit opportunities.²⁰ Moreover, school districts within the state also vary in their dual-credit participation levels—from no dual-credit participation to more than 30 percent participation among high school students.

Figure 1. Dual-credit participation for students in grades 11 and 12 has increased since 2011–12 by 5 percentage points



Idaho State Board of Education and project goals

The Idaho State Board of Education (SBOE) is the governing body and general overseer for all K–20 public education in Idaho. The SBOE also serves as the Board of Trustees for Boise State University, Idaho State University, and Lewis-Clark State College, as well as the Board of Regents for the University of Idaho. A collaborative partnership between the SBOE and Regional Educational Laboratory (REL) Northwest began in spring 2016 with the goal of analyzing gaps and trends in dual-credit participation among Idaho school districts.

Data and methodology

This report used aggregated data at the district and state levels over the span of four school years (2011–12 through 2014–15) to analyze dual-credit participation in grades 9–12. The SBOE aggregated all data to a district or state level and masked the identity of school districts to protect student privacy. No individual or identifiable data were used or transferred for this project. The data provided by the SBOE included aggregations by grade level for grades 9–12, race/ethnicity, gender, free or reduced-price lunch (FRPL) status, course competency area, course credits attempted, and course credits earned. REL Northwest analyzed the data using descriptive statistics, such as averages and percentages, as well as regression analysis methods to identify relationships between data elements.

¹⁶ Source: Idaho State Board of Education.

¹⁷ Snyder, T. D., & Dillow, S. A. (2015). Digest of education statistics 2013 (NCES 2015-011). Washington, DC: U.S. Department of Education, National Center for Education Statistics. <http://eric.ed.gov/?id=ED556349>

¹⁸ Thomas, N., Marken, S., Gray, L., & Lewis, L. (2013). Dual credit and exam-based courses in U.S. public high schools: 2010–11 (First Look, NCES 2013-001). Washington, DC: U.S. Department of Education, National Center for Education Statistics. <http://eric.ed.gov/?id=ED539697>

¹⁹ While the private universities in Idaho may participate in dual credit, their data were not available for this study.

²⁰ Estacion, A., Cotner, B. A., D'Souza, S., Smith, C. A. S., & Borman, K. M. (2011). Who enrolls in dual enrollment and other accelerated programs in Florida high schools? (Issues & Answers Report, REL 2012-119). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <http://eric.ed.gov/?id=ED526313>

Key findings

In 2014–15, 23 percent of Idaho students in grades 11 and 12 participated in a dual-credit course. The two most common General Education Matriculation (GEM) competency areas in which students took dual-credit courses were Social and Behavioral Ways of Knowing and Mathematical Ways of Knowing.²¹ The two least-common areas were Scientific Ways of Knowing and Oral Communication. Across all course competency areas, 95 percent of students passed the dual-credit courses they took in 2014–15.



Who participated in dual-credit courses?

- The analysis of student characteristics (for example, socioeconomic background, gender, and race/ethnicity) showed that certain student groups were more likely to participate in dual credit than others.
- An analysis of comparison groups of student characteristics showed:
 - Students from a higher socioeconomic background (that is, not eligible for FRPL) were more likely than FRPL-eligible students to take dual-credit courses.²²
 - Non-Hispanic/Latino students were more likely than Hispanic/Latino students to take dual-credit courses.
 - Non-American Indian students were more likely than American Indian students to take dual-credit courses.
 - Females were more likely than males to take dual-credit courses.
- A comparison of the share of the dual-credit to the overall populations showed:
 - Higher percentages of female, non-FRPL-eligible (that is, higher socioeconomic status), and White students were in the grade 11 and 12 dual-credit population compared to their share in the overall student population, indicating their overrepresentation in the dual-credit participant population.
 - In contrast, male, FRPL-eligible, Asian, Black, Hawaiian/Pacific Islander, Hispanic/Latino, and American Indian students were underrepresented in the grade 11 and 12 dual-credit participant population.



What were the characteristics of districts with students who participated in dual-credit courses?

- The analysis of district characteristics looked at district size (small, medium, and large), as well as student demographics and GEM competency area course participation.
- In an analysis of district size characteristics and dual-credit participation, we found:
 - A total of 123 school districts (out of 148) had students who participated in dual-credit courses in 2014–15. Of the 123 school districts that participated in dual credit 59 districts (40 percent) were medium, 33 districts (22 percent) were small, and 31 districts (21 percent) were large.

²¹ GEM competency areas are part of Idaho's evolving general education framework for associate of arts, science, and baccalaureate degrees. College students can earn up to 30 of 36 required general education credits in these six GEM competency areas: Social and Behavioral Ways of Knowing, Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Written Communication, Scientific Ways of Knowing, and Oral Communication. The remaining six credits are reserved for institutions to create competency areas that address their specific mission and goals. The six GEM competency areas are available as dual-credit courses in many Idaho high schools.

²² FRPL is provided through a Community Eligibility Provision (CEP). CEP is a meal service option for schools and school districts in low-income areas to provide breakfast and lunch to all students without collecting forms from each household
<http://www.fns.usda.gov/school-meals/community-eligibility-provision>

- Larger school districts were more likely to have had students who participated in dual-credit courses in all six GEM competency areas compared to school districts with smaller numbers of students.²³
- Using logistic regression analysis,²⁴ we found that the number of students enrolled in a district was positively related to whether or not the high school offered dual credit (statistically significant at the 1-percent level). This was true even for small districts, indicating that it is the smallest districts—with the lowest high school enrollment numbers—that are least likely to offer dual credit (statistically significant at the 1-percent level).
- In an analysis of student demographics and GEM competency area dual-credit course participation, we found:
 - Districts with the highest percentage of Hispanic/Latino student enrollment²⁵ had less dual-credit course participation in Written and Oral Communication than schools with the lowest percentage of Hispanic/Latino students. Among all other races/ethnicities, there was no relationship between the percentage of students of that demographic and the dual-credit course participation in the GEM competency areas.
 - Districts with the highest percentage of students in poverty (as measured by FRPL)²⁶ had more dual-credit course participation in Written and Oral Communication than schools with the lowest percentage of students in poverty.



In which dual-credit course competency areas were districts most likely to have participated?

- In 2014–15, about 1 in 4 (22 percent) of dual-credit courses taken by students were in the Social and Behavioral Ways of Knowing GEM competency area, while 1 in 20 (5 percent) dual-credit courses were taken by students in the Oral Communication GEM competency area.
- The popularity of dual-credit participation among the six GEM competency areas varied among comparison groups. “Popularity” (or demand) is measured by the number of students who enrolled in courses in each area. For example, the competency area with the highest enrollment would represent the greatest level of popularity.
- In terms of the district supply of courses, Idaho districts were most likely to participate in dual-credit among the following competency areas: 1) Social and Behavioral Ways of Knowing; 2) Mathematical Ways of Knowing; 3) Written Communication; and 4) Humanistic and Artistic Ways of Knowing. Whereas, districts were less than 55 percent likely to participate in dual-credit courses within the Oral Communication and Scientific Ways of Knowing competency areas.
- About 3 percent of districts participate in dual-credit outside of a GEM competency area. Fifty-seven percent of districts participated in four to six of the GEM competency areas. However, 23 percent of districts had dual-credit participation in less than four GEM competency areas.

²³ Dual-credit courses can be taken in any of these six General Education Matriculation (GEM) competency areas: Social and Behavioral Ways of Knowing, Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Written Communication, Scientific Ways of Knowing, and Oral Communication.

²⁴ The regression analysis included covariates of: school years; district size based on high school enrollment; and percentage of students in the district who were female, Hispanic/Latino, two or more races, Asian, Native American, Black, Hawaiian/Pacific Islander, White, FRPL eligible, and/or received English language learner services.

²⁵ The highest percentages of Hispanic/Latino student enrollment is defined as the top 25 percent of Hispanic/Latino student enrollment, which is greater than or equal to 23.2 percent.

²⁶ The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 or higher.

- Across the six GEM competency areas, there was a dual-credit course pass rate of over 95 percent. In 2014–15, the highest pass rate among districts was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall pass rate for dual-credit courses taken in the GEM competency areas was 96 percent in 2014–15.



What were the pass rates of students who participated in dual-credit courses?

- Overall, students passed 95 percent of the dual-credit courses they enrolled in and earned credit at both their high school and at the associated college. A student passed if they earned a D or better for the course grade.
- The dual-credit pass rate among high school students was higher than the pass rate for college students taking lower division courses at the same colleges in Idaho.
- Pass rates were similar across different demographic groups.²⁷
- The dual-credit course pass rate was over 95 percent across the six GEM competency areas. Pass rates varied somewhat across competency areas. The highest pass rates were in Humanistic and Artistic Ways of Knowing (about 98 percent) and the lowest pass rates were in Oral Communication (about 95 percent).
- Pass rates varied greatly between 63 and 100 percent across Idaho school districts.



