

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018**

TAB	DESCRIPTION	ACTION
1	THREE-YEAR PROGRAM PLAN	Motion to Approve
2	IDAHO STATE UNIVERSITY – Ph.D. REHABILITATION AND COMMUNICATION SCIENCES	Motion to Approve
3	UNIVERSITY OF IDAHO – MASTER OF SCIENCE - PLANT PATHOLOGY	Motion to Approve
4	BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING	Motion to Approve
5	BOARD POLICY III.C. GRADUATE MEDICAL EDUCATION – SECOND READING	Motion to Approve
6	BOARD POLICY III.Y. ADVANCED OPPORTUNITIES – SECOND READING	Motion to Approve
7	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS - SECOND READING	Motion to Approve
8	COMPLETE COLLEGE AMERICA MOMENTUM PATHWAYS INITIATIVE -	Information Item

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018**

SUBJECT

Three-Year Program Plan

REFERENCE

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.
August 2015	The Board approved the Five-Year Program Plan update.
August 2016	The Board approved the Five-Year Program Plan update.
August 2017	The Board approved the Five-Year Program Plan update.
February 2018	The Board approved policy amendments that changed planning period from five years to three years.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Board Policy III.Z.2.a.ii. requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

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On April 17, 2018, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

The Three-Year Program Plan represents proposed programs for Academic Years 2019-20, 2020-21, and 2021-22.

IMPACT

The Three-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The plan is intended to serve as the foundation for advising and informing the Board in its efforts to coordinate educational programs throughout the state. Approval of the three-year plan will provide the institutions with the ability to proceed with the development of a program proposal for consideration by the Board.

ATTACHMENTS

Attachment 1 – The Three-Year Program Plan

STAFF COMMENTS AND RECOMMENDATIONS

In February 2018, The Board approved an amendment to Board Policy III.Z, Planning and Delivery of Postsecondary Education that would change the planning period from five years to three years. Each institution submitted an institution plan consisting of proposed programs projected over a two or three year period.

Consistent with the planning process, institutions met on April 17, 2018 to review institution plans, discuss areas of concern, and potential collaboration opportunities. The following represents the outcome of those discussions.

- Boise State University (BSU) and Idaho State University (ISU) will continue discussions regarding BSU's proposed Ph.D, in Counselor Education for Region III.
- ISU would like to see alignment of their MS in Health Informatics with the proposed BS in Health Informatics at BSU.
- ISU would like to see alignment of their BS in Medical Laboratory Science with proposed Medical Lab Assistant at College of Southern Idaho (CSI); Medical Laboratory Technician at CEI; Medical Lab Technician at College of Western Idaho (CWI).
- ISU and BSU are working on an MOU for the MS/DPH in Public Health proposed by BSU and ISU in Region III.

The Instruction, Research, and Student Affairs (IRSA) committee reviewed the three-year plan on July 26, 2018 and will be prepared to discuss at the Board's August meeting.

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Staff recommends approval of the Three-Year Plans as submitted in Attachment 1.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education



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Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.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."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.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 service region as defined in subsection 2.b.ii (1) and (2). 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."

The Three-Year Plan specifically consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “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.” The statewide program list is updated by the Board every two years.

Boise State University

Boise State University 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 and Administration	M.S., 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.

Board approved December 2016

Idaho State University

Idaho State University 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.
Sign Language 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.

Board approved December 2016

University of Idaho

University of Idaho 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.
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.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.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"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

Board approved December 2016

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THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Communication	B.A./B.S.	Region II	Regional	Summer 2019	Hybrid: A degree in Communication focuses on how people verbally and nonverbally communicate at the individual, societal, and cultural levels. Students with degrees in Communication pursue careers as communication specialists and managers in a range of industries. This major was previously offered at the University of Idaho and had healthy enrollments and major count (100 to 150 majors), but was discontinued during the last recession in an effort to cut costs.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Plant Pathology	M.S.	Region II	Regional	Summer 2019	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Criminology	B.A./B.S.	Region II	Regional	Summer 2020	Criminology is the study of the causes and consequences of crime. Coursework in criminology includes a comprehensive understanding of explanations of crime, research methods used to scientifically measure and study crime, the evaluation of crime control policies and a consideration of the broader social and political context of crime and justice. Elective courses will acquaint students with various types of crime and norm violation such as juvenile delinquency, social deviance, violent crime, white-collar crime, and terrorism. In addition, institutional responses through policing and punishment are also considered. Students will gain a comprehensive understanding of the problems of crime and the criminal justice system. The proposed major will build on our existing strengths in sociology to stress theory and research; encouraging scientific inquiry, critical analysis of social and political systems, and a consideration of social inequalities and globalization in the context of crime and justice. The criminology program will prepare students in a variety of careers related, but not limited to criminal justice and security. In addition, some criminology majors go on to graduate or law school utilizing the analytic and writing skills obtained in their criminology education.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2020	Distance modality: Emerging media technologies are transforming media industries and strategic communication in all fields. The School of Journalism and Mass Media's online master's degree qualifies media professionals and others seeking advanced credentials to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Potential students will include JAMM graduates seeking advanced professional qualifications in a rapidly evolving job market as well as regional media and business professionals needing vital management-level emerging media skills. Combination of online coursework, hands-on learning and workplace practicum.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Global Disease Ecology	B.S.	Region II	Regional	Summer 2020	Provide undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals.	College/dept. reallocation		Anticipated submission to SBOE late Fall 2018
Masters of Science in Mathematics	MS	Region II	Regional	Summer 2020	Masters of Science in Mathematics to be delivered online. The Masters of Science degree is already in existence, but there is a demand for a distance program. We would like to offer the courses and comprehensive exam by distance.	\$0. We are working on encoding our graduate courses. The courses will be offered as an overload as our MAT program has done for more than 20 years.		Existing program. Requesting to provide it online in addition to current face-to-face delivery.

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Arts	D.M.A.	Region II	Regional	Summer 2020	The Lionel Hampton School of Music would like to offer the Doctor of Musical Arts degree in Performance. This degree serves as the terminal degree in music performance. The LHSOM would serve as the fourth music program in the Northwest to offer a doctorate in music, along with the University of Washington, the University of Oregon and the University of Utah. Idaho, Montana, Alaska, and Wyoming do not have institutions that offer a doctorate in music. The LHSOM offers personalized graduate study with flexibility dependent on student needs. We do not wish to have a restrictive program, but rather one in which the student would take a general music core while having the capability to design their electives and research project around their interests with the guidance of a major professor.	New Resources (space, faculty, equipment, etc.)		Anticipated submission to SBOE late Fall 2018
Plant Pathology	Ph.D.	Region II	Regional	Summer 2020	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		Anticipated external review work to be conducted during Fall 2018.

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Professional Science Masters Degree (PSM)	M.S.	Region II	Regional	Summer 2020	A new Professional Science Masters (P.S.M.) degree will be created within the College of Agricultural and Life Sciences (CALS). The CALS P.S.M. degree will create unique tracks housed in the Departments of Agricultural Economics and Rural Sociology, Food Science, Animal Sciences, Plant Sciences, Water Resources, and the Department of Soil and Water Systems. These tracks are currently not available in the P.S.M. degree offered through the College of Natural Resources (CNR) and will specifically target students interested in agricultural based disciplines.	College/dept. reallocation and professional program fees		Anticipated submission to SBOE late Fall 2018
Program offerings commencing 2020-2021								
American Indian Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	College/dept. reallocation		
Anthropology	Ph.D.	Region II	Regional	Summer 2021	Hybrid/combination modality: The Ph.D. program offers a four-field background in anthropology, offers particular specialization in archaeology, and applied collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	College/dept. reallocation		
Athletic Studies	M.S.	Region II	Regional	Summer 2021	This program is an opportunity to recognize sport and athletic performance in a way that is similar to musical performance or artistic performance that is as a studied and serious endeavor. The program also aims to better prepare current athletes for their current and future work.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
German	B.A.	Region II	Regional	Summer 2021	Traditional/hybrid modality: The German BA is a professional language major that equips students with the language proficiency, intercultural communication skills, and cultural literacy to thrive in a German-speaking environment. Course work in the major will complement students' study in other disciplines and thus prepare them to succeed in today's highly competitive workforce	College/dept. reallocation		
Global Disease Ecology & Plant Health	M.S.	Region II	Regional	Summer 2021	Provide non-thesis MS students with educational background in Plant Health via a distance based education. This program will provide students with a transdisciplinary background in diseases across human, plant and animals as well as the agricultural sciences. This will enable the individuals to be well prepared for mid-level professional positions in agriculture in Idaho and throughout the Pacific Northwest.	College/dept. reallocation		
Informatics	B.A.	Region II	Regional	Summer 2021	This request is for a new undergraduate major, Informatics (CS+X), which would be administered by the Department of Computer Science at the University of Idaho. In a broad sense, Informatics is the strategic, managerial, and operational activities involved in the gathering, processing, storing, distribution, and use of information and its associated technologies. The Informatics curriculum would prepare students to write software and work with database systems within a variety of disciplines.	University reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2021	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Integrated Plant Health	B.S.	Region II	Regional	Summer 2021	Provide undergraduate students with broad educational science background in Plant Health along with research experience. This program will provide students with a transdisciplinary background in basic and applied agricultural science.	College/dept. reallocation		
Master of Science in Nutrition and Dietetics (MSND)	M.S.	Verify Region	Regional	Summer 2021	The MSND will offer two tracks. One track will be a traditional accredited program for students wishing to become Registered Dietitian Nutritionists (RDN). The other track will be a distance program for students who do not need the RDN credential, but would like to have a master's degree.	College/dept. reallocation	Clinical affiliation agreements will continue with regional medical facilities providing supervised practice hours.	
Professional Writing	B.A./B.S.	Region II	Regional	Summer 2021	Online modality: This B.A./B.S. program draws on multiple departments within the College of Letters, Arts and Social Sciences: JAMM, English, and COMM. Focusing on writing, communication, and rhetorical skill, this program will provide students with strategies for identifying and responding to various audiences with written, visual, and multimedia workplace genres. An online Professional Writing degree will be attractive to working adults in Idaho and elsewhere, as well as veterans transitioning from military to civilian life.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Sociology	M.A./M.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: M.A./M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	College/dept. reallocation		
Women's and Gender Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid modality: The B.A./B.S. program would provide students with a solid foundation in Women's and Gender Studies through course work that covers historical, sociological, political science, psychological, and cultural perspectives related to the study of women and men in society. The delivery method of the program would comprise a hybrid format of traditional and online modules for life-long learning opportunities that include courses addressing diversity and cultural competencies crucial for employment in many sectors today. These employment sectors include but are not limited to professions for both, women and men, in education, business, law, human resources, social services, media and communication, government, non-profit, and international organizations.	College/dept. reallocation		

THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Audiology Assistant Program	AS	Region V	Regional	2019-2020	Two year Associate Degree Program to prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: Hybrid	New budget request		
Sign Language Interpreting - degree completion	BS	Region III	Statewide	2019-2020	Completion program would give appropriate experiential credit to individuals already working as sign language interpreters. Didactic and skill courses will allow earned B.S. degree in about 2 years. We anticipate interpreters will be licensed in Idaho by the fall of 2018, and demand for this program will be high. MOD: Face-to-face	Existing resources and professional fee		
Speech Language Pathology - expansion to Magic Valley	MS	Region IV	Statewide	2019-2020	This is an expansion of the MS in Speech Pathology to Region IV. It will be a hybrid program, using live instruction, online courses, and directed clinical teaching designed to provide access to students living in the Magic Valley region. The leveling pre-requisite courses plus the 60-credit Master's degree program would be offered. Hybrid-online and face-to-face	New budget request		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dietetic Internship with Combined Master's Program and/or Health Education	Masters	Region III	Regional	2019-2020	Dietetic Internship is open to graduates nationwide who have completed a prescribed course of study in foods and nutrition, called the Didactic Program in Dietetics (DPD), accredited by the Academy of Nutrition and Dietetics. The plan for the change would have 4 options. 1) Dietetic Internship combined with a master's degree; 2) Dietetic internship without a master's degree (certificate option for those already having a master's degree and 3) master's degree only for those who are already Registered Dietitians and 4) 3-2 plan for undergraduate seniors to combine their students with the master's degree and internship . The master's degree content may partner with existing graduate classes (e.g. Master of Public Health or Master of Health Education) MOD: online or classroom	Professional fees from the dietetic internship along with reallocation of funds will be used to pay for this program. No new money requests are expected at this time.		
Rehabilitation and Communication Sciences	Ph.D.	Region III & V	Regional	2019-2020	This proposed doctoral program would provide an interdisciplinary academic and research experience designed to build the skills and abilities to enter and succeed in academic faculty positions in the rehabilitation and communication sciences fields. Currently there is a shortage of rehabilitation and communication sciences professionals and a critical shortage of qualified faculty members to teach in entry-level clinical programs and conduct research. This PhD program would be ideally suited for current physical therapists, occupational therapists, speech-language pathologists, and audiologists to advance their knowledge, pursue a line of research, and develop their teaching abilities within an interprofessional context. MOD: Hybrid traditional and online.	Reallocation of existing resources and grant funds will be sought to support this degree program.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Clinical Psychopharmacology	MS	Region III	Regional	2019-2020	The entire state of Idaho is in need of additional mental health providers and this program will help with this shortage. Recently, the Idaho legislature passed rules allowing for psychologists to prescribe medications. ISU will support this program by providing the curriculum mandated by these new rules. This new provider will receive education in the classroom as well as clinical settings and the proposed program will be delivered at the Meridian Health Science Center. MOD: Traditional	New budget requests, contracts and student professional fees will be used to support the MS in Clinical Psychopharmacology on the Meridian campus.		
Masters in Public Health - expansion of program emphases	MPH	All regions	Statewide	2019-2020	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on additional program options. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. Hybrid - online and traditional	No new resources needed.	BSU needs to execute memorandum of understanding with ISU.	
Family Medicine Residency	Certificate	Eastern Idaho Region	Regional	2019-2020	Expansion of existing program with rural training tracks will allow for increased training opportunities in underserved areas. Idaho has a significant shortage of primary care providers and this program will help to meet that demand. MOD: traditional.	New state appropriation		
Psychiatry Residency	Certificate	Eastern Idaho Region	Regional	2019-2020	Proposal will include first two years in Salt Lake City in collaboration with University of Utah, second two years in Southeast Idaho with community partners providing clinical training sites. Program needed due to all of Idaho being considered in Mental Health- Health Professional Shortage area. Program will help to meet one of the most pressing health care delivery needs in the state. MOD: Traditional	New state appropriation and clinic revenues		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Economics	BBA	Region V	Regional	2019-2020	The BBA in Economics will provide Business students with the opportunity of majoring in Economics while still learning the fundamentals of business. This degree structure also will match the existing CoB structure for degrees. We anticipate that students will be able to flexibly choose multiple majors including Economics, growing the program. MOD: Traditional	No additional resources are needed. Courses already exist.		
Leadership and Management in Robotics Technology	BAS	Region V	Regional	2019-2020	This program will be an extension of the BAS program. It will use the existing AAS - Robotics and Communications Systems Engineering Technology curriculum as the base and provide a prescribed list of upper-division courses. The degree will require 36 credits of ISU general education approved by the SBOE. MOD: Hybrid/combination of face-to-face and online.	No additional resources are needed. Courses already exist.		
Computer Science	Masters	Region V	Regional	2019-2020	The computer science program helps students gain the following abilities: an awareness and commitment to one's ethical and social responsibilities; an understanding that life-long learning is an integral part of personal, professional, and social interaction; the requisite qualifications for obtaining employment as a computer scientist; and the requisite qualifications for pursuing an advanced degree in Computer Science or a related field, particularly when the curriculum is augmented with additional selected math courses. Method of delivery: traditional	Reallocation of resources		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiographic Science Sonography	Certificate	Region V	Regional	2019-2020	This certificate program will be targeted to ISU radiographic science graduates who want to stay in the local area while seeking education in sonography, a sought-after skill. The program would last 3 consecutive semesters starting with the fall semester and would be approximately 35 credits. Didactic courses would cover topics such as sonographic physics and instrumentation, sectional anatomy, clinical safety, quality assurance, and alternate/new technologies and modalities. Students would complete approximately 1050 hours of clinical experience. This certificate program would meet the ARMDS requirements for registration. MOD: hybrid (face-to-face and online)	New Budget Request		
Spanish	M.A.	Region V	Regional	2019-2020	Focused on providing graduate programming to area high school instructors, the program will meet an important need to help these teachers qualify to teach Early College courses at their high school. MOD: classroom, DL, and online.	Reallocation		
Master of Business Administration	MBA	Regions IV	Regional	2019-2020	The traditional MBA provides a broad general degree particularly suited to those pursuing a managerial focus in their careers. The Accounting, Informatics, Finance, Health Care Administration, Project Management, and Marketing options provide specialized knowledge relating to their respective fields. The Accounting emphasis meets the needs of students who wish to satisfy requirements for certification as public accountants (CPA) or certification as management accountants (CMA). MOD: traditional/hybrid/online.	Reallocation of resources, new budget requests		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bachelor of Business Administration	BBA	Regions IV	Regional	2019-2020	The objective of Idaho State University's Bachelor of Business Administration program is to assist students to take their places in business and society, domestic and worldwide. The program develops in students inquiring minds and critical - thinking so they can analyze problems, implement courses of action, and function within an organization. MOD: Traditional/ Hybrid/ Online	Reallocation of resources, new budget requests		
Applied Linguistics	MA	Region V	Regional	2019-2020	This interdisciplinary program will provide foundational knowledge in general linguistics with advanced knowledge and training in two main applied areas: teaching of English to speakers of other languages and language revitalization and maintenance. MOD: face-to-face	Reallocation of teaching assignments within existing faculty.		
Advanced Dental Hygiene Education	PhD	Regions III, V	Statewide	2019-2020	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. MOD: online	Student Professional Fees		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Degree Completion Program -Dental Hygiene	BS	Region III, V	Statewide	2019-2020	The degree completion program is designed for licensed dental hygienists who have completed professional education, earned an associate's degree and are currently licensed. The degree awarded through this proposed completion program will be a baccalaureate degree in dental hygiene. The ISU dental hygiene undergraduate program is the only program in the state that awards a Bachelor of Science degree in Dental Hygiene. MOD: Online and video conferencing	Student Professional Fees		
Dental Hygiene (expansion to Meridian)	BS	Region III	Statewide	2019-2020	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency. MOD: DL and classroom	New Budget Request		
Doctor of Public Health	DrPH	All regions	Regional	2019-2020	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. MOD: hybrid-online and traditional	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paralegal Studies	BTC	Region V	Regional	2019-2020	This certificate is for students who have completed an Associate or Bachelor's degree who want to pursue paralegal studies online. Students would be offered basic courses such as ethics, contract, torts, research and writing, litigation, law office management and technology, criminal law, and civil litigation. Course work would prepare students to work in the paralegal field. The online courses would allow working adults to improve their career skills and allow people in rural areas to pursue paralegal training.	No additional resources needed.		
Paralegal Specialty Studies	ITC	Region V	Regional	2019-2020	This certificate is for students who have completed paralegal training with an Associate Degree, Bachelor's Degree, paralegal studies certificate, or who have two or more years experience as a paralegal to take specialty classes online to increase their capabilities in specific areas of the market. Specialty courses would focus on high demand areas such as litigation, e-discovery, bankruptcy and foreclosure, intellectual property, health care, labor and employment. This would prepare paralegals to advance in the profession to more lucrative jobs in areas of high demand.	No additional resources needed.		
Applied Mathematics	BS	Region V	Regional	2019-2020	A new major in applied mathematics will focus on math modeling and the mathematical methods and tools used to solve real-world problems in a wide range of disciplines. Students will graduate with computational, statistical, and theoretical tools for solving complex, open-ended problems. The degree will also serve as a complementary double major for students in science and engineering, providing added quantitative rigor to their primary degree.	No additional resources needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Land Surveying	Academic Certificate	All Regions	Regional	2019-2020	This certificate is for students with a prior or in progress baccalaureate degree from a field related to surveying, such as engineering or science, who wish to sit for the Professional Land Surveyor (PLS) license. Currently the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors requires students with a related degree to complete 30 credits of surveying courses from an ABET accredited program to meet criteria for a PLS. The program currently supports five to seven students per year and anticipates growing enrollment through online delivery of these courses. ISU is the only institute in the state of Idaho that has an ABET accredited surveying program.	No additional resources needed.		
MA in Pharmaceutical Sciences	M.A.	All	Statewide	2019-2020	This program was offered in the past but has been inactive for the last 6 years. The Non-Thesis option will be brought back as a fully on-line program that will be available across Idaho, nationally, and internationally. There is significant desire for this degree internationally. Additionally, this program is designed to provide the majority of the coursework leading to a Ph.D. Students who successfully complete the M.A. will have the opportunity to pursue the Ph.D. in Pharmaceutical Sciences at ISU. They would be physically at ISU for the Ph.D. program.	The college has a M.S. program and Ph.D. program at this time. The intent is to re-purpose these existing courses for on-line as well as live instruction.		
Accelerated MS in Pharmaceutical Sciences	M.S.	Region III, V	Regional	2019-2020	This is not a new program. The M.S. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year and following summer to be involved in research and coursework leading to the M.S. in Pharmaceutical Sciences. This would lead to a 5 year M.S.	The program is currently available. The proposal is to offer an accelerated option.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Accelerated Ph.D. in Pharmaceutical Sciences	Ph.D.	Region III, V	Regional	2019-2020	This is not a new program. The Ph.D. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year and following summer to be involved in research and coursework leading to the Ph.D. in Pharmaceutical Sciences. This would lead to a 7 year Ph.D. following high school	The program is currently available. The proposal is to offer an accelerated option.		
Program offerings commencing 2020-2021								
Biochemistry	MS	Region V	Regional	2020-2021	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology. MOD: traditional classroom	Reallocation of Resources and grant funding		
Esthetics	BTC, ITC	Region V	Regional	2020-2021	This program will train skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure. MOD: face-to-face	Reallocation of Resources		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PHD	Region V	Statewide	2020-2021	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). MOD: online	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Region III	Statewide	2020-2021	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. MOD: hybrid	New budget requests, grants, and student professional fees will be used to support the expansion.		Planned 2018-19 Search for new faculty will support curriculum, including proposed certificate.
Rehabilitation Counseling	Masters (MCOUN)	Regions IV, V, VI	Regional	2020-2021	Rehabilitation counseling is a systematic process, which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process. Involving communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. MOD: face-to-face	New Budget Request Professional Fees		
Respiratory Therapy	BS	Region V	Regional	2020-2021	This program provides instruction for respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. MOD: hybrid/combination	Reallocation		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Speech Language Pathology Assistant Program	Bachelor of Science or Certificate add-on to BS	Region V	Statewide	2020-2021	Program would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. If we help these students address recommended competencies from our professional association and requirements for an Idaho license as Speech Language Pathology Assistant, the graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering. To be determined.	Reallocation of existing resources with some additional professional program fees.		
Radiographic Science AS to BS Completion Program	Bachelor of Sciences	Region V	Regional	2020-2021	This program would be a bridge to allow working technologists with an AS degree to complete a BS degree online. Currently the standard for radiographers is an AS degree, so having a BS degree would make a radiographer more valuable and poised to step into leadership positions in a clinical environment. Online course delivery would allow technologists from anywhere in the world to work while pursuing this degree. MOD: online	New Budget Request and Professional Fees		
Program offerings commencing 2021-2022								
Nondestructive Testing Technology	BTC, ITC, ATC	Region V	Regional	2021-2022	Nondestructive Testing (NDT) technology provides instruction in a type of quality control inspection that does not harm the part being tested. NDT inspectors use sophisticated technology to look through steel and concrete to identify and diagnose flaws without disrupting the integrity of the structure. Certified NDT Technicians perform inspections in power plants, pipelines, refineries, as well as on airplanes, ships, bridges, oil rigs, pressure vessels and other critical structures. MOD: face-to-face	Reallocation of Resources		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Masters in Special Education	M.Ed. SPED	Region V	Regional	2021-2022	The need for highly qualified special educators is a national concern; the purpose of the proposed Master's in Special Education is to prepare teachers to work in the area of secondary education and transition through the support of an OSEP grant. We will make every effort to encourage, seek, and recruit, teachers with proven potential or abilities in the field of special education. MOD: Face-to-face	Grant funding will be sought to support this degree program.		

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THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Boise/Region III Pocatello/Region V	Regional	Fall 2019	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses. Traditional and Online Method of Delivery	Reallocation if resources are necessary.		
Biomedical Engineering	PhD	Boise/Region III	Regional	Fall 2019	The PhD in Biomedical Engineering is an interdisciplinary degree program that will allow students to develop research in this growing field. Biomedical engineers use modern approaches from life sciences along with theoretical and computational methods from the fields of engineering, mathematics and computer science. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Biomedical Sciences	BS	Boise/Region III	Regional	Fall 2019	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech). Traditional Method of Delivery	No additional cost to offer program		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Business Anthropology	BA	Boise/Region III	Regional	Fall 2019	Applied anthropology applies anthropological theories and practices to the needs of private and public sector organizations. Current research initiatives in the field tend to be concentrated in (1) marketing and consumer behavior, (2) organizational theory and culture, and (3) international business, especially international marketing, intercultural management, and intercultural communication. We define business anthropology as a practical oriented scholastic field in which business anthropologists apply anthropological theories and methods to identify and solve real problems in everyday life. Online Method of Delivery	Likely will use online fee model		
Collaborative Governance	BA	Boise/Region III	Regional	Fall 2019	The BA in Local Governance and Public Engagement is focused on applying collaborative governance theory and practice to real world, community-based problems. Study of inclusive planning, transparency, authentic intent, breadth of participation, informed participation, accessible participation, appropriate process and evaluation will be integral points of study. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2019	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Counselor Education	PhD	Boise/Region III	Regional	Fall 2019	The PhD in Counselor Education prepares students to work as counselor educators, clinical supervisors, and advanced practitioners in academic or clinical settings. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Criminal Justice	AS	Boise/Region III	Regional	Fall 2019	Low enrollment in AS program compared to BS program. Students express confusion about the AS, and often enroll because there is not a minor option. Department has created a minor.	No additional cost to discontinue program		Discontinue
Criminal Justice	BS	Nampa/Region III	Regional	Fall 2019	2+2 completion program w/CWI that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Traditional Method of Delivery	Reallocation if resources are necessary.		
Cyber Security	MS	Boise/Region III	Regional	Fall 2019	This program will prepare individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Traditional Method of Delivery	No additional cost to offer program		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Data Science	MS	Boise/Region III	Regional	Fall 2019	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Digital Literacy	MA	Boise/Region III	Regional	Fall 2019	This program will focus on the change in how information is processed, delivered, and received in today's highly connected world. Traditional Method of Delivery	Reallocation if resources are necessary		
Economic and Community Development	BA	Boise/Regional III	Regional	Fall 2019	A BA in Economic and Community Development will prepare students to works in the fields of economic development and community development. Students will learn about the democratic values of local empowerment for social change and the importance of community and economic development practitioners to facilitate and promote community empowerment through collaborative practices.Traditional Method of Delivery.	Reallocation if resources are necessary		
Education Studies	BA	Boise/Region III	Regional	Fall 2019	This program focuses on the general theory and practice of learning and teaching, the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education. Traditional Method of Delivery	No additional cost to offer program		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Educational Evaluation and Statistics	MS	Boise/Region III	Regional	Fall 2019	The MS in Educational Evaluation and Statistics teaches students approaches in measurement, evaluation, and research problems in education and other social science fields. Students are provided with the theoretical and applied skills to engage in reflective social inquiry and to become research and evaluation leaders. Traditional Method of Delivery	No additional cost to offer program.		
Joint Master of Public Administration and Juris Doctor (Joint program between BSU and UI)	MPA/JD	Boise/Region III Moscow/Region I	Regional	Fall 2019	The joint MPA/JD program would allow students to combine the study of law and the study of public affairs. The program will prepare students to substantively connect the law and government in our society and our world. Students will be well-equipped to assume positions of leadership not only in law and in government, but also in policy organizations, non-governmental organizations, and other organizations of influence. Traditional Method of Delivery.	No additional cost to offer program		
Logic, Argument, and Ethics	BA	Boise/Regional III	Regional	Fall 2019	The BA in Logic, Argument and Ethics is an interdisciplinary program that will expose students to coursework in history, literature, philosophy, psychology and political science. The degree will provide students with strong critical thinking and writing skills. Traditional Method of Delivery.	Reallocation if resources are necessary		
Master of Public Service	MPS	Boise/Regional III	Regional	Fall 2019	This degree is focused on public and nonprofit management, and is designed for pre-service students and in-service professionals for positions of leadership in public service. The degree will develop leaders for the public and nonprofit sectors, providing students the tools and knowledge they will need to perform effectively and ethically. Online Method of Delivery.	Likely will use online fee model		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2019	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary.		
Nursing Simulation	MS	Boise/Region III	Regional	Fall 2019	The program will prepare healthcare educators to facilitate learning of health professions students and practitioners in a simulation lab environment. A health care simulation lab is a physical location that replicates the settings where health care may be provided such as a hospital, provider's office, or home. The lab is designed with features to mimic real health care settings, and includes functioning equipment. Both live actors and computerized mannequins offer opportunities for learners to provide patient care experiences. The advantage that simulation offers is that the student experience can be better directed, poses less risk to live patients, and includes a broader array of health care situations. Traditional Method of Delivery	Reallocation if resources are necessary.		
Physics	BA	Boise/Region III	Regional	Fall 2019	The BA in Physics is designed for students who are interested in physics as a background for study for other fields. Upper-level coursework in the BA in Physics will include more science electives. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Public Policy	BA	Boise/Regional III	Regional	Fall 2019	The BA in Public Policy will provide students with a course of study that looks at the policy world through the lens of politics, analysis, and implementation. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Relations	BA	Boise/Regional III	Regional	Fall 2019	The BA in Public Relations will prepare graduates for success in a multitude of environments such as public and media relations, advertising, organizational or corporate communication, and social media. Online Method of Delivery.	Likely will use online fee model		
Secondary Education	BA	Boise/Region III	Regional	Fall 2019	This program will prepare individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. Students will also pursue a subject area major field. Traditional Method of Delivery	No additional cost to offer program		
Social Work	BA	Nampa/Region III	Regional	Fall 2019	The BA in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery.	Reallocation if resources are necessary.		
STEM Education	PhD	Boise/Region III	Regional	Fall 2019	The PhD program will prepare those whose focus is on teaching and learning in the STEM disciplines. The program is interdisciplinary in nature but provides students with advanced study and research in teaching and learning methodologies targeted at education in the STEM fields. Traditional Method of Delivery	Reallocation if resources are necessary.		
Sustainability and Resilience	BA	Boise/Regional III	Regional	Fall 2019	The BA in Sustainable Development will provide students the skills to address complex social, environmental and economic issues, such as climate change, biodiversity loss, social inequities, water and food scarcity. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Systems	PhD	Boise/Regional III	Regional	Fall 2019	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. Traditional Method of Delivery.	Reallocation if resources are necessary.		
TESOL (Teachers of English to Speakers of Other Languages) and Applied Linguistics	MA	Boise/Region III	Regional	Fall 2019	The program will offer courses in applied linguistics, second language acquisition theory, and pedagogical strategies for teaching second language learners of English, primarily those who are not in U.S. K-12 educational settings (e.g., adult refugees and immigrants in Idaho and learners of English as an additional language in non-English-dominant countries). Traditional Method of Delivery	Reallocation if resources are necessary.		
Program offerings commencing 2020-2021								
Behavioral Science	BS	Boise/Region III	Regional	Fall 2020	A 2+2 program that explores the effect of human actions and interaction. Behavioral Science is a bridge that connects the natural sciences with the social sciences. Online Method of Delivery.	Likely will use online fee model		
Computer Programming	BA	Boise/Region III	Regional	Fall 2020	The BA in Computer Programming is designed for students who wish to learn a number of programming languages and software development. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Health Informatics	BS degree completion	Boise/Region III	Regional	Fall 2020	A degree completion program that focuses on the application of computer science and software engineering to medical research and clinical information technology support, and the development of advanced imaging, database, and decision systems. Includes instruction in computer science, health information systems architecture, medical knowledge structures, medical language and image processing, quantitative medical decision modeling, imaging techniques, electronic medical records, medical research systems, clinical decision support, and informatics aspects of specific research and practice problems. Online Method of Delivery	Likely will use online fee model		
Human-Environment Systems	BS	Boise/Region III	Regional	Fall 2020	The BS in Human-Environment Systems provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		
Integrated Strategic Communication	MA	Boise/Region III	Regional	Fall 2020	The MA in Integrated Communication is a professionally oriented Master's program that can advance the careers of people needing an advanced degree but unable to attend a traditional MA program. Students will learn to coordinate multiple aspects of strategic communication such as advertising, direct response and public relations to deliver persuasive messages to consumers. Online Method of Delivery.	Likely will use online fee model		
Liberal Arts	MLA	Boise/Regional III	Regional	Fall 2020	The Master in Liberal Arts will provide students with coursework and study in the fields of behavioral science, humanities, natural sciences and social sciences. The degree is designed to produce students who are able to explore issues both critically and contextually. Traditional Method of Delivery.	Reallocation if resources are necessary		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nonprofit Administration	Master	Boise/Region III	Regional	Fall 2020	The Master of Nonprofit Administration provides students with the competencies to provide leadership, identify ethical considerations and effect positive change. These skills are suited for students looking to positions as executive directors, development directors, or program/service leaders at nonprofits ranging from the humanities, education, and religion to health, human services, and social change-oriented missions. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Nursing Contemporary Education	MN	Boise/Region III	Regional	Fall 2020	The Master's in Nursing Contemporary Education will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks. Boise State University and the University of Wyoming are exploring a consortium model to combine resources to provide an online MN. Online Method of Delivery	Likely will use online fee model		
Public Health	DPH	Boise/Regional III	Regional	Fall 2020	ISU and BSU now offer programs in public health: ISU at the master's level and BSU at the baccalaureate level. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities, the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. The DPH is a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice.	To be determined	MOU with ISU	