To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?

- Twenty-three percent of students in grades 11 and 12 in 2014–15 participated in dual-credit courses.
- Fourteen percent of students in grades 9–12 in 2014–15 participated in dual-credit courses.
- Regarding the goal of 30 percent²⁸ of all high school students (grades 9–12) participating in dual-credit courses per year among 148 school districts:
 - Nine percent of districts (or 13) met or exceeded the goal
 - Twenty-five percent of districts (or 37) had between 16 and 29 percent dual-credit participation
 - Forty-nine percent of districts (or 73) had less than 15 percent dual-credit participation
 - Seventeen percent of districts (or 25) had no dual-credit participation
- In 2014–15, 22 and 25 percent of high school juniors and seniors, respectively, took a dual-credit course. Although the dual-credit participation rate for freshmen and sophomores has historically been lower than that of juniors and seniors, there was a slight increase in dual-credit participation among students in grades 9 and 10 between 2011–12 and 2014–15.

Next steps for future research

These findings provide information on dual-credit participation in Idaho and highlight areas in which further research on dual credit is needed. Areas of future research include an exploration of the relationship between dual-credit coursetaking and student college outcomes (for example, enrollment, persistence, and completion); opportunities to expand dual-credit participation to all student groups (for example, by race/ethnicity, socioeconomic status, disability status, or gender); and barriers to the expansion of dual-credit participation (for example, teacher qualifications).

²⁷ The pass rate is calculated using credits attempted and credits earned in dual-credit courses. Therefore, a student contributes to the “pass rate” if they earned credit in a course for which they were attempting credit.

²⁸ More information may be needed to understand how to measure progress toward meeting the state strategic goal for dual-credit participation, such as a clarification as to whether the goal is 30 percent of each graduating cohort or 30 percent of all high school students in grades 9–12 in a given year.



BRIEF 1

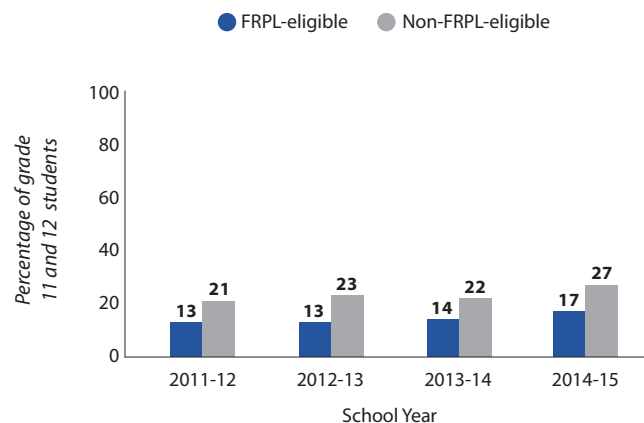
Who participated in dual-credit courses?

While dual-credit participation has continued to increase throughout Idaho, further consideration could be given to students who were less likely to participate in dual credit and underrepresented compared to their share of the student population. Students within the following groups were less likely to participate in dual-credit courses: students from a lower socioeconomic status (that is, students eligible for free or reduced-price lunch [FRPL]²⁹) compared to those from a higher socioeconomic background; Hispanic/Latino students compared to non-Hispanic/Latino students; American Indian students compared to non-American Indian students; and males compared to females (figures 2–5). In terms of equity gaps measured by comparing the share of students who took dual-credit courses to their share in the overall student population, **American Indian, Hispanic/Latino, Hawaiian/Pacific Islander, Black, Asian, FRPL-eligible, and male students were underrepresented in the dual-credit participant population.** In contrast, non-FRPL-eligible (that is, higher socioeconomic status), female, and White students were overrepresented in the dual-credit participant population (figures 6 and 7).

Equity in dual-credit course participation

FRPL-eligible students. On average, 39 percent of all Idaho students in grades 11 and 12 were FRPL eligible between 2011–12 and 2014–15. Only 17 percent of FRPL-eligible students compared to 27 percent of non-FRPL-eligible students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 10.9 percentage points (or 1,900 students) among FRPL-eligible students to bridge the gap with non-FRPL-eligible students in dual-credit participation. The overall trend of FRPL-eligible and non-FRPL-eligible dual-credit participation in grades 11 and 12 increased between 2011–12 and 2014–15 (figure 2).

Figure 2. Higher percentages of non-FRPL-eligible students participated in dual credit compared to FRPL-eligible students in grades 11 and 12, 2011–12 to 2014–15



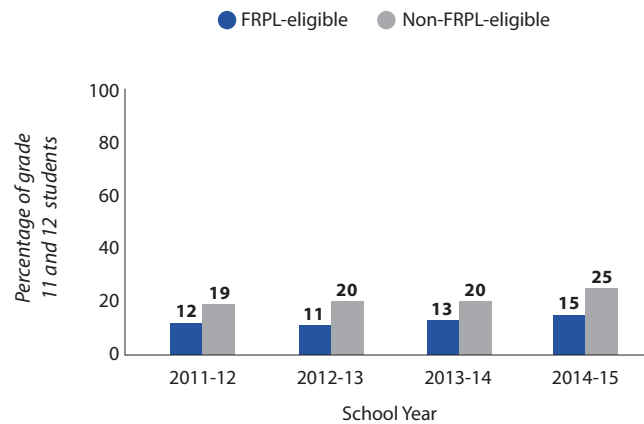
Source: Authors' analysis of Idaho State Board of Education data

²⁹ Free or reduced-price lunch is provided through a Community Eligibility Provision (CEP). CEP is a meal service option for schools and school districts in low-income areas to provide breakfast and lunch to all students without collecting forms from each household.



Hispanic/Latino students. On average, 16 percent of all Idaho students in grades 11 and 12 identified as Hispanic/Latino between 2011–12 and 2014–15. Only 15 percent of Hispanic/Latino students compared to 25 percent of non-Hispanic/Latino students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 9.7 percentage points (or 732 students) among Hispanic/Latino students to bridge the gap with non-Hispanic/Latino students in dual-credit participation. The overall trend of Hispanic/Latino and non-Hispanic/Latino dual-credit participation increased between 2011–12 and 2014–15 (figure 3).

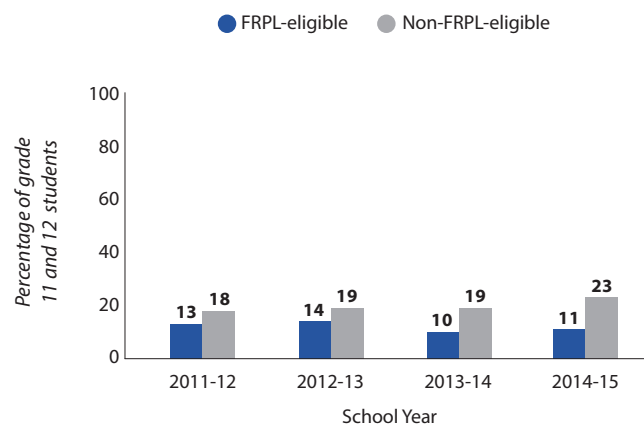
Figure 3. Higher percentages of non-Hispanic/Latino students participated in dual credit compared to Hispanic/Latino students in grades 11 and 12, 2011–12 to 2014–15



Source: Authors' analysis of Idaho State Board of Education data

American Indian students. On average, 1.25 percent of all Idaho students in grades 11 and 12 between 2011–12 and 2014–15 were American Indian. Only 11 percent of American Indian students compared to 23 percent of non-American Indian students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 12.2 percentage points (or 63 students) among American Indian students to bridge the gap with non-American Indian students in dual-credit participation. The overall dual-credit participation trend for American Indian students slightly decreased, while it slightly increased for non-American Indian students in grades 11 and 12 between 2011–12 and 2014–15 (figure 4).

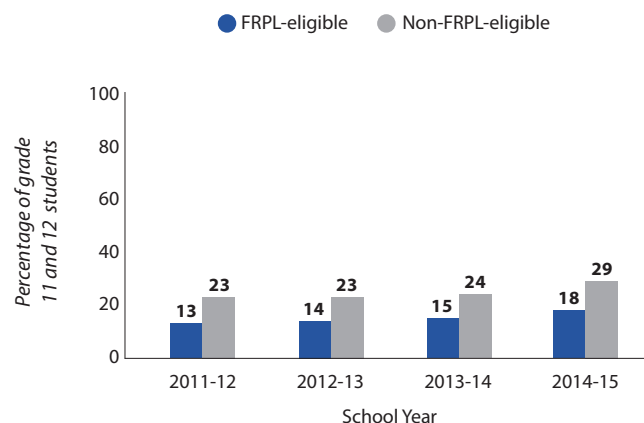
Figure 4. Higher percentages of non-American Indian students participated in dual credit compared to American Indian students in grades 11 and 12, 2011–12 to 2014–15



Source: Authors' analysis of Idaho State Board of Education data

Male students. On average, 51 percent of all grade 11 and 12 students in Idaho between 2011–12 and 2014–15 were male. Only 18 percent of male students compared to 29 percent of female students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 10.8 percentage points (or 2,530 students) among male students to bridge the gap with females in dual-credit participation. The overall trend of male and female dual-credit participation in grades 11 and 12 increased between 2011–12 and 2014–15 (figure 5).

Figure 5. Higher percentages of female students participated in dual credit compared to male students in grades 11 and 12, 2011–12 to 2014–15

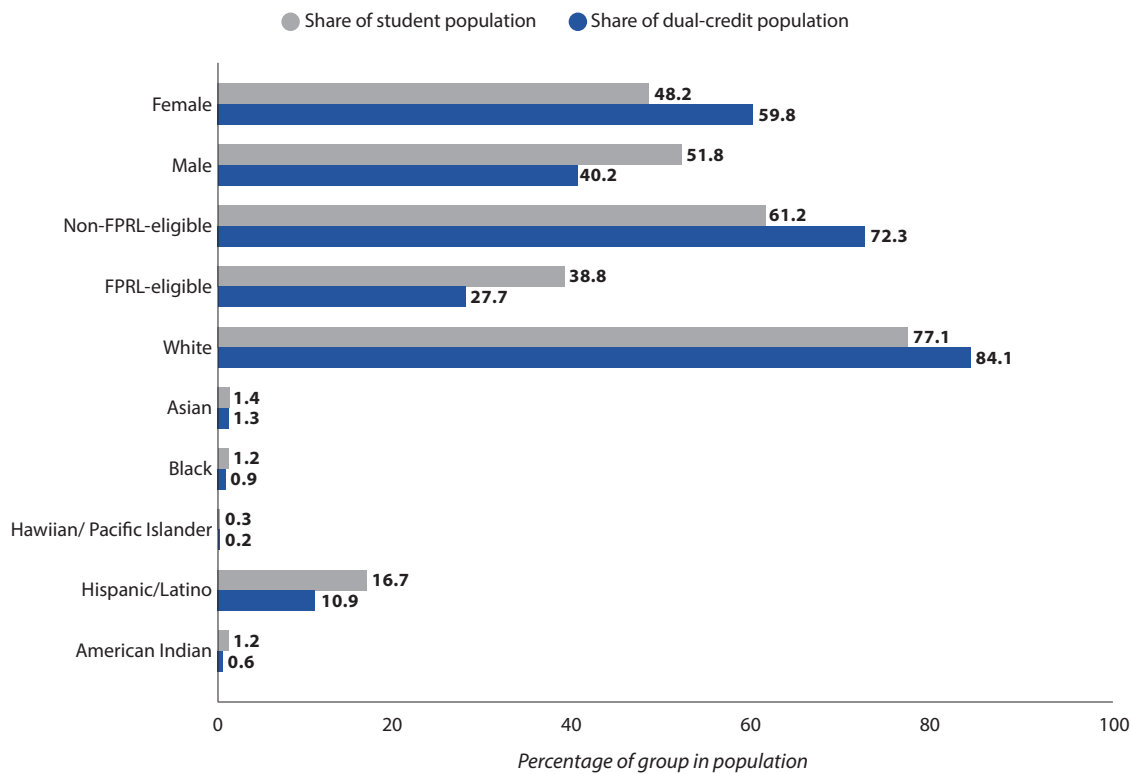


Source: Authors' analysis of Idaho State Board of Education data



Another way to analyze equity gaps is to look at the share of the dual-credit population compared to the overall student population. In 2014-15, the following student groups were underrepresented in the dual-credit population: males compared to females, FRPL-eligible compared to non-FRPL-eligible students, and all students who were of a non-White race/ethnicity (i.e., American Indian, Hispanic/Latino, Hawaiian/Pacific Islander, Black, and Asian) compared to White students. Figure 6 shows underrepresentation in dual-credit participation, where the share of the dual-credit population (blue bar) was less than the share of the student population (gray bar) for that group in 2014–15. Conversely, overrepresentation in dual-credit participation, where the share of the dual-credit population (blue bar) was more than the share of the student population (gray bar), was shown for females, non-FRPL-eligible, and White students.

Figure 6. Female, Non-FRPL-eligible, and White students represent a greater share of the dual-credit population compared to the overall student population for those groups in grades 11 and 12, 2014–15

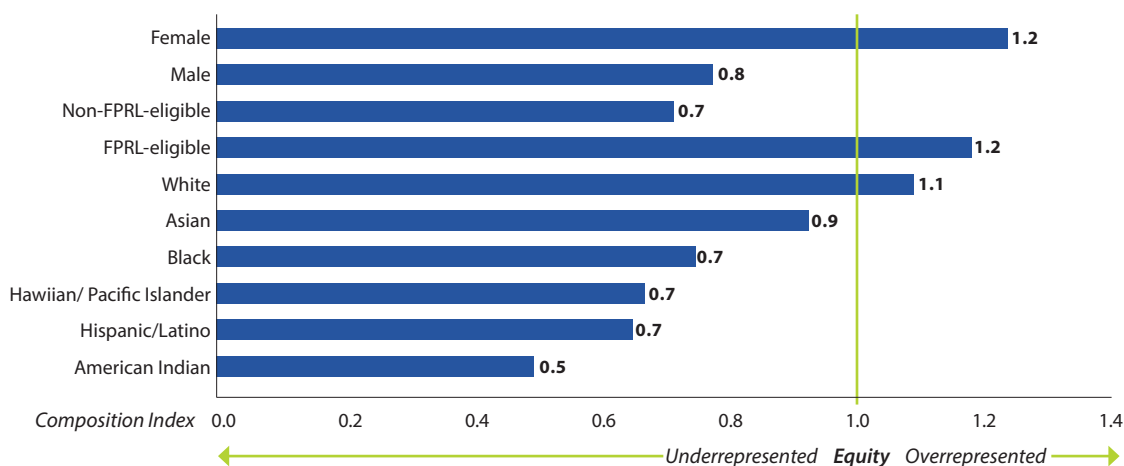


Source: Authors' analysis of Idaho State Board of Education data



Figure 7 shows the proportion of dual-credit population relative to the overall student population in a composition index. The composition index, where “equity” is equal to 1.0 (shown as the green line), further demonstrates equity gaps in the over- and underrepresentation of student groups. Overrepresentation in dual-credit participation was shown among student groups above the green equity line, including female, non-FRPL-eligible, and White student groups. Underrepresentation in dual-credit participation was among student groups below the green equity line, including male, FRPL-eligible, Asian, Black, Hawaiian/ Pacific Islander, Hispanic/Latino, and American Indian student groups. An example of how to read figures 6 and 7 for Hispanic/ Latino students is as follows: Hispanic/Latino students represented 10.9 percent of the dual-credit population and 16.7 percent of the overall student population in 2014–15 (figure 6). Therefore, the proportion of Hispanic/Latino students in the dual-credit population compared to the overall student population (or composition index) was 0.7, which shows that Hispanic/Latino students were underrepresented in the dual-credit population (figure 7).

Figure 7. Female, Non-FRPL-eligible, and White students represent a greater share of the dual-credit population compared to the overall student population for those groups in grades 11 and 12, 2014–15



Source: Authors' analysis of Idaho State Board of Education data

Questions to consider

What are barriers to dual-credit participation for underserved groups of students?

What outreach programs or strategies could improve equity in dual-credit participation for underserved groups of students?

Next steps

Based on the identification of particular barriers to dual-credit course-taking among underrepresented student groups, consider:

- Monitoring dual-credit participation of underrepresented student groups at the state, school district, and school levels to track equity in dual-credit participation among all student groups.
- Checking with school districts about their strategies to promote dual-credit coursetaking among underrepresented student groups.
- Identifying possible barriers to dual-credit expansion within underrepresented student groups. Examples of possible barriers to dual-credit expansion could include lack of communication about dual-credit options with students and families; types of dual-credit course offerings; inadequate funding for dual-credit courses; and lack of teacher accreditation to teach dual-credit courses or insufficient dual-credit policies.