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Sociology and Community Research	MA	Boise/Region III	Regional	Fall 2020	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. Traditional Method of Delivery or possible Online Method of Delivery.	Reallocation if resources are necessary		
Program offerings commencing 2021-2022								
Public Health	MPH	Boise/Regional III	Regional	Fall 2021	The Master of Public Health program will prepare students to solve public health problems by applying professionally disciplinary approaches and methods in professional environments such as local, state, or national public health agencies and health care organizations. Traditional Method of Delivery.	Reallocation if resources are necessary	MOU with ISU	

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THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Web Design & Development	ITC	Region II	Regional	Fall 2018	This certificate replaces the ITC in Web Authoring previously requested on the BTS 5-year plan. This ITC focuses primarily on web design (as opposed to web development) and provides an additional exit point for students in the Web Design/Development program)	No additional resources are required.	NA	NA
Program offerings commencing 2019-2020								
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2019	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement w/ LCC = \$55K/student}	NIC	N/A
Graphic Communications (ITC Approved)	A.A.S. and Intermediate Technical Certificate in Packaging	Region II		Fall 2019 AAS Fall 2018 ITC	This degree /certificate option will allow a student to study and train in greater depth in the packaging industry. Degree requirements may come from courses in web design, electronic drafting, art, photography.	1.0 FTE faculty member who has industry experience and contacts	NA	None
Hospitality Management	BA/BS			Fall 2019	Discontinue due to declining enrollments and program duplication.	NA	NA	Discontinue
Human Resource Management	AS	online	Regional	Fall 2019	The Associate of Science degree in Human Resource Management prepares students to enter the workforce with knowledge of a variety of human resource issues, including communications, organizational development, human resource laws, hiring, training, employee development, and leadership. Courses will be offered live and online.	No anticipated additional resources initially; additional adjunct depending on program growth	N/A	N/A

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interpretive Outdoor Recreation -	BS	Region II	Regional	Fall 2019	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology.	Adjunct coverage for 6 credits	N/A	N/A
Justice Studies	AA/AS	Regions I and II	Regional	Fall 2019	The hybrid Justice Studies AA/AS introduces students to the criminal justice field. It provides a strong foundation for a BA/BS in Justice Studies, and can lead to careers in federal, state, and local criminal justice and human service agencies. The curriculum is oriented to the social/behavioral sciences.	Up to \$7,800 to convert courses to an online format or hybrid delivery option; \$3780 per year in adjunct funding if enrollments are large enough to require a additional section of required courses.	NA	N/A
Management with Radiography Emphasis	BA/BS			Fall 2019	Discontinue due to declining enrollments and program duplication.	NA	NA	Discontinue
Web Design & Development	A.A.S. in Game Development	Region II		Fall 2019	An associate's degree that allows students to design, create, and release games for video game consoles, arcades, mobile devices, etc. Some degree requirements will come from Web Design & Development and Graphic Communications. The degree may possibly be offered online as well as live.	1.0 FTE faculty member who is well-versed in software development; Operating expenses	NA	N/A
Program offerings commencing 2020-2021								
English: Creative Writing	B.A.			Fall 2020	Discontinue and replace with Creative Writing BFA		NA	Discontinue

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
TESOL Certificate	Certificate	Region II	Regional	Fall 2020	An undergraduate certificate in TESOL will help prepare professionals for career opportunities in teaching ESL overseas because it will provide the necessary minimum qualifications required by many of the world's language skills. In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education.	No anticipated additional resources	N/A	N/A
Program offerings commencing 2021-2022								
Fire Service Technology	A.A.S. in Fire Service Technology	Region II	Regional	Fall 2021	This A.A.S. Degree supplements our existing WFT-certificate/AAS program in Fire Service Technology by creating the credit-bearing courses that incorporate that would lead to the A.A.S.	1.0 FTE member who has industry experience, credentials, and contacts; potential need for one or two adjuncts to teach training courses; Resources to be sought through a CTE line-item request	NA	None
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2021	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography.	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	N/A
Robotics or Mechatronics	A.A.S or ATC	Region II		Fall 2021	This degree /certificate option will allow a student to study and train in greater depth in the Industrial Maintenance industry. Degree requirements will come from courses in the Industrial Electronics program.	1.0 FTE faculty member who has industry experience and contacts; repurpose existing position (EET)	NA	N/A

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THREE-YEAR PLAN Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Nuclear Technician Program	ITC	Region VI	Regional	Fall 2018	This program is designed to provide support in the design, construction, operation and regulation of nuclear facilities and the safe handling of nuclear materials.	New funding by the State through line-item request.		
Computer Security Technologies	AAS	Region VI	Regional	Spring 2019	The Computer Security Technologies Program at Eastern Idaho Technical College will prepare students for entry-level positions in Information Technology Security. The curriculum gives students an understanding of security technologies including computer fundamentals, security information, networking fundamentals and online security. Students will be trained for careers in information assurance, computer and network security. The delivery method will be lecture and laboratory.	This program will be from reallocation of existing funds and possible funding from sector grants from the Department of Labor.		Closure of existing programs will be assessed on a yearly basis to determine funds available
Energy Systems Electrical Engineering Technology Year 2	AAS	Region VI	Regional	Spring 2019	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two, which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory.	This program will require reallocation funds of \$78,000.00 or a line-item request.	Eastern Idaho Technical College designated and ISU Partnering in the MOU. The first year of this program will be completed at CEI and the second year for the AAS will be at ISU. This MOU is currently in place and we would expand it to include a 2nd year at CEI.	Closure of existing programs will be assessed on a yearly basis to determine funds available

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic Program	ITC or AAS	Region VI	Regional	Spring 2019	The paramedic program will prepare students to demonstrate competence in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will be prepared to pass certifications in ACLS, PALS and PHTLS.	This program would be funded by reallocated funds.		
Medical Laboratory Technician	AAS	Region VI	Regional	Spring 2019	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. They will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Medical Lab Technology	AAS	Region VI	Regional	Spring 2019	This AAS degree will prepare students in the area of medical lab collection, identification and recording of human tissues that are being investigated for medical interpretation and treatment. This program will provide the first 2 years of a Bachelor's degree.	New funding by the State through line-item request.		
Program offerings commencing 2019-2020								
Computer Software Programing	AAS	Region VI	Regional	Fall 2019	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. The delivery method will be lecture and lab with an internship.	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pharm Technology	AAS	Region VI	Regional	Fall 2019	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face-to-face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		
Drafting Technology	AAS	Region VI	Regional	Fall 2019	The Drafting Technology Program will be CAD based and teach skills for entry level for many fields. This program will address mechanical, structural, civil, and architectural drafting. Other skills will support these technical skills such as communications, leadership, mathematics, computer skills and soft skills.	This program will be possible by seeking new funding from a line item request.		
Agribusiness	AAS, ITC	Region VI	Regional	Fall 2019	The Agribusiness AAS and ITC will teach entry-level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included.	This program will be possible by seeking new funding from a line item request.		

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THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: College of Southern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Various apprenticeship programs	BTC/ITC AAS	Region IV	Regional	Spring 2019	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships.	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	
Program offerings commencing 2019-2020								
Advanced Food Manufacturing	BAS	Region IV	Regional	Fall 2019	Advances skills contained in current AAS Food Processing Technology program to address regional needs for highly trained employees in the food manufacturing sector, focused on advanced automation, management, logistics, quality assurance, and food safety.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential work-based learning (internship) sites in Region IV	
Cybersecurity and Information Assurance	BTC/ITC/AAS/AS	Region IV	Regional	Fall 2019	Currently working on bringing education and industry partners together to determine best course forward. This evaluative process will result in program design decisions. Intended to employ hybrid programming with distance didactic methods combined with local lab/work-based learning elements.	Reallocation of existing funds and/or request for new funding where appropriate		

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Engineering	AS	Region IV	Regional	Fall 2019	An AS in Engineering will allow students to complete and gain financial aid for both program requirements in Engineering and all state General Education requirements.	None.	Articulation agreements will be sought with all four-year public programs within Idaho.	
Engineering Technology	AAS	Region IV	Regional	Fall 2019	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree.	Possible creation of a few new courses.	N/A	
Performing Arts Technician	BTC	Region IV	Regional	Fall 2019	Prepares students to provide technical assistance and support for audio, video, lighting, and other technologies in support of the performing arts. Program completers will work in technical team environment for performing arts centers, recording studios, radio and television studios, conference and convention centers, or other venues where there is a need for technical expertise in sound, lighting and digital media.	Reallocation of existing funds and/or request for new funding where appropriate		
Teacher Education	BA	Region IV	Regional	Fall 2019	In response to severe qualified teacher shortages in Region IV, CSI wil offer a compressed 3-year baccalaureate degree emphasizing work-based learning. The program will commence as Elementary Education and is expected to expand from there as determined by demand.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential agreements with work-based learning sites in Region IV are anticipated	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Viticulture	BTC	Region IV	Regional	Fall 2019	Duties of the viticulturist include monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Program offerings commencing 2019-2020								
Health Information Technology	AAS	Region IV	Regional	Fall 2020	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Horticulture, Viticulture Concentration	AAS	Region IV	Regional	Fall 2020	Duties of the viticulturist include monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Massage Therapy	AAS	Region IV	Regional	Fall 2020	This program will allow students to work as massage therapists. Students will enroll in a combination of face-to-face, hybrid and online classes. The curriculum will include both lecture, lab, and clinical hour.	Reallocation of existing funds and/or request for new funding where appropriate	N/A	
Medical Lab Assistant	AAS	Region IV	Regional	Fall 2020	Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: College of Western Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2018-2019								
Unmanned Aerial Systems	BTC, ITC, ATC	Region III	Regional	Spring 2019	This program include a progression from operator certification to construction and maintenance of aircraft to data collection and analysis. The application of skills is relevant to novice drone operators to industry specialists. CWI is currently collaborating with local and national agencies to best target competencies relevant to multiple employers in a variety of industries.	New State Funding	N/A	N/A
Practical Nursing	ATC	Region III	Regional	Spring 2019	Practical Nursing- LPN's practice in long term care facilities, physician offices, rural hospitals, home health and administrative offices. Idaho Board of Nursing and Idaho Division of Career AND Technical Education approve the PN program. Upon satisfactory completion of the Practical Nursing program the graduate is eligible to write the NCLX-PN for licensure= LPN	New State Funding	N/A	N/A
Program offerings commencing 2019-2020								
Early Childhood	AA	Region III	Regional	Fall 2019	This program is intended to prepare students for transfer into a baccalaureate program in Early or Special Education, Early Childhood Intervention Certification Bachelor of Arts or Early Special Education.	No new state funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fermentation Science	AS, AAS?	Region III	Regional	Fall 2019	A degree in Fermentation Sciences opens the door to careers in Beer Brewing Production, Wine Production, Distillation Technologies, and Food and Beverage Processing. As a transfer degree, students completing this degree could transfer to the University of Idaho in Agriculture and Food Science. Additional two plus two opportunities may be discovered as more conversation continues.	No new funding required / Possible new CTE state funding	N/A	N/A
Financial Planning	AS	Region III	Regional	Fall 2019	This degree program prepares students for a rewarding career in the financial services industry and includes various strategies for accumulating and protecting personal wealth. Courses cover the fundamentals of management as well as introduce specific areas such as accounting, banking, credit management, insurance investments, marketing, retirement planning, and statistics. Graduates are equipped for a wide variety of entry-level positions in this rapidly growing business field. MOD: Traditional/Hybrid	Institutional Resources	N/A	N/A
Landscape Maintenance	BTC or ITC	Region III	Regional	Fall 2019	This training will be geared towards the person that intends to start their own lawn care business, or become employed by a lawn care company	No new resources needed	N/A	N/A
Machine Technician	ATC, AAS	Region III	Regional	Fall 2019	This program would involve training in Welding and Machine Tool and possibly Mechatronics. This would possibly be a menu driven program that would give the students skills needed for many jobs in the manufacturing field	No new resources needed	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network and Systems Administration	Advanced AAS	Region III	Regional	Fall 2019	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. Hybrid delivery	Expanded State Funding Needed or internal reallocation	N/A	N/A
Occupational Therapy Assistant	AAS	Region III	Regional	Fall 2019	The Occupational Therapy Assistant AAS degree program prepares a student for the opportunity to help improve the quality of a person's life and ability to perform daily activities through rehabilitative exercises and activities. OTA work in a variety of settings including hospitals, nursing homes, outpatient clinics, home healthcare, early intervention, school systems and psychiatric hospitals.	New State Funding	N/A	N/A
Paralegal	AAS, ATC	Region III	Regional	Fall 2019	Known as paralegals, legal assistants, or lawyers assistants, this program prepares graduates to assist in the effective delivery of legal services to both the public and private sector of our society. Graduates are prepared to work in law firms, banks, corporations and government agencies. MOD: Face-to-Face	New State Funding	N/A	N/A
Web/Graphic Design	ATC, AAS	Region III	Regional	Fall 2019	Graphic Design coursework includes study in graphic design, illustration, typography, web design and advertising. Great facilities such as Macintosh-equipped computer design studios, with the latest design and illustration software and color printers, allow students to develop professional quality portfolios MOD: Face to Face.	New State Funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Cybersecurity	Advanced AAS	Region III	Regional	Fall 2020	Advanced coursework in Cybersecurity in order to respond to local and national needs. 300 level courses in existing content area as expanded opportunity for current students and graduates. Hybrid delivery.	Expanded State Funding Needed	N/A	N/A
Database Administrator	AAS	Region III	Regional	Fall 2020	This program builds upon Network Administration and Software basics with the emphasis of data collection strategies and abilities. This skill would allow students to work in Management Analysis and Computer Systems jobs within our state. Face to Face	New State Funding	N/A	N/A
Medical Lab Technician	AAS, ATC	Region III	Regional	Fall 2020	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.MOD: Face-to-Face & Hybrid	New State Funding	N/A	N/A
Paramedic Science	TC/AAS	Region III	Regional	Fall 2020	Paramedics play a critical role in emergency, public service, and health care industries. This program will align opportunities for students who want to progress in the field of emergency and public safety services. These first responder skills are necessary in firefighting, law enforcement, healthcare, and other fields.	New State Funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Social Work	AS	Region III	Regional	Fall 2020	This program is intended to prepare students for transfer to a baccalaureate program in the field of Social Work. Current partnership with BSU to offer lower division courses at CWI until AS degree launch.	No new state funding	NA	NA
Spanish (Online)	AA	Region III	Regional	Fall 2020	An AA in Spanish is currently a degree at CWI, and this change would make it fully online. Spanish is primarily a transfer degree and allows Spanish students here at CWI to better prepare themselves for the next two years of a Bachelor's program. There are BA degrees offered at most of the 4 year institutions in the state including all of those located in the Treasure Valley.	No New Funding Needed	N/A	N/A
Sociology (online)	AA	Region III	Regional	Fall 2020	Modality expansion- online degree offering	No New Funding Needed	N/A	N/A
Program offerings commencing 2021-2022								
Food Processing	AAS, ATC, ITC	Region III	Regional	Fall 2021	A specialization in Food and Process Technology focuses on industrial practices in modern food processing. Students learn how best to manage and supervise operations in the food processing industry as food processing technologists or managers. MOD: Face-to-Face Exploring partnership with CSI	New State Funding	N/A	N/A

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality Management	AAS, ATC	Region III	Regional	Fall 2021	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement. MOD: Face-to-Face	New State Funding	N/A	N/A
Network and Systems Administration	BAT	Region III	Regional	Fall 2021	Full 4 year degree in Network and Systems Administration including programmatic and core classes. F2F and Hybrid courses.	No additional funding needed	N/A	N/A
Pharmacy Technician	AAS	Region III	Regional	Fall 2021	This program provides both technical and practical training which will enable graduates, upon certification, licensure or registration, to function as a competent entry-level pharmacy technician to the licensed pharmacist. This program provides students with the basic knowledge of and practice in pharmacy calculations, drug distribution systems, and preparation of sterile dosage forms. MOD: Face-to-Face	New State Funding	N/A	N/A
Systems Analyst	AAS	Region III	Regional	Fall 2021	The Systems Analyst Degree consists of IT curriculum that allows an individual to analyze IT systems to both trouble shoot and streamline IT network needs and functions. Face to Face	New State Funding	N/A	N/A

THREE-YEAR PLAN Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2019-2020								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	Advanced Manufacturing is a multifaceted field that utilizes many areas of studding including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding		
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	Advanced Manufacturing is a multifaceted field that utilizes many areas of studding including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding as well as transition existing CADT Mechanical Program into the Advanced Manufacturing Program		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Construction Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree Bachelor of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4-year institution or progress to the proposed 4-year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities.	Will seek state funding as well as transition existing CADT Architectural Program into the Construction Management Program		
Craft Brewing	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region 1	Regional	Fall 2019	The Craft Brewing certificate is for anyone looking to start a career in the craft brewing industry or simply considers themselves a beer enthusiast. Through hands-on experiences and mentorship from local brewers, students learn the fundamentals of brewing and develop the skills to improve their own craft.	Will seek state funding for 1 FTE faculty member		
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2019	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student}	LCSC	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2019	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck.	Will seek state funding for 1 FTE faculty member		
Pre-Pharmacy	Associate of Science	LCSC/Region II, ISU/Region V	Regional	Fall 2018	The Pre-Pharmacy is a collaborative project with LCSC/ISU. Courses currently exist and are aligned with ISU's PharmD program.[Hybrid delivery]	No additional resources	MOUs developed pending SBOE approval	
Professional Truck Driving	Certificate	Coeur d'Alene/Region I	Regional	Fall 2019	The Professional Truck Driving program will train students to become entry-level drivers in the commercial trucking industry. The program includes classroom and on-the-road training with special emphasis on developing safe and efficient operating skills. This program includes a driving range for practice, backing, docking, and parking.	Will seek state funding for 1 FTE faculty member		
Resource Restoration	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2019	In progress - continuing discussion with Coeur d'Alene Tribe, and UI, delivery anticipated to be as follows: Traditional classroom, on-line, hybrid/combination; Recurring new budget needed to deliver is \$20000, FY20, then ongoing.	N/A	Pending State Board approval of degree; Need for and scope of MOU indeterminate at this time, part of ongoing discussion with U of I and Coeur d'Alene Tribe for delivery of such a program.	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Supply Chain Management	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2019	In the Supply Chain Management program one will learn about the entire supply chain operation, which includes the flow of goods and information from the point of origin to the point of consumption. One will also learn business fundamentals, as well as the specific supply chain operations of transportation, inventory control, materials management, operations management, and purchasing, international business and logistics management. Training prepares one to increase profitability by optimizing company inventory investment. An internship will provide real-world experience and help one hit the ground running in this exciting career field.	Will seek state funding for 1 FTE faculty member		
Transportation Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2019	The Transportation Management degree incorporates portions of the Professional Truck Driving program and the College's Associate degree in Business. This degree combines the training and attainment of a CDL (Commercial Driver's License) with business courses, allowing students to earn an Associate of Science degree in Transportation Management and subsequently transfer to a four-year university to study business with a focus on serving in the transportation industry.	Will seek state funding for 1 FTE faculty member		
Program offerings commencing 2020-2021								
Aviation Maintenance, Avionics	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2020	Aviation mechanics with expertise in aviation electronics (avionics) are in demand. The Boeing Aircraft Co., Aviation Technical Services, and industry experts are advocating the need for more aircraft mechanics with the ability to install, troubleshoot and repair avionics systems.	Will seek state funding		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Science Technology	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2020	The Fire Science Technology program is designed to prepare students for entry-level careers as firefighters for municipal, industrial, state and federal fire departments. The primary mission of the Fire Science Technology program is identification and mitigation of emergencies in order to preserve life and property.	Will seek state funding for 1 FTE faculty member		
Health Information Technology	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Health Information professional is responsible for maintaining components of health information systems consistent with the medical, legal, accreditation and regulatory requirements of the health care delivery system. The health information professional maintains, compiles and reports health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment and research; abstracts and codes clinical data using appropriate classification systems; and analyzes health records according to standards. This course prepares one to sit for the AHIMA registered health information technology (RHIT) credential.	Will seek state funding		
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/ Region 1; LCSC/Region II, CWI/Region III, CSI/Region IV, ISU/Region V, EITC/Region VI	Regional	Fall 2020	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic to RN Bridge	Associate of Science (existing ADN degree)	Coeur d'Alene/ Region I	Regional	Fall 2020	A paramedic may request placement in the Associate Degree Nursing Program. The AD Nursing program prepares students to take the NCLEX-RN exam for state licensure to practice as a registered nurse.	Seek grant support to initiate		Not sure if this needs to be on here or not given current ADN degree is approved.
Veterinary Technology	Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2020	Veterinary Technicians are an integral part of the animal health care team, assisting veterinarians and biological technicians in their work. Graduates of the program would be afforded the opportunity to take national and state board examinations. Upon passing, students receive licensure as a Veterinary Technician. Method of delivery: hybrid.	Will seek state funding	Seeking partner agencies	
Program offerings commencing 2021-2022								
Applied Business Management	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS in Applied Business Management degree program is designed to prepare students for leadership roles and management positions within a variety of businesses and industries. Students who have earned an Associate of Applied Science (AAS) degree will have the opportunity to continue their education and prepare for advancement opportunities within their business field. The curriculum includes courses that will provide a solid understanding of organizational leadership and management practices designed to aid and develop the potential of our graduates to be successful leaders in their business environment. General education course credits as well as technical/occupational course credits from an AAS degree can be transferred towards the BAS degree requirements. Students enrolling in this degree program must have a business related management AAS degree.	Will seek state funding for 1 FTE faculty member		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Aviation, Autonomous Systems	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	Unmanned Aviation Systems (UAS) are being incorporated into the airspace management system and commercial uses are driving innovation with this technology. It appears there will be career-training needs related to operation, repair, data management and other support for this industry.	Seek grant support to initiate		
Aviation Flight, Airplane	Associate of Applied Science Advanced Technical Certificate	Coeur d'Alene/ Region I	Regional	Fall 2021	For students who wish to prepare for a career as a commercial airplane pilot. Students will work toward a college degree and commercial instrument pilot certificates at the same time. Additional ratings for flight instructor, instrument flight instructor, and multi engine may be earned. Method of delivery: face-to-face, internet, and hybrid.	Self-Support	Seeking partnership	
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K.	Seek grant support to initiate		
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2021	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives.	Will seek state funding for 1 FTE faculty member		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network Security Administration	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS degree in Network Security Administration program is designed to prepare students for employment in a variety of information technology (IT) positions, such as network and computer systems administrators, information security analysts, or computer support specialists. This degree provides students with the opportunity to acquire a deep technical foundation and competency in network administration and security. Students will learn how to plan, implement, administer, and support appropriate information technologies and systems to help an organization achieve its goals and objectives. Students will learn how to analyze the security vulnerabilities of an organization's IT resources, and how to plan and implement security measures and practices for those resources.	Will seek state funding for 1 FTE faculty member		
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/ Region I	Regional	Fall 2021	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN.	N/A		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

**Idaho Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Agriculture Business, Leadership and Education	1.0100	AA	NA	STEM/Department of Agricultural Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CSI	Agribusiness	1.0101	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Economics	1.0103	B.S.Ag.Econ.	Emphasis: 1) Applied Economics; 2) Agribusiness	CALS	Moscow	Statewide	face-to-face
UI	Applied Economics	1.0103	M.S.	Emphasis: 1) Applied Economics; 2) Agribusiness; 3) Natural Resources	CALS	Moscow--Region I & II	Statewide	face-to-face
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Agricultural Systems Management	1.0201	B.S.S.W.S.		CALS	Moscow--Region I & II	Regional	Face to face/web
UI	Agricultural Systems Management	1.0201		Minor	CALS	Moscow--Region I & II	Regional	Face to face/web
CSI	Animal Science Livestock Technician	1.0302	ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Aquaculture	1.0303	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Aquaculture	1.0303		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Crop Management	1.0304	Minor		CALS	Moscow/Region II	Regional	Traditional
CSI	Equine Horse Management	1.0507	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	AA, AS, AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Horticulture Technology, Horticulturist	1.0601	AAS, ATC, ITC	NA	STEM/Department of Agricultural Sciences/CTE	Boise/Region III	Regional	Face-to-face
UI	Agricultural Extension Education	1.0801		Minor	CALS	Moscow--Region I & II	Regional	face-to-face
UI	Agricultural Communications and Leadership	1.0802	Minor		CALS	Moscow/CDA /Region II	Regional	Traditional
UI	Agricultural Science, Communication and Leadership	1.0802	B.S.Ag.L.S.		CALS	Moscow--Region I & II	Regional	face-to-face & Distance Delivery
CWI	Animal and Veterinary Science	1.0900	AS	NA	STEM/Department of Agricultural Sciences	Nampa/Region III	Regional	Face-to-face
UI	Animal and Veterinary Science	1.0901	B.S.A.V.S.	Options: 1) Business; 2) Dairy Science; 3) Production; 4) Science/Preveterinary	CALS	Moscow--Region I & II	Statewide	face-to-face
UI	Animal Physiology	1.0901	Ph.D.		CALS	Moscow--Region I & II	Regional	face-to-face
CSI	Animal Science	1.0901	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Animal Science	1.0901	M.S.		CALS	Moscow--Region I & II	Statewide	face-to-face
UI	Animal Science	1.0901		Minor	CALS	Moscow--Region I & II	Statewide	face-to-face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Food Science	1.1001	B.S.F.S.; M.S.; Ph.D.	Options: 1) Food Science; 2) Dairy Food Management; 3) Fermentation	CALS	Moscow--Region I & II	Statewide	face to face
CSI	Food Processing Technology	1.1002	AAS, ITC	Controls, Operations, QA/QC	Agriculture	CSI Campus	Regional	Traditional
UI	Plant Science	1.1101	M.S.; Ph.D.		CALS	Moscow--Region I & II	Statewide	traditional/video link
UI	Crop Science	1.1102		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Horticulture	1.1103		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Plant Protection	1.1105		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Rangeland Conservation	1.1106	B.S.Rangeland Conserv.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Rangeland Ecology and Management	1.1106		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Soil and Land Resources	1.1201	M.S.; Ph.D.		CALS	Moscow/Region I & II	Regional	traditional/video link
UI	Soil Science	1.1201		Minor	CALS	Moscow/Region I & II	Regional	traditional/video link
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.		School of Public Service/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103		Minor	Public Service	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	3.0104	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Environmental Science	3.0104	B.S.Env.S.; M.S.; Ph.D.	Options: 1) Biological Science; 2) Physical Science; 3) Physical Science 2; 4) Social Science; 5) Biophysical Science	CNR	Moscow--Region I & II	Regional	traditional; hybrid; Option 5 is delivered at a distance
NIC	Environmental Sciences	3.0104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Natural Resources and Environmental Science	3.0104	P.S.M.	Options: Water Resources Management; Environmental Contamination; Sustainability Science; Climate Change Science; Management of Regulated River Systems; Ecohydrology Science and Management	CNR	Moscow, CdA, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	Traditional, hybrid
UI	Environmental Communication	3.0201		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Natural Resource and Conservation	3.0201	B.S.Nat.Resc.Consv.	Emphasis: 1) Conservation Planning & Management; 2) Conservation Science	CNR	Moscow--Region I & II	Regional	Traditional
UI	Natural Resources	3.0201		Minor	CNR	Moscow--Region I & II	Statewide	Traditional; Online: M.N.R.
UI	Natural Resources and Conservation	3.0201		Minor	CNR	Moscow--Region I & II	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Natural Resource Economics	3.0204		Minor	CALS	Moscow--Region I & II	Regional	
CSI	Outdoor Recreation Leadership	3.0208	BTC, ITC		Education	Twin Falls/Region IV	Regional	Traditional
UI	Fishery Resources	3.0301	B.S.Fish.Res.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Fishery Resources	3.0301		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Natural Resources and Environmental Law	3.0301	Certificate-GR		LAW	Moscow/Region II	Regional	Face to face
UI	Forestry	3.0502	B.S.Forestry		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Forestry Resources	3.0502		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Fire Ecology and Management	3.0506	B.S.Fire.Ecol.Mgmt		CNR	Moscow--Region I & II	Statewide	Traditional; Online: Graduate Certificate
UI	Fire, Ecology & Management	3.0506		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Renewable Materials	3.0509	B.S.Renew.Mat.		CNR	Moscow--Region I & II	Statewide	Traditional
UI	Renewable Materials	3.0509		Minor	CNR	Moscow--Region I & II	Statewide	Traditional
UI	Forest Operations	3.051		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR	Moscow--Region I & II	Regional	Traditional
UI	Wildlife Resources	3.0601	B.S.Wildl.Res.		CNR	Moscow/Region I & II	Statewide	Traditional
UI	Wildlife Resources	3.0601		Minor	CNR	Moscow/Region I & II	Statewide	Traditional
UI	Architecture	4.0201	B.S.Arch; M.Arch.		CAA	Moscow & BOI--Region I, II, & III	Statewide	Face to Face w/ several distance compressed video and online
UI	Architecture	4.0201		Minor	CAA	Moscow--Region I & II & Region III (first 2 yrs)	Statewide	Face to Face w/ several distance compressed video and online
UI	Integrated Architecture and Design	4.0201	M.S.		CAA	Moscow--Region I & II	Regional	traditional
UI	Bioregional Planning and Community Design	4.0301	M.S.		CAA	Moscow, Boise -- Region I & II, Region III	Regional	Face-to-face & hybrid
UI	Landscape Architecture	4.0601	B.S.L.A.; M.L.A.		CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Landscape Architecture	4.0601		Minor	CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Latin-American Studies	5.0107	B.A.		CLASS	Moscow--Region I & II	Regional	traditional
BSU	Canadian Studies	5.0115		Minor	Public Service	Boise	Regional	Traditional
BSU	Iberian Studies	5.0130		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0200	B.S.		Arts & Sciences/Sociology	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	American Indian Studies	5.0202		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
BSU	Native American and Indigenous Studies	5.0202		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Latin American and Latino/a Studies	5.0203		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
UI	Women's, Gener, and Sexuality Studies	5.0207		Minor	CLASS	Moscow/Region I & II	Regional	traditional
BSU	Ethnic Studies	5.0299		Minor	Arts & Sciences/Sociology	Boise	Regional	Traditional
BSU	Gender Studies	5.0299		Minor	Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Communication	9.0100	BA	Minors: Journalism Visual Media Communication Emphases	Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Communication	9.0101	B.A.	Workplace Communication; Social and Cultural Advocacy; Professional Communication Skills; Journalism; Media Studies	Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Communication	9.0101	M.A.		Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Communication	9.0101		Minor	Arts & Sciences/Communication	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Communication	9.0101	AA	NA	School of Business, Communication and Technology; Department of Communication	Nampa/Region III	Regional	Face-to-face, Hybrid
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Communication Arts	9.0101	BA, BS	Minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
UI	Communication Studies	9.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
BSU	Media Arts	9.0199	B.A.		Arts & Sciences/ Communication	Boise	Regional	Traditional
BSU	Sport Innovation & Culture	9.0199	Certificate			Boise/Region III	Regional	Traditional