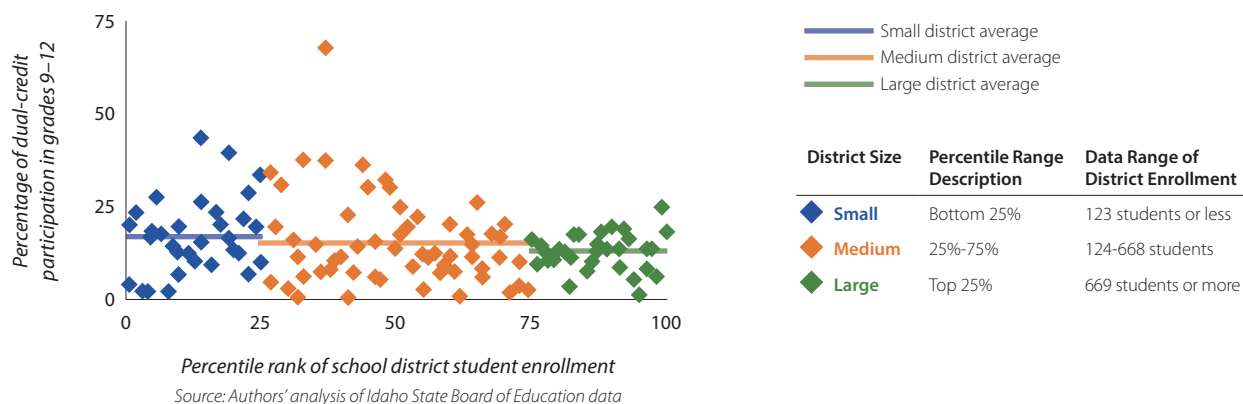


BRIEF 2

What were the characteristics of districts with students who participated in dual-credit courses?

Most districts in Idaho participated in dual credit in the 2014–15 school year, though **a higher number of low-enrollment (small) districts had no dual-credit participation compared to medium- or large-enrollment districts.** Smaller districts, which could be rural or remote schools, might face different barriers to dual credit participation than larger urban districts.³⁰ Of the 25 districts that did not participate in dual credit (17 percent), 14 districts were small (9 percent), 10 districts were medium (7 percent), and 1 district was large (1 percent). A total of 123³¹ of Idaho's 148 districts participated in dual credit (83 percent). Of the 123 school districts that participated in dual credit: 59 districts (40 percent) were medium, 33 districts (22 percent) were small, and 31 districts (21 percent) were large. The key to the right of figure 8 contains the definition of each district size category. While there were more small districts with no dual-credit participation, the **small districts had a higher average dual-credit participation rate than medium or large districts in 2014–15.** Figure 8 shows the average district dual-credit participation rate by size of enrollment among districts that had students who participated in dual credit. Small districts had a 17 percent rate of participation (blue line), followed by 15 percent for medium districts (orange line), and 13 percent for large districts (green line).

Figure 8. Small districts had higher average dual-credit participation rates than medium or large districts, 2014–15



³⁰ Data on rural school location were not available to use for this report.

³¹ This analysis includes 123 districts with dual-credit participation. However, due to lack of access to data for one school district, it was removed from the final results.



Using logistic regression analysis³², we found that the number of students enrolled in a district was positively related to whether or not the high school participated in dual credit (statistically significant at the 1-percent level). This was true even for small districts, indicating that it is the smallest districts—with the lowest high school enrollment numbers—that were least likely to participate in dual credit (statistically significant at the 1-percent level).

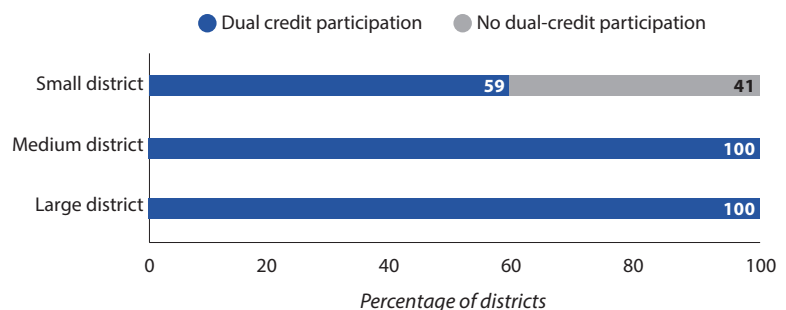
School district demographics

Next, we examined the relationship between district characteristics such as demographic student breakdown and district size with the likelihood of district dual-credit participation. This analysis shows the composition of districts that tend to participate in dual credit and identifies the district characteristics that are associated with not participating in dual credit. This information can help the state better understand how to promote and expand dual credit.

Higher percentages of students eligible for free or reduced-price lunch (FRPL) and English language learner (ELL) students also were positively related to dual-credit participation (statistically significant at the 1-percent level), indicating that schools with larger populations of these historically disadvantaged student groups were more likely to participate in dual credit course offerings.

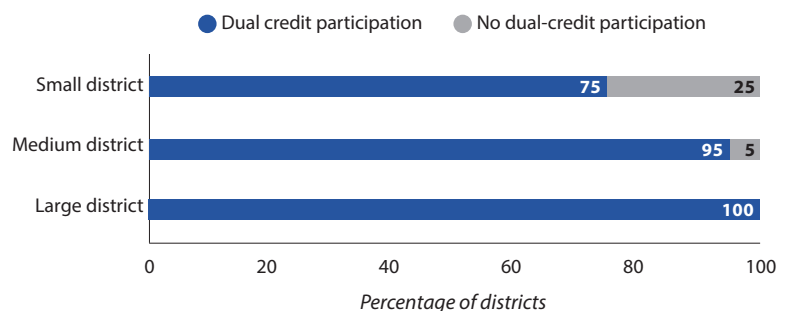
Among districts with the highest percentages of FRPL-eligible student enrollment³³, large districts were more likely than smaller districts to participate in dual credit. Of the Idaho districts participating in dual credit with the highest percentages of FRPL-eligible students, small districts had the highest rates of no dual credit participation (41 percent, or 7 of 17 districts) in 2014–15 compared to medium- and large-sized districts. Only 59 percent of small districts (or 10 of 17 districts) with the most socioeconomically disadvantaged students participated in dual credit, whereas 100 percent of medium (15 out of 15) and large (6 of 6) districts participated in dual-credit options (figure 9).

Figure 9. All medium and large districts with the highest percentages of FRPL-eligible student enrollment participated in dual credit, 2014–15



Source: Authors' analysis of Idaho State Board of Education data

Figure 10. All large districts with the highest percentages of ELL student enrollment participated in dual credit, 2014–15



Source: Authors' analysis of Idaho State Board of Education data

³² The regression analysis included covariates of: school years; district size based on high school enrollment; and percentage of students in the district who were female, Hispanic/Latino, two or more races, Asian, Native American, Black, Hawaiian/Pacific Islander, White, eligible for free or reduced-price lunch, and/or received English language learner services.

³³ The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 or higher.









For districts with the highest percentages of ELL student enrollment³⁴ the findings were similar. Larger districts with the highest percentages of ELL student enrollment were more likely to participate in dual credit relative to smaller districts. Of the districts with the highest percentages of ELL students, small districts did not participate in dual credit at the same rates as medium and large districts (25 percent, or 2 of 8 districts) in 2014–15. One medium-sized district out of 20 districts (or 5 percent) with the highest percentages of ELL enrollment had no dual-credit participation. At the same time, only 75 percent of small districts (or 6 of 8 districts) and 95 percent of medium districts (or 19 of 20) with the most ELL students participated in dual credit. All large districts (100 percent or 12 of 12) with the highest percentages of ELLs participated in dual-credit options for their students (figure 10). This indicates that **among district sizes—small, medium, and large—with comparable percentages of socioeconomically disadvantaged or ELL students, smaller districts had the most difficulty with dual-credit course participation.**

District characteristics and GEM competency areas

There were 123 districts with dual-credit participation in 2014–15. **Of the districts participating in dual credit, most districts had dual-credit course participation in Social and Behavioral Ways of Knowing (89 percent) and Mathematical Ways of Knowing (82 percent).** Between 53 and 72 percent of districts participated in courses in Written Communication (72 percent), Humanistic and Artistic Ways of Knowing (71 percent), Oral Communication (55 percent), and Scientific Ways of Knowing (53 percent). Most districts (94 percent) participated in dual-credit courses outside of the GEM competency areas (table 1).

Table 1. Social and Behavioral Ways of Knowing was the primary GEM competency area with dual-credit course participation across 123 Idaho school districts in grades 9–12, 2014–15 (sorted in descending order)

GEM Competency Area	Number of Districts	Percentage of Districts with Dual Credit
 Social and Behavioral Ways of Knowing	109	89
 Mathematical Ways of Knowing	101	82
 Written Communication	88	72
 Humanistic and Artistic Ways of Knowing	87	71
 Oral Communication	68	55
 Scientific Ways of Knowing	65	53
Outside of competency area	116	94
Total number of school districts	123	-

Source: Authors' analysis of Idaho State Board of Education data

In the period between 2011–12 and 2014–15 there was a relationship between district characteristics and GEM competency area course participation.³⁵ For all GEM competency areas, districts with larger numbers of high school students were more likely to participate in courses in all six GEM areas (statistically significant at the 1-percent level). The likelihood of a district participating in GEM courses within the Humanistic and Artistic Ways of Knowing competency area had a particularly strong relationship with the number of high school students in the district, with every 1 percentage point increase in the number of students corresponding to a 308 percent increase in the odds of participating in at least one course in that competency area.

³⁴ The highest percentages of ELL student enrollment is defined as the top 25 percent of ELL student enrollment, which is greater than or equal to 6.45 or higher.

³⁵ Indicator variables were included in the logistic regression analysis for each year to control for differences in dual-credit course participation from year to year. A total of 493 Idaho school districts were included in the regressions.



For certain student groups, the percentage of that student group in the student population was linked to the likelihood of a district participating in particular courses among the GEM competency areas. A higher percentage of Hispanic/Latino students in a district were negatively related to Written Communication (statistically significant at the 5-percent level) and in Oral Communication (statistically significant at the 1-percent level) dual-credit course participation. Higher percentages of FRPL-eligible students were positively linked to Written Communication and Oral Communication dual-credit course participation (both results were statistically significant at the 1-percent level). The percentage of White, ELL, male, and female students did not exhibit a relationship to whether a district participated in dual-credit within specific GEM competency areas.

Questions to consider

Why might smaller districts with the highest percentages of FRPL-eligible and ELL students be participating in dual credit at lower rates than medium or larger districts?

Why are students within districts more or less likely to participate in dual-credit courses areas across certain competency areas?

Next steps

Based on the findings from this brief, consideration may be given to:







- Determining whether there is equitable access to and preparation for dual-credit courses in different sized districts—small, medium, and large. This is particularly important among small districts, where ELL and FRPL-eligible students had the least frequency of dual-credit participation.
- Developing a statewide strategy for conducting outreach to districts in which there is no or low dual-credit participation among the GEM competency areas. In addition to analyzing participation rates among the competency areas, research on dual-credit course offerings will provide additional information to consider in the expansion of options available to students.
- Researching the transferability of dual-credit courses from high schools to colleges/universities both in and out of state. While the pass rates in dual-credit courses are high (above 95 percent)—indicating that students who enroll in dual-credit courses typically earn credit in those courses—it is essential to better understand whether students earn credit in transferable courses.



BRIEF 3

In which dual-credit course competency areas were districts most likely to have participated?

Idaho public universities are required to provide 36 credits or more of courses within the General Education Matriculation (GEM) curricula.³⁶ Students can take dual-credit courses within the GEM competency area requirements while still in high school. These GEM competency areas are broadly defined by the Idaho State Board of Education (SBOE) to help provide students who enroll in such courses with a “common” education. The six GEM competency areas include:

-  Social and Behavioral Ways of Knowing
-  Mathematical Ways of Knowing
-  Humanistic and Artistic Ways of Knowing
-  Scientific Ways of Knowing
-  Written Communication
-  Oral Communication

The last two GEM competency areas emphasize the use of learning process skills, while the first four competency areas engage students in “ways of knowing” to provide a range of active learning experiences.³⁷ Examples of the top three dual-credit courses taken at the state level within each of the GEM competency areas are provided in table 2. A full list of dual-credit course options within each of the GEM competency areas is included in the appendix.

Table 2. Top three dual-credit courses taken within each GEM competency area, 2014–15

Social and Behavioral Ways of Knowing	Mathematical Ways of Knowing	Humanistic and Artistic Ways of Knowing	Written Communication	Scientific Ways of Knowing	Oral Communication
American National Government	Introduction to Statistics	Introduction to Literature	English 101	Biology	Fundamentals of Oral Communication
Introduction to Psychology	Calculus 1	Elementary Spanish 1	English 102	Chemistry 1	Public Speaking
United States History 1	Pre-calculus	Elementary German 1	N/A*	Physics	Small Group Communication

Source: Authors' analysis of State Board of Education data.

*English 101 and 102 contain a series of courses that may be listed under various section titles among Idaho colleges and universities. For the purposes of this report, English 101 and 102 were consolidated under the course number.

Note: The top three courses within each GEM competency area were determined using student counts in a combination of similar course numbers, course names, and section titles among Idaho colleges and universities.

³⁶ The following Idaho universities are required to provide courses within the General Education Module curricula: University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.







³⁷ Idaho State Board of Education Governing Policies and Procedures (Section III, Subsection N). (June 2015). Retrieved on August 15, 2016, from https://boardofed.idaho.gov/policies/documents/policies/iii/iiin_general_education_0615.pdf



Findings related to differences in dual-credit GEM competency areas across school districts include:

- In 2014–15, **about 1 in 4 (22 percent) of dual-credit courses taken by students were in the Social and Behavioral Ways of Knowing GEM competency area, while 1 in 20 (5 percent) dual-credit courses taken by students were in the Oral Communication GEM competency area** (table 3).
- The popularity of dual-credit participation among the six GEM competency areas varied among comparison groups. “Popularity” (or demand) is measured by the number of students who enrolled in courses in each area. For example, the competency area with the highest enrollment would represent the greatest level of popularity.
- In terms of the district supply of courses, Idaho districts were most likely to participate in dual-credit among the following competency areas: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Written Communication, and 4) Humanistic and Artistic Ways of Knowing. Whereas, districts were less than 55 percent likely to participate in dual-credit courses within the Oral Communication and Scientific Ways of Knowing competency areas. Districts with the highest percentages of FRPL-eligible, Hispanic/Latino, and American Indian students showed similar results (figure 11).
- While 17 percent of districts had no dual-credit participation, most districts offered dual-credit courses within at least one of the six GEM competency areas. One of four (26 percent) districts had students who participated in dual credit through all six GEM competency areas (figure 12).
- Across the six GEM competency areas, there was a dual-credit course pass rate of over 95 percent. In 2014–15, the highest pass rate among districts was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall pass rate for dual-credit courses taken in the GEM competency areas was 96 percent in 2014–15 (table 4).

Table 3. Social and Behavioral Ways of Knowing was the primary GEM competency area taken across Idaho school districts in grades 9–12, 2014–15 (sorted in descending order)

GEM Competency Area	Number of Students Taking Courses in a Competency Area	Percentage of Courses Taken in a Competency Area
 Social and Behavioral Ways of Knowing	6,235	22
 Mathematical Ways of Knowing	4,019	14
 Humanistic and Artistic Ways of Knowing	3,458	12
 Written Communication	2,949	10
 Scientific Ways of Knowing	2,328	8
 Oral Communication	1,409	5
Outside of competency area	8,026	28
28,424 courses were taken by 16,333 students.		
Some students took courses in more than one GEM competency area.		

Source: Authors’ analysis of State Board of Education data.

Student enrollment numbers are unduplicated within each competency area. However, a student can be counted more than once across competency areas. For example, if a student took a course in the Oral Communication and Scientific Ways of Knowing competency areas, they would be counted in each of those areas separately.



Top GEM competency areas with dual-credit participation: Course popularity through student enrollment

Certain student groups were underrepresented among the dual-credit coursetaking population. In Idaho, free or reduced-price lunch (FRPL) eligible students, Hispanic/Latino students, and male students are groups that take dual-credit courses at lower rates than their comparison groups. The rank of the GEM competency areas for each of those student groups relative to students who are not as representative of that group varied (for example, districts with the highest percentage of FRPL enrollment versus the lowest percentage of FRPL enrollment). **Across all comparison groups, the most popular (or highest ranking) dual-credit courses were taken outside of a competency area. The second ranked area across all comparison groups was Social and Behavioral Ways of Knowing.** The popularity of competency areas deviated among comparison groups, as described below:

- In order of popularity for both males and females, the GEM competency areas ranked as follows: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Written Communication, 5) Scientific Ways of Knowing, and 6) Oral Communication.
- For districts with the highest³⁸ and lowest³⁹ percentages of FRPL-eligible student enrollment the most popular GEM competency area courses, in order, were: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Scientific Ways of Knowing, 5) Written Communication, and 6) Oral Communication.
- For districts with the highest⁴⁰ and lowest percentages⁴¹ of Hispanic/Latino student enrollment, the popularity of courses varied. In order of popularity for districts with the highest percentages of Hispanic/Latino enrollment, the GEM competency areas were: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Scientific Ways of Knowing, 5) Written Communication, and 6) Oral Communication. In order of popularity for districts with the lowest percentages of Hispanic/Latino enrollment, the GEM competency areas were: Social and Behavioral Ways of Knowing and Written Communication. The least popular areas were Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Scientific Ways of Knowing, and Oral Communication.