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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Communication	9.0401	A.A.	Journalism	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Journalism	9.0401	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Journalism	9.0401		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Broadcasting and Digital Media	9.0702	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Broadcasting and Digital Media	9.0702		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Public Relations - for discussion	9.0900	AA	N/A	Communications	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS	Moscow/CdA-- Region I & 2	Regional	Traditional & online
BSU	Public Relations	9.0902	Certificate, Undergraduate		Arts & Sciences/ Communication	Boise	Regional	Traditional
UI	Public Relations	9.0902	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Public Relations	9.0902		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Advertising	9.0903	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Advertising	9.0903		Minor	CLASS	Moscow--Region I & II	Regional	traditional
LCSC	Sports Media Studies	9.0906	BA, BS		Teacher Education/ HUM	Lewiston/Region 2	Regional	classroom
LCSC	English: Publishing Arts	9.1001	BA	emphasis/ minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Public Service	Boise	Regional	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Public Service	Boise	Regional	Traditional
LCSC	Graphic Communications	10.0301	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Virtual Technology and Design	10.0304	B.S.		CAA	Moscow/Boise-- Region I & II, Region III	Regional	Face-to-face & hybrid
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Computer Science	11.0101	BA, BS	Minor	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
ISU	Informatics = CERT / Business Informatics = BBA	11.0104	BBA, CERT	Informatics Minor	Business	ISU Campus	Regional	Face-to-Face
NIC	Computer Information Tech	11.0202	ITC, ATC	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Computer Science	11.0701	B.S.	Emphasess: Cybersecurity; Secondary Education	Engineering/Computer Science	Boise	Regional	Traditional

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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Computer Science	11.0701	M.S.		Engineering/Computer Science	Boise	Regional	Traditional
ISU	Computer Science	11.0701	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.		ENGR	Moscow & CDA--Region I & II	Regional	Traditional; Online: M.S.
UI	Computer Science	11.0701		Minor	ENGR	Moscow--Region I & II	Regional	Traditional; Online: M.S.
BSU	Computer Science	11.0701		Minor	Engineering/Computer Science	Boise	Regional	Traditional
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering/Computer Science			
BSU	Computing	11.0701	Ph.D.		Engineering/Arts & Science/Computer Science and Mathematics	Boise	Regional	Traditional
BSU	Cybersecurity	11.0701		Minor	Engineering/Computer Science	Boise	Regional	Traditional
CSI	Digital Media	11.0801	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Software Development	11.0801	AAS, ATC, ITC, BTC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
NIC	Web Design	11.0801	A.A.S., ATC	N/A	Graphic Design	Post Falls	Regional	Traditional, Web Enhanced, On-line Hybrid
LCSC	Web Design	11.0801	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
LCSC	Web Design and Development	11.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
CWI	Cisco Networking and Security Technology	11.0901	AAS, ATC, BTC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
ISU	Computer Network Technician	11.0901	BTC, ATC		Technology	ISU Campus	Regional	Face-to-Face
CSI	Computer Support Technician	11.0901	ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Information Technology Systems	11.0901	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Network and Systems Administration	11.1001	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
LCSC	Information Technology	11.1002	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CWI	Cybersecurity	11.1003	AAS, ATC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
NIC	Cybersecurity and Networking	11.1003	BTC		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
CEI	Information Assurance and Cybersecurity	11.1003	BTC, ITC, AAS		Business, Office, and Technology	Idaho Falls	Regional	Traditional
NIC	Network Security Administration	11.1003	ITC, ATC, AAS		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
CWI	Computer Support Specialist	11.1006	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Computer Science and Information Technology	Boise/Region III	Regional	Face-to-face
CEI	MS Certified Solutions Associate	11.1006	MCSA.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Solutions Expert	11.1006	MCSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Cosmetology	12.0401	ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	ISU Campus	Regional	Face-to-Face

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CSI	Baking and Pastry Arts	12.0501	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online
CSI	Culinary Arts	12.0503	AAS, ITC, BTC		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0503	ATC, AAS	N/A	Culinary Arts	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Education	13.0101	Ed.D; Ph.D.		EDU	Rexburg--Region VI	Regional	Online, Hybrid, Face-to-Face
ISU	Education, General	13.0101	M Ed	Emphases: Educational Leadership	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Teaching	13.0101	MA		Education	Pocatello	Regional	online
BSU	Bilingual Education	13.0201	M.Ed.		Education/Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Bilingual Spanish Education (K-12) Teaching Endorsment	13.0201		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
CSI	Education, Bilingual Elementary	13.0201	AA		Education	CSI Campus	Regional	Traditional with some portion avail online
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
BSU	Elementary Education- ENL- TESOL	13.0201	B.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
CSI	Education Leadership	13.0301	Ed. D.		Education	CSI Campus		
BSU	Curriculum & Instruction	13.0301	Ed.D.	Emphases: Counselor Education and Supervision; and Educational Leadership	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: 1) Career & Technical Educaliton; 2) teacher certification	EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Online: M.Ed.
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	English as a New Language (K-12)/TESOL Teaching Endorsment	13.0301		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences/Kinesiology	Boise	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Twin Falls, Boise	Regional	Traditional/online
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp., Ed.S.		Education	CSI Campus		
BSU	Educational Leadership	13.0401	M.Ed.	Supervisor/Director of Special Education; Principal endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Educational Leadership	13.0401	Ed D	Instructional Design and Technology Emphasis	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed Ldrshp.		EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Online
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid

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ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Educational Leadership, Executive	13.0401	Ed.S.	Supervisor/Director of Special Education; School District Superintendent endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	Athletic Administration Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education/Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S., M.E.T.		Education / Educational Technology	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services	13.1001	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Instructional Interventions and Supports	13.1001	Graduate Certificate			Boise/Region III	Regional	Traditional
BSU	Special Education	13.1001	B.A.		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education	13.1001	M.I.T.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Special Education	13.1001	Certificate	Minor	Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Special Education	13.1001	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
UI	Special Education	13.1001	M.Ed.		EDU	Moscow, CdA, Boise--Region I & II, Region III	Regional	Online
ISU	Special Education	13.1001	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
BSU	Special Education Services	13.1001	Certificate, Undergraduate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education/Counselor Education	Boise	Regional	Traditional
UI	Rehabilitation Counseling and Human Services	13.1101	M.Ed.; M.S.		EDU	Boise, CdA-- Region III, Region I & II	Regional	Online, Hybrid, Face-to-Face
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		EDU	Boise and Moscow-- Region III & Region I & II	Regional	Online: M.S.
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Education, Elementary	13.1202	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid

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ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CWI	Education-Elementary	13.1202	AA	NA	Social Sciences and Public Affairs/Department of Education	Nampa/Region III	Regional	Face-to-face, Hybrid
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies; Certification; Leadership and Human Relations	Boise	Regional	Traditional
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
LCSC	Elementary Education	13.1202	BA, BS, Certificate	Minors: Early Childhood Special Education; Instructional Technologies, English as a New Language, Literacy	Professional Studies/ Teacher Education	LEW/CDA	Regional	classroom/online
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid
UI	Elementary Education	13.1202	B.S.Ed.		EDU	Moscow, CdA-- Region I & II	Regional	Face-to-Face, Hybrid, Online
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
CSI	Education, Secondary	13.1205	AA	Agriculture, Anthropology, Art, Biology, Business, Chemistry, Communication, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Music, Physical Education, Physical Science, Political Science, Psychology, Social Science, Sociology, Spanish, and Theater concentrations available	Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CSI	Education, Special	13.1205	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Education-Secondary	13.1205	AA	Biology, Chemistry, Earth Science, Mathematics, Physical Science, Social Science (all concentrations)	Social Sciences and Public Affairs/Department of Education	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Secondary Education	13.1205	BA, BS	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	CSI Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	ISU Campus	Regional	Hybrid

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ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.	Endorsement: Special Education 13.001	EDU	Moscow, CdA--Region I & II	Regional	Face-to-Face, Hybrid, Online
CWI	Secondary Education STEM	13.1205	AS	NA	Social Science and Public Affairs/Education	Nampa/Region III	Regional	Face-to-face
ISU	Blended Early Childhood Education	13.1210	BA		Education	ISU Campus	Regional	Hybrid
BSU	Early Childhood Intervention	13.1210	M.I.T.		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services	13.1210	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education/ Early & Special Education	Boise	Regional	Traditional
ISU	Education, General Early Childhood Education	13.1210	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College	Boise	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS	Moscow--Region I & II	Regional	face-to-face
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Narrative Arts	13.1302	Certificate			Boise/Region III	Regional	Traditional
NIC	Business Teacher Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts & Sciences/English	Boise	Regional	Traditional
LCSC	Secondary Education: English	13.1305	BA, Certificate		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French; German; Spanish	Arts & Sciences/World Languages	Boise	Regional	Traditional
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
UI	Industrial Technology	13.1309	B.S.Tech.		ENGR	Idaho Falls--Region VI	Regional	Traditional
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Mathematics for Secondary Teachers	13.1311	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
BSU	Mathematics Teaching Endorsement	13.1311		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional

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LCSC	Secondary Education: Mathematics	13.1311	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Music Education	13.1312	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music Education	13.1312	BME	N/A	Education	ISU Campus	Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental; 2) Vocal	CLASS	Moscow/Region I & II	Regional	Traditional
UI	Vocal-Instrumental Music Education	13.1312		Minor		Moscow/Boise-- Region I & II, Region III	Regional	Face-to-face
CWI	Exercise Science	13.1314	AA	NA	School of Health: Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
NIC	Physical Education	13.1314	A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	M.Ed		EDU	Moscow--Region I & II	Regional	traditional
CSI	Physical Education - Athletic Training	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education - Exercise Science	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
CSI	Physical Education K-12	13.1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Weekend only
BSU	Literacy (K-12) Teaching Endorsement	13.1315		minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
LCSC	Secondary Education: Earth Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	STEM Education	13.1316	M.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Public Service	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS, Certificate		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts & Sciences/ Anthropology	Boise	Regional	Traditional

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UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1) Business & Marketing Education; 2) Workforce Training & Development; 3) Engineering & Technology Education	EDU	Boise, CdA, Moscow--Region III, Region I & II	Regional	Face-to-Face, Hybrid, Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades & Industry	Coeur d' Alene/ Region 1	Regional	Traditional
BSU	Biological Science Teaching Endorsement	13.1322		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323		Minor	Arts & Sciences/Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History, Social Sciences, Secondary Education	13.1328	B.A.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329		Minor	Arts & Sciences/Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329		Minor	Arts & Sciences/Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Arts & Sciences/Communication	Boise	Regional	Traditional
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts & Sciences/Psychological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Psychology	13.1335	BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Earth Science Teaching Endorsement	13.1337		Minor	Arts & Sciences/Geosciences	Boise	Regional	Traditional
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Engineering Teacher	13.1399	Endorsement		Engineering	Boise	Regional	Traditional
UI	Teaching English as a Second Language	13.1401	M.A.		CLASS	Moscow/Region I & II	Regional	traditional
UI	Teaching English as a Second Language	13.1401		Minor	CLASS	Moscow/Region I & II	Regional	traditional
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		English and Philosophy	ISU Campus	Regional	Hybrid
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Education, General (Literacy)	13.1502	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS, ITC		Education/Physical Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
LCSC	Engineering	14.0101	AS	Minor: Physical Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	Classroom
CSI	Engineering	14.0101	AE		Mathematics/Egnineering	Twin Falls/Region IV	Regional	Traditional
BSU	General Engineering	14.0101	B.S.		Engineering	Boise	Regional	Traditional

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UI	Manufacturing Engineering	14.0101		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
NIC	Engineering	14.0102	A.S.	Chemical, Civil, Electrical, Mechanical	Engineering	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Engineering, Agriculture	14.0301	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Biomedical Engineering	14.0501		Minor	Engineering/Mechanical & Biomedical Engr.	Boise	Regional	Traditional
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR	Moscow--Region I & II	Regional	traditional & video conf
CSI	Engineering, Chemical	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Civil Engineering	14.0801	B.S.	Emphases: Civil Engineering; Secondary Education	Engineering/Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow--Region I & II	Regional	on-campus; Online: M.S.
CSI	Engineering, Civil	14.0801	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Water Resources	14.0805	M.S.; Ph.D.	Options: 1) Engineering & Science; 2) Science & Management; 3) Law, Management & Policy	CALS	Moscow, CdA, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	Traditional, hybrid
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR	Moscow--Region I & II	Regional	on-campus; Online: M.S., M.Engr.
CSI	Engineering, Computer	14.0901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
BSU	Mechanical Engineering	14.0901	B.S.	Emphases: Mechanical Engineering; Secondary Education	Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Certificate			Boise/Region III	Regional	Traditional
NIC	Apprenticeship - Electrical	14.1001	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical and Computer Engineering	14.1001	M.Engr., M.S.		Engineering/Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.	Secondary Education Emphasis	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001		Minor	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR	Moscow--Region I & II	Regional	on-campus; On-line: M.S., M.Engr
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid

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ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Materials Sci and Engineering	14.1801		Minor	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	B.S.	Emphases: Materials Science & Engineering; Secondary Education	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.		ENGR	Moscow--Region I & II	Regional	Traditional
UI	Materials Science and Engineering	14.1801		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
CSI	Engineering, Electrical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Engineering, Mechanical	14.1901	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.		ENGR	Moscow--Region I & II	Regional	Face-to-face; Online: M.Engr
UI	Mechanical Engineering	14.1901		Minor	ENGR	Moscow--Region I & II	Regional	Face-to-face; Online: M.Engr
UI	Metallurgical Engineering	14.2001	M.S.		ENGR	Moscow--Region I & II	Regional	Traditional
UI	Metallurgical Engineering	14.2001		Minor	ENGR	Moscow--Region I & II	Regional	Traditional
UI	Metallurgy	14.2001	M.S.		ENGR	Moscow--Region I & II	Regional	on-campus and outreach
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR	Idaho Falls/Moscow-- Region VI, Region I & II	Regional	on-campus and online
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied Nuclear Energy	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
BSU	Industrial Engineering	14.3501		Minor	Business & Economics, Engineering	Boise	Regional	Traditional
UI	Geological Engineering	14.3901	M.S.		ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	Online: M.S.
UI	Geological Engineering	14.3901		Minor	ENGR	Boise, Moscow, Idaho Falls, Kimberly	Regional	Online: M.S.

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UI	Biological Engineering	14.4501	B.S.; M.S.; M.Engr.; Ph.D.		ENGR	Moscow, Boise -- Region I & II, Region III	Regional	Face to face/web
UI	Engineering Management	14.9999	M.Engr.		ENGR	Moscow, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	online
ISU	Civil Engineering Technology	15.0201	ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specifiction	15.0201	BTC	NA	Technology	ISU Campus	Regional	Hybrid
ISU	Electrical Engineering Technology	15.0303	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS, BTC	NA	School of Industry, Engineering, and Trades; Department of Engineering	Nampa/Region III	Regional	Face-to-face
ISU	Energy Systems Technology	15.0303	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Laser/Electro-Optics Technology	15.0304	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	ITC,BAS Add: BTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology	15.0503	BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology - inactive 2015	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Wind Energy Technology	15.0503	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Water Resource Mgmt	15.0506	AAS, ITC, BTC		Agriculture	CSI Campus	Regional	Traditional
CSI	Environmental Technology	15.0507	AAS, ITC		Agriculture/Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Industrial Technology discontinuance in progress 7-31-17	15.0603	Tech. Certificate/ITC	N/A	Industrial Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Technology Management	15.0612	M.S.		ENGR	Moscow, Boise, Idaho Falls--Region I & II, Region III, Region VI	Regional	online
ISU	Advanced Automation and Manufacturing Technology	15.0613	ATC ITC		Technology	ISU Campus	Regional	
ISU	Advanced Automation and Manufacturing Technology - 2/19/2015)	15.0613	AAS, BAS		Technology	ISU Campus	Regional	
LCSC	CNC Machining Technology	15.0613	BAS, AAS,-ATC, ITC		Career & Technical Education/ Technical & Industrial	Lewiston	Regional	classroom
NIC	Manufacturing discontinuance in progress 7-31-17	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Regional	Not Offered
CSI	Manufacturing Technology	15.0613	ITC, AAS	Machining, Automation and Robotics	Information Technology	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aerospace Technology	15.0801	AAS, ATC, BTC, ITC	Advanced Manufacturing Computer Numerical Control Mill Operation Composite Fabrication Composite Repair Composite Tech Non-Destructive Testing and Inspection (NDTI)	Aerospace	Coeur d'Alene/Region 1 (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional, Hybrid
ISU	Unmanned Aerial Systems	15.0801	BTC, ITC, AAS, BAS		Technology	ISU Campus	Regional	traditional/online
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Surveying and Geomatics Engineering	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Computer Aided Design Drafting Technology	15.1302	ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face

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CSI	Drafting Technology	15.1302	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Drafting Technology	15.1302	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Engineering	Nampa/Region III	Regional	Face-to-face
NIC	Computer Aided Design Tech	15.1303	ITC	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1303	Adv. Tech. Cert.	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1303	A.A.S.	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Traditional	15.1303	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
LCSC	Engineering Technology Civil,	15.1304	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1306	ITC	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Mechanical	15.1306	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Mechanical Drafting	15.1306	ITC		Technology	ISU Campus	Regional	
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS, BAS		Technology	ISU Campus	Regional	Hybrid
CSI	Language, Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
UI	Modern Language Business	16.0101	B.A.		CLASS	Moscow--Region I & II	Regional	traditional
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Chinese Studies	16.0301		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermedite Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Russian	16.0402	AA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary German	16.0501	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional

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BSU	German	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
UI	German	16.0501		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	German for Business	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	German for Business and Professions	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Intermediate German	16.0501	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
NIG	Manufacturing-discontininace in progress 7-31-17	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Regional	Not Offered
BSU	Romance Languages	16.0900		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary French	16.0901	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	French	16.0901	B.A.		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	French	16.0901		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
UI	French	16.0901	B.A.		CLASS	Moscow--Region I & II	Regional	traditional/study abroad
UI	French	16.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional/study abroad
BSU	French for Business	16.0901		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	French for Business and Professions	16.0901	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Intermediate French	16.0901	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Portuguese	16.0904	Certificate			Boise/Region III	Regional	Traditional
BSU	Intermediate Portuguese	16.0904	Certificate			Boise/Region III	Regional	Traditional
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
CWI	Spanish	16.0905	AA	NA	School of Arts & Humanities/Department of Modern Languages	Nampa/Region III	Regional	Face-to-face
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
UI	Spanish	16.0905	B.A.		CLASS	Moscow/Region I & II	Regional	traditional/study abroad
UI	Spanish	16.0905		Minor	CLASS	Moscow/Region I & II	Regional	traditional/study abroad
ISU	Spanish for Business and Professions	16.0905	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Health Professions	16.0905	BA, Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Shoshoni	16.1001	AA	N/A	Department of Anthropology	ISU Campus	Regional	Face-to-Face
BSU	Arabic Studies	16.1101		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Arabic Studies	16.1101	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Arabic	16.1101	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Latin	16.1203		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	American Sign Language	16.1601		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Elementary American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
BSU	Intermediate American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
CWI	Sign Language Studies	16.1601	AA	NA	School of Arts and Humanities /Department of Modern Languages	Nampa/Region III	Regional	Face-to-face

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ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
CSI	Language, American Sign Language	16.9999	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	Architectural Drafting	17.3011	ITC		Technology	Pocatello	Regional	Traditional
UI	Family and Consumer Sciences	19.0101	M.S.		CALS	Moscow--Region I & II	Regional	Traditional, combination
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Options: Nutrition	CALS	Moscow, CdA (snr CPD students only)- Region I & II	Regional	Traditional, combination
NIC	Pre-Nutrition	19.0501	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Hybrid
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Emphases: 1) Child Development and Family Relations; 2) Family Development Across the Lifespan; 3) Personal and Family Finance	CALS	Moscow--Region I & II	Regional	traditional/combinatio n
UI	Early Childhood Development and Education	19.0701	B.S.Early Childhd.Dev.Ed.		CALS	Moscow--Region I & II	Regional	Traditional, combination
UI	Aging Studies	19.0702		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Family Studies	19.0704		Minor	Arts & Sciences/Psychological Sciences	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Early Childhood Education	19.0708	AAS, ATC, ITC, BTC	NA	School of Social Sciences and Public Affairs; Department of Education/CTE	Nampa/Region III	Regional	Face-to-face
CSI	Early Childhood/Blended	19.0708	BA		Education	CSI Campus		
CSI	Education, Early Childhood Education	19.0708	AA, AAS, ITC, BTC		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
NIC	Child Development	19.0709	Academic Certificate	N/A	Child Development	Coeur d'Alene	Regional	Traditional
UI	Apparel, Textiles and Designs	19.0901	B.S.F.C.S.		CALS	Moscow--Region I & II	Regional	traditional, online
UI	Law	22.0101	J.D.; LL.M.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Moscow/Boise-- Region I & II, Region III	Statewide	Traditional with the use of some on-line and video conference capability
UI	Master of Laws	22.0101	LL.M		LAW	Moscow--Region I & II	Regional	Face to face

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Legal Administrative Assistant	22.0301	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Legal Office Technology	22.0301	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CEI	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Legal Assistant	22.0302	LGL. ITC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Paralegal	22.0302	BAS, AAS, ITC	Pre-law minor	Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Paralegal	22.0302	A.A.S.	N/A	Paralegal	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Paralegal Studies	22.0302	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	English	23.0101	B.A.	Emphases: Linguistics; Literature; Technical Communication: Writing, Rhetoric, Technical Communications; Teaching	Arts & Sciences/English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: English; Literature; Rhetoric and Composition	Arts & Sciences/English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion available online
CWI	English	23.0101	AA	Literature or Creative Writing Emphasis	School of Arts and Humanities/Department of English	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	English	23.0101	BA	Minors: Middle School English Language Arts; Professional Writing; Art; Music; Nez Perce Language; Spanish; Theatre	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA,CERT	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	English	23.0101	B.A.; M.A.	Emphasis: 1) Literature; 2) Creative Writing; 3) Professional Writing; 4) Teaching; 5) Linguistics and Literacy	CLASS	Moscow--Region I & II	Regional	traditional
UI	English	23.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	English	23.0101	B.A.	Emphasis: 3) Professional Writing	CLASS	CdA	Regional	Traditional
BSU	English	23.0101		Minor	Arts & Sciences/English	Boise	Regional	Traditional
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Linguistics	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
LCSC	English: Creative Writing	23.0501	BA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS	Moscow--Region I & II	Regional	traditional

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UI	Creative Writing	23.1302		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Creative Writing	23.1302		Minor		Boise/Region III	Regional	Traditional
BSU	Creative Writing	23.1302	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
LCSC	Creative Writing	23.1302	BFA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
CEI	Associate of Science, General	24.0101	AS			Idaho Falls		Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Science	24.0101	BAS		Technology	University Place	Regional	Face-to-Face
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Liberal Arts	24.0101	AA	NA	School of Arts and Humanities/Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	Liberal Arts	24.0101	AA		HUMNS/SS	Lewiston	Regional	classroom/online
LCSC	Applied Technology	24.0102	BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CWI	General Education	24.0102	Academic Certificate	NA	School of Arts and Humanities/Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		Regional
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Moscow--Region I & II	Regional	Traditional & online
LCSC	General Studies: Business	24.0102	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Liberal Arts & Sciences/Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Online
NIC	Humanities	24.0103	A.A.	N/A	Humanities	Coeur d'Alene	Regional	Traditional, Hybrid
CEI	Liberal Arts	24.0199	AA			Idaho Falls		Traditional
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
BSU	Biology	26.0101	B.S.	Emphases: Biology, Cellular, Molecular, and Biomedical; Ecology, Evolution, and Behavior; secondary education	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional

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BSU	Biology	26.0101		Minor	Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Biology	26.0101	AS	Human Biology Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CWI	Biology	26.0101	AS	Natural Resources Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
CWI	Biology	26.0101	AS	General	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face, Hybrid
LCSC	Biology	26.0101	BA, BS	Minor: Natural Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston/Region 2	Regional	classroom
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biology	26.0101		Minor	COS	Moscow--Region I & II	Regional	Traditional
CSI	Biology - Health Care	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Biology-Natural Resources	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
UI	Biochemistry	26.0202	B.S.Biochem.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biochemistry	26.0202		Minor	COS	Moscow--Region I & II	Regional	Traditional
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS	Moscow--Region I & II	Regional	Traditional
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS	Moscow--Region I & II	Regional	Traditional
ISU	Biochemistry	26.0210	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Biomolecular Sciences	26.021	M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Microbiology	26.0502	B.S.Microbiol.		COS	Moscow--Region I & II	Regional	Traditional
UI	Microbiology	26.0502		Minor	COS	Moscow--Region I & II	Regional	Traditional
NIC	Pre-Microbiology/Medical Tech	26.0502	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Entomology	26.0702	M.S.; Ph.D.		CALS	Moscow--Region I & II	Regional	traditional/video link
UI	Entomology	26.0702		Minor	CALS	Moscow--Region I & II	Regional	traditional/video link
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Biotechnology and Plant Genomics	26.1201	B.S.Pl.Sc.		CALS	Moscow, Region I	Regional	Face to face
UI	Biotechnology and Plant Genomics	26.1201	Minor		CALS	Moscow/Region II	Regional	Face to face

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UI	Ecology	26.1307		Minor		Moscow--Region I & II	Regional	Traditional, combination
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Options:) 1) Natural Resources Ecology: 2) Conservation Biology	CNR	Moscow--Region I & II	Regional	Traditional
UI	Neuroscience	26.1501	M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
BSU	Mathematics	27.0101	B.S.	Secondary Education Emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Mathematics	27.0101	BA, BS	Minors: Middle School Math; math Middle School Mathematics Endorsement	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.;M.S.; Ph.D.	Options: General; Applied-Computation; Applied-Quantitative Modeling	COS	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
UI	Mathematics	27.0101		Minor	COS	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301		Minor	Arts & Sciences/Mathematics	Boise	Regional	Traditional
UI	Statistical Science	27.0501	M.S.		COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid; On-line
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistics	27.0501		Minor	COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid
UI	Statistics	27.0501	BS	Emphasis: 1) General Statistics; 2) Actuarial Science	COS	Moscow/Region I and II	Regional	Traditional
UI	Aerospace Studies	28.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Naval Science	28.0401		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	Military Science	28.0503		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Military Science	29.0101		Minor	Public Service	Boise	Regional	Traditional
ISU	General Interdisciplinary	30.0000	MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid

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ISU	General Interdisciplinary	30.0000	MS	N/A	Graduate School	University Place	Regional	Hybrid
CSI	STEM	30	AS		Education	CSI Campus	Regional	Traditional with some portion avail online
CWI	STEM	30.0601	AS			Nampa, Boise	Regional	Traditional
BSU	Computational Science and Engineering	30.1001		Minor	Arts & Sciences/Engineering	Boise		
BSU	Gerontology	30.1101		Minor	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
ISU	Interprofessional Geriatric	30.1101	PB Cert		Division of Health Sciences	ISU Campus	Regional	
LCSC	Behavioral Science	30.1701	AA		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Global Studies	30.2001	B.A.		School of Public Service	Boise	Regional	Traditional
ISU	Global Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary AAS	30.9999	AAS		Career & Technical Education	Lewiston	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	Lewiston/Region 2	Regional	classroom/online
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.		CLASS	Moscow/CdA-- Region I & 2	Regional	traditional
UI	Interdisciplinary Studies	30.9999		Minor	CLASS	Moscow/CdA-- Region I & 2	Regional	traditional
UI	Outdoor Recreation Leadership	31.03		Minor	EDU	Moscow--Region I & II	Regional	Traditional, Face-to-Face
UI	Sustainable Tourism and Leisure Enterprises	31.03		Minor	EDU	Moscow/Region I & II	Regional	Traditional, Face-to-Face
UI	Movement and Leisure Sciences	31.0301	M.S.		EDU	Moscow--Region I & II	Regional	Face-to-Face
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.Rec.		EDU	Moscow--Region I & II	Regional	Face-to-Face
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences/Kinesiology	Boise	Regional	Traditional
LCSC	Sport Administration	31.0504	BA, BS		Business/MaSS	Lewiston	Regional	classroom/online
LCSC	Exercise Science	31.0505	BA, BS		MaSS/ Natural Sciences and Mathematics	Lewiston	Regional	classroom
UI	Exercise, Sport and Health Sciences	31.0505	B.S.E.S.H.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	EDU	Moscow--Region I & II	Regional	Face-to-Face
BSU	Kinesiology	31.0505	B.S.	Emphases: Kinesiology; Biomechanics; Exercise Science; Pre- Allied Health; Pre-Athletic Training	Health Sciences/Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	M.K., M.S.	Emphases: Kinesiology; Behavioral Studies; Biophysical Studies; Socio- historical Studies	Health Sciences/Kinesiology	Boise	Regional	Traditional
LCSC	Kinesiology	31.0505	BA, BS	Minors: Health, Coaching	Liberal Arts & Sciences/MaSS	Lewiston	Regional	classroom
NIC	Outdoor Recreation Leadership	31.0601	ATC, A.A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

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CSI	Physical Education - Sport Management	31.0601	AA		Health, Recreation, and Fitness		Regional	Traditional with some portion avail online
NIC	Resort/Recreation Management	31.0601	ATC, AAS	NA	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional Web enhanced, online hybrid
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Regional	
BSU	Early Childhood Intervention	32.1210	BA		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Sustainability	33.3301		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Sport Coaching	36.0108	Certificate			Boise/Region III	Regional	Traditional
UI	Professional Writing	36.0118		Minor	CLASS	Moscow/Region I & II	Regional	traditional
CWI	Philosophy	38.0100	AA		School of Arts and Humanities; Department of Integrated Studies	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
UI	Bioethics	38.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101		Minor	Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Philosophy	38.0101	B.A.; B.S.; M.A.		CLASS	Moscow--Region I & II	Regional	hybrid
UI	Philosophy	38.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid
UI	Religious Studies	38.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Chemistry	40.0401		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CWI	Chemistry	40.0500	AS	NA	STEM/Department of Physical Sciences	Nampa/Region III	Regional	Face-to-face
BSU	Chemistry	40.0501	B.S.	Emphases: Chemistry, ACS certified Biochemistry; Biochemistry; Forensics: ACS Certified Professional; Secondary Education	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Chemistry	40.0501	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics	COS	Moscow--Region I & II	Regional	Lecture/lab
UI	Chemistry	40.0501		Minor	COS	Moscow--Region I & II	Regional	Lecture/lab