This demonstrates that the popularity of dual-credit course participation within the GEM competency areas for each student comparison group varied.

Dual-credit participation within the GEM competency areas: District supply of courses

The supply of courses within each of the GEM competency areas varied for districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino student enrollment. Districts with the highest percentages of FRPL-eligible, American Indian, and Hispanic/Latino students participated in dual credit through courses outside the GEM competency areas (97 percent). In the six GEM competency areas, districts within the highest percentages FRPL-eligible, American Indian, and Hispanic/Latino student enrollment primarily participated in 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Written Communication, and 4) Humanistic and Artistic Ways of Knowing. Less than 55 percent (or about half) of districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino students participated in dual-credit courses in the Oral Communication and Scientific Ways of Knowing competency areas (figure 11).

³⁸ The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 percent.

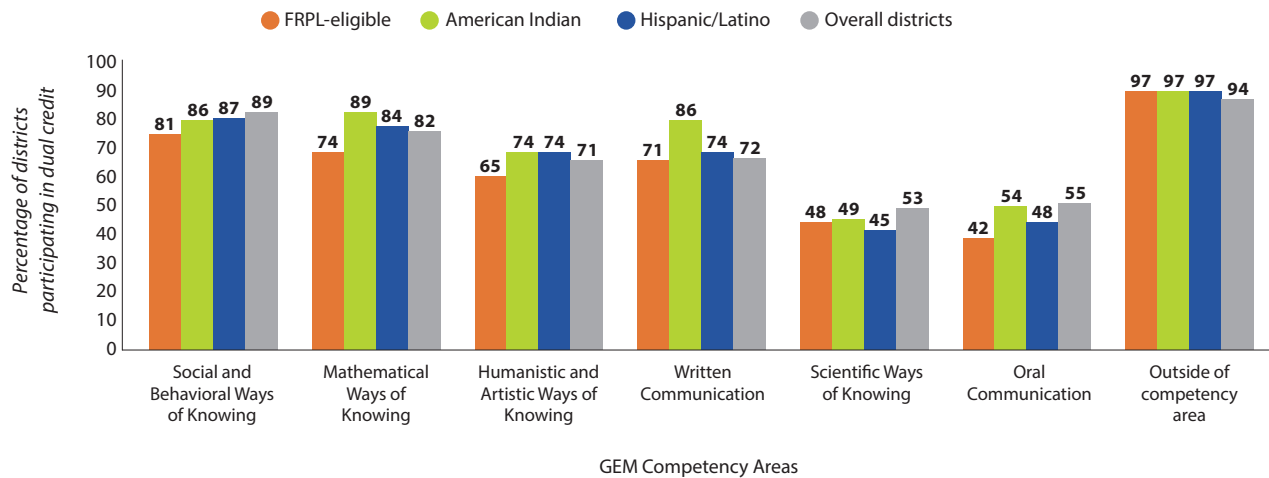
³⁹ The lowest percentages of FRPL-eligible student enrollment is defined as the bottom 25 percent of FRPL-eligible student enrollment, which is less than or equal to 35.6 percent.

⁴⁰ The highest percentages of Hispanic/Latino student enrollment is defined as the top 25 percent of Hispanic/Latino student enrollment, which is greater than or equal to 23.2 percent.

⁴¹ The lowest percentages of Hispanic/Latino student enrollment is defined as the bottom 25 percent of Hispanic/Latino student enrollment, which is less than or equal to 5 percent.



Figure 11. What percentage of districts with the highest percentages of FRPL-eligible enrollment, American Indian enrollment, or Hispanic/Latino enrollment participated in dual credit in the different GEM competency areas in 2014–15? (sorted in descending order by percentage of overall districts participating in dual credit)



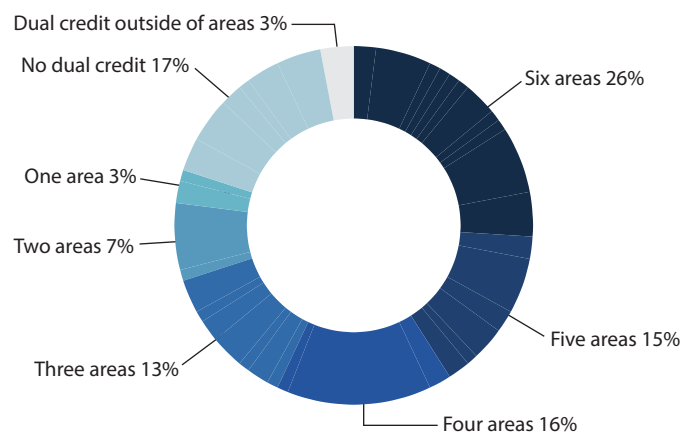
Source: Authors' analysis of Idaho State Board of Education data

In terms of the concentration of dual-credit course participation within the GEM competency areas, it is essential to analyze the number of districts participating in courses in one or more areas. Of the 148 districts in 2014–15, about 1 of 4 districts (26 percent or 38 districts) participated in dual-credit courses in all six of the GEM competency areas. In contrast, about 1 of 5 districts (17 percent or 25 districts) participated in dual-credit courses in none of the GEM competency areas (figure 12).⁴²

Figure 13 uses the information from figure 12 to compare the percentage of districts participating in dual-credit courses in: one, two, three, four, five, or six GEM competency areas from all districts in Idaho to districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino student enrollment, respectively.

Districts with the top FRPL-eligible student enrollment experienced 7 percent of dual-credit participation in a course outside one of the six GEM competency areas. Similarly, districts with the top Hispanic/Latino student enrollment experienced 7 percent of dual-credit participation in a course outside the competency areas. Despite more participation in courses outside the competency areas among these student groups, a total of 61 percent of districts with the most FRPL-eligible students, 68 percent of districts with the most Hispanic/Latino students, and 74 percent of districts with the most American Indian students participated in dual credits in four, five, and six GEM competency areas. This is a fairly equitable rate compared to all Idaho districts (68 percent of districts participating in dual-credit

Figure 12. One out of four districts (26 percent) offer courses in all six GEM competency areas, 2014-15



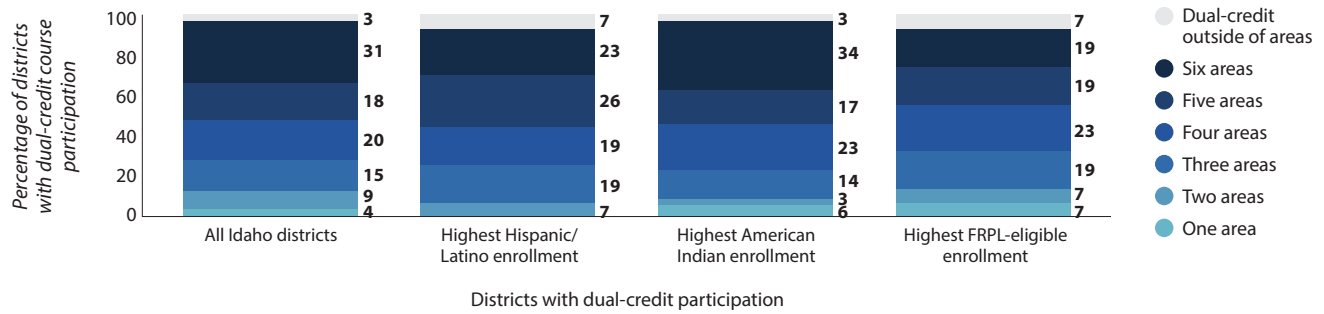
Source: Authors' analysis of Idaho State Board of Education data

⁴² For districts with no academic dual-credit participation, there may be participation in technical competency, Advanced Placement, or International Baccalaureate dual-credit course options.



within four, five, and six GEM competency areas). However, just over 1 of 3 Idaho districts (28 percent) had dual-credit participation in less than three GEM competency areas. For districts considering an expansion of dual-credit offerings among the six GEM competency areas, see table 2 for a list of the top three dual-credit courses taken among Idaho districts in 2014–15 (figure 13).