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LCSC	Earth Science	40.0601	BA, BS	Minors: Geographic Information Science, Earth Science, Environmental Studies	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Earth Sciences	40.0601	M.E.Sci.		Arts & Sciences/Geosciences	Boise	Regional	Traditional
UI	Geological Sciences	40.0601	B.S.	Options: 1) General Geology; 2) Hydrogeology; 3)Resource Exploration; 4) Environmental Geology; 5)Geological Education; 6) Structural Geology & Tectonics	COS	Moscow--Region I & II	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Geology	40.0601	M.S; Ph.D.		COS	Moscow--Region I & II	Regional	Traditional
UI	Geology	40.0601		Minor	COS	Moscow--Region I & II	Regional	Traditional
CWI	Geology	40.0601	AS	NA	STEM/ Department of Physical Science	Nampa/Region III	Regional	Face-to-face
BSU	Geosciences	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	B.S.	Emphases: Geology; Hydrology; Geophysics; Climate Studies; Secondary Education	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Geosciences	40.0601	Ph D		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Applied Geophysics	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Hydrology	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts & Science/ Geosciences Engineering/ Civil Engineering	Boise	Regional	Traditional
UI	Water Science and Management	40.0605	B.S.SWS		CALS	Moscow, Region I	Regional	Traditional
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Physics	40.0801	B.S.	Emphases: Physics; Applied Physics; Biophysics; Secondary Education; Astrophysics	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS,BA, BS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics	COS	Moscow--Region I & II	Regional	Live lecture/live video
UI	Physics	40.0801		Minor	COS	Moscow--Region I & II	Regional	Live lecture/live video

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ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Physics/Astronomy	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
ISU	Health Physics	40.0899	AS, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	AS	Emphasis	Science and Engineering	University Place	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Addictions	42.0101		Minor	CLASS	Moscow/CdA-- Regional I & Region II	Regional	Hybrid
BSU	Psychology	42.0101	B.S.		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
BSU	Psychology	42.0101		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
CSI	Psychology	42.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Psychology	42.0101	BS, BA		Social Science	CSI Campus		
CWI	Psychology	42.0101	AA	NA	Social Sciences and Public Affairs/Department of Social and Human Relations	Nampa/Region III	Regional	Face-to-face, Hybrid
LCSC	Psychology	42.0101	BA, BS	Addiction Studies minor; Psychology minor	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.		CLASS	Moscow--Region I & II	Regional	hybrid; On-line: M.S On-line BA/BS
UI	Psychology	42.0101		Minor	CLASS	Moscow--Region I & II	Regional	hybrid; On-line: M.S On-line BA/BS
ISU	Experimental Psychology	42.2704	Ph D		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Experimental Psychology	42.2704	Ph.D.		CLASS	Moscow--Region I & II	Regional	traditional, hybrid
ISU	Clinical Psychology	42.2801	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	School Psychology	42.2805	Ed S, M.Ed.	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Public Service	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	A.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103		Minor	Public Service	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CWI	Criminal Justice	43.0104	AA	NA	Social Sciences and Public Affairs/Department of Public Safety	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
NIC	Criminal Justice	43.0104	A.A.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Criminology	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid

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LCSC	Justice Studies	43.0104	BA, BS	Minors: Human Services, Justice Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
UI	Justice Studies	43.0104		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Administration of Justice	43.0107	A.A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Law Enforcement	43.0107	AAS, ITC, BTC		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Law Enforcement	43.0107	AAS, ITC, BTC	NA	School of Social Sciences and Public Affairs, Department of Public Safety/ CTE	Nampa/Region III	Regional	Face-to-face
ISU	Law Enforcement	43.0107	ITC, BTC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	BTC	P.O.S.T.	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	ITC	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Fire Safety	43.0201	Certificate-UG		ENG	Moscow, CdA, Boise, IDF--Region I & II, Region III, VI	Regional	Traditional & online
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
CWI	Fire Service Tech	43.0203	AAS	NA	School of Social Sciences and Public Affairs; Department of Public Safety/CTE	Nampa/Region III	Regional	Face-to-face
LCSC	Fire Service Technology	43.0203	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Fire Services Administration (Fully Online)	43.0203	AS, BS		Division of Health Sciences	ISU Campus	Regional	Online
CWI	Wildland Fire Management	43.0203	AAS	NA	School of Social Sciences and Public Affairs; Department of Public Safety	Nampa/Region III	Regional	Face-to-face
ISU	Cyber-physical Security	43.0303	ITC, AAS		Technology	ISU Campus	Regional	Classroom/Lab
ISU	Emergency Management	43.9999	AS,BS	Minor	Division of Health Sciences	ISU Campus	Regional	Online
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration; Environmental & Natural Resource Policy & Admin.; State and Local Govt. Policy & Admin.	Public Service	Boise	Statewide	Traditional
UI	Public Administration	44.0401	M.P.A.		CLASS	Moscow--Region I & II	Regional	traditional & on-line
BSU	Public Policy and Administration	44.0401	Ph.D.		Public Service	Boise	Statewide	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences / Social Work	Boise	Statewide	Traditional

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BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Boise	Statewide	On-line
BSU	Social Work	44.0701	M.S.W.		Health Sciences Social Work	Coeur d'Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Twin Falls	Statewide	Traditional
CSI	Social Work	44.0701	BA, BS, MSW		Social Science	BSU Campus		
CSI	Social Work	44.0701	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Social Work	44.0701	BSW		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	ISU Campus	Regional	face-to-face/hybrid
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Refugee Services	44.0799	Graduate Certificate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Services	44.0799	Certificate, Undergraduate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Studies	44.0799		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Social Science	45.0101	A.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Minors: Anthropology, Environmental Studies, Global Perspectives, Native American Studies, Political Psychology, Political Sciences, Sociology, Women's and Gender Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
UI	Data Analytics	45.0102	Certificate-GR		COS	Moscow/Region I & II	Regional	Traditional
BSU	Data Science for the Liberal Arts	45.0102	Undergraduate Certificate			Boise/Region III	Regional	Traditional
LCSC	Instrument Mechanic Technology	45.0105	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
BSU	Anthropology	45.0201	B.S.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201		Minor	Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Anthropology	45.0201	AA	NA	Social Sciences and Public Affairs/Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face

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NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Anthropology	45.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts & Sciences/Anthropology	Boise	Regional	Traditional
BSU	Design Ethnography	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Online
BSU	Design Ethnography	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Traditional
BSU	Economics	45.0601	B.A.	Emphases: Economics; Quantitative	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	MS, M.Ec		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA	Business, Social Science	Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BA, BS	Economics minor, options	Business	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Economics	45.0601		Minor	CLASS	Moscow--Region I & II	Regional	traditional
CWI	Geography	45.0701	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS	Moscow--Region I & II	Regional	In-person
LCSC	Engineering Technology GIS	45.0702	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Geographic Information Science (GIS)	45.0702	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
UI	Comparitive/International Politics	45.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional
UI	International Studies	45.0901	B.A.		CLASS	Moscow--Region I & II	Regional	hybrid/study abroad
UI	International Studies	45.0901		Minor	CLASS	Moscow--Region I & II	Regional	hybrid/study abroad
BSU	Political Communication	45.1001	Minor		Public Service	Boise	Regional	Traditional
BSU	Political Management	45.1001		Minor		Boise/Region III	Regional	Traditional
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy; International Relations and Comparative Politics; Public Law and Political Philosophy	Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001	M.A.		Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001		Minor	Public Service	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	Political Science	45.1001	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Political Science	45.1001		Minor	CLASS	Moscow--Region I & II	Regional	traditional
NIC	Political Science and Pre-Law	45.1001	A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Political Science- Public Administration	45.1001	MPA	Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Sociology	45.1101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CWI	Sociology	45.1101	AA	NA	Social Sciences and Public Affairs/Department of Social and Human Relations	Nampa/Region III	Regional	Face-to-face, Hybrid
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor, Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphases: 1) Criminology; 2) Inequalities & Globalization; 3) General;	CLASS	Moscow/Region I & II	Regional	hybrid; On-line criminology emphasis
UI	Sociology	45.1101		Minor	CLASS	Moscow/Region I & II	Regional	hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.	Minor	Public Service	Boise	Regional	Traditional
NIC	Carpentry	46.0201	ITC	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CEI	Electrical Apprentice	46.0302	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Electrical Apprenticeship	46.0302	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
ISU	Electrical Apprenticeship	46.0302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Carpentry Management Tech	46.0415	A.A.S.	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Apprenticeship - Plumbing	46.0503	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Plumbing Apprentice	46.0503	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Plumbing Apprenticeship	46.0503	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
ISU	Plumbing Apprenticeship	46.0503	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Industrial Electronics Technology	47.0105	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	AAS, BTC, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online

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NIC	Apprenticeship - HVAC	47.0201	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Heating & Air Conditioning Apprentice	47.0201	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC	N/A	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
LCSC	Industrial Maintenance/Millwright	47.0303	AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	Classroom
NIC	Industrial Mechanic/Millwright	47.0303	ITC	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Industrial Mechanic/Millwright	47.0303	AAS, ATC	Mechatronics	Trades & Industry	Coeur d'Alene	Regional	Traditional
CWI	Heavy Equipment Technician	47.0399	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CWI	Auto Body	47.0603	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
CSI	Auto Body Technology	47.0603	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	ITC,ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Collision Repair Tech	47.0603	ITC	N/A	Auto Collision Repair	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
LCSC	Auto Mechanics Technology	47.0604	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Automotive Service Educational Program	47.0604	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CWI	Automotive Technology	47.0604	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
ISU	Automotive Technology	47.0604	ITC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Automotive Technology	47.0604	ITC	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Diesel Technology	47.0605	AAS, ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online

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LCSC	Diesel Technology	47.0605	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	BTC	N/A	Diesel Technology	Coeur d'Alene	Regional	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	ITC	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CEI	Diesel Technology	47.0605	DT.AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Diesel Technology	47.0605	DT.ATC / ITC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Heavy Duty Truck Technician	47.0605	AAS, ATC, ITC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CEI	Light Duty Diesel	47.0605	LDD.ATC/AAS					
CWI	Western States CAT Technician	47.0605	AAS, ATC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
CWI	Power sports and Small Engine Repair Technology	47.0606	ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Motor Technology	Nampa/Region III	Regional	Face-to-face
ISU	Airframe	47.0607	ITC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Aviation Maintenance Technology	47.0607	AAS, ATC	Aviation Maintenance	Aerospace	Coeur d'Alene/Region I (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ITC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Airframe and Powerplant	47.0608	AAS, BAS	NA	Technology	ISU Campus	Regional	Face-to-Face
NIC	Computer Aided Design Tech - inactive	48.0101	ITC, ATC, AAS	Civil Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Machine & CNC Technology	48.0501	ITC	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology - discontinance in progress 7-31-17	48.0501	BTC	N/A	Machining	Coeur d'Alene	Regional	Not Offered
CWI	Machine Tool Technology	48.0501	AAS, ATC, ITC, BTC	NA	School of Industry, Engineering, and Trades; Department of Manufacturing and Welding	Nampa/Region III	Regional	Face-to-face
CEI	Machine Tool Technology	48.0501	MTT.AAS/ITC	N/A	Mechanical Trades	Idaho Falls, Idaho	Regional	Lecture/Lab
ISU	Welding	48.0508	ITC, ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CWI	Welding & Metals Fabrication	48.0508	AAS, ATC, BTC	NA	School of Industry, Engineering, and Trades; Department of Manufacturing and Welding	Nampa/Region III	Regional	Face-to-face

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CSI	Welding Technology	48.0508	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Welding Technology	48.0508	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Welding Technology	48.0508	ITC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	Adv. Tech. Cert.	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	A.A.S.	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology - discontinuance in progress 7-31-17	48.0508	BTC	N/A	Welding	Coeur d'Alene	Regional	Not Offered
ISU	Machining Technology	48.0510	BTC, ITC, ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Cabinetmaking/Woodworking	48.0703	AAS, ITC, BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aviation Flight Training - Helicopter	49.0102	AAS, ATC	N/A	Aerospace	Coeur d'Alene	Statewide	Traditional
CEI	Professional Truck Driver Training	49.0205	PTD, BTC	Currently put on hold due to low enrollment for Fall 2015	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Professional Truck Driving Training	49.0205	BTC	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
UI	Asian Studies	50.0103		Minor	CLASS	Moscow--Region I & II	Regional	Traditional
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
UI	Dance	50.0301	B.S.Dan.	Minor	EDU	Moscow--Region I & II	Regional	Face-to-Face
UI	Dance	50.0301		Minor	EDU	Moscow--Region I & II	Regional	Face-to-Face
ISU	Dance: Choreography and Performance	50.0301	BA	Dance Minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
UI	Interior Design	50.0408	B.I.D.		CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
UI	Interior Design	50.0408		Minor	CAA	Moscow/Boise--Region I & II, Region III	Statewide	Face to Face (Traditional)
NIC	Graphic Design	50.0409	ITC, ATC, A.A.S.	N/A	Graphic Design	Post Falls	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation & Design/ Administration	Boise	Regional	Traditional

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BSU	Dance	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BA	Theatre minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Theatre Arts	50.0501	B.A.	Options: Dance; Design; Directing; Dramatic Writing; Performance; and Stage Management	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.		CLASS	Moscow/Region I & II	Regional	traditional
UI	Theatre Design and Technology	50.0501		Minor	CLASS	Moscow/Region I & II	Regional	traditional
UI	Theatre Performance	50.0501		Minor	CLASS	Moscow/Region I & II	Regional	traditional
BSU	Film and Television Arts	50.0601		Minor		Boise/Region III	Regional	Traditional
BSU	Film and Television Arts	50.0601	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
UI	Film and Television Studies	50.0601	B.A.; B.S.		CLASS	Moscow-- Region II	Regional	Traditional
ISU	Theatre/Film/Video	50.0601	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Digital Media Studies	50.0602	Certificate, Undergraduate		Arts & Sciences/Communication	Boise	Regional	Traditional
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.; M.F.A		CAA	Moscow--Region I & II	Regional	Traditional; Online: M.A.T.
UI	Art	50.0701		Minor	CAA	Moscow--Region I & II	Regional	Face to Face (Traditional); Online: M.A.T.
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701	B.F.A.	Emphases: Visual Art; Art Metals; Ceramics; Drawing and Painting; Interdisciplinary Art Studio; Photography; Printmaking; Sculpture	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Arts	50.0701	M.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
CWI	Studio Art	50.0702	AA	NA	School of Arts and Humanities/Department of Visual and Performing Arts	Nampa/Region III	Regional	Face-to-face
UI	Studio Art and Design	50.0702	B.F.A.		CAA	Moscow/Region I & II	Regional	Face to Face (Traditional)

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BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901		Minor	Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	M.A.; M.Mus.		CLASS	Moscow--Region I & II	Regional	traditional
UI	Music	50.0901	B.A.; B.S.	Emphasis: 1) Applied; 2) History and Literature; 3) Theory	CLASS	Moscow/Region I & II	Regional	Traditional
UI	Music	50.0901		Minor	CLASS	Moscow--Region I & II	Regional	traditional
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	MED		Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Music, Performance	50.0903	B.M.	Options: Bowed Strings; Piano; Voice; Wind/Brass/Percussion	Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music, Performance	50.0903	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	Instrumental, Piano, Voice Options	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard; 2) Instrumental; 3) Vocal	CLASS	Moscow/Region I & II	Regional	Traditional
BSU	Music, Composition	50.0904	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS	Moscow--Region I & II	Regional	traditional
BSU	Arts Entrepreneurship	50.1002		Minor		Boise/Region III	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration; 2) Entrepreneurship; 3) General Business	CLASS	Moscow--Region I & II	Regional	traditional
CWI	Health Science	51.0000	AS		School of Health; Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
ISU	Health Science	51.0000	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences/ Nursing	Boise	Regional	Traditional/Online?
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Division of Health Sciences	ISU Campus	Regional	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Dental Assistant	51.0601	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Dental Assisting	51.0601	AAS, ITC	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

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ISU	Dental Hygiene	51.0602	BS	N/A	Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS	N/A	Division of Health Sciences		Statewide	Online
NIC	Dental Hygiene	51.0602	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Health Care Administration	51.0701	BS, MHA	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Health Information Technology	51.0707	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Medical Transcription	51.0708	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CWI	Medical Administrative Support	51.0710	AAS, ITC	NA	School of Health; Department of	Boise/Region III	Regional	Face-to-face
LCSC	Medical Receptionist	51.0712	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Receptionist	51.0712	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Biller/Coder	51.0713	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CSI	Medical Coding	51.0713	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion available online
NIC	Medical Billing Specialist	51.0714	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, 'Self-Paced
NIC	Medical Administrative Assistant	51.0716	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CSI	Medical Assistant	51.0801	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Medical Assistant	51.0801	AAS, ITC	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face
LCSC	Medical Assistant	51.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Assistant	51.0801	ITC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Assisting	51.0801	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Occupational Therapy Assistant	51.0803	AAS, BAS		Technology	ISU Campus	Regional	online/hybrid
LCSC	Pharmacy Technology	51.0805	ITC		Career & Technical Education	Lewiston	Regional	classroom
ISU	Pharmacy Technology	51.0805	ATC		Technology	ISU Campus	Regional	online/hybrid
NIC	Pharmacy Technology	51.0805	ITC-AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Pharmacy Technology	51.0805	BTC		Technology	Pocatello	Regional	Traditional
ISU	Physical Therapist Assistant	51.0806	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Interactive Video
CSI	Veterinary Technology/Assistant	51.0808	AAS, ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CWI	Physical Therapist Assistant	51.0809	AAS	NA	School of Health; Department of Health Professions	Nampa/Region III	Regional	Face-to-face, Synchronous video
ISU	Community Paramedic	51.0904	Academic Certificate		Division of Health Sciences	ISU Campus	Regional	Online
NIC	Emergency Medical Services	51.0904	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Traditional
CSI	Emergency Medical Technician	51.0904	ITC, BTC, ATC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Paramedic	51.0904	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
ISU	Paramedic Science	51.0904	AS	N/A	Division of Health Sciences	ISU-Meridian Ctr Pocatello Idaho Falls	Regional	Face-to-Face

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ISU	Paramedic Science	51.0904	Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
CSI	Paramedics	51.0904	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Computed Tomography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Diagnostic Medical Sonography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Magnetic Resonance Imaging	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
LCSC	Radiographic Science	51.0907	BS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	hybrid
ISU	Radiographic Science	51.0907	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Radiologic Science	51.0907	B.S.	Emphasis: Radiologic Sciences; Computed Tomography; Diagnostic Medical Sonography; Diagnostic Radiology; Magnetic Resonance Imaging	Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
BSU	Respiratory Therapy	51.0908	MS			Boise/Region III	Regional	Online
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Services - Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical Services - Surgical Technology	51.0909	AAS, BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CWI	Surgical Technology	51.0909	AAS, ITC	NA	School of Health; Department of Health Professions	Boise/Region III	Regional	Face-to-face
LCSC	Medical Diagnostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	On-line
LCSC	Radiographic Science	51.0911	AS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
NIC	Radiography Technology	51.0911	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Web Enhanced
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Division of Health Sciences	College of ID Campus-Caldwell	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	Master		Health Sciences/Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		EDU	Moscow--Region I & II	Regional	Face-to-Face
CEI	Radiation Safety Technologies	51.0916	RDS.ITC	Program started again Fall 2015	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Medical Laboratory Technology	51.1004	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid

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ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Sciences	51.1100	B.S.		COS	Moscow--Region I & II	Regional	Traditional
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Pre-Health Professionals	51.1199		Minor		Moscow/Region I & II	Regional	Traditional
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI	Moscow--Region I & II	Regional	Traditional
BSU	Addiction Studies	51.1501		Minor	Health Sciences/Social Work	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	AAS, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
BSU	Genetic Counseling	51.1509	MS			Boise/Region III	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Nursing, Practical	51.1613	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Nursing Assistant	51.1614	BTC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Division of Health Sciences	Statewide	Statewide	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS	N/A	Natural Science	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Pharmacoeconomics and Administrative Sciences Emphasis	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Pharmacoeconomics and Administrative Sciences Emphasis	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CWI	Public Health	51.2200	AA	NA	School of Health; Department of Health Science	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
BSU	Public Health	51.2201	B.S./BA	Emphases: General; Public Health; Environmental and Occupational Health and Safety; Health Education and Promotion	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid

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ISU	Public Health	51.2201	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Community and Public Health	51.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Division of Health Sciences	CSI Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	N/A	Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Health Education	51.2207	BA, BS	Community and Public Health Teacher, Community and Public Health Non-teaching minors, option and emphasis	Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Health Science	51.2299	M.H.S.	Emphases: Health Policy; Health Science; Health Promotion; Health Services Leadership	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science & Human Services	CSI Campus		Traditional with some portion avail online
ISU	Physical Therapy	51.2308	DPT	N/A	Division of Health Sciences	ISU Campus ISU-Meridian Ctr	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
ISU	Animal Assisted Therapy in Counseling	51.2313	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Health Informatics	51.2706	BBA		Business	ISU Campus	Regional	Face-to-Face
ISU	Health Informatics	51.2706	MS		Business	ISU Campus	Regional	online/hybrid
NIC	Healthcare Computer Technician	51.2706	AAS, ATC	NA	Healthcare Computer Technician	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Dietetics	51.3101	BS	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Massage Therapy	51.3501	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	DNP (Post Master's)	Options	Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	BS	Options	Division of Health Sciences	University Place	Regional	Hybrid
ISU	Nursing	51.3801	Ph.D.	N/A	Division of Health Sciences		Regional	Online
CWI	Nursing - Registered	51.3801	AS	NA	School of Health; Department of Nursing	Nampa/Region III	Regional	Face-to-face
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
NIC	Nursing (RN)	51.3801	A.S.	Registered	Nursing	Coeur d'Alene	Regional	Traditional Web-Enhanced

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LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	classroom
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Division of Health Sciences	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Division of Health Sciences	NICHE	Regional	Online
CEI	Registered Nursing	51.3801	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Registered Nursing	51.3801	AS	N/A	Technology	ISU Campus	Regional	Hybrid
BSU	Adult Gerontology	51.3818	Graduate Certificate	Options: Primary, Acute	Health Sciences/Nursing	Boise	Regional	Traditional
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences/Nursing	Boise	Regional	Traditional
BSU	Master of Nursing, Adult-Gerontology Nurse Practitioner	51.3818	M.N.	Acute Care Option, Primary Care Option	Health Sciences/ Nursing	Boise	Regional	Traditional
ISU	Nursing Practice	51.3818	DNP	Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner Options	Division of Health Sciences			Online
NIC	Nursing (PN)	51.3901	ITC	Practical	Nursing	Coeur d'Alene	Regional	Traditional Web Enhanced Interactive Video
CEI	Practical Nursing	51.3901	PN.ITC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Health Promotion	51.9999	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Studies	51.9999	B.S.	Emphases: Health Studies; General Health; Health Informatics and Information Management; Science	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
BSU	Business Administration	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
NIC	Business Leadership	52.0101	Post-Secondary BTC	Management	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary BTC	Med/Health Care	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	Supervision	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	General Business Core	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid

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NIC	Business Management	52.0101	BTC	Foundation	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	HR Management	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	A.A.S.	N/A	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	HTG, BTC	Entrepreneurship	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
UI	Business	52.0201		Minor	CBE	Moscow--Region I & II	Regional	Online
CWI	Business - General	52.0201	AA	NA	School of Business, Communication and Technology; Department of Business	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
BSU	Business Administration	52.0201	M.B.A.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
LCSC	Business Administration	52.0201	BA, BS, AS	Minors: Business Adm, Leadership, Marketing, Human Resource Management, Economics Emphasis: Management Accounting	Professional Studies/Business	LEW/CDA	Regional	classroom/online
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
CSI	Business, General	52.0201	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201		Minor	Business & Economics/Management	Boise	Regional	Traditional
CSI	General Business	52.0201	BBA		Business & Economics	BSU Campus		
UI	General Management	52.0201	M.B.A.		CBE	CdA--Region I & II	Regional	Face to face

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BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Management	52.0201	B.B.A.		Business & Economics / Management	Boise	Regional	Online
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Operations Management	52.0201	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Supply Chain Management	52.0203		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt			
LCSC	Supervision	52.0205	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Non-Profit Management	52.0206		Minor	Business and Economics/ Management	Boise	Regional	Traditional
BSU	Non-Profit Management	52.0206	Certificate, Undergraduate		Business and Economics / Management	Boise	Regional	Traditional
CWI	Transportation Management	52.0209	AS	NA	School of Industry, Engineering, and Trades; Department of Diesel Technology	Nampa/Region III	Regional	Face-to-face
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Certificate, Undergraduate		Innovation & Design	Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Certificate, Undergraduate	Minor	Business & Economics/ Administration	Boise	Regional	Traditional
BSU	Leadership and Human Relations	52.0213	Certificate, Undergraduate		Innovation & Design/ Administration	Boise	Regional	Traditional
NIC	Business	52.0299	A.S.	Business Administration; Business Teacher Education; General Business	Business Administration	Coeur d'Alene	Statewide	Traditional Web Enhanced On-line Hybrid
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Options, Accountancy	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Online
CSI	Accountancy	52.0301	BBA		Business & Economics	BSU Campus		
ISU	Accountancy	52.0301	MACC		Business	ISU Campus	Regional	Face-to-Face
UI	Accountancy	52.0301	M.Acct.		CBE	Moscow--Region I & II	Regional	Face to face
BSU	Accountancy	52.0301		Minor	Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/Accountancy	Boise	Regional	Traditional
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
UI	Accounting	52.0301	B.S.Bus.		CBE	Moscow--Region I & II	Regional	Face to face
UI	Accounting	52.0301		Minor	CBE	Moscow--Region I & II	Regional	Face to face
CEI	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Applied Accounting Clerk Technical Certificate	52.0301	AAC.ITC	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Accounting Assistant	52.0302	ITC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced

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NIC	Accounting Assistant	52.0302	Adv. Tech. Cert.	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	A.A.S.	N/A	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Accounting Technology	52.0302	ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Accounting/Bookkeeping	52.0302	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
CWI	Applied Accounting	52.0302	AAS, ATC	NA	School of Business, Communication and Technology; Department of Business	Boise/Region III	Regional	Face-to-face, Hybrid
LCSC	Applied Accounting	52.0302	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Assistant	52.0401	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Administrative Assistant	52.0401	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CSI	Administrative Assistant	52.0401	BTC, AAS		Information Technology	Twin Falls/Region IV	Regional	Traditional
CSI	Administrative Assistant Program	52.0401	AAS, ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CWI	Administrative Support Technology	52.0401	AAS, ATC, ITC, BTC	Emphasis options: Accounting, Marketing, Medical Administrative Support	School of Business, Communication and Technology; Department of Business	Boise/Region III	Regional	Face-to-face, Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CEI	Professional Development/Business Application	52.0401	BTC	Office Technologies	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Business Technology	52.0407	BTC	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Computer Applications and Office Technology	52.0408	BTC	Comptr Apps	Computer Applications and Office Technology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Office Technology	52.0408	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Office Technology	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Applications	52.0499	BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	ITC	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional

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UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics; 3) PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
CSI	Business Management/Entrepren	52.0701	AAS, ITC		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Finance	52.0801	B.B.A.		Business & Economics/Finance	Boise	Regional	Traditional
BSU	Finance	52.0801		Minor	Business & Economics/Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
UI	Trading and Capital Management	52.0801	Certificate-UG		CBE	Moscow/Region II	Regional	Face to face
NIC	Hospitality Management	52.0901	AAS, ATC, ITC	N/A		Coeur d'Alene	Regional	
LCSC	Hospitality Management	52.0901	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Hospitality Management	52.0901	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
CSI	Hospitality Management	52.0904	AAS, ITC	Lodging, Restaurant Management	Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Rooms Division Management	52.0904	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Food & Beverage Management	52.0905	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management; 2) Human Resources Management 3)Entrepreneurship & Small Business Management; Option: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
ISU	Human Resource Development	52.1005	MS	Options	Education	University Place	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	CSI Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	ISU Campus	Regional	Hybrid
ISU	Organizational Leadership	52.1005	Certificate		Education	ISU Campus	Regional	Hybrid
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	ISU Campus	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	CSI Campus	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	University Place	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	International Business	52.1101	B.B.A.		Business & Economics/Management	Boise	Regional	Traditional
BSU	International Business	52.1101		Minor	Business & Economics/Management	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE	Moscow--Region I & II	Regional	Face to face

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UI	Mangement Information Systems	52.1201	B.S.Bus.	Emphasis: PGA Golf Management	CBE	Moscow--Region I & II	Regional	Face to face
BSU	Business and Economic Analytics	52.1301	B.S.		Business & Economics/ITSCM & Economics	Boise	Regional	Traditional
LCSC	General Business	52.1301	BA, BS	Radiography Emphasis	Professional Studies/Business	LEW/CDA	Regional	classroom/online
CEI	Business Technology	52.1401	BT.ITC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing	Boise	Regional	Traditional
BSU	Marketing	52.1401		Minor	Business & Economics/ Marketing	Boise	Regional	Traditional
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management; 4) Marketing Analytics	CBE	Moscow--Region I & II	Regional	Face to face
UI	Marketing	52.1401		Minor	CBE	Moscow--Region I & II	Regional	Face to face
LCSC	Marketing	52.1401	AS		Professional Studies/Business	Lewiston	Regional	Traditional
CEI	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Marketing and Management	52.1401	MAM.ATC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CWI	Marketing Management Technology	52.1401	AAS, ATC, ITC	NA	School of Business, Communication and Technology; Department of Communication and Marketing	Boise/Region III	Regional	Face-to-face, Hybrid
UI	Business Analytics	52.1402		Minor	CBE	Moscow--Region I & II	Regional	Traditional
ISU	Taxation	52.1601	MTax		Business	Pocatello	Regional	face-to-face
LCSC	Retailing	52.1803	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Construction Management	52.2001	B.S.		Engineering/Construction Mgmt	Boise	Regional	Traditional
BSU	Construction Management	52.2001		Minor	Engineering/Construction Mgmt	Boise	Regional	Traditional
LCSC	Business Management and Marketing	52.9999	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Applied Historical Research	54.0101	M.A.H.R.		Arts & Sciences/History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CWI	History	54.0101	AA	NA	Social Sciences and Public Affairs/ Department of Culture, History, and Politics	Nampa/Region III	Regional	Face-to-face, Hybrid, Online
LCSC	History	54.0101	BA/BS	Minor: History; emphasis: Public History	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	History	54.0101	BA	History Minor	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	History	54.0101	A.A.	N/A	History	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Emphases: 1) American; 2) European; 3) General	CLASS	Moscow--Region I & II	Regional	traditional; B.A./B.S. online
UI	History	54.0101		Minor	CLASS	Moscow--Region I & II	Regional	traditional; BA/BS online
BSU	History for Secondary Educators	54.0101	Graduate Certificate			Boise/Region III	Regional	Traditional
ISU	Historical Resources Management	54.0105	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018

Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Family Medicine Residency	60.0413	Cert of Completion	N/A	Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Professional Writing	24.0101	Academic Certificate/ Minor		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
LCSC	Fitness	31.0501	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Movement Psychology	42.2810	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Economics	45.0601	Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Nutrition	51.0001	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Public History emphasis	51.0101	emphasis		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	Traditional
LCSC	Human Resource Management	51.1001	Academic Certificate/ Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Nursing Management and Leadership	51.3802	Certificate		Professional Studies/NHS	Lewiston	Regional	Traditional
LCSC	Leadership	52.0213	Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
NIC	Integrated Business Entrepreneurship	52.0701	Academic Certificate	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Marketing Management	52.1401	Academic Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Marketing	52.1401	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
UI	Crop Management	01.0304	B.S.Pl.Sc.		CALS	Moscow, Region I	Regional	traditional
UI	Sustainable Food Systems	01.0308	B.S.Ag.L.S.		CALS	Moscow/Region I & II	Regional	Traditional
UI	Crop Science	01.1102	B.S.Pl.Sc.		CALS	Moscow--Region I & II	Regional	Traditional
UI	Environmental Soil Science	01.1299	B.S.S.W.S.		CALS	Moscow, Region I	Regional	Traditional
CSI	Agriculture Science	019999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		CNR	Moscow/Region I & II	Regional	traditional
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		CNR	Moscow/Region I & II	Statewide	Traditional & online
ISU	Environmental Science and Management / Duplicate Listing at CIP Code 30.0601?	03.104 / ISU CIP CODE = 03.0104	MS		Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Bioregional Planning & Community Design	04.0301	Certificate-GR		CAA	Moscow, Boise -- Region I & II, Region III	Regional	Face-to-face & hybrid
UI	Urban Design	04.0401	Certificate-GR		CAA	Boise--Region III	Regional	Traditional
UI	Africana Studies	05.0201		Minor	CLASS	Moscow--Region I & II	Regional	traditional
ISU	Communication	09.0100	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
CWI	Media Arts	09.07, 09.01	AA	NA	School of Business, Communication and Technology; Department of Communication and Marketing	Nampa/Region III	Regional	Face-to-face
UI	Organizational Dynamics	09.0901	Certificate-GR		CLASS	Moscow/CdA--Region I & 2	Regional	hybrid
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		ENG	Moscow/Region I & II	Regional	online
CEI	Web Development Specialist	11.0801	WDS.AAS/ATC/ITC	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Systems Engineer - Inactive 2017	11.0901	CSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Computer Networking Technologies	11.0901	CNT.AAS, ITC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Physical Education - Outdoor Recreation	13 1314	AA		Health, Recreation, and Fitness	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early and Special Education	13.1210	B.A.	1. Dual Special Education - Elementary Education Certification 2. Dual Special Education - Early Childhood Intervention Certification 3. Dual Early Childhood Intervention - Elementary Education Certification	Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Early and Special Education	13.1210	M.Ed.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Early Childhood Development	13.1210	BAS, AAS, ATC, ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
UI	Technical Workforce Training	13.1309	Certificate-UG		EDU	Moscow, CdA, Boise--Region I & II, Region III	Regional	Face-to-Face, Hybrid, Online
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		CNR	McCall, ID--Region III	Regional	online
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		ENG	Moscow--Region I & II	Regional	online
UI	Adv Materials Technology	14.1801	Certificate-GR		ENG	Moscow--Region I & II	Regional	Traditional
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		ENG	Idaho Falls--Region VI	Regional	on-campus and outreach; compressed video
UI	Analog Integrated Circuit Dsgn	15.0306	Certificate-GR		ENG	Moscow--Region I & II	Regional	online
CEI	Energy Systems Technology	15.0503	ESTEC.ITC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Safety Performance	15.0703	Certificate-UG		ENG	Idaho Falls--Region VI	Regional	on-campus and outreach, compressed video
NIC	Biology, Botany, Zoology	26.0101 Biology 26.0301 Botany 26.0701 Zoology	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Biomolecular Sciences	26.0210	PhD.		Arts and Sciences/Administration	Boise	Regional	Traditional
CWI	Biology	26.05, 26.02, 26.01	AS	Microbiological, Molecular, and Biomedical Sciences (MMBS) Emphasis	STEM/Department of Life Sciences	Nampa/Region III	Regional	Face-to-face
UI	Bioinformatics & Computnl Biol	26.1103	Certificate-GR		COS	Moscow--Region I & II	Regional	Traditional
UI	Restoration Ecology	26.1307	Certificate-UG		CNR	N/A	Regional	Distance
BSU	Ecology, Evolution, and Behavior	26.1307, 26.1303, 26.0708	Ph.D.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
UI	Process & Performance Excelnc	27.0501	Certificate-GR		COS	Moscow--Region I & II	Regional	online
UI	Statistics	27.0501	Certificate-GR		COS	Moscow/Region I & II	Regional	Traditional Engineering Outreach Hybrid
UI	Natural Resources	3.0201; MNR option 3: 31.0601	M.N.R.; M.S.; Ph.D.	M.N.R. program options: 1) Integrated Natural Resources; 2) Fire Ecology and Mangement; 3) Environmental Education and Science Communication	CNR	Moscow--Region I & II	Statewide	Traditional; Online: M.N.R.
ISU	Environ Science & Management / Duplicate Listing at CIP Code 03.104?	30.0601/ ISU CIP CODE = 03.0104	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management / Move to CIP Code 03.0104	30.0601/ ISU CIP CODE = 03.0104	MS	N/A	Science and Engineering	University Place	Regional	Hybrid

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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Diversity & Stratification	30.2301	Certificate-UG		CLASS	Moscow--Region I & II	Regional	hybrid
UI	Athletic Leadership	31.0501	Certificate-UG		EDU	Moscow--Region I & II	Regional	traditional
CEI	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module I Wildland Firefighter - Inactivate 2017	43.0203	WF1.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module II Adv. Wildland Firefighter - Inactive 2017	43.0203	WF2.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module III Single Resource Boss - Inactive 2017	43.0203	WF3.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module IV strike Team/Task Force - Inactive 2017	43.0203	WF4.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		ENG	Idaho Falls	Regional	on-campus and outreach, compressed video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		ENG	Moscow, CdA, Boise, IDF--Region I & II, Region III, VI	Regional	Traditional & online
UI	Archaeological Technician	45.0301	Certificate-UG		EDU	Moscow--Region I & II	Regional	traditional
UI	Climate Change	45.0701	Certificate-GR		COS	Moscow--Region I & II	Regional	Traditional
UI	Geographic Information Systems	45.0702	Certificate-UG		COS	Moscow, CdA, Boise--Region I & II, Region III	Regional	In-person, CV, web
UI	Remote Sensing of Environment	45.0702	Certificate-UG		CNR	Moscow--Region I & II	Regional	traditional
CEI	Carpenter Apprentice - Inactivate 2017	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Instrument Mechanic Apprentice - Inactivate 2017	47.0000	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Lineman Apprentice - Inactivate 2017	47.0000	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Locksmith & Safe Repair Apprentice - Inactivate 2017	47.0000	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Machinist Apprentice - Inactivate 2017	47.0000	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welder - Inactive 2017	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.BTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.ITC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT.AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ITC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Packaging Design	50.0409/10.0301	ITC		Career & Technical Education/TBTS	Lewiston	Regional	Traditional
CEI	Dental Assisting	51.0601	DTL.ITC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Rehab Counseling Cat R	51.2310	Certificate-GR		EDU	Boise--Region III	Regional	Hybrid: combination
UI	Entrepreneurship	52.0201	Certificate-UG		CBE	Moscow--Region I & II	Regional	Face to face
CEI	Office Professional	52.0401	OFP.AAS	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Office Specialist	52.0401	OFS.ITC	N/A	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Resource Development	52.1001	Certificate-GR		EDU	Moscow, CdA, Boise--Region I &	Regional	traditional
LCSC	Bioinformatics		BS		Liberal Arts & Sciences/MaSS	Lewiston/Region 2	Regional	classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CWI	Biotechnology Laboratory Assistant		Certificate			Nampa, Boise	Regional	Traditional
LCSC	Electronics Engineering Technology		BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston/Region 2	Regional	classroom
CWI	Geographic Information Systems		Certificate			Nampa, Boise	Regional	Traditional
BSU	Intermediate Basque		Certificate, Undergraduate		Arts & Sciences/World Languages	Boise	Regional	Traditional
CSI	IT Development and Security		AAS		Information Technology	CSI Campus	Regional	
LCSC	Secondary Education: Communication Arts		BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Spanish for Business			Minor	Arts & Sciences/ World Languages	Boise		

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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IDAHO STATE UNIVERSITY

SUBJECT

Ph.D. in Rehabilitation and Communication Sciences

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

BACKGROUND/DISCUSSION

The Ph.D. program in Rehabilitation and Communication Sciences at Idaho State University (ISU) will address the shortage of research doctoral faculty in Audiology, Occupational Therapy, Physical Therapy, and Speech Language Pathology, which put healthcare service provision and academic program accreditations at risk. This degree will develop a career path for post-secondary educators, researchers, and administrator in the Rehabilitation and Communication Sciences fields. It will be an interprofessional research Ph.D. degree, utilizing academic resources within ISU.

Increasingly, accreditors in these medical fields (physical therapy, occupational therapy, and communication sciences and disorders) require faculty teaching didactic courses to hold research doctoral degrees, and there are already shortages of doctoral faculty in these fields. The lack of doctoral qualified faculty places program accreditation at risk. The proposed program and its graduates would help address these problems.

IMPACT

No new faculty positions are necessary for this program. Reallocations from within the College of Rehabilitation and Communication Sciences will be used for the Program Director and administrative assistant. This program would be unique in Idaho and not compete with programs at other state institutions.

ATTACHMENTS

Attachment 1 – Proposal for the Ph.D. in Rehabilitation and Communication Sciences

STAFF COMMENTS AND RECOMMENDATIONS

ISU's proposed program will be offered using a hybrid model through it's Pocatello and Meridian campuses. ISU expects there will be a blend of full-time and part-time students in both traditional and non-traditional (online) models. The program is aimed at filling a shortage of practicing clinicians, which require Ph.D. level

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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academic faculty to train new professionals to teach in entry-level clinical programs and conduct research and also meet program accreditation requirements. ISU anticipates six initial enrollments for the program with annual cohorts projected to be three to four students in the traditional model and two students per cohort in the non-traditional online model.

ISU's proposed Ph.D. in Rehabilitation and Communication Sciences is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III and V. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for rehabilitation and communication sciences at the graduate level.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 12, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on July 26, 2018.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add a Ph.D. in Rehabilitation and Communication Sciences Program as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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Attachment 1

Idaho State Board of Education
Proposal for Undergraduate/Graduate Degree Program


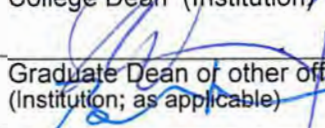
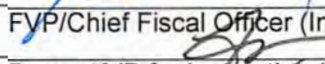
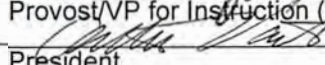

Date of Proposal Submission:	June 2018
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Kasiska Division of Health Sciences
Name of Department(s) or Area(s):	School of Rehabilitation and Communication Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Ph.D. in Rehabilitation and Communication Sciences		
Degree:	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Graduate	
Indicate if Online Program:	<input type="checkbox"/> Yes: HYBRID	<input type="checkbox"/> No	
CIP code (consult IR /Registrar):	51.2314 (Rehabilitation Science)		
Proposed Starting Date:	Fall, 2019		
Geographical Delivery:	<input type="checkbox"/> Location(s)	<input type="checkbox"/> Statewide	<input type="checkbox"/> Region(s) <input type="checkbox"/> Statewide
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:

- | | |
|---|--|
| <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 |

	12/11/17
College Dean (Institution)	Date
	1/16/18
Graduate Dean or other official (Institution; as applicable)	Date
	12/6/17
FVP/Chief Fiscal Officer (Institution)	Date
	1/17/18
Provost/VP for Instruction (Institution)	Date
	
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

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.

This proposal requests the creation of a new interprofessional research doctoral degree (i.e., Ph.D.) program in Rehabilitation and Communication Sciences at Idaho State University to address the dire shortage of research doctoral faculty in Audiology, Occupational Therapy (OT), Physical Therapy (PT), and Speech Language Pathology (SLP), which put healthcare service provision and academic program accreditations at jeopardy. The aim of this degree is to develop a career path for post-secondary educators, researchers, and administrators in the Rehabilitation and Communication Sciences fields. Rehabilitation is a common professional term used to describe Occupational and Physical Therapy as well as other related healthcare disciplines, and Communication Sciences refers to Audiology and Speech Language Pathology. Given the nation-wide healthcare emphasis on interprofessional activities, practices, and granting opportunities, the rehabilitation focus and title offers a multitude of opportunities for Idaho and Idaho State University (ISU) faculty and students. The program, by nature, is interprofessional; so, admission to the program is not limited to individuals from the four disciplines listed above but, for instance, an individual with a graduate degree in Health Care Administration may elect to pursue this degree because of an interest in rehabilitation research in an institutional setting.

This program arises from the College of Rehabilitation and Communication Sciences (CRCS) within the Kasiska Division of Health Sciences (KDHS) at ISU. The CRCS includes the Department of Communication Sciences and Disorders (CSD) with programs in Audiology and SLP, and the Department of Physical and Occupational Therapy (DPOT). CSD currently offers a bachelor's degree of science with emphases in pre-audiology or pre-speech-language pathology, a master's degree of science in SLP, and a clinical doctorate in audiology (AuD), while the DPOT offers the clinical entry-level Master of Occupational Therapy (OT) and Doctor of Physical Therapy graduate (DPT) degrees. All of these clinical entry-level graduate degrees do not prepare students to be researchers or academicians in their fields, but instead prepares them to be high-quality clinicians in their disciplines. Across the 13 western states listed in *Table 1* there are 102 clinical entry-level graduate programs between the four listed disciplines (181 including undergraduate only programs), while there are only 13 (7 CSD, 2 SLP, 1 OT, 1 PT, and 2 Rehabilitation focused) Ph.D. programs to prepare postsecondary educators and researchers to support developing faculty for these programs. This is in comparison to over 50 Ph.D. programs specifically in CSD to support nearly 200 CSD programs on the east coast.

The proposed program will be an interprofessional research Ph.D. degree, utilizing academic resources within the CRCS and from other established university entities, designed to meet international, nation-wide, ISU, and KDHS emphases on interprofessional training and practices for healthcare professionals, which are frequently part of accreditation standards in healthcare programs. This interprofessional program will increase the potential for collaborations among faculty in the KDHS and will likely dramatically increase the grant possibilities, as many current healthcare related grants and granting institutions have specific funding announcements targeting interprofessional projects. Offering a Ph.D. program in Rehabilitation and Communication Sciences will also result in vertical enhancement of the associated departments and university at multiple levels. Academic departments that offer Ph.D. programs frequently have more academic and clinical faculty members who hold their

Ph.D.s, thereby increasing the quality of education received by students at ISU from undergraduate through graduate programs. Departments offering Ph.D. programs also typically have higher rates of productivity and grant funding. This is in part due to the fact that more students are involved with high quality basic science to clinical and translational research throughout their education at multiple levels (from undergraduate through Ph.D.) and training time for students volunteering and working in research labs is decreased with more seasoned graduate students mentoring undergraduate students, thereby alleviating some of the faculty workload spent on these tasks. Having students more involved in research increases their academic performance, motivation, organizational skills, and they often report having more favorable long-term connections to those institutions. Additionally, with Ph.D. level students taking on some teaching responsibilities and having mentored teaching experiences, this frees up the mentor to apply for more grant funding to further support the students and research projects. Lastly, having a Rehabilitation and Communication Sciences Ph.D. program will draw higher quality applicants to open faculty positions within the KDHS and the related departments. *This new doctoral program will not replace any other program.*

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.

Idaho Workforce data are not available for doctoral faculty positions. Similarly, the Bureau of Labor Statistics does not index doctoral level positions, although we are able to portray the local, regional, and nation-wide need, and major shortages of research doctoral faculty from these professions in a number of ways. Most relevant to Idaho and ISU, recently there has been a paucity of candidates for faculty searches within CSD and DPOT at ISU. For example, over the last five academic faculty searches conducted by CSD at ISU there were an average of six appropriate applicants per search as compared to typically between 200-400 appropriate applicants for faculty searches conducted by the Departments of Psychology, Sociology, or History at ISU, which due to major research doctoral faculty shortages in CSD, OT, and PT are not uncommon. Similarly, due to the lack of research doctoral qualified applicants, repeated faculty searches conducted by the DPOT at ISU have resulted in failed searches when seeking to fill two vacant positions over the last 3 years. During the most recent DPOT academic faculty search, only 1 qualified applicant applied. This is being stated to frame the major shortage of research doctoral faculty in these disciplines and to emphasize the regional draw and many opportunities that this program offers.

The nation-wide shortage of research doctoral-level, Ph.D. or equivalent, faculty in these disciplines are concerning for a number of reasons: 1) similar shortages exist in numbers of clinicians across these disciplines (21-34% job outlook growth predicted from 2014-2024 via the Bureau of Labor Statistics Occupational Outlook Handbook) to treat the increased aging population that are likely to experience health problems treated by these professionals and research doctoral-level faculty are required to train the next generation of clinicians and 2) academic program accreditations may be at risk (the American Speech-Language and Hearing Association [ASHA] Council on Academic Accreditation, requires a majority of courses be taught by research doctoral level faculty [at least 50%], the American Occupational Therapy Association now requires that 100% of graduate-level courses are taught by research doctoral level faculty, and the American Physical Therapy Association requires that 50% of university faculty in PT programs hold their research doctoral degrees). Professionals from these fields frequently treat younger and older veterans with brain injuries or who have a number other traumas. Additionally the US population is experiencing a major growth in the number of Americans

who are 65 years old and older, who are at risk for many aging related health issues; again, frequently treated by the professionals from these disciplines. For example the 2012 estimate of over 43 million Americans being 65 or older is expected to double to 84 million by 2050 with a large portion of the baby boomer generation being over 85 (US Census Bureau Statistics) and likely to experience, hearing, cognitive / language, swallowing, or mobility problems, which again are treated by AuDs, SLPs, OTs, and PTs. Nearly 800,000 Americans have a stroke each year, $\frac{3}{4}$'s being first-time strokes, which is currently the number 5 leading cause of death in the US and often result in cognitive, language, swallowing, and mobility deficits treated by these professionals. Similarly, 5.5 million Americans currently live with Alzheimer's Disease and Dementia, with 5.3 million being age 65 or older. Dementia is currently the 6th leading cause of death in the US, which due to population and aging growth further emphasizes the need for trained professions to treat these populations. Professionals from these disciplines frequently provide care for individuals suffering from 7 out of 10 of the leading causes of death in the US. Without research doctoral faculty to meet program accreditation standards and to train the future generation of clinicians these individuals may go unserved and may be at risk for global decreases in quality of life and age expectancy via succumbing to these disorders at younger ages.

The professional associations for these disciplines indicate the shortage of faculty will become increasingly acute as the nation's population ages, the need for skilled therapists increases, and many of the existing doctoral-level faculty retire and yet the numbers of qualified Ph.D. level faculty are not increasing. For Speech Language Pathology (SLP) and Audiology, a 2002 position paper by the American Speech-Language and Hearing Association (ASHA) referred to the "Crisis in the Discipline," stating that "...preliminary empirical estimates have been established, making it possible to project that over the next 15 years the shortage of Ph.D. faculty is likely to become so severe as to require massive restructuring of the field, with many program closures and reductions in the proportion of faculty holding Ph.D.s". Much of this prediction is currently coming true. The ASHA 2014-2015 Academic Affairs Council (AAC) Technical Report on Ph.D. Programs in CSD reported that 30% of academic positions went unfilled in 2014-2015 and this number rose to nearly 40% in 2015-2016. Of the positions that were filled 25% were done so by hiring under-qualified individuals. This report also states that on average only 42% of academic programs had full faculty capacity from 2008-2014. As indicated above, the vast shortage is going to get far worse before it gets better. 23% of academic faculty in CSD in 2002 were age 61 or over. In 2014 this percentage rose to 36%. As stated in the report, one of the main reasons the shortage isn't worse is because older faculty are agreeing to work longer, which isn't sustainable. This shortage is also supported by the percentage of junior faculty in CSD rising from just 7% in 2002 to 21% in 2014. ASHA sets academic program accreditation standards regarding percentage of Ph.D.-level, or equivalent research doctoral degrees, teaching courses within CSD programs. Therefore academic programs (e.g., undergraduate minor, undergraduate major, Speech Language Pathology Assistant, Master's SLP, and AuD) must maintain a majority percentage of research doctoral faculty teaching these classes and serving as program directors.

Median numbers of students entering Ph.D. programs in CSD will not adequately address the shortage (nationally: 2 for Audiology, 3 in Speech Language Pathology, and 2 in Speech Science within CSD departments). Not surprisingly, a vast majority of the 73 active Ph.D. programs in CSD / SLP are located on the east coast with only 9 being from the western 13 states listed below in table 5. This is a major problem for Idaho and our region considering that, as noted in the report, students typically attend universities within a 200-mile radius of their physical location and academic faculty are likely to end up around their home region. A major benefit of our proposed program that may address the geographic, family, work, funding, barriers noted in the report is the online option. This provides affordable access to quality education for students across the region, nation, and world, as a yet untapped population. ISU's Department of CSD already has a very strong national and international online presence through our undergraduate and graduate course offerings and online SLP Master's degree. Anecdotally, since our first Master's cohort of online students in 2009 a few students from each cohort, and now alumni, typically inquire about the availability of an online Ph.D. program in CSD, of which there are very few. Our online program offering would tap into this population.

The picture is similar for OT and PT, with recently revised accreditation standards by both national associations. OT currently requires a Master's clinical entry-level graduate degree to practice, but their national association and accrediting body, the American Occupation Therapy Association, is requiring a clinical doctorate, DOT, by 2027. Additionally, accredited OT programs now require 100% of faculty teaching didactic courses to hold research doctoral degrees (i.e., Ph.D.'s or equivalent). The 2017 revised standards for PT programs, Commission on Accreditation in Physical Therapy (CAPTE) from the American Physical Therapy Association (APTA), require 50% of core PT faculty to hold research doctoral degrees. These shortages of Ph.D. level faculty is further compounded due to the fact that historically, OT and PT programs do not offer Ph.D. degrees. Only a very limited number OT or PT Ph.D. programs even exist. For example, there is only one Ph.D. program in PT and 1 in OT in all of the 13 western states listed in table 5 below. Ph.D. level faculty from OT and PT typically have degrees in associated fields such as exercise and sports science, psychology, biology, educational leadership, kinesiology, etc. This is in contrast to CSD, which has a long history of Ph.D. programs. However, with that, there are still only 7 Ph.D. programs in CSD and 2 Ph.D. programs in SLP from the western 13 states listed below in Table 5 to produce research doctoral faculty to meet program accreditation standards to support the 181 training programs across the same 13 western states (see *Table 1*).

As a result of the vast shortage of qualified faculty applicants in our fields, positions often either remain unfilled or are filled by clinical faculty who are not specifically trained in research methods and academic classroom teaching. The lack of doctoral qualified faculty places program accreditation at risk. The proposed program and graduates from the program would positively contribute to addressing these problems. It will allow access for regional through international applicants to obtain research doctoral degrees in these related fields and will enable clinically trained and nationally certified Occupational and Physical Therapists holding entry-level graduate degrees access to a more directly related Ph.D. program, thereby potentially increasing the number of students matriculating through our graduate programs at ISU and staying around the region and west coast to fill these shortages. Graduates from our program applying for academic, postsecondary teaching, and research faculty positions would likely have an advantage over those not graduating from programs with the wealth of interprofessional opportunities that this program offers, which is the current international and nationwide emphasis in healthcare along with health-related grant opportunities. Similarly, OT and PT graduates from this program would have a more professionally related research doctoral degree than commonly occurs in those fields, which would be an international draw to our program, likely bringing positive visibility to ISU. As a majority of the anticipated Ph.D. students will already have their clinical entry-level graduate degrees (Master's or clinical doctorates), upon graduating they would be very high-quality applicants for academic departments within their fields of certification, as well as would be prime candidates for other job opportunities outlined below.

Interprofessional training and practice in nearly every healthcare field is emphasized at national and international levels. Granting institutions often have many specific research-funding announcements for interprofessional projects with a healthcare focus. Nearly every healthcare-related profession in the US now has terminology in their accreditation standards, preferred practice protocols, and codes of ethics stating the requirement and need for collaborations between healthcare professionals. As the proposed program is interprofessional across the disciplines it would create many collaborative and grant opportunities for current faculty and students at ISU, along with private-public partnership opportunities. Such a collaborative model is occurring more across higher-level institutions (e.g., University of Pittsburgh just announced a Ph.D. in Rehabilitation Science which includes PT, OT, Athletic Training, and Health Information Management programs), but currently, only a handful of true interprofessional Ph.D. programs exist in the US, with no quality online program offerings. Some of these programs include the following: 1) Massachusetts General Hospital (MGH) Institute of Health Professions graduate school, which is supported by a collaboration between faculty from Boston University, Massachusetts Institute of Technology, Harvard Medical School, and several other regional hospitals, 2) University of Kentucky in collaboration with Eastern Kentucky University, Murray State

University, and Western Kentucky University in CSD, OT, PT, and Athletic Training 3) the University of Colorado at Boulder (UC), and 4) San Diego State University / University of California at San Diego (SDSU/UCSD) cooperative programs, although the MGH program just graduated their first Ph.D. students in May of 2016. The UC Boulder and UCSD/SDSU Ph.D. program examples are collaborations between CSD and neuroscience (UC, Boulder) and CSD and language sciences (SDSU/UCSD) programs. Due to consistent low numbers of students and costs associated with running these programs, more departments and universities are pooling resources, offering combined Ph.D. programs (ASHA AAC Technical Report on Ph.D. programs, 2015-2016). For example, 19 of the 73 active Ph.D. programs in CSD report being in this category, but only a few report being truly interprofessional in nature. Again this program would be a major draw for marketability when posting open positions at ISU from these departments, and when our graduates would apply for jobs elsewhere. It provides grant opportunities and meets the US and World Healthcare systems emphasis on Interprofessionalism, thus increasing the quality of education students receive from ISU at every level. Implementation of the proposed program will place Idaho in the vanguard with reference to development of an interprofessional Ph.D. degree that combines all four disciplines.

Table 1. Total number of academic departments (i.e., degree offerings at undergraduate: Associates (OTA / PTA) or Bachelors (B.S., CSD); and clinical entry-level graduate; M.S. / M.A. SLP & OT, AuD, DOT, & DPT) from the 13 western states that our graduates may be eligible to apply for postsecondary educator positions at: **CSD – 48; OTA / OT – 49; PTA / PT – 84.** 102 of the 181 programs offer clinical entry-level graduate degrees and must adhere to the professional accreditation standards listed above. These program needs equate to approximately 600 Ph.D. level faculty (300 CSD, 176 OT, and 132 PT) required to support the 102 graduate programs and over 1,000 faculty to support the total 181 programs listed, many of which are in dire shortage of research trained Ph.D. level faculty.

State	CSD (*1 Bachelors only the rest offer undergraduate and graduate degrees)	OT Assistant (OTA)	OT (Masters / DOT)	PT Assistant (PTA)	PT (DPT)
Alaska	2 (collaborations with other universities)	0	0	1	0
Arizona	5	3	3	6	4
California	20	6	9	15	15
Colorado	3	3	1	4	2
Hawaii	1	1	0	1	0
Idaho	1	1	1	4	1
Montana	1	0	0	2	1
Nevada	2	1	1	3	2
New Mexico	3	4	1	3	1
Oregon	3	1	1	2	2
Utah	4	1	1	3	2
Washington	4	5	3	6	3
Wyoming	1	1	1	1	0
Total	48	27	22	51	33

List the job titles for which this degree is relevant:

Table 2. The top 5 items were included from the Bureau of Labor Statistics Occupational Outlook Handbook, which does not include specific information on faculty, postsecondary teacher, positions that are specifically related to the proposed degree. Therefore items 6 – 23 have also been included for more specific referents.

#	Title	# of Jobs	Job Outlook (2014-2024) %	Employment Change
1	Postsecondary Teachers	1,313,000	13	177,000
2	Postsecondary Teachers, Health Specialties	186,740	2.4 – 4.99	
3	Speech-Language Pathologist	135,400	21	28,900
4	Occupational Therapist	114,600	27	30,400
5	Physical Therapist	210,900	34	71,800
6	University Faculty, Audiology			
7	University Faculty, Occupational Therapy			
8	University Faculty, Physical Therapy			
9	University Faculty, Speech Language Pathology			
10	University Faculty, Rehabilitation Sciences			
11	University Faculty, Special Education			
12	University Faculty, Related Disciplines			
13	Academic Administrator			
14	Rehabilitation Administrator			
15	Other Healthcare Administrator			
16	Professional or Administrator in Related Industry			
17	Post-doctoral Research Fellow			
18	Staff Member at a Research Focused Healthcare Setting or Hospital (e.g., Mayo Clinic)			
19	Private Practice Entrepreneur			
20	Private Industry Researcher / developer			
21	Insurance Auditor			
22	Advocacy group employee			
23	National Association employee / researcher			

It should be noted that the list of potential job opportunities from this degree included above is just a sampling of the wealth of related positions, as 55% of CSD Ph.D. graduates do not go into academia (ASHA AAC Technical Report on Ph.D. Programs, 2015-2016). These statistics are similar for the other related disciplines.

Table 3.

	State DOL data	Federal DOL data	Other data source: (describe)
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Local (Service Area)	2-4	2-4	2-4
State	4-6	4-6	4-6
Nation	200	200	200

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

- 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 students was used, please attach a copy of the survey instrument with a summary of results.

This program will consist of a mix of full- and part-time students in both traditional and non-traditional (online) models as further described below. Full-time students will utilize the traditional model while those who elect to continue clinical work during their program will be part-time students and may choose either the traditional or non-traditional model. It is likely that part-time students in close proximity to the ISU Pocatello campus and Meridian Health Science Center will choose the traditional model, while students who continue to work full-time clinically in more distant locations from ISU will choose the non-traditional model. The non-traditional model allows a student to continue working in his or her professional position, utilizing distance-learning options for instruction, and developing research within their clinical environment, but still being mentored by ISU academic faculty. Initially, the number of students in the non-traditional model will be capped at 2 until model feasibility is determined.

Annual Ph.D. student cohorts for the program are expected to be 3-4 students in the traditional model and 2 students per cohort in the non-traditional model. Program capacity is based on an average of 4 students per cohort with the anticipation of accepting 6 students per cohort to account for part-time students and retention factors.

Via requests from professionals around the state, region, and nation we predict that we will predominantly draw from Idaho, the Intermountain West, and West Coast for the traditional program, but will also draw nationally and internationally for the non-traditional, online, program. Further evidence of student interest in the program comes from the fact that typically 4-6 graduate students per year from the total of approximately 100 students across the four graduate entry-level programs at ISU report their desire to pursue a Ph.D., most of whom report that they would prefer to continue their education at ISU if the program existed. Interestingly, 13 of these students from SLP, only one of the four programs, over the past 5 year went on to attend, and in some cases graduate, from Ph.D. programs at other institutions. Without the other three programs and with 0 outside ISU recruitment these students could have represented half of the anticipated enrollments; then including potential students from the other three programs, regional and west coast universities, and other regional professionals who have routinely expressed interest in the Ph.D. program speaks to student populations and sources of enrollment for the program. The number of students from these clinical entry-level graduate programs interested in pursuing a Ph.D. are similar to those from other institutions that our faculty have experience at and via feedback from some CSD faculty at the western institutions. Typically 1-2 graduate students per SLP master's cohort of 20-30 students (2-4 students per cohorts of 40 students or larger) express an immediate interest in pursuing a Ph.D. in CSD, which is similar in Audiology, OT, and PT. As recently reported in the October 2017 Issue of the ASHA Leader, based on results from the 2016 ASHA Communication Sciences and Disorders Education Survey, approximately 50% of Ph.D. students in CSD start their research doctoral program immediately after graduating with their previous CSD degree or are simultaneously enrolled in a graduate clinical entry-level degree while they are taking Ph.D. coursework. This number is slightly smaller for SLP master's students, 23%, starting their

Ph.D. program immediately after graduating with the master's degree, but an additional 35% start their Ph.D. programs within five years of obtaining their master's degree in SLP and national clinical certification, which elevates the percentage over the 50% range. All of the annual 100+ ISU graduate students per cohort in the entry-level programs will serve as feeder sources for the Ph.D. program. It is also very likely that if the program is approved, and then when it is started, the exposure to the Ph.D. program, students, and cultural shift will increase the number of students expressing an interest in pursuing a Ph.D., which is often reported in CSD programs that offer a Ph.D. degree (ASHA, AAC 2016 Technical report on Ph.D. programs in CSD). Therefore the interest of our own graduate students continuing their research doctoral-level education here at ISU would increase as would enrollment numbers due to their matriculation into the Ph.D. program. Additionally, the ISU clinical entry-level graduate programs are just one of many feeder sources for the program. Given that there are 102 graduate programs between the four discipline areas across the 13 western states, with only 9 Ph.D. programs in CSD / SLP, it is likely that there will be a much bigger draw from other regional institutions as well. Additionally, several alumni from the online master's program in SLP have expressed a similar interest of pursuing their Ph.D. through the non-traditional tract if it were available.