Figure 13. Comparison of all Idaho districts with dual-credit participation to dual-credit participating districts with the highest percentages of FRPL-eligible, Hispanic/Latino, and American Indian enrollment, 2014–15



Dual-credit pass rates within GEM competency areas

Nearly all students (over 95 percent) who took a dual-credit course in a GEM competency area passed it. In 2014–15, the highest pass rate was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall dual credit pass rate for 2014–15 was 96 percent (table 4).

Table 4. Students who took dual-credit courses in any GEM competency area were likely to pass at a rate of 95 percent or higher, 2014–15

GEM competency area	Credits earned	Credits attempted	Pass rate (%)
Humanistic and Artistic Ways of Knowing	20,269	20,786	98
Social and Behavioral Ways of Knowing	31,326	32,418	97
Mathematical Ways of Knowing	18,479	19,227	96
Scientific Ways of Knowing	16,940	17,726	96
Written Communication	12,441	13,161	95
Oral Communication	4,827	5,089	95
Outside of competency area	34,341	36,133	95
Total	138,623	144,540	96

Source: Authors' analysis of State Board of Education data.



Questions to consider

How might offering different competency areas for dual-credit courses affect which students participate in dual credit, particularly in districts with the most disadvantaged populations (for example, those with the most Hispanic/Latino and FRPL-eligible students)?

What strategies might be used to expand the variety of dual-credit course offerings and participation within GEM competency areas overall and within certain student groups?

What is the transferability of dual-credit courses in GEM competency areas to colleges/universities inside and outside of Idaho? Will taking courses in certain GEM competency areas increase outcomes such as college enrollment, time to a college degree, or college degree completion?

Next steps

At the district level, consider developing a strategy to expand the supply of dual-credit courses within all six GEM competency areas so that high school students can earn general education credit that is likely to transfer to a college degree. At the state and district levels, consider:

- Examining dual-credit course offerings and participation among the GEM competency areas. Dual-credit participation varied by district. Only 26 percent of districts participated in dual credit in all six competency areas. Further analysis of each district's dual-credit courses among the competency areas will help to determine opportunities to expand course offerings and participation across the state.
- Adding dual-credit offerings in areas where there are few or no course offerings, so students have an expanded set of dual-credit course options.
- Targeting resources for school districts with higher percentages of student groups that participate in dual-credit courses at lower rates, such as FRPL-eligible, American Indian, and Hispanic/Latino students.



BRIEF 4

What were the pass rates of students who participated in dual-credit courses?

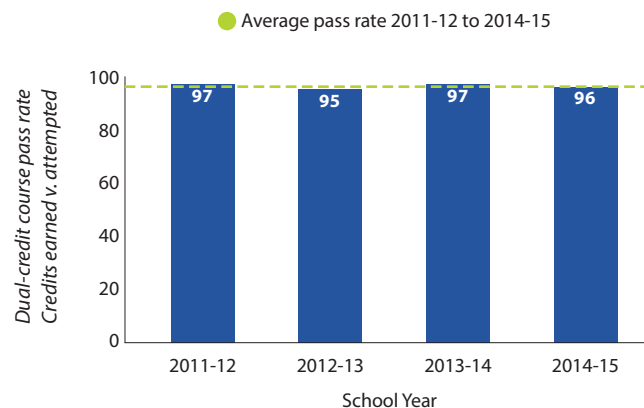
Comparing the number of credits that students attempted with the number of credits that students earned allows for an understanding of pass rates⁴³ in dual-credit courses. A student with a grade of D or higher would be considered “passing” because they earned credit in the course. **Pass rates for dual credit were high at over 95 percent of credits attempted between 2011–12 and 2014–15, and these rates were stable over time** (figure 14). Pass rates by grade were similar over time, averaging 96 to 97 percent in each grade, while ranging from 93 to 100 percent within each grade over time. Additionally, pass rates were also similar among different student groups; little variation was seen when breaking down pass rates by gender, race, ethnicity, socioeconomic status, or English language learner (ELL) status. This indicates that once students were in the courses, historically disadvantaged groups did not seem to be at a disadvantage for earning credit. Despite the high pass rates in dual-credit courses for students in grades 9–12 and for demographic groups, there was variation in pass rates among districts with dual-credit participation ranging from 63 to 100 percent.

Dual-credit pass rates relative to lower division college courses

Pass rates for high school dual-credit courses were higher than for lower division college courses (entry-level college classes typically taken in the first and second year of college).

High school dual-credit course pass rates averaged 96 percent, while lower division college course pass rates averaged 83 percent between 2011–12 and 2014–15. With a 13 percentage point gap, this finding might demonstrate that different groups of students take dual credit compared to the overall college population. For example, higher achievers often select into high school dual-credit courses;⁴⁴ whereas all college-going students take lower division college courses.

Figure 14. Most students (96 percent) who took a dual credit course passed, 2011–12 to 2014–15



Source: Authors' analysis of Idaho State Board of Education data

⁴³ The pass rate is calculated using credits attempted and credits earned in dual credit courses. Therefore, a student contributes to the “pass rate” if they earned credit in a course for which they were attempting credit.







⁴⁴ Rodriguez, O., Hughes, K. L., & Belfield, C. (2012). Bridging college and careers: Using dual enrollment to enhance career and technical education pathways. New York, NY: Columbia University, Teachers College, National Center for Postsecondary Research. Retrieved September 19, 2016, from <http://ccrc.tc.columbia.edu/media/k2/attachments/bridging-college-careers.pdf>



Dual-credit pass rates in GEM competency areas

Idaho public universities are required to provide 36 credits or more of courses within the General Education Matriculation (GEM) curricula.⁴⁵ Students can take dual-credit courses within the GEM competency area requirements while still in high school. These GEM competency areas are broadly defined by the Idaho State Board of Education (SBOE) to help provide students who enroll in such courses with a “common” education. Nearly all students (over 95 percent) who took a dual-credit course in a GEM competency area passed with a D or better. In 2014–15, the highest pass rate was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall dual-credit pass rate for 2014–15 was 96 percent (table 5).

Table 5. At least 95 percent of students who took dual-credit courses in any GEM competency area passed, 2014–15

GEM competency area	Credits earned	Credits attempted	Pass rate (%)
 Humanistic and Artistic Ways of Knowing	20,269	20,786	98
 Social and Behavioral Ways of Knowing	31,326	32,418	97
 Mathematical Ways of Knowing	18,479	19,227	96
 Scientific Ways of Knowing	16,940	17,726	96
 Written Communication	12,441	13,161	95
 Oral Communication	4,827	5,089	95
Outside of competency area	34,341	36,133	95
Total	138,623	144,540	96

Source: Authors' analysis of State Board of Education data.

Questions to consider

What might be driving these relatively high pass rates in dual-credit courses at the state level?

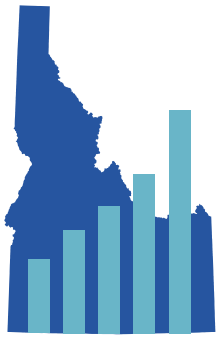
How might you expect these pass rates to change as dual credit grows in the state?

What might be the differences in the characteristics of students taking dual credit in high school and students taking lower division college coursework?

Next steps

Since 96 percent of students who take a dual-credit course—regardless of race/ethnicity, gender, socioeconomic status (that is, free or reduced-price lunch eligibility), or ELL status—pass the course, consider the drivers of high pass rates in these courses. At the state level, consider investigating the variation of pass rates for districts with a lower percentage of students earning credit for dual-credit courses. Discussion between school district and college/university personnel responsible for administering dual credit would be helpful in understanding selection effects of students who enroll in either high school dual credit or lower division college courses.

⁴⁵ The following Idaho universities are required to provide courses within the GEM curricula: University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.



BRIEF 5

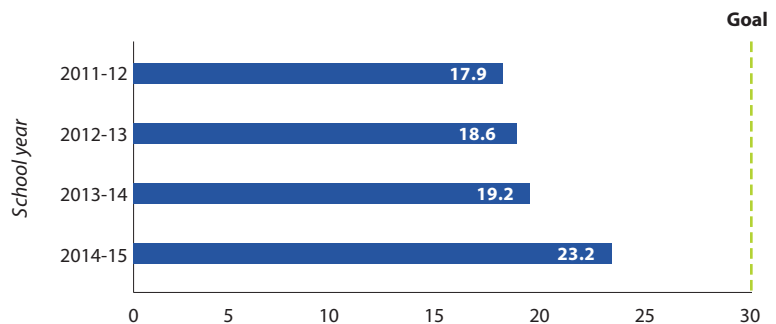
To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?