ISU clinical faculty from the two departments (either holding a master's or clinical doctoral non-research degree) applying to and taking part in the Ph.D. program may be considered, but safeguards for quality assurance and reduction of potential conflicts of interest would be put in place. This potential student source would in no way be our primary source of student enrollment and these potential students would still have to apply for, be competitively selected for admission to, and complete the Ph.D. program with no preferential treatment occurring at any stage of the process. Safeguard policies and procedures, based on the ISU College of Nursing, will be developed if this should occur. Wording and policies will include clear accessible statements that ISU clinical faculty from the two departments applying for, accepted to, participating in, or graduating from will not receive preferential consideration or treatment of any kind during any phase of the application or program and that acceptance to, participation in, or graduation from the program will not alter job classification (clinical faculty applying for, participating in, and or graduating from the program will still have clinical faculty designations) and that all faculty searches will be approved by Human Resources and Affirmative Action, and will be conducted via national audiences. Lastly, any ISU clinical faculty member from the 2 departments participating as a student in the program will have a major advisor from the other department (e.g., if an OT or PT clinical faculty member is the student they will have a major advisor from CSD and the reverse), who will be responsible for determining the student's program of study, performing annual progress evaluations, determining comprehensive evaluations, and will likely chair the students' research projects (all of which will be done under the advisement of the larger CRCS Ph.D. Studies Committee and academic faculty members within the students department of employment). Since only one didactic course is being developed for the program which will include instructors from all four programs, these students will have very limited experiences with clinical faculty being in Ph.D. level courses. A vast majority of the students' coursework is outside of the College / Departments with classes already being taught at ISU, so these potential conflicts of interest would be minimal. Some integration of this may occur through chosen independent studies and colleagues serving as committee members on research projects; however, again in these few specialty cases the major advisor, likely the chair of research projects and the student's dissertation, will be an academic faculty member from outside of the student's primary department. Again, this is an item of consideration, but will not be our primary source of student enrolment.

Allowing ISU clinical faculty from the two departments to apply for and then take part in the Ph.D. program is not being considered as a way to "grow our own", which is very frowned upon in CSD and higher education in general, but instead is viewed as a way to contribute to addressing the national shortages within the disciplines and to provide enhanced opportunities for ISU faculty and students. These opportunities are to help them further develop their knowledge base, areas of expertise, enhance their scholarship and the potential for other scholarly collaborations and grant ventures, as

well as the potential for increased student participation in scholarly endeavors. It may also provide additional granting and teaching opportunities for the subset of ISU faculty supervisors that currently do not have these assignments, which should enhance the ISU student experience at several levels. These clinical faculty members are more likely to remain at ISU if they are able to pursue the Ph.D. while working at ISU and therefore will increase the number of Ph.D. faculty in the programs when they graduate. For example, CSD departments with Ph.D. programs frequently have higher number of not only academic, but also clinical faculty who hold their Ph.D.s, which vertically enhances the department at all levels. Having a Ph.D. program is a draw for higher quality faculty within these disciplines, so it will enhance our marketability when performing nation-wide searches for open positions.

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

The proposed program acts to stimulate the state's economy in a number of ways. It advances the efforts to fill the state's workforce needs in these four high-need clinical professions, all of which are in dire shortage of practicing clinicians, which require Ph.D.-level academic faculty to train new professionals and meet academic program accreditation standards. Since the required entry-level degrees for all four of these professions are graduate degrees, in some cases clinical doctorate degrees, this Ph.D. program provides a long-term solution for educating the next generation of postsecondary educators, researchers, and administrators, many of whom are likely to stay in the state or region. The Ph.D. program will enhance the quality of student training at ISU which will in turn result in a higher quality of regional clinicians treating the population in a more evidence-based efficient and effective way with the interprofessional values. This will enable individuals affected with health and mobility problems treated by these professionals to return to functioning and daily activities sooner and with a higher degree of independence (i.e., returning to work sooner, producing goods or services, and spending money as well as insurers covering the high-quality treatment).

It will also increase enrollment through the Ph.D. program students themselves and through the interest garnered in the undergraduate and clinical entry-level graduate programs themselves as a result of the program and interprofessional focus. As departments that have Ph.D. programs typically have increased numbers of students, which on average are higher performing across all academic levels (ASHA AAC 2016). The proposed program and Ph.D. students will enable student researcher matriculation among multiple levels, thereby exponentially increasing research productivity. Similarly, to the higher number of faculty holding Ph.D.s within departments that house Ph.D. programs, undergraduate and graduate students participate in student research more often. Undergraduate student researchers then matriculate into graduate student researchers within the same lab so the training time per student is decreased, while expertise and proficiency increase in turn dramatically enhancing the scholarly productivity within the program. Ph.D. students and the program dramatically increase faculty productivity by aiding with teaching, mentoring, and research responsibilities. In other words, in addition to the research projects that the Ph.D. students will be conducting throughout their programs they will also be assisting with teaching, service, and mentorship of undergraduate and graduate student research projects, which will in turn increase time for faculty mentors to apply for more grant funding. In other words, faculty time / workload shifts from more time intensive data collection, analysis, etc. to grant writing and higher level productivity factors through the support of Ph.D. students mentoring and assisting with teaching responsibilities etc.

With the interprofessional focus of the Ph.D. and combining resources from the four programs, this will stimulate increased collaborations between the programs for grants (many of which require interprofessional aspects), research, teaching, and service provision. With all of that there will be an increase of student tuition dollars, increase of scholarly productivity, likely increase in grant funding, and increase of outreach clinical service projects benefiting Idahoans. Having more students participating in research labs with the hopeful support of increased grant funding will enable more students to get paid, which will allow them to spend more money, while reducing their student loan

debts. It will also provide the opportunity for increased private-public partnerships for clinical practicum sites, collaborative clinical opportunities, and grant possibilities.

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

As previously stated all four professions are in dire need of not only well-trained clinically practicing professionals, but have an even greater need for academic and research faculty to train future generations of clinicians. As the nation's population ages, the need for the rehabilitation sciences will increase since the elderly are the highest consumers of rehabilitation services. The proposed Ph.D. program enhances the opportunity to address the shortage of qualified health care professionals who are critical to the care of the elderly. Furthermore, the nature of this program with four collaborating disciplines provides a unique opportunity to address interprofessional competencies and accreditation standards of the professions and of healthcare systems. Many national healthcare systems, including the United States, have emphasized interprofessional care as a fundamental requirement to reduce costs and improve client outcomes. As the leading university in the state of Idaho for health professions, and specifically with the CRCS being housed within the Kasiska Division of Health Sciences, which emphasizes and supports interprofessional initiatives, the program is poised for success to make Idaho a global leader in training healthcare professionals and academic research scientists to address the societal needs of the current and future healthcare culture.

e. If Associate's degree, transferability: This program does not result in an Associate's degree.

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

Table 4.

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	NA	NA
ISU	Ph.D.	Ph.D. in Rehabilitation and Communication Sciences
LCSC	NA	NA
UI	NA	NA
CSI	NA	NA
CWI	NA	NA
EITC	NA	NA
NIC	NA	NA

Table 5.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Alaska	NA	NA

Arizona	Ph.D. Speech-Language Hearing Science Ph.D. Speech and Hearing Science	University of Arizona Arizona State University
California	Ph.D. Language and Communicative Sciences Ph.D. Physical Therapy Ph.D. Rehabilitation Sciences Ph.D Occupational Science	San Diego State University in conjunction with University of California San Diego (SDSU/UCSD – joint Ph.D. program) Loma Linda University Loma Linda University University of Southern California
Colorado	Ph.D. Speech-Language-Hearing Science Ph.D Occupational and Rehabilitation Science	University of Colorado, Boulder Colorado State University
Hawaii	NA	NA
Idaho	NA	NA
Montana	Speech-Language Pathology Ph.D.	University of Montana
Nevada	Ph.D. Speech Pathology	University of Nevada, Reno
New Mexico	NA	NA
Oregon	Ph.D. Communication Disorders & Sciences	University of Oregon
Utah	Ph.D. Disability Disciplines Ph.D. Communication Sciences & Disorders	Utah State University University of Utah
Washington	Ph.D. CSD / Rehabilitation Sciences	University of Washington
Wyoming	NA	NA

**Note: Between the 13 listed western states there are 7 CSD Ph.D. programs, 2 SLP Ph.D. programs, 1 OT Ph.D. programs, 1 Ph.D. PT program, and 4 Rehabilitation Sciences Ph.D. programs. The University of Washington offers both a Ph.D. in CSD and Rehabilitation, which does overlap. Two Rehabilitation Sciences Ph.D. programs do not include specific disciplines and are more general programs, including the University of Medical Sciences Arizona program, which is an online only program.*

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.

NA

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

The ISU Vision statement reflects that "Idaho State University strives to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; 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." This proposal addresses many of these elements, in that it will be deeply involved in generating interprofessional opportunities and scientific research ("creation of new knowledge"), is designed to both provide high quality instruction and to train individuals in the science of pedagogy, and to develop critical thinking that spans multiple disciplines. National accreditation standards from the associated programs all include items for interprofessional education and practice (IPE and IPP) activities. The two departments (CSD and DPOT) were both recently reaccredited and received praises in their

accreditation reports for their interprofessional activities. The proposed interprofessional Ph.D. program would continue to support the on-going successes and national recognition for interprofessional endeavors occurring within the departments at ISU. In further support of the on-going strong interprofessionalism in the CRCS, during the final oral report of the ASHA site visit committee one of the visitors went as far to state that the program “sets the gold standard for interprofessionalism in our field”. All of the 6 ASHA site visitors specifically commented on the many interprofessional strengths of the program.

Following is a specification of the relationship between the program and the Strategic Goals of ISU.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Objective 1.1 ISU provides a rich learning environment, in and out of the classroom. (Consistent with SBOE Objectives 2B, 1D)	This proposal will provide a rich academic curriculum that includes coursework within and outside the chosen discipline of the student. In addition, all students will conduct research in labs or at practicum sites representing each of the Rehabilitation Sciences during their course of study.
Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.	The Ph.D. in Rehabilitation and Communication Sciences arises from the workforce needs of the state, nation, and world, as outlined previously. The curriculum has been designed to prepare professionals for the academic, research, and administrative positions, which they will be applying. If needed, the program will engage an Advisory Board, <i>described below</i> , made up of professionals across the State of Idaho who will provide input and feedback to the program to inform curricular change.
Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity. (Consistent with SBOE Objectives 2B)	Participation in multiple research labs within the College of Rehabilitation and Communication Sciences is built into the curriculum and, due to the nature of the research focused doctoral program, students are expected to take part in many research endeavors throughout their training. Research requirements of the program include guided research, independent studies to develop expertise, research practicums, and a dissertation project. Another requirement for the program is that students complete a research project that is submitted for publication before they begin their dissertation. It is also expected that the dissertation projects will be submitted for publication and will likely serve as pilot data for grant application. Along with the guided and self-driven research that the students will be conducting it is expected that undergraduate and graduate research experiences will increase and that the doctoral students will be a part of the mentoring process, especially with undergraduate research experiences. In general the program should vertically advance the scholarly activity within the programs at all levels.
Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity. (Consistent with SBOE Objectives 2A)	Core faculty of the Ph.D. in Rehabilitation and Communication Sciences will hold a research doctorate degree and will demonstrate a history of scholarly activity as a requirement for teaching and advising students in the program. As previously stated the program will increase the scholarly activity occurring in the programs at all levels.

<p>Objective 1.6 Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels. (Consistent with SBOE Objectives 1B, 1C, 1D)</p>	<p>The Ph.D. in Rehabilitation and Communication Sciences is designed to prepare students for work primarily in academic settings, although some may seek administrative positions in health care settings. Most students in the program are likely to already hold their national certification in their disciplines, and are, therefore, intrinsically prepared for the workforce and to train future students for workforce entry. The Ph.D. program further provides them with the tools to meet the needs of academic settings by training in teaching, research, interprofessional collaboration, service, and administrative activities.</p>
<p>Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide. (Consistent with SBOE Objective 1D)</p>	<p>This proposal satisfies Objective 3.1, in that it meets a critically important need by providing qualified faculty who then train future generations of clinicians in multiple disciplines. By preparing future educators in Rehabilitation and Communication Sciences, this degree program ensures that Idaho residents will have ongoing access to high-quality health professions education. It will be the only program of its kind in the state.</p>
<p>Objective 3.3. ISU faculty and students engage in basic, translational, and clinical research in the health sciences. (Consistent with SBOE Objectives 2A, 2B)</p>	<p>Graduate students in the Ph.D. in Rehabilitation and Communication Sciences program will be required to engage in basic, translational, and/or clinical research as part of the curriculum. A solid mentoring relationship between faculty and students should continue after graduation and foster long-term research collaborations, thereby increasing the research productivity of faculty.</p>
<p>Objective 4.1. Idaho State University directly contributes to the economic wellbeing of the state, region and community it serves.</p>	<p>The healthcare industry is among the fastest-growing sectors of the economy, and this degree program addresses current and projected workforce shortages in the rehabilitation and communication sciences. Further, all of the disciplines addressed by this proposal have goals of increasing the independence of individuals and/or returning people to the workforce after injury. Providing research-capable leaders will support the expansion of the health care industry, improve local access to services, and increase the ability to attract grant funds. Graduating Ph.D.'s capable of filling current and anticipated faculty vacancies within the state keeps the state economy vital within academia as well.</p>

5. 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 quality of the program will be ensured through monitoring at five different levels. First, the graduate programs at ISU are governed by the Graduate School, which oversees all activities related to degree implementation, administration, and completion. All requirements, academic procedures and policies will be approved by the Graduate Council prior to initiation of the program. Second, the Kasiska Division of Health Sciences (KDHS) mandates that all programs undergo regular program review, and a schedule of this review is maintained by the ISU Office of Academic Affairs and monitored by the KDHS. Third, the Northwest Commission on Colleges and Universities is the accrediting body for ISU, and mandates review of programs within the university. Fourth, each of the disciplines represented in

the degree have entry-level programs accredited by their professional associations with strict academic guidelines for content and quality: American Speech-Language and Hearing Association ([ASHA] Counsel on Academic Accreditation for Audiology and Speech-Language Pathology); Commission on Accreditation of Physical Therapy Education (CAPTE); Accreditation Council of Occupational Therapy Education (ACOTE). While the agencies do not directly accredit Ph.D. programs in their fields, the content provided by the program follows the strict guidelines of the agencies. If needed, a regional professional Advisory Board will be developed to review and guide the quality of the Ph.D. program.

Further safeguards for quality are found in the application and admissions criteria for the program:

- A. Entry Degree: Most students will have their clinical entry-level graduate degrees before entering the program (Master's degree for OT and SLP or a clinical doctoral degree for Audiology and Physical Therapy [AuD and DPT]) from an accredited program and institution, or a Master's degree in another health-related profession such as Health Care Administration. It is also very likely that many of the applicants will have practiced as clinicians and hold national certification/licensure in their professions before applying to the program. Students currently enrolled in the entry-level graduate degree programs for the professions who express a desire to continue their education in the Ph.D. program may be considered. The Ph.D. program may also accept individuals with completion of a baccalaureate degree or in post-baccalaureate programs in some cases, pending the approval of the CRCS Ph.D. Studies Committee. There will be a requirement that those students will complete graduate-level clinical-entry didactic coursework during their program (typically an additional 30 or more credit-hours in the related discipline). These students may or may not receive specific clinical education training along with clinical placements during their program, but this may be an option if desired and if approved by the Advisory and CRCS Ph.D. Studies Committees.
- B. Entry GPA: Applicants are expected to have a GPA ≥ 3.5 (on a scale of A=4.0) for consideration of admittance to the Ph.D. program. Official transcripts documenting the GPA must be submitted with the application materials. If a professional seeking entry to the program has several years between obtaining their graduate degree and applying to the program, or has very extenuating circumstances for a GPA lower than 3.5 this requirement may be waived pending approval of the CRCS Ph.D. Studies Committee. Setting this relatively high standard for the GPA requires previous academic achievement and indicates the likelihood for success in a Ph.D. program and will aid in ensuring a high quality program.
- C. Graduate Record Examination (GRE): Applicants are expected to obtain a minimum of a 40th percentile score on either the verbal or quantitative sections of the GRE and no less than the 20th percentile on either the verbal or quantitative. Exceptions may be made pending approval of the CRCS Ph.D. Studies Committee.
- D. Recommendation: Three letters of professional recommendation from faculty or professional colleagues are required for application to the program.
- E. Writing sample: An example of scholarly writing, thesis, publication, term-paper, etc, will be submitted with the application materials and reviewed by the CRCS Ph.D. Studies Committee.
- F. Statement of Intent: The student must submit a statement summarizing the reasons for applying to the Ph.D. program, as well as identifying areas of research interest, research objectives, and an academic faculty mentor.
- G. Interview: All program applicants will be interviewed by members of the CRCS Ph.D. Studies Committee via telephone, distance conferencing, or face-to-face as part of the application process.

- H. Approval by an Academic Faculty Mentor: An academic faculty mentor must grant their approval to work with the student prior to acceptance to the program.
- I. Approval by the CRCS Ph.D. Studies Committee: The CRCS Ph.D. Studies Committee must approve each applicant prior to acceptance to the program.

6. 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 C**.

Attached as Appendix C, with ISU College responses as Appendix D.

7. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes____ No x

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission? N/A

8. Five-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.

Yes x No

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

9. 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.	40
Credit hours in required courses offered by other departments:	20 (6 will be “free electives” – see below)
Credit hours in institutional general education curriculum	0
Credit hours in free electives	6 (included in the 20 outside credits)
Total credit hours required for degree program:	60

I. Program Models

The Ph.D. program has two basic models that the candidate may choose from: Traditional and non-traditional. All students will have the same minimum number of credit hours and will be required to take the same specified required courses in the proposed curriculum, **Appendix A**. The main differences between the models are; 1) the mode of didactic course delivery, 2) some limitations with course offerings for the nontraditional students, 3) expectation for type of research conducted, 4) assistantship offerings, and 5) expected duration of the programs.

- **Traditional Model:** This model reflects the more traditional style of Ph.D. education, with the candidate on-campus for the bulk of the curriculum and research experiences. The student's didactic coursework is predominantly traditional classroom presentation, and the research experiences may occur within existing research labs and/or clinical sites with affiliation agreements. Full-time students choosing this model are most likely to receive graduate research or teaching assistant positions (*and are the only ones considered for university funded assistant positions*), although part-time students may be considered for assistant positions if funded externally, via the primary investigator's (PI's) discretion.
- **Non-Traditional (online):** This model allows students to remain in a local or distant geographic location, in Idaho or elsewhere, during their program. It is likely that students who choose this model will continue working clinically at their site that is likely distant from the ISU Pocatello campus or Meridian Health Science Center and will be part-time students. No fulltime option is offered for non-traditional students. Course delivery for students who choose this model will be via distance education, which may limit some of the optional course offerings. As the student is off-site and may not be able to participate in the traditional research laboratory experiences, unless through collaborative agreements with other universities, it is expected that an affiliation agreement be established between ISU and the student's workplace facility so the majority of the student's research may be conducted at their clinical site, under the supervision of the student's major advisor from ISU. It is likely that many of the research experiences in this model will be clinical or translational in nature. Institutional review of proposed studies will still go through the ISU Human Subjects Committee for approval, but may require additional approval from the student's worksite. Lastly, these students who choose this model will be much less likely to receive graduate research or teaching assistantships, unless supported through external funds and at the PI's discretion. Although not a requirement, it is likely that the mentor and/or student will travel to the other's location at various points throughout the program.

II. Program Components: The major components of the program include (A) advisory committee and its construction, (B) curriculum and (C) the dissertation process.

A. Advisory Committee:

Each student enrolled in the doctoral program must have a major advisor and an advisory committee. Although rare, students may have co-advisors. Advisory committees will have a minimum of three faculty members with at least two holding graduate faculty status at ISU. The major advisor should be from the student's primary discipline and, although not required, one of the advisory committee members should be from outside of the student's primary discipline (AuD, OT, PT, SLP). Prior to formal admission into the Ph.D. program, the candidate will identify a major advisor who reflects the student's interest area and with whom the student will work throughout her or his academic program. Choice of advisor is based on the candidate's interests, faculty's interest in participation, and availability of faculty in a specific professional area. The major advisor's responsibility is to monitor the student's academic and research progress, as well as to chair the candidate's advisory committee.

Role of the Advisory Committee: The Advisory Committee is charged with working with the student to develop a program of study that is based on the student's aspirations and mentor's aspirations for the student. The committee is charged with the following:

- **Coursework:** Identify the coursework that will meet all of the program requirements.
- **Program of Study and Review:** Upon establishment of the Advisory Committee and identification of coursework a Program of Study will be completed in collaboration with the Committee. This program must be developed by the end of the first semester of coursework. The Program of Study provides a plan for the course enrollment, and serves as guidance for both the student and the Advisory Committee. The Program of Study should be reviewed periodically and updated as needed. The Advisory Committee will review the Program of Study to ensure that it meets the Graduate School and Program requirements. The Advisory Committee is responsible for signing the student's Program of Study.
- **Monitor and Evaluate Student Progress:** Review annual student evaluations to monitor progress. At the end of each academic year the student's progress is evaluated. The candidate completes a review of the activities completed during the past year, including course work, scholarship, and assistantship activity, then consults with the major advisor. Faculty involved with the student will be asked to evaluate their performance. A summary of this evaluation will then be presented to the Advisory Committee, the CRCS Ph.D. Studies Committee, and CRCS Ph.D. Program Director for evaluation. The student's Doctoral Committee will make annual recommendations regarding the student's continuation or dismissal following doctoral program policies.
 - Students must maintain a minimum 3.00 GPA and may not receive more than two grades below B-, which will result in immediate dismissal from the program.
 - Students must complete all aspects of the program within five years of completion of their comprehensive exams per ISU Graduate School Requirements.
- **Comprehensive Examinations:** Prior to the final semester of required didactic coursework and completion of the student's research practicum project, including manuscript submission for publication, the Advisory Committee will determine the nature of the written and/or oral comprehensive examinations. The Advisory Committee is responsible for evaluation of any assessment procedures implemented, but, with the exception of the major advisor, may not necessarily be involved with evaluating the student's work. If examination responses are unsatisfactory, the committee may select a

course of action, including remediation procedures, timing, and sequences for the second, and final, attempt at examination. Failure of the second examination will result in dismissal from the program.

- **Dissertation:** After passing the comprehensive examinations, the student works with the major advisor to establish a Dissertation Committee and then begins development of dissertation project(s) (*please see section D below for details*).
 - **Dissertation Committee:** Ideally, the major advisor will chair the student's Dissertation Committee, but this may not necessarily be the case. Likewise, ideally the student's dissertation committee will be the same as their Advisory Committee, but again, this is not required. The Dissertation Committee must be comprised of at least three faculty members, two of whom hold graduate faculty status at ISU. At least one member of the Dissertation Committee must be a Graduate Faculty Representative (GFR) approved by the Graduate School at ISU. While the GFR is officially appointed by the Graduate School, the Dissertation Committee Chair and student may make recommendations to the Graduate School. Identification of the GFR does not have to be completed until the time of the dissertation prospectus. With the exception of the GFR, the dissertation committee members should be able to make a meaningful contribution to the research project(s) and have expertise in at least a related area. All dissertation committee member assignments, including the GFR, will adhere to ISU Graduate School requirements and expectations.
- **Doctoral Candidacy:** Upon successful completion of their comprehensive examinations and passing their dissertation prospectus, the Advisory Committee recommends the student for doctoral candidacy. Approval signatures must then be obtained by the student from the Major Advisor, CRCS Ph.D. Program Director, and Dean of CRCS before sending the doctoral candidacy approval recommendation form to the Graduate School for notification. Candidacy indicates that the student has completed all requirements but their dissertation defense, commonly known as *all but dissertation* (ABD). At this point they receive the title of "doctoral candidate" rather than a doctoral student.

B. Curriculum Requirements:

The program of study consists of four core elements: Academic Core, Research Core, Specialized Program, and Dissertation. Minimal requirements for each element are described below and the proposed curriculum with potential course offerings is outlined in *Appendix A*. Current instructors for the potential courses listed in *Appendix A* have been contacted and have given approval to list the courses as potential options for future students.

Academic Core:	12 credits
Research Core:	15 credits
Specialized Program:	15 credits
<u>Dissertation:</u>	<u>18 credits</u>
Total:	60

Academic Core (12 credits). Academic core is focused on the students' understanding of related professions, interprofessionalism, and pedagogical theory and application. Regardless of specialization area, all students will be required to take the following *newly developed* CRCS courses: 1) CRCS 8001 Overview of Rehabilitation Disciplines (3cr), 2) CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2cr), and 3) CRCS 8010 Mentored Teaching Practicum (1cr). The remaining minimum 6 credits will focus

on an aspect of teaching/curriculum and rehabilitation administration. The student in consultation with her or his Advisory Committee will determine selection of the pre-existing graduate courses offered at ISU.

Research Core (15 credits). Research core facilitates students' understanding of statistics, statistical procedures, and research designs through theoretical understanding and application of such procedures. As all entry practicing graduate degrees for the professions are clinically based, limited coursework is dedicated to research methodology and statistical procedures in those programs. Therefore, all students will be required to take statistics and research methods coursework that will utilize courses currently taught in other departments and some may be cross-listed with the CRCS headings. The only new course being developed for this program under the Research Core is CRCS 8020, Doctoral Colloquium (1cr), which is a presentation and discussion lecture series with students and faculty presenting ongoing research results and proposed project ideas that the students will take every fall and spring semester that they are taking didactic coursework.

Specialized Program: (15 credits). Specialized program facilitates the candidates' area of expertise and scholarship through independent studies and guided research with the major advisor and related coursework and research experiences. This program will consist of courses and independent studies identified by the major advisor, the student, and the Advisory Committee as meeting the academic and research goals of the student, and will be drawn from the CRCS, as well as the broader university. Coursework will include at least 6 credits of Core basic or applied sciences outside of the CRCS based on the student's program needs and science background. For example, if a student wanted an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent study on specific neuroscience topics (e.g., subcortical functioning) could be developed. A main requirement of the Specialized Program is the research practicum, where the student is guided through a research project that results in a manuscript submitted for publication consideration to an academic journal. Although several new courses are being developed for the Specialized Program, CRCS 8030: Advanced Seminar in Rehabilitation and Communication Sciences, CRCS 8050 – 8053: Research Practicum in Rehabilitation and Communication Sciences, these are all independent studies and guided research projects not requiring didactic teaching.

Dissertation (18 credits). All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the Graduate School requirements for dissertations. The student, under the advisement of the Dissertation Committee and chair, should develop dissertation research projects. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. During this process the students are expected to get appropriate human subjects approval from all associated facilities to conduct their research. After successful defense and completion of the dissertation the candidate must obtain approval from the Graduate School. New courses being developed for the Dissertation include CRCS 8080 Predoctoral Independent Study, CRCS 9000 Dissertation, and CRCS 9001 Dissertation: Summer Research.

Summary of Coursework.

- Newly Developed Didactic Courses for the program
 - CRCS 8001 Overview of Rehabilitation Disciplines (3cr): Seminar that has 4 instructors, one from each discipline presenting for 3 weeks about their profession.
 - CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2cr): Seminar that will focus on developing knowledge and skills related to entrepreneurial initiatives within the health professions.
 - All other required and optional didactic coursework for the program will utilize courses that are already being taught at the university.
 - All other credit hour requirements in the program are from mentored teaching experiences, lecture series, independent studies, guided research practicums, and dissertation project(s), which will only minimally increase faculty workloads.
- 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.
- A. **Thesis or Thesis Equivalent (1-3 credits of CRCS 8030):** Students who did not complete a thesis (or comparable research project during their entry-level degree) must complete a supervised research project. Similar to the research practicum and dissertation, the student must have a committee comprised of at least three faculty members, two holding Graduate Faculty status at ISU, one of whom being the chair of the committee from the student's primary program. At least one member of the committee must be a Graduate Faculty Representative (GFR) approved by the Graduate School at ISU. Although a GFR is not required by the Graduate School for thesis equivalent projects, it is a requirement of the Ph.D. program. With the exception of the GFR, the committee members should be able to make a meaningful contribution to the research project and have expertise in at least a related area. All project requirements and committee member assignments, including the GFR, will adhere to ISU Graduate School regulations and expectations. The student must hold an open oral defense of the project similar to defenses outlined elsewhere in this document. This must take place within the first two years of the program and prior to beginning their directed research practicum. If this project is not complete within two years from the start of the program the student's Advisory Committee will determine a probation period, typically one semester or one year, or recommend immediate termination from the program. Failure to complete the thesis equivalent project during the probationary period may result in dismissal from the program.
- B. **CRCS 8050, CRCS 8051, CRCS 8052, CRCS 8053 Research Practicum in Rehabilitation and Communication Sciences (3, 3, 3, 3 credits):** The student, with guidance from the major advisor, will develop a research practicum committee consisting of a chair from the student's primary program who holds Graduate Faculty status, typically the major advisor, and two other members, at least one of whom holds Graduate Faculty status at ISU. Ideally, the chair and committee members will be the Advisory Committee members, and later Dissertation Committee members, but this does not have to be the case. The student will then complete the guided research practicum, which involves developing, carrying out, and successfully defending a research project. This should follow similar procedures to the dissertation process and ideally will lead into the dissertation research. Students will meet the Graduate School's requirements for a thesis in this project with the exception of needing a GFR, or submitting the final product for approval to the Graduate School. The chair must approve the document two weeks before having the student send it out to committee members and scheduling the prospectus or defense. A prospectus presentation is recommended but not required. An open oral defense is required for the research project and should follow similar procedures to the dissertation defense. Upon successful completion of the project, and obtaining all committee members'

approval via signatures on appropriate signature pages, the student will submit the manuscript for publication to a peer-reviewed academic journal of appropriate caliber. Manuscript submission is required prior to the student taking their comprehensive examinations.

- C. **Comprehensive Examinations:** Prior to last semester of required didactic coursework, the student's Advisory Committee will plan the written and oral comprehensive examinations. After the student has successfully passed their research practicum and submitted it for publication consideration they can schedule their comprehensive examinations. As previously mentioned the Advisory Committee will determine the nature and form of the examinations. Successful completion of oral and written examinations is necessary before the student starts the dissertation process.
- D. **Dissertation (18 credits):** The dissertation is divided into two sequences.
- a. **Prospectus:** Subsequent to passing the comprehensive examination, the student works with the major advisor to establish a Dissertation Committee and begin development of dissertation research project(s). The dissertation will reflect independent, original, scholarly research that meaningfully contributes to the candidate's area of major concentration and more broadly to the scientific knowledge of the field. The committee is involved with the theoretical development, research design, and preparation for the dissertation research. Students must demonstrate an understanding of the content and independent scholarship through written proficiency of (a) review of the literature, (b) rationale for the study, (c) statement of the problem or question to be addressed, (d) detailed methodology, including design and statistical treatment, (e) bibliography, (f) timeline, and (g) budget. Optionally, the student may also include (h) preliminary data from a pilot study. The student will present an open proposal prospectus. The Dissertation Committee will determine approval of the proposal. After successful completion of the prospectus the student's Advisory Committee recommends them for doctoral candidacy. If the student does not successfully pass their prospectus they are given *one* attempt to remediate and try again. If the second attempt is not passed, the student is dismissed from the program.
 - b. **Defense:** The doctoral candidate must demonstrate written and oral proficiency through their final dissertation document and oral defense. The final document and oral defense must meet the Graduate School requirements for a dissertation along with following any associated policies and procedures. The candidate must present an open oral defense following the previously described procedures. Following the defense, the candidate must document approval of the dissertation by obtaining signatures of the Dissertation Committee members. When the candidate meets all program requirements they are recommended for graduation to the Graduate School. If the candidate does not successfully pass their defense they are given *one* attempt to remediate and try again. If the second attempt is not passed, the candidate is dismissed from the program.
- E. **Submit a Proposal for Funding:** The student and advisor will work together to develop a proposal for funding during the student's program. The student is required to submit at least one proposal for funding during their training, which is a required element of program completion. This may be a portion of the student's comprehensive examination. Ideally, this would occur prior to starting their dissertation project(s) and would go to support their dissertation research. The funding proposal will target either an internal or external research funding announcement, program funding announcement from granting mechanisms (e.g., National Institutes of Health, National Science Foundation, other Foundations, Mountain West Consortium, Idaho State University, etc.), but the funding

agency will be determined by the student and advisor.

F. Students and Candidates must adhere to all

- Program's/Department's Policies, Procedures, and Requirements.
- CRCS Policies, Procedures, and Requirements
- Graduate School's Policies, Procedures, and Requirements.
- Registrar's Policies, Procedures, and Requirements.
- Idaho State University Policies, Procedures, and Requirements.
- Professional Association's Ethical Standards

10. 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 Ph.D. program objectives include:

Objective 1. Learners will have: a) knowledge and practical experiences within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology, and b) a core of knowledge in one of the above-named fields.

Indicator 1. By the fifth year of the program 4 Ph.D. degrees will be awarded.

Objective 2. Meet the demand for academic/research trained faculty in the fields of Audiology, Occupational Therapy, Physical Therapy and, Speech-Language Pathology.

Indicator 2. By the fifth year of the program at least 3 of the graduates will have applied for academic positions.

Objective 3. Develop academic/research leaders who generate evidence-based practice scholarship within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Indicator 3. By the 3rd year of the program 75% of students will have submitted a manuscript for publication consideration and will have presented research at regional and national conferences.

Objective 4. Promote awareness and expertise for interprofessional and cross-disciplinary activities at all levels of scholarship, pedagogy, and service in the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Indicator 4. All graduates will complete interprofessional didactic coursework and research experiences described throughout this proposal.

Objective 5. To maintain a robust curriculum that will meet the changing needs of the Interprofessional Rehabilitation Sciences: Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Indicator 5. The curriculum will undergo periodic review that includes feedback from students and the annual review of student outcomes.

Objective 6. Upon graduation all students will have met the following program objectives:

Objective 6a. Complete the core curriculum in the program, comprehensive examination, and doctoral dissertation research.

Indicator 6a. Students will successfully complete core curriculum, comprehensive examination, and doctoral defense research.

Objective 6b. Students will participate in cross-disciplinary education, which may include clinical, research, or teaching experiences outside of their professions.

Indicator 6b. Students will complete cross-disciplinary laboratory, teaching or service experiences and participate in weekly interdisciplinary colloquia.

Objective 6c. Students will demonstrate proficiency in face-to-face and online teaching (e.g., lecture, discussion, laboratory, lesson planning, testing, and grading) and use of innovative strategies for access (e.g., video interaction, online teaching, independent study).

Indicator 6c. Students will successfully complete coursework in pedagogy, a mentored teaching experience, and will assist with face-to-face and online teaching throughout their programs.

Objective 6d. Students will demonstrate the ability to plan, initiate, conduct, analyze, and disseminate quality research.

Indicator 6d. Students will successfully complete their research practicum and dissertation project(s), are expected to assist with research throughout their programs, and are expected to present research findings at conferences along with submitting manuscripts for publication consideration.

Objective 6e. Students will demonstrate ability to disseminate scholarship at high-level venues.

Indicator 6e. Students will deliver at least one national- or international-level professional presentation and will have one manuscript submission by graduation.

Objective 6f. Students will gain experience applying for funding.

Indicator 6f. Students will have submitted at least one proposal for funding by completion of the program.

11. 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.

In accordance with ISU assessment policies and procedures, all graduate programs undergo ongoing annual review, as well as full assessment every 5 years. The annual review process will be conducted at the beginning of each school year, and will involve discussion by all faculty and the director of the program, in concert with non-program faculty in the CRCS, student representatives, and opportunity for input from the Advisory Board. The purpose of the review is to determine the potential need for curriculum revisions and additions, based on feedback from constituents.

Every five years the program will undergo a full program review. At this time a curriculum map will be created and input from constituents will be sought to determine whether the curriculum and program requirements, as implemented, provides a clear roadmap to achieving the goals of the program. In addition, the self-study materials generated during this process will undergo an external review by an individual from a university outside of Idaho but with a similar doctoral program. Recommendations from the external reviewer, faculty, students, and community constituents will be utilized to revise content, and add or remove coursework and experience sites.

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

the program?

The review process will provide the faculty, CRCS Ph.D. Studies Committee, CRCS Ph.D. Program Director, Department Chairs, and Associate Dean of CRCS, and with information related to the program effectiveness (ability to train highly qualified and employable graduates), quality of the offerings, and currency of the material. This input will be used to change courses and their content, to signal removal or addition of courses, program requirements, and to revise the strategic goals. The faculty and program administrators will summarize and then address feedback as deemed pertinent on an academic year basis, or more often if warranted.

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

All courses will have examinations and course assignments designed to assess not only content but also synthesis and integration of content. Critical thinking will be assessed in the context of coursework, research practicum, comprehensive examinations, oral examinations, and dissertation project(s) as stated above. It is critical that students demonstrate their ability to navigate the academic world and ensure that their research endeavors undergo peer review from experts within their professional areas. Students will have successfully completed research and will submit for national- and international-level presentations, as well as have submitted their research findings for publication consideration to academic journals prior to completion of the program. Students will also have submitted at least one proposal for funding prior to graduation.

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

Student course performance review will occur at the end of the semester in which the student takes the class. As described above, student progress review will occur annually. Course assessments occur during the semester in which the courses are taught. Curriculum review and program criteria and goals will be reviewed annually, as previously discussed. Full program review will occur every 5 years, as per ISU policy. Doctoral written and oral examinations are held as qualifying events prior to initiation of the dissertation project.

Enrollments and Graduates

12. 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)			
	FY 2014	FY 2015	FY 2016	FY 2017 (most recent)	FY 2014	FY 2015	FY 2016	FY 2017 (most recent)
BSU	NA	NA	NA	NA	NA	NA	NA	NA

ISU	NA	NA	NA	NA	NA	NA	NA	NA
UI	NA	NA	NA	NA	NA	NA	NA	NA
LCSC	NA	NA	NA	NA	NA	NA	NA	NA

- 13. 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:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
6	12	18	20	20	20	0	0	0	2	5	8

- 14. 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?

Program capacity is 4 students per cohort, but we plan on admitting 6 students per cohort to account for part-time students and retention factors. This is based upon the number of academic faculty holding the terminal Ph.D. degree, capacity of the program to provide the level of education required, resource determinations, and physical facility limitations. Admission to the program will first be based on student qualification, then on mentor pairings, availability, and approval. This will allow us to pursue this program with minimal to no additional revenue, although we foresee increasing the number of admissions as we gain resources, such as through extramural support. Additionally, the number of admissions may increase if retention or graduation rates unexpectedly decrease, though an assurance of a high-quality program / education is paramount.

Prospective students will be recruited utilizing local, national, and international resources and networking opportunities. Local networks include the 100+ per cohort ISU graduate students from the 4 programs that will serve as a feeder source, recent graduates from the 102 graduate programs between the 4 disciplines across the 13 western states, as well as other health science-related programs from our and other universities, and regional professionals who have frequently expressed an interest in pursuing their Ph.D. through the program once it exists. Faculty for the proposed Ph.D. program will maintain graduate and undergraduate teaching loads at ISU and can market the program to their current students. Additionally, recruitment of doctoral students commonly takes place by networking at conferences. Students interested in research doctoral programs commonly seek out professionals who have evidence of active research in terms of grants and publications. All associated

faculty for the proposed Ph.D. program have research doctorates and are actively involved in research endeavors within the fields of rehabilitation and communication sciences. This should add to the visibility and prestige of ISU and will enhance recruitment of students to participate in this program as well as other current undergraduate and graduate professional programs. The Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology professional and student associations also provide information on their websites and in their publications about doctoral programs. A majority of national and international students access these databases when searching for Ph.D. programs, which we will be listed in.

15. 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?

Based on current interest and professional need we expect annual cohorts of 4-8 students (average of 6; *see table in item 13 above*), but could occasionally accept a cohort with as few as 2 students. This determination is based on the fact that the students will only be taking one newly created didactic survey course within the CRCS, while all other required didactic courses are already taught from other programs at ISU. Therefore one smaller cohort would not affect teaching loads and would have only minimal effect on course enrollment. Likewise, a majority of the program's required credits come from independent studies and guided research, so one smaller cohort would not affect the program functioning. Admission decisions may be influenced by faculty mentor availability and how many students are in each of the program emphasis areas of study.

The typical length of time for students graduating from similar CSD Ph.D. programs ranges from: fulltime students 3 – 6 years (average of 4.5 years), while part-time students typically range from 5 - 9 years (average of 7 years). After the program is initiated, within the first 5 years we expect to have at least 2 graduates and have the expectations of 3-5 graduates annually from year 6 post-initiation on. It should be noted that, in accordance with ISU's guidelines, the program would attempt to maintain more than 3.0 annual graduates over five year averages from the time the first student graduates.

If an average 5-year graduation rate of more than 3.0 students per year, from the start of the first student graduating, is not achieved the program will undergo critical evaluation by the KDHS and Graduate School at ISU to determine support needs for program success or program feasibility. If determined that the program meets a critical need and should continue to be supported, a remediation plan will be created in hopes of increasing the number of quality graduates and will be reevaluated annually until it meets the set standards. If an evaluation results in a determination that the program is no longer feasible it will be discontinued by not accepting any additional students / cohorts and graduating the students that are currently enrolled upon their program completions.

Resources Required for Implementation – fiscal impact and budget

16. 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.

The program will be implemented within the context of a fully established infrastructure embodied on both the ISU Pocatello campus and the Meridian Health Sciences Center (MHSC). Between the four programs (AuD, OT, PT, & SLP) the Pocatello campus houses a total of 4 research labs and the MHSC houses 5 research labs. All research labs currently house equipment in support of the specific measurement outcomes sought (e.g., electrophysiology; immittance; motion analysis), many of which are available at both sites. Faculty within the 4

programs frequently collaborate with faculty in Biological Sciences, Counseling, Engineering, Exercise Science, and Psychology providing additional resources. For example, graduate students in this program will utilize the cadaver labs and virtual anatomy tables available within the Treasure Valley Anatomy and Physiology Laboratory at ISU Meridian and on the Pocatello campus. Classroom, library, and electronic infrastructure available to the traditional professional programs will be available to the Ph.D. students in support of their academic and research efforts. Lastly, online library and university resources already available to online ISU students will meet any predicted student needs in the program. Dedicated office space will be provided to a limited number of the Ph.D. students. Therefore, the majority of resources are currently available to support successful implementation of the Ph.D. 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?

Due to the small number of students and currently available lab, clinic, and common use areas, the impact on physical resources will be limited. The labs, clinic and common use areas can easily accommodate, and in some cases benefit from, the additional use through this Ph.D. program. The increased use will be accommodated through scheduling of labs, equipment, and courses while also providing some dedicated office space for Ph.D. students.

The impact will be greatly beneficial. One of the explicit goals of the Ph.D. program is to promote the research mission of the departments and the university. The presence of highly qualified and motivated Ph.D. students will strongly support this mission. The increased use of existing physical resources translates into increased research productivity and opportunities to be successful seeking external funding. The overall impact of this Ph.D. program will be a major value added to the programs, CRCS, KDHS, ISU, and the local, regional, and professional communities.

- 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.

Because all labs are fully functioning we do not see the need for new equipment. Resource needs are also minimal.

Dedicated Office Space: We currently have adequate office space to support approximately 9 – 10 Ph.D. students. If enrollment proceeds as expected, we will require additional office space for approximately 9-10 more Ph.D. students. We will seek underutilized existing spaces without the need for building or renovation.

17. 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.

Because the Ph.D. program arises from four existing programs within the university (Audiology, Occupational Therapy, Physical Therapy and Speech-language Pathology) we do not foresee the need for an increase in holdings. There may be some additional use of current resources as a result of the increased demand for research by the Ph.D. program, but the numbers of students will be small and therefore these demands will be minimal. Since two of

the four programs routinely offer distance education as a part of their entry-level curriculum, off-campus Ph.D. students in the non-traditional model will utilize similar resources.

- 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.

We do not foresee the need for additional resources beyond those already in existence.

18. Personnel resources

- a. Needed resources.** 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?

We have carefully assessed our capacity within the CRCS, and feel that no new personnel resources will be required to implement this program. We have designed the curriculum so that it capitalizes on existing interprofessional and didactic coursework already offered within the university (e.g., the statistical sequence within the Psychology program; the research methods courses within the College of Education). The proposed curriculum will not likely require new sections of existing courses due to the small number of Ph.D. students in each cohort. Prior approval to include these additional students has already been obtained from faculty who teach the courses currently offered that are listed in *Appendix A*.

Only two didactic courses will be developed and taught by existing personnel because all of the other courses in the curriculum either currently exist, or will consist of independent studies and guided research experiences. Ph.D. student support through mentored teaching experiences at undergraduate, pre-professional, and entry-level graduate courses will reduce faculty workloads from teaching (e.g., teaching, grading, etc.), therefore freeing up time to teach the two new courses. As far as instructional capacity, the two new didactic courses will utilize university classrooms, distance learning equipment, and Moodle platforms for course delivery and administration.

In our opinion the proposed Ph.D. program is a much value added opportunity. It has the potential to reduce faculty workload from teaching, while enhancing scholarly opportunities. For example, instead of the faculty member collecting and analyzing data, writing manuscripts, and seeking funding, they become a mentor and supervisor for multiple Ph.D. students who are conducting their own directed research projects. This dramatically increases productivity in all aspects of the faculty member's responsibilities, while yielding more time to pursue funding. Adding a Ph.D. program often creates a research culture that permeates all levels of education within the school. Additionally, the Ph.D. students, holding national and state licensure / certification, will supervise entry-level clinical students, therefore enhancing service training and experiences for students at all levels. This research culture will positively impact service training and provision through integrating principles of evidence-based practice.

This Ph.D. program will benefit from receiving up to four Graduate Teaching Assistantships (GTA) or Graduate Research Assistantships (GRA), but could be sustainable with fewer pending availability and decision of the ISU Graduate School. Salaries for entry-level practitioners in these professions typically range from \$60,000 - \$180,000, so offering GTA/GRAs to support tuition and living expenses for Ph.D. students is necessary to successfully support full-time students in the program. In addition, the assistantships would allow the anticipated reduction in faculty workload to be achieved through assistance with research and teaching. It is the hope that some of the initial graduate assistantships would be obtained through gate requests from the ISU Graduate School or support from the KDHS. This

initial support for increasing graduate assistantships by a total of 4 would enable faculty and students to apply for additional financial support through grants and scholarships. It is our hope that at least 50% of the future graduate assistantships for the Ph.D. students will be funded through grants. If needed, the programs will also examine reallocating some master's-level graduate assistantships to Ph.D. level students and if a need persists may look into local departmental accounts for student support.

In addition to the above coursework, administrative support for the program will come from re-allocation of resources among the current programs of the College. Specifically, fiscal administration will be assigned to the dean overseeing the program, and also coordinated through the chairs of the CSD and DPOT departments. The academic administrative responsibilities, on the other hand, will be assigned to a CRCS Ph.D. Program Director. A portion of an existing administrative assistant will be allocated for the program as well.

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.

No new faculty are required to implement this Ph.D. program. During the first three years of the program, we anticipate a total of 648 credit hours will be generated between all faculty assisting in this Ph.D. program (estimates based on six Ph.D. students/cohort taking an 15 credits/year). A range of 4 – 12 faculty members will generate a total of 90 credit hours the first year, 180 credit hours the second year, and 270 credit hours the third year. The faculty FTE will be reallocated to the Ph.D. program from their current program by 10-40% depending upon the rehabilitation discipline of the doctoral student and faculty advisor for a total of 3.21 FTE (13%) across all 4 programs during year 1, 27% during year 2 and by 40% during year 3. This reallocation of faculty workload of up to 12 faculty members across 4 programs is equivalent to approximately \$15,000 for year 1, \$30,000 for year 2, and \$49,000 for year 3.

In addition, our request for GTAs will result in 4 additional students eligible to take on undergraduate/graduate research and teaching in the 4 programs and thereby reduce existing faculty workload. The 4 GTAs during year 1 are likely to teach a total of 18 credits each semester for a total of 36 credit hours; and during year 2 will generate 72 credit hours, and a total of 108 credit hours by year 3. Their salaries are expected to be about \$16,000/year/student and will therefore provide a cost savings in teaching while the faculty reallocate their time saved from teaching to providing advising in the Ph.D. Program. However, as noted in the previous section these calculations are based on an optimal number of increased graduate assistantships and is amenable to change based on graduate school decision and availability. It is our hope that at least 50% of future Ph.D. level graduate assistantships will be paid for through grants and other means as described above.

We do not have a means for converting total student credit hours to an FTE student basis since the majority of the course credits listed will be generated by adding these Ph.D. students to existing courses without the addition of new course sections.

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.

We will reallocate a portion of an administrative assistant position to the program. We project a cost of \$9,000 per year in costs, accounted for by reallocation of .30 FTE. One administrator within the CRCS will also have responsibility for administering the program as the CRCS Ph.D. Program Director, and we will account for the \$24,300 annual expense through reallocation of .30 FTE.

Other than the ISU Graduate School, no department or college will be responsible for the administrative support this program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
CRCS Ph.D. Program Director	Reallocated from CRCS	.3	\$33,801 (24,900 + 8,901 fringe)
Administrative Assistant	Reallocated from CRCS	.3	\$10,932 (6,000+ 4,993 fringe)

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

There are currently 38.4 FTE faculty (8.0 FTE Audiology; 4.5 FTE Occupational Therapy; 8.0 FTE Physical Therapy; 17.9 FTE Speech-Language Pathology) who will contribute their expertise to the program (8 tenured academic research doctoral level faculty in CSD, 3 additional pre-tenure academic research doctoral level faculty in CSD, 4 DPOT tenured faculty holding research doctorates, and an additional 4 DPOT tenure-track faculty holding research doctorates; ~ 20 faculty between the two departments holding research doctoral degrees eligible to serve as mentors and instructors in the program). In addition, there are 8.0 administrative assistants between Pocatello and Meridian within the CRCS who will be able to devote time to the Ph.D. program. Finally, there are two department chairs (CSD and DPOT), one Associate Department Chair (CSD, Meridian), 4 program Directors or co-Directors (3 Pocatello; 1 Meridian), and one Dean of CRCS who will be able to dedicate time and resources to the program. While all entry-level programs are operating at full student capacity, as limited by accrediting mandates, the addition of the Ph.D. program is enthusiastically supported by the faculty within the CRCS. The faculty are committed to the development and implementation of this program and all it has to offer.

- c. 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?

The impact of this Ph.D. program on existing entry-level programs will be positive. The addition of Ph.D. students to assist with research and teaching will further increase quality and productivity while enhancing the student experience at all levels of their educational training.

While all entry-level programs maintain full student counts, based upon accreditation standards, faculty are committed to the development and implementation of the Ph.D. program. The CRCS is one of the most productive in the Kasiska Division of Health Sciences (e.g., SLP generates over 1100 student credit hours annually through its three program venues), and scholarly activity within the CRCS is at an all-time high (10 faculty with current grant funding; over 15 publications annually; numerous grant submissions annually). This is the ideal time to implement this Ph.D. program to achieve the value-added benefits as previously described. Faculty are excited about working with Ph.D. students and recognize that the energy brought to

the CRCS through this infusion of intensely interested students will easily offset any additional workload as indicated throughout this proposal.

- d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Four Graduate Student Assistantships are being requested to support full-time students in the Ph.D. program.

No additional faculty, staff, or administrators are being requested.

19. 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?

Sources of reallocation as previously stated above in section 18a:

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.

No new faculty are required to implement this Ph.D. program. During the first three years of the program, we anticipate a total of 648 credit hours will be generated among all faculty assisting in this Ph.D. program (estimates based on six Ph.D. students/cohort taking an average of nine credits/semester).

During the first three years we anticipate the Ph.D. students will generate approximately 216 credit hours through undergraduate/graduate teaching of entry-level students (estimates based on six Ph.D. students/cohort teaching the equivalent of six credit hours/year).

We do not have a means for converting total student credit hours to an FTE student basis since the majority of the course credits listed will be generated by adding these Ph.D. students to existing courses without the addition of new course sections. Some additional FTE will be reflected in the two proposed new courses and through guided research and dissertation credit hours.

We request four Graduate Teaching Assistantships from the Graduate School to support full-time on-campus students in this Ph.D. program.

Impact of reallocation of funds as stated above in section 18 c:

The impact of this Ph.D. program on existing entry-level programs will be positive. The addition of Ph.D. students to assist with research and teaching will further increase quality and productivity while enhancing the student experience at all levels of their educational training.

While all entry-level programs maintain full student counts, based upon accreditation standards, faculty are committed to the development and implementation of the Ph.D. program.

The CRCS is one of the most productive in the Kasiska Division of Health Sciences (e.g., SLP generates over 1100 student credit hours annually through its three program venues), and scholarly activity within the CRCS is at an all-time high (10 faculty with current grant funding; over 15 publications annually; numerous grant submissions annually). This is the ideal time to implement this Ph.D. program to achieve the value-added benefits as previously described. Faculty are excited about working with Ph.D. students and recognize that the energy brought to the CRCS through this infusion of intensely interested students will easily offset any additional workload as indicated throughout this proposal.

- 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.

We do not foresee any new state appropriations being necessary.

- 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?

We do not anticipate using one-time sources to support this Ph.D. program.

- 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?

The program will not utilize any new special fee arrangements.

- 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.

No institutional local fees will be collected from students in the Ph.D. Program.

- 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.

The curriculum includes a total of 60 credits taken across 3-4 years. The students will be assessed tuition (\$4,060 per semester, \$339 per credit in the summer). Full-time students may elect to pursue 3 or 4 year course of study. Estimated costs for these programs are provided in the table below.

In-state Full-time Ph.D. Student Costs:

Fee type	Cost per semester (estimate 9 cr. per semester)	Summer cost	Total cost for 3 year program	Total cost for 4 year program
Full time tuition	\$3,748	N/A	\$7,496 x 3 =	\$7,496 x 4 =

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018**

Attachment 1

(in-state)			\$22,488	\$29,984
Per credit tuition	NA	\$426/ credit x	\$3,834	\$5,112
(summer estimate)		3 = \$1,278		
Total	\$3,748	\$1,778	\$26,322	\$35,096

20. Using the budget template provided by the Office of the State Board of Education, provide the following information: *(see attached Budget Form)*

- 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).

Not applicable.

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Not applicable.

APPENDIX A: CURRICULUM

1. **Academic Core (12 credits):** This consists of courses that will be taken by all candidates, regardless of specialization. Students must take CRCS 8001, CRCS 8002, CRCS 8010, DHS ####, from the following list:

- **CRCS 8001 Overview of Rehabilitation Disciplines (3).** Overview of the disciplines of Audiology, Occupational Therapy, Physical Therapy and Speech-Language Pathology. Examines interprofessional function of rehabilitation within multiple settings, including education, clinical practice and administration.
- **CRCS 8002 Entrepreneurship in Academic, Clinical, and Research Settings (2).** Focus is upon developing knowledge and skills related to entrepreneurial enterprises within health professions.
- **Teaching and Curriculum.** Pedagogical theory and methods for academic instruction of clinical content. Student must choose a minimum of 3 credits from the following existing courses after consultation with their advisor. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.)
 - **EDUC 6602 Theories of Learning: 3 semester hours.** Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.
 - **EDLH 7732 College and University Curriculum: 3 semester hours.** In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.

- **EDLH 7734 Issues and Trends in Higher Education: 3 semester hours.** Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.
- **EDLT 7740 / 7742 / 7743 Instructional Systems Design I: 3 semester hours.** Examination of the instructional design process; applications of current research related to development of instructional multimedia materials. PREREQ: EDLP 7706. / Multimedia Authoring I: 3 semester hours. Use of Macromedia Director as the main authoring system for designing instruction. PREREQ: EDLT 7740. / Multimedia Authoring II: 3 semester hours. Advanced use of Macromedia Director as an authoring system. Includes creation of digital sound graphics, animation, and movies. Student will produce a multimedia project. PREREQ: EDLT 7742.
- **EDLT 7745 Instructional Design for Distance Learning Delivery: 3 semester hours.** Exploration of effective uses of multimedia materials in the distance learning environment. Includes investigation of skills needed for creating instructional media for distance learning. PREREQ: EDLT 7742 and EDLT 7744.
- **DENT 6605 Program Development and Evaluation (3).** An overview of general principles of teaching, learning and evaluation in academic and community oral health programs. Emphasis on assessment, planning, 132 Graduate School 2013-2014 Catalog implementation and evaluation of programs.
- **DENT 6618 Leadership Strategies to Improve Health Care: 3 semester hours.** Application of leadership theory and models to professional issues, policy development, advocacy, coalition building, strategic planning, communication, conflict resolution and professional advancement.
- **DENT 6620 Advanced Educational Theory and Methods (3).** Study of theory, principles, and research related to the faculty role in active teaching and learning, development of ethical reasoning, critical thinking and reflective judgment, development of curricular frameworks, outcomes and competencies, and course delivery methods. PREREQ: DENT 6605 OR DEPARTMENTAL APPROVAL.
- **CRCS 8010 Mentored Teaching Practicum (1).** Mentored teaching within the specific discipline of the doctoral student.
- **KDHS ##### Rehabilitation Administration (3).** Examines healthcare administration from an interprofessional viewpoint, with focus on policy, politics, biomedical informatics, and ethics.
 - The Kasiska Division of Health Sciences is in the process of proposing a new course in Leadership and Administration in the Health Sciences. If this course comes to fruition, then the doctoral program in Rehab Sciences will include it in the curriculum, otherwise, a new and independent course will be designed.

2. **Research Core: (15 credits):** To meet the primary focus of the degree of preparing students to become researchers in Rehabilitation Sciences, all students are required to thoroughly immerse themselves in both the theoretical and practical aspects of the research process. Students should consult with their advisory committee in deciding the best research courses for their individual program. The remainder must be selected from the following list, or from coursework determined in conjunction with the student's advisory committee.

- **Statistics and Research Methods.** Basic research methods, design and scientific integrity in rehabilitation sciences. The recommendation of the program is for each student to complete a statistics sequence (e.g., PSYC 6627, 6632, with an option to take PSYC 6637 or the other courses listed below) as part of the Research Core. However, students may

complete a similar basic statistics sequence (Math or Nursing) with the approval of their advisory committee. In all cases the student must complete a minimum of 9 credits from courses listed below. The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.)

- **MATH 5557 Applied Regression Analysis: 3 semester hours.** Simple and multiple linear regression, polynomial regression, diagnostics, model selection, models with categorical variables. SUGGESTED PREREQS: MATH 3350 or MATH 3352 or permission of instructor.
- **MATH 5558 Experimental Design: 3 semester hours.** The linear model for experimental designs, analysis of variance and covariance, block designs, factorial designs, nested designs, choice of sample size. SUGGESTED PREREQS: MATH 3350 or MATH 3352 or permission of instructor.
- **MATH 5559 Applied Multivariate Analysis: 3 semester hours.** Matrix computation of summary statistics, graphical analysis of multivariate procedures, multivariate normal distribution, MANOVA, multivariate linear regression, principal components, factor analysis, canonical correlation analysis. SUGGESTED PREREQS: MATH 2240 and one of the following: MATH 3350, MATH 5557, MATH 5558 or permission of instructor.
- **NURS 8813 Advanced Qualitative Analysis (3).** This course focuses on the study of research that guides the collection and analysis of qualitative data. The course provides an overview of qualitative methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. Emphasis is placed on the appropriateness of each approach for description and explanation of phenomena encountered in clinical, organizational, and educational settings. Experience is provided in problem formulation and development of the qualitative research proposal.
- **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
- **PSYC 6627 Statistics and Research Design I (3).** Critical review of the theory and the methods used to evaluate the outcome of empirical research in the life and social sciences. Chi square, correlation, regression, analysis of variance designs are considered and related to the theoretical distributions basic to statistical inference. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6632 Statistics and Research Design II (3).** Basic assumptions in the philosophy of scientific investigation, principles of design and analysis of experiments, including tests of significance and factorial designs, and reporting of research, in which the student is required to prepare reports of his own work as if for publication. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6637 Multivariate Statistics and Research Design (3).** Continuation of research principles in design and analysis, emphasizing the use of multiple dependent variables, strategies for investigating latent variables, and testing complex causal models.
- **Clinical Research Methods and Design.** Examines research methods and designs that address clinical effectiveness and efficacy. In all cases the student must complete a minimum of 3 credits from courses listed below. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.) Students may choose from one of the following courses. CSD 6600 or DENT 6646 is recommended for students with limited background in clinical evidence-based

practice and statistics.

- **CSD 6600 Principles of Research in Communication Disorders (3).** Issues of validity, credibility, reliability and confirmability. -Methodology including quantitative and qualitative approaches. Evaluation of research and use of evidence-based practice. Use of informational resources to develop a research proposal. PREREQ: STATISTICS OR PERMISSION OF INSTRUCTOR.
 - **DENT 6646 Health Research (3).** Development of foundations in health research and design. The focus will be on effective literature searching with critical analysis and synthesis of evidence-based literature leading to identification of problems for research. PREREQ: UNDERGRADUATE STATISTICS OR BIOSTATISTICS.
 - **NURS 7735 Statistical Analysis in Evidence Based Practice (3).** Exploration of biostatistical methods used in implementing and evaluating health care related research and evidence based practice. Legal and ethical issues in research are addressed. PREREQ: such as SPSS will be utilized. Prerequisites: NURS 8814 and 8815.
 - **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
 - **PPRA 5518 Clinical Research Design and Analysis (4).** The fundamentals of experimental design, implementation and data analysis pertinent to pharmaceutical clinical investigations.
- **CRCS 8020 Doctoral Colloquium (1).** Advanced study, student and faculty presentations, discussions of research in the rehabilitation fields that will include methods in interprofesional, interdisciplinary, multidisciplinary, and transdisciplinary research. Students will attend and present their research during bimonthly seminar presentations / discussions. This credit may be carried over several semesters. Even if the student is not currently enrolled they are expected to attend and participate while they are taking didactic coursework. May be repeated. Only 1 credit counts toward degree.
 - **Grant/Scientific Writing Seminar.** A course that examines strategies and activities related to the grant application process and manuscript preparation. Students may choose from the following courses or propose another course with approval of their advisory committee, but must take a minimum of 2 credits.
 - **NURS 8825 Grant and Scholarly Writing (2).** This course provides the foundation upon which to build skills for grant writing grant applications from seeking appropriate mechanisms for accomplishing the dissertation through the completion of a grant application. Students will use this course to develop a predoctoral proposal such as a National Research Service Award (NRSA).
 - **NURS 8826 Advanced Scientific Writing (2).** Using a workshop approach students will learn how to present and publish their research findings in scholarly journals and books. Students will critique their classmates work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare and submit one paper for publication in a peer reviewed journal.
 - **PSCI 6603 Scientific Communication: 2 semester hours.** This course will survey basic techniques in scientific communication including: scientific manuscripts/articles, theses/dissertation, and other forms of written scientific communication; laboratory notebooks, reports and other technical documentation; collecting and citing literature; basic grantsmanship and introduction to the NIH grant submission process; scientific

poster and podium (oral communication) formats; preparation of professional scientific materials including CV/resume, research summary, research philosophy, teaching philosophy; and the use of relevant software.