The Idaho strategic plan for education sets a **benchmark for dual-credit participation at 30 percent**.⁴⁶ When looking at grades 9–12, 13 percent of Idaho students participated in dual credit in 2014–15. Students in all high school grades also saw an increase of 4 percentage points in dual-credit participation since 2011–12 (figure 15). Students tend to participate in dual credit in the later years of high school. **The dual-credit participation rate for Idaho students in grades 11 and 12 was 23 percent in 2014–15. There was an approximately 5 percentage point increase in dual-credit participation for students in grades 11 and 12 since 2011–12.** Part of the Idaho State Board of Education mission is to increase access to dual credit for students in grades 9 and 10.

Dual-credit participation among Idaho school districts

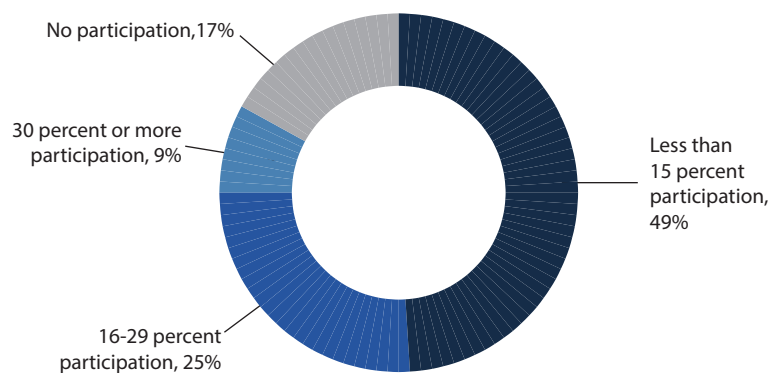
District dual-credit participation rates were analyzed to capture the degree to which districts met the strategic goal of greater than or equal to 30 percent. While the dual-credit participation rate increased between 2011–12 and 2014–15, not all districts participate in dual-credit courses. In 2014–15, 17 percent of Idaho school districts (25 of 148) did not participate in dual credit.⁴⁷ About half of districts (73 of 148) had less than 15 percent dual-credit participation. A quarter of districts (37 of 148) had between 16 and 29 percent dual-credit participation. Only about **1 in 10 districts (13 of 148) had met the strategic goal of greater than or equal to 30 percent dual-credit participation** in 2014–15 (figure 16).

Figure 15. Dual-credit participation for students in grades 11 and 12 has increased since 2011–12 by 5 percentage points



Source: Authors' analysis of Idaho State Board of Education data

Figure 16. About half of school districts in Idaho had dual credit participation rates of less than 15 percent, 2014–15



Source: Authors' analysis of Idaho State Board of Education data

⁴⁶ Idaho State Board of Education, FY2014/2021 Strategic Plan. Retrieved August 15, 2016, from https://boardofed.idaho.gov/policies/documents/strategic_plan/SBOE%20FY16%20Final.pdf.

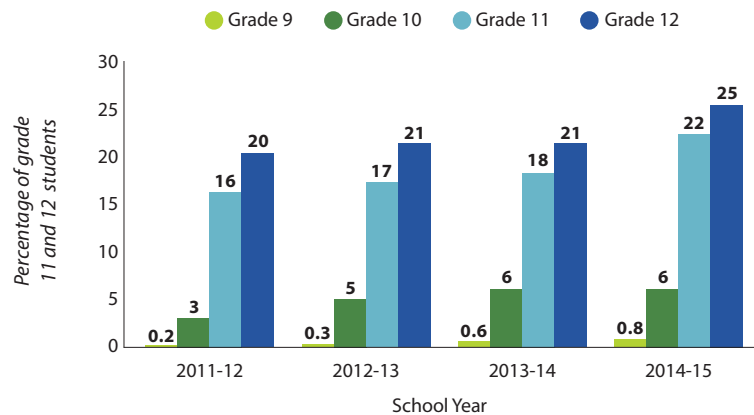
⁴⁷ Note that districts included in this analysis may not have high school grades, which could impact the dual-credit participation rates at the state level.



Grade level

A higher percentage of students in grades 11 and 12 participate in dual credit compared to students in grades 9 and 10. However, the dual-credit participation rate for all students remained relatively stable and has increased slightly from .2 to .8 percent for students in grade 9 and from 3 to 6 percent for students in grade 10 between 2011–12 and 2014–15. In 2014–15, 22 and 25 percent of high school juniors and seniors, respectively, took a dual-credit course (figure 17).

Figure 17. Dual-credit participation in grades 9 and 10 slightly increased between 2011–12 and 2014–15



Source: Authors' analysis of Idaho State Board of Education data

Questions to consider

What are the barriers to expanding dual credit in Idaho? What facilitates that expansion?

What dual-credit courses are appropriate and fit within a potential course sequence for students in grades 9 and 10?

There is wide variation in dual-credit participation among school districts. How could dual-credit participation be expanded to help more school districts reach the 30 percent goal?

Many school districts have no high school dual-credit participation. What strategies could help these school districts increase dual-credit course participation (for example, online learning, teacher training)?

Next steps

With a statewide focus of expanding dual-credit participation to students as early as grade 7 through the Fast Forward Program, continuous monitoring of these data overall and by grade level could be helpful in checking progress toward state benchmarks. Consider:

- Reaching out to school districts with no or low dual-credit participation to determine existing barriers to participating in dual credit.
- Using resources and information regarding dual-credit participation to assist districts with developing school- or district-level dual-credit policies and procedures.
- Encouraging districts and schools to create clear course progression pathways to help counselors, students, and families understand which dual-credit courses might be appropriate for each high school grade based on prior student courses.

Appendix. Course participation in General Education Matriculation (GEM) competency areas



Social and Behavioral Ways of Knowing

American Indian Studies	Infancy-Middle Childhood	Mass Media in a Free Society	United States History to 1865
American National Government	International Politics	Principles of Macroeconomics	United States History to 1876
Anthropology	Interpersonal Communication	Principles of Microeconomics	Western Civilization 1
Foundations of Education	Introduction to Law & Justice	Social Problems	Western Civilization 2
Foundations of Europe	Introduction to Political Science	United States History 1	
Geography	Introduction to Psychology	United States History 2	
History of Civilization 20th Century	Introduction to Sociology	United States History Since 1865	
History of Civilization Since 1500	Introduction to United States Government	United States History Since 1876	



Mathematical Ways of Knowing

Analytic Geometry/Calculus 1	Calculus 3	Finite Mathematics	Pre-calculus
Calculus 1	College Algebra	Introduction to Statistics	Statistical Methods
Calculus 2	Contemporary Mathematics	Math for Technology	Survey of Calculus



Humanistic and Artistic Ways of Knowing

Advanced Classical Latin	Elementary French 1	Intermediate Spanish 1	Survey of American Popular Music
American Indian Literature	Elementary French 2	Intermediate Spanish 2	Survey of Art
American Sign Language 1	Elementary German 1	Introduction to Philosophy	Survey of English Literature 1
American Sign Language 2	Elementary German 2	Introduction to Art	Survey of English Literature 2
American Sign Language 3	Elementary Japanese 1	Introduction to Humanities 1	Survey of Jazz & Pop Music
Art History 1	Elementary Japanese 2	Introduction to Humanities 2	Survey of Music
Art History 2	Elementary Spanish 1	Introduction to Literature	Survey of Western World Literature 1
Asian Philosophy	Elementary Spanish 2	Introduction to Theatre	Survey of World Music
Culture of Italy	Ethics	Literature of Western Civilization	Survey of World Mythology
Culture of Latin America	Film & Intern. Culture	Logic and Critical Thinking	Theatre Appreciation
Culture of Turkey	History of Rock & Roll	Major Themes in Literature	Themes in World History
Elementary Mandarin Chinese I	History of Western Art 1	Music Appreciation	Western Civilization 1
Elementary Arabic II	Intercultural Communication	Survey of American Literature 1	Western Civilization 2
Elementary Classical Latin	Interdisciplinary Seminar	Survey of American Literature 2	World Religions



Written Communication

English 101 includes courses with the following section titles under the same course number: English Composition 1 and Introduction to College Writing.

English 102 includes courses with the following section titles under the same course number: English Composition 2 and College Writing & Research.



Scientific Ways of Knowing

Architecture of Matter	Environmental Science	Human Anatomy & Physiology I	Introduction to Natural Sciences
Astronomy	Fundamentals of Nutrition	Introduction to Earth Science	Physical Geography
Biology	Fundamentals of Physical Science	Introduction to Engineering	Physics
Chemistry 1	General Microbiology	Introduction to Environmental Science	Planets & Astrobiology
Chemistry 2	General Zoology	Introduction to Life Sciences	
Energy for Society	Geology		



Oral Communication

College Writing & Rhetoric	Fundamentals of Oral Communication	Public Speaking	Small Group Communication
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