- **POLS 5557 Grantwriting: 3 semester hours.** Steps involved in the grantwriting process from strategic planning, research, writing, to finding appropriate grant sources.

3. **Specialized Program: (15 credits):** Specialized program facilitates the candidates' area of expertise and scholarship through independent and guided studies with the major advisor and related areas along with research experiences. Specialized program courses will be developed and offered at the guidance of the candidates' committee. The candidate will consult with their Advisory Committee to determine the area of focus and appropriate coursework for that focus. Coursework must include at least 6 credits of core basic or applied sciences outside of the CRCS based on the student's program needs and science background. This program will consist of courses and independent studies identified by the major adviser, the student, and the Advisory Committee as meeting the academic and research goals of the student, and will be drawn from the CRCS, as well as the broader university. As part of their Specialized Program Core students will complete 4-18 credit hours of independent and directed studies with the major advisor.

For example, if a student wanted an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent study on specific neuroscience topics (e.g., subcortical functioning) could be developed.

- **CRCS 8030 Advanced Seminar in Rehabilitation and Communication Sciences (1-6).** Directed learning with a CRCS doctoral faculty member. Prerequisite: Consent of the Instructor. May register for up to 6; may be used in the area of concentration. May be repeated. Only 6 credits may go towards degree.
 - **CRCS 8050, CRCS 8051, CRCS 8052, CRCS 8053 Research Practicum in Rehabilitation and Communication Sciences (3,3,3,3).** Under the guidance of the research practicum committee the student will develop, carry out, and defend a research project that leads to a publication submission to a peer-reviewed academic journal. Only 3 credits may go towards degree.
4. **Dissertation (18 credits):** All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the Graduate School requirements for dissertations. The student under the advisement of the Dissertation Committee and chair should develop dissertation research projects. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. After successful defense and completion of the dissertation the candidate must obtain approval from the Graduate School.
 - **CRCS 8080 Predoctoral Independent Study (1-9).** Self-study of a range of topics and techniques relevant to preparation for undertaking dissertation research. May register for up to 9; may be repeated. Only 9 credits may count towards degree.
 - **CRCS 9000 Dissertation (1-9).** Students will develop, carry out, and complete their dissertation project. Prerequisites: Admission to candidacy for the Ph.D. degree in

Rehabilitation and Communication Sciences. May register for up to 9; may be repeated. Only 9 credits may count towards degree.

- **CRCS 9001 Dissertation: Summer Research (1).** Students conducting dissertation research may only register for this course during summer. May be repeated. No credit may count towards degree.

APPENDIX B: LETTERS OF SUPPORT



School of Communication
Sciences and Disorders

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April 18, 2017

Nancy Devine, PT, DPT, MS
Associate Dean and Director
School of Rehabilitation and Communication Sciences
Idaho State University
921 South 8th Ave, Stop 8090
Pocatello, ID 83201

Dear Dr. Devine,

The purpose of this letter is to review the proposal from the Kasiska Division of Health Sciences at Idaho State University for a new Interprofessional Research Ph.D. Program in Rehabilitation and Communication Sciences. Given the documented shortage of research trained personnel in Rehabilitation and Communication Sciences, and given the changing nature of the healthcare profession and the need for Interprofessional education, I believe there is adequate evidence to support the development of this novel PhD program. My review of the proposal is as follows:

Areas of Strength

The current programs in the Department of Communication Sciences and Disorders (CSD), offer a bachelor's of science degree with emphases in pre-audiology or pre-speech-language pathology, a master's of science degree in Speech-Language Pathology, and a clinical doctorate in audiology (AuD), while the Department of Physical and Occupational Therapy (DPOT), offers the entry-level Master of Occupational Therapy and the Doctor of Physical Therapy graduate degrees. None of these degree programs prepare graduates with advanced research based experience, nor do they take advantage of the Interprofessional research opportunities provided within the Kasiska Division of Health Sciences.

While I cannot comment from personal experience about the shortages of Ph.D. level academic and research faculty in Physical and Occupational Therapy, I can confirm the Ph.D. shortages in Communication Sciences and Disorders documented in the program proposal. A series of reports from the American Speech-Language-Hearing Association (ASHA), and the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), have documented the extreme shortages of future research trained faculty, beginning with reports published since about 2000. The proposed Interprofessional Research Ph.D. Program in Rehabilitation and Communication Sciences at ISU represents a unique opportunity to deal with these shortages. None of the Ph.D. programs in the 12 Western states listed in the program proposal is similar to the proposed program at ISU.

In addition, the clinical programs (M.A. and Au.D.) accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA), are scheduled for new accreditation standards to take effect on August 1, 2017. Among the new standards,

Standard 3.0 Curriculum (Academic and Clinical Education) in Audiology and Speech-Language Pathology, Standard 3.1.1 Professional Practice Competencies, Collaborative Practice, states

- Understand how to apply values and principles of interprofessional team dynamics.
- Understand how to perform effectively in different interprofessional team roles to plan and deliver care – centered on the individual served – that is safe, timely, efficient, effective, and equitable.

Graduates of this new Interprofessional Ph.D. Program certainly would have timely training in this newly emphasized and required area of professional practice, and would be highly competitive for faculty positions in CSD at universities throughout the US. I anticipate that Departments of DPOT would have similar accreditation standards.

I do see strong evidence in the program proposal of how the proposed program supports the institution's vision and/or strategic plan.

Areas of Concern

While the traditional model of full-time Ph.D. students described in the proposal with the opportunity for face-to-face coursework and collaborative research experience has proven to be successful, the opportunity for academic coursework via distance learning options coupled with mentored research within the clinical environment is less proven. Traditional research training has relied on an "apprenticeship" model, with shoulder to shoulder collaboration between mentor and trainee. I have some quality control concerns if the research training responsibility is left to faculty who are not immediately associated with this program.

In addition, I question the ability of part-time students, who continue to work full-time clinically, to devote the necessary time and attention to this program. This appears to me to be asking these part-time students to take on the responsibilities of two full-time jobs simultaneously. It is my assumption that part-time students would need to lengthen the duration of the program significantly. I question how successfully these students would be able to sustain momentum and complete the program in a timely manner?

Under section II. Program Components. A. Advisory Committee, I would suggest that consideration be given to requiring that a prospective student must have identified a major advisor who has consented to serve in this role, prior to formal admission to the program, rather than allowing selecting a major advisor through discussions with the candidate and faculty members in the program following acceptance. Admitting a student to the program, and then discovering that there is no appropriate major advisor, seems to be an important problem to avoid at the outset.

Suggestions for Additional Consideration

The proposal states that "If needed, a regional professional Advisory Board will be developed to review and guide the quality of the Ph.D. program". Due to the absence of accreditation for Ph.D. programs, and the unique nature of the Interprofessional aspect of this program, I would strongly suggest the creation of a professional Advisory Board, not necessarily regional in nature, to guide the early stages of this program, with frequent early reviews.

Given the concerns stated above about the viability of part-time students to succeed in this program, I suggest consideration of Assistantships with generous stipends to encourage students to maintain full-time status in the program.

Under Section 10. Program Intended Learning Outcomes and Connection to Curriculum. Objective 3. Develop academic/research leaders who generate evidence-based practice scholarship within the fields of Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology. Given the stated purpose of developing "leaders", I suggest that consideration be given to the creation of one additional newly developed didactic course for the program specifically directed to Leadership Development. The job titles for which this degree is relevant lists "Professor", as well as "Academic Administrator, Rehabilitation Administrator, and Other Healthcare Administrator". I believe the unique characteristics of this Interprofessional Ph.D. program would be further enhanced by the addition of a course specifically designed for leadership training.

Thank you for the opportunity to comment on this proposed program. As stated above, I endorse the development of this novel PhD program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Maurice Mendel".

Maurice I. Mendel, Ph.D.
Dean and Professor Emeritus



May 23, 2017

To Whom It May Concern:

This letter is in regards to the proposal for a Ph.D. program in Rehabilitation Sciences at Idaho State University (ISU).

From my reading of the proposal and meetings with Drs. Daniel Hudock and Nancy Devine, the program is much needed and is likely to attract current ISU students, as well as students from around the community and neighboring communities. If implemented, this will be only Ph.D. program of this type in the state. Below are some comments that might be considered as the implementation of the program moves forward.

1. Based on a previous draft of the proposal, I discussed the possibility of opening up the Ph.D. to students with undergraduate degrees to attract students with different backgrounds. This might be accomplished by changing total credits needed to earn PhD (perhaps 90 instead of 60), but allowing credits (perhaps up to 30) to be transferred from other graduate program at the discretion of the student's committee.
2. I fully support graduate teaching assistantships (GTAs) and tuition waivers for Ph.D. students. However, I wonder if it possible to apply a probationary period to GTAs (perhaps in the first year). First year students may not be able to fulfill GTA duties immediately. Also, helps ensure students commitment to the program.
3. Given the overlap between courses taken in Ph.D. program and other degree programs, it is possible that some Ph.D. students with tuition waivers are in the same classes as student who are paying tuition. This can potentially create some resentment between student in different degree programs who are taking the same classes.
4. I do not recommend allowing Ph.D. program committees to be co-advised. One faculty member only should serve as the mentor. Though three committee members may be sufficient, four might be better, especially if one is committee member is going to be from outside the main discipline.

5. Perhaps more detail can be supplied about how comprehensive exams will work. This is often a grey area in Ph.D. programs as comprehensive exams are often determined by the committee. Because of vague descriptions, comprehensive exams are often a source of stress for student. I would recommend providing some guidelines with regards to the format of the exam. For example,
 - a. Written component
 - i. How much writing for each committee member (number of hours? Number of questions?)
 - ii. Is it take home? In house?
 - iii. For in house writing, are students required to remember references? Can they bring notes in?
 - iv. For in house writing, are students given question up front or will they be given topic areas to study and then given question at time of writing?
 - v. Will committee member provide directed readings?
 - vi. For take home question, how much reading/writing should be involved? How many references should there be?
 - vii. What is the purpose of the written portion? Is it simply a necessary step in Ph.D. program or will it lead to a publication or grant application?
 - viii. Can a grant application be used as part of comprehensive exams?
 - ix. How can written portion be objectively evaluated?
 - b. Oral component
 - i. How much time is scheduled?
 - ii. What is the scope of the questioning? Is it restricted to content in written portion? Coursework? Or can it be extended beyond that?
 - iii. How can responses to oral exam be objectively evaluated?
6. With regards to research projects and dissertation, are there guidelines for formal prospectuses and defenses? I believe that all least all defenses should be announced and done publicly. While prospectuses may not be public, there should be at least formal records of prospectus meetings and understanding that data collection does not formally begin until the prospectus is approved by all committee members.
7. While Ph.D. students need to be accountable for meeting expectations in all their coursework and research, I believe faculty members should also be held accountable when mentoring doctoral students. Sometimes a student's lack of productivity may be related to advisors not being available or not providing a productive research environment. Are there ways to a) determine if a faculty member has the tools to train a Ph.D. student? and b) monitor their continued success as an advisor?

8. With regards to admissions, before formally applying, potential students should already know the advisor they want to work with. They should have contacted the advisor and discussed the possibility of working in their lab. The student/mentor relationship is critical and I would recommend that students should not be accepted into the program without a clear direction and knowing with whom they want to work.
9. Similarly, I believe an interview by the advisor is critical before a student is accepted into the program. Advisors should know as much as possible about any student they are agreeing to mentor.

Thank you very much for giving me the opportunity to review your proposal. I hope my suggestions help. I wish ISU all the best in developing this program. I know it will help improve education in rehabilitation sciences and will be a boon to your university and the community. Please let me know if I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Saltuklaroglu".

Tim Saltuklaroglu, Ph.D.
Professor and Program Director

APPENDIX C: EXTERNAL ONSITE REVIEW LETTER

External Reviewers Report

Idaho State University
Site Visit Report

Reviewing the proposal for

Doctor of Philosophy (Ph.D.) in Rehabilitation and Communication Sciences

with emphases in

**Audiology,
Occupational Therapy,
Physical Therapy,
and Speech-Language Pathology**

Kasiska Division of Health Sciences

School of Rehabilitation and Communication Sciences

Department of Communication Sciences and Disorders

Department of Physical and Occupational Therapy

John Ferraro, University of Kansas Medical Center
Maurice Mendel, University of Memphis

May 10, 2018

1

Executive Summary

First, we would like to extend our thanks to the faculty, staff, and administrators on both campuses for the courtesy, hospitality and support extended to us during our visit. As described below, both of us feel that the Department of Communication Sciences and Disorders and the Department of Physical and Occupational Therapy have presented a thorough and strong proposal for the creation of a new, collaborative PhD program. All of the individuals with whom we met – clinical/research faculty from both departments, collaborators from other units (e.g., nursing, psychology, neuroscience, biology, anatomy labs, IT support), and upper administrators – expressed strong and enthusiastic support for the proposal. Such good buy-in from all of the involved parties is an essential element to building a strong doctoral program.

The Reviewers felt that the departments offer a critical mass of faculty, research laboratories, equipment, space and administrative support to offer a competitive PhD program. These resources are available on both campuses as is the spirit of collaboration/integration among the two departments and the four disciplines represented (audiology, speech-language pathology, occupational therapy, and physical therapy). In some respects, the program is ahead of the curve re: resources available to students (e.g., simulation and gross anatomy labs, interdisciplinary office areas, on-line offerings and resources for maintaining them).

As shown below, we have offered a list of recommendations/suggestions to insure the stability and success of the new PhD program. Important among these items is the recognition that offering this degree will not only ease the shortage of PhD holders in Idaho, but also is essential to the retention, research efforts and success of the current faculty as well as an important resource for recruiting new hires. We also feel strongly that it is important to establish a selection process for students that will be fair and equitable across disciplines. Such a plan was not apparent to us during the review.

Please feel free to contact both/either of us if you would like additional information or clarification about any aspect of this report.

Good luck with your plans to implement this important program for Idaho State University, and the state of Idaho!

Review Process

Drs. John Ferraro (Professor and Former Doughty-Kemp Chair of the Hearing and Speech Department, University of Kansas Medical Center) and Maurice Mendel (Professor and Dean Emeritus of the School of Communication Sciences and Disorders, University of Memphis) met on April 23, 2018 on the Meridian Campus and on April 24, 2018 on the Pocatello Campus of Idaho State University to review the proposed interprofessional Ph.D. program in Rehabilitation and Communication Sciences within the Department of Communication Sciences and Disorders (CSD) and the Department of Physical and Occupational Therapy (DPOT) in the School of Rehabilitation and Communication Sciences (SRCS), soon to be renamed the College of Rehabilitation and Communication Sciences (CRCS). Prior to the site visit on April 23 and

24, the team was provided for review the Idaho SBOE proposal form, faculty curricula vitae, handbooks, faculty resources, strategic plans, and recent reaccreditation reports and letters.

On April 23 on the Meridian Campus, the review team met with Associate Vice President for Health Sciences – Meridian, Patty Marincic; with Program Administrators Joni Loftin, Associate Chair CSD; Evan Papa, Assistant Program Chair PT; CSD faculty in Speech-Language Pathology - Kristina Blaiser, Kris Brock, Alycia Cummings, Amy Hardy, and Diane Ogiela; CSD faculty in Audiology - Gabe Bergen; and DPOT faculty in Physical Therapy – Mike Foley, Derek Gerber, Tyler Jepson and Cindy Seiger.

The review team toured the CSD Clinic and Research Labs, the DPOT Labs, and then was given a tour of the L.S. and Aline W. Skaggs Treasure Valley Anatomy and Physiology Laboratories, including the Bioskills Learning Lab, Gross Anatomy Lab, the Virtual Lab, and the Anatomy Instruction Studio by Padma Gadepally, Educational Program Coordinator.

On April 24, on the Pocatello Campus, the review team met with Dan Hudock; Susan Tavernier (Faculty member from the School of Nursing, which offers an online PhD program); CSD-Meridian faculty Beth Guzi and Shauna Smith; CSD Pocatello faculty Nancy Cheadle, Mary Van Donsel, Karissa Miller, Heather Ramsdell-Hudock, Dave Woods, Mary Whitaker, Chris Sanford (incoming chair of CSD), Jeff Brockett, Tori Sharp, and Kathleen Kangas (outgoing chair of CSD and incoming dean of CRCS) and Tony Seikel (emeritus professor, former chair of CSD and former Associate Dean for the SRCS); Biology professor Curt Anderson; Associate Vice President for Health Sciences –Pocatello, Chris Owens; Pocatello DPOT faculty Nancy Devine (former Associate Dean for the SRCS), Deanna Dye (DPT Program Director), and Bryan Gee (chair of PTOT Department, OT Program Director); and the Instructional Technology Resource Center (ITRC) Senior Instructional Technologist Lisa Kidder.

We toured the CSD department and the laboratories of Drs. Hudock, Ramsdell-Hudock, and Scharp, the gross anatomy laboratory supervised by Katrina Rhett, the DPOT department and Kinematics laboratory, and the ITRC facilities in the Library building. Our exit interview was held with Kathleen Kangas and Dan Hudock (incoming PhD Program Director).

Observations

Based on interviews with faculty and administrators, the review team confirmed that existing instructional, support, and administrative resources exist for implementation of this program without adding additional faculty. The review team met with the 8 tenured academic research doctoral level faculty in CSD, 3 additional pre-tenure academic research doctoral level faculty in CSD, 4 DPOT tenure-track faculty holding research doctorates, and an additional 4 DPOT tenured faculty holding research doctorates, for a total of almost 20 faculty between the two departments holding research doctoral degrees who are eligible to serve as mentors and instructors in the program. In conversations with many of the younger tenured and tenure-track faculty, the importance of establishing the PhD program was emphasized as a condition for continued long-term employment at Idaho State University. In addition, the review team met with approximately 18 clinical faculty between the two departments who expressed strong support for the PhD program, and who could serve as active recruiters for subjects to

participate in research projects designed by the future PhD students. The Reviewers were impressed with the overwhelming support of the PhD proposal that was voiced from all of the faculty and administrators with whom we met.

Administrative support currently consists of 10 administrative assistants to support the two departments across the two locations with associated clinics at each location and SRCS (1 FTE administrative assistant, included in the count), 2 department chairs (CSD and DPOT), 1 associate department chair (CSD, Meridian), 1 assistant chair (DPOT), 6 program directors or co-directors (some of which are included in the chair / assistant chair counts), a number of clinic directors for the programs / locations, and 1 Associate Dean within the SRCS who will be able to dedicate time and resources to the PhD program. The proposal also describes reallocating 0.3 FTE from one of the current administrative assistants to support the PhD program, which we believe is adequate.

With the newly acquired space on the second floor, coupled with the repurposed space on the first floor of the ISU Meridian Health Science Center, and the existing space in the buildings on the Pocatello campus, there appears to be adequate space to house the proposed Interprofessional PhD program. The Reviewers were impressed with the research and teaching laboratories that we toured on both campuses. The virtual anatomy laboratory on the Meridian campus is state-of-the-art, as is the adjacent, gross dissection facility on that campus. The administrative space that houses faculty and staff offices integrates individuals from all of the participating programs in the PhD proposal. This feature is a very positive one that facilitates interaction/collaboration among the participating departments. While the departmental offices and research laboratories on the Pocatello campus are not as well integrated physically, they nonetheless appear to be well suited to support a collaborative PhD program. All of the research laboratories we toured are well prepared to offer the nature and level of research that is necessary for a successful PhD program. The Pocatello gross anatomy laboratory is particularly impressive for a “non-medical campus” setting and will be an important resource for students from all four disciplines. There also appears to be solid support from the biology program, with neuroscience emphasis, on the Pocatello program. Curricular offerings from this program will be an important component of the new PhD proposal.

Recommendations

Given the unique characteristics of the proposed Interprofessional PhD program in Rehabilitation and Communication Sciences within the Department of Communication Sciences and Disorders (CSD) and the Department of Physical and Occupational Therapy (DPOT), and the existing Interprofessional research projects between faculty in the two departments, the review team believes that the proposed program offers an opportunity to develop a career path for post-secondary educators, researchers, and administrators in the Rehabilitation and Communication Sciences fields. To enhance an already strong proposal, the review team offers the following recommendations/suggestions:

- . While not specifically stated as one of the primary reasons for a PhD program that integrates four disciplines housed within two departments, it is important for the upper administration to recognize that such a program will be essential to the retention of current and recruitment of

new faculty who are expected to build research programs. There is no doubt that a shortage of PhD-level faculty is pervasive throughout the participating disciplines and this concern offers strong rationale for the PhD proposal. However, while the addition of 3-4 new PhD holders /year will be helpful to the state of Idaho in this regard, the national impact will be minor. The reviewers feel that an equally strong rationale for the PhD program is to facilitate the research and success of the CSD-DPOT faculty, especially the newer ones who either are well-seasoned researchers (e.g., Dr. Cummings) or are in the process of building their research portfolios. While masters and clinical doctoral students can be helpful to these efforts, PhD students provide a more stable, longer-lasting and “research-committed” option to this process.

- ☐ Given the opportunity for students in a full-time traditional PhD program to interact closely with faculty mentors in both research and teaching experiences, it is recommended that the early cohorts admitted to the PhD program consist primarily of full-time traditional students. It is further recommended that students admitted to the early cohorts consist of students who have their entry-level graduate degree, have practiced as clinicians, and hold national certification/licensure in their professions, before entering the PhD program. Recruitment of post-baccalaureate students should remain on hold until the PhD program is well established.
- ☐ It is recommended that admission to the program be contingent upon the prospective student having identified an academic faculty mentor. Given the strength of the Interprofessional nature of the proposed PhD program, it is recommended that the student be required to have a secondary mentor in the other department by the end of a specified time, such as the end of the first semester or the first year of study. For example, a student with primary interest in CSD must have a primary mentor in CSD prior to admission to the program, and must have a secondary mentor in DPOT, in order to take full advantage of the Interprofessional aspects of the program.
- ☐ While it is important that all tenure-track faculty have the ability to mentor PhD students, it is recommended that junior tenure-track faculty not be assigned as primary mentor until after the successful completion of the third-year review, and that a secondary or co-mentor be assigned for all junior faculty. It is further recommended that junior tenure-track faculty must have served on at least one advisory committee prior to serving as a primary mentor.
- ☐ It is recommended that assignments given to PhD students be restricted to research and teaching. If students admitted to early cohorts of the PhD program already hold clinical certification/licensure, while they would be capable of supervising entry-level clinical students, the skills they are seeking to acquire would not be achieved through clinical supervisory activities.
- ☐ It is recommended that efforts be made to acquire Graduate Research Assistantships (GRA), in addition to Graduate Teaching Assistantships (GTA) to support students enrolled in the program. GRA's would provide research support, which would directly benefit mentoring faculty research productivity.
- ☐ Given the different natures of the traditional and non-traditional models of PhD programs, it is recommended that a PhD program director be appointed for the program with sufficient release time (0.3 FTE is included in the program proposal) to develop all of the necessary elements of a

successful new graduate program. The review team believes that 0.3 FTE is a reasonable amount of time to accomplish these tasks initially, and that upon successful implementation of the program the amount of release time for this position may be evaluated annually with the Departmental Chairs, CRSC Dean, and Associate Vice President for Health Sciences. Given that the non-traditional model has different requirements, it is recommended that a different PhD program director be appointed for that aspect of the program, again with sufficient release time – perhaps 0.2 FTE. The proposed 0.3 FTE Administrative Assistant is viewed as an essential component of the proposal.

- ☐ It will be important to make office and gathering space available for PhD students on each campus. Given the physical distance between the Meridian and Pocatello campuses, attention will need to be given as to best practices for establishing a sense of community between the PhD students primarily residing on each campus.
- ☐ While there appears to be internal funding to support a small number of PhD students, it will be important for faculty to seek additional and external sources of support to sustain the program. All of the faculty with whom we spoke acknowledged this need.
- ☐ It was not apparent to the Reviewers that the participating departments have an adequate plan for the distribution of PhD students across disciplines. We were told that students will be selected via the number of applicants to each Department, but all of the individuals from the four disciplines with whom we spoke indicated that there are several students who are interested in applying. It will be important for the Departments to develop a more detailed plan for selecting the relatively small number of PhD students to assure equity across disciplines.

Appendix D: Response to External Reviewers focused on “Recommendations” Identified by the Reviewers.

1. **Reviewers:** While not specifically stated as one of the primary reasons for a Ph.D. program that integrates four disciplines housed within two departments, it is important for the upper administration to recognize that such a program will be essential to the retention of current and recruitment of new faculty who are expected to build research programs. There is no doubt that a shortage of Ph.D.-level faculty is pervasive throughout the participating disciplines and this concern offers strong rationale for the Ph.D. proposal. However, while the addition of 3-4 new Ph.D. holders /year will be helpful to the state of Idaho in this regard, the national impact will be minor. The reviewers feel that an equally strong rationale for the Ph.D. program is to facilitate the research and success of the CSD-DPOT faculty, especially the newer ones who either are well-seasoned researchers (e.g., Dr. Cummings) or are in the process of building their research portfolios. While masters and clinical doctoral students can be helpful to these efforts, Ph.D. students provide a more stable, longer-lasting and “research-committed” option to this process.

Response: We agree with the reviewers’ statements here. Having the Ph.D. program will positively contribute to Idaho State University (ISU) College of Rehabilitation and Communication Sciences (CRCS) faculty retention and productivity. Likewise, as stated, it will aid in recruiting high-quality research-oriented faculty for the two departments. As the reviewers also include, Ph.D. students, who will be more focused on research than current clinical entry-level graduate students, will facilitate research and success of the CSD / DPOT faculty. It will further enhance ISU student experiences and opportunities at all academic levels for the associated programs. Much of this is emphasized throughout the proposal (e.g., pp. 2-3, section 1).

2. **Reviewers:** Given the opportunity for students in a full-time traditional Ph.D. program to interact closely with faculty mentors in both research and teaching experiences, it is recommended that the early cohorts admitted to the Ph.D. program consist primarily of full-time traditional students. It is further recommended that students admitted to the early cohorts consist of students who have their entry-level graduate degree, have practiced as clinicians, and hold national certification/licensure in their professions, before entering the Ph.D. program. Recruitment of post-baccalaureate students should remain on hold until the Ph.D. program is well established.

Response: We agree with the reviewers’ comments. Recruitment and admittance for the early cohorts of the program will, as recommended, primarily target on-campus graduate students already holding their clinical entry-level graduate degrees (Master’s and Clinical Doctoral Degrees) and national certifications. These early recruitment efforts will be focused on full-time traditional on-campus students (e.g., p. 15, Section 5, point A. and pp. 26-27, section 14).

3. **Reviewers:** It is recommended that admission to the program be contingent upon the prospective student having identified an academic faculty mentor. Given the strength of the Interprofessional nature of the proposed Ph.D. program, it is recommended that the student be required to have a secondary mentor in the other department by the end of a specified time, such as the end of the first semester or the first year of study. For example, a student with primary interest in CSD must have a primary mentor in CSD prior to admission to the program, and must have a secondary mentor in DPOT, in order to take full advantage of the Interprofessional aspects of the program.

Response: As stated in the proposal (e.g., p. 16, section 5, point H and p. 18, section 9, II, A) one requirement for admission to the program is to gain approval from an academic faculty mentor, in

writing, agreeing to work with the student. The expectation is that the primary mentor would serve as chair of the student's advisory and research project committees. We also agree with the reviewers' second point here, that students should have a member of the advisory committee from outside of their primary department (e.g., p. 18, section 9, II, A). An exception to this would be if current clinical faculty members from the departments apply for and are accepted into the Ph.D. program. In these cases, as stated in the proposal (pp. 9-10, section 2, point b), the student's advisory committee would be comprised of faculty members from outside of the student's primary department, but their research project committee members may be comprised of faculty members within their primary department.

4. **Reviewers:** While it is important that all tenure-track faculty have the ability to mentor Ph.D. students, it is recommended that junior tenure-track faculty not be assigned as primary mentor until after the successful completion of the third-year review, and that a secondary or co-mentor be assigned for all junior faculty. It is further recommended that junior tenure-track faculty must have served on at least one advisory committee prior to serving as a primary mentor.

Response: We agree with the reviewers' suggestions, and we will include these requirements in the ISU CRCS Ph.D. Program Handbook under development.

5. **Reviewers:** It is recommended that assignments given to Ph.D. students be restricted to research and teaching. If students admitted to early cohorts of the Ph.D. program already hold clinical certification/licensure, while they would be capable of supervising entry-level clinical students, the skills they are seeking to acquire would not be achieved through clinical supervisory activities.

Response: We agree with the reviewers that research and classroom teaching assignments usually would be preferred for the Ph.D. students. We will emphasize those assignments as outlined in the proposal (e.g., pp. 29-32, section 18, points A and C and pp. 32-33, section 19, point A). However, we will retain the flexibility to assign Ph.D. students to clinical supervision when it is beneficial to the student and to the programs.

6. **Reviewers:** It is recommended that efforts be made to acquire Graduate Research Assistantships (GRA), in addition to Graduate Teaching Assistantships (GTA) to support students enrolled in the program. GRA's would provide research support, which would directly benefit mentoring faculty research productivity.

Response: We agree with the reviewers. As stated in the proposal, p. 30, section 18, point A, we anticipate that the GTA support offered by ISU for the Ph.D. program will enable faculty members to increase their grant seeking and awards, which would then increase extramurally-funded GRA positions.

7. **Reviewers:** Given the different natures of the traditional and non-traditional models of Ph.D. programs, it is recommended that a Ph.D. program director be appointed for the program with sufficient release time (0.3 FTE is included in the program proposal) to develop all of the necessary elements of a successful new graduate program. The review team believes that 0.3 FTE is a reasonable amount of time to accomplish these tasks initially, and that upon successful implementation of the program the amount of release time for this position may be evaluated annually with the Departmental Chairs, CRSC Dean, and Associate Vice President for Health Sciences. Given that the non-traditional model has different requirements, it is recommended that a

different Ph.D. program director be appointed for that aspect of the program, again with sufficient release time – perhaps 0.2 FTE. The proposed 0.3 FTE Administrative Assistant is viewed as an essential component of the proposal.

Response: We agree with the reviewers that sufficient release time is needed for the Ph.D. program director to adequately support the further development and implementation of a successful program, which is outlined in the proposal on page 31, section 18, *Administrative Expenditures*. We do not agree with the reviewers that a separate director for the non-traditional model will be required. The programs have significant experience in delivering educational programs through distance and non-traditional modes. Because the program goals and requirements will be the same for traditional and non-traditional Ph.D. students, we believe the program will be stronger with a single director. We will continue to assess the programs, and we can change the designation of one or two directors in the future if that is appropriate.

8. **Reviewers:** It will be important to make office and gathering space available for Ph.D. students on each campus. Given the physical distance between the Meridian and Pocatello campuses, attention will need to be given as to best practices for establishing a sense of community between the Ph.D. students primarily residing on each campus.

Response: We agree with the reviewers. Physical space on both ISU sites will be designated for doctoral student work areas. We anticipate establishing a sense of community in a number of ways. First, the CRCS already offers a bi-weekly brown-bag seminar series and has several on-going scholarly, teaching, clinical, and service collaborations between the departments and locations. We further anticipate building the Ph.D. student community by encouraging attendance at local, regional, and national conferences, where students and faculty can mingle and network. Lastly, the students will be encouraged to initiate and attend location specific gatherings with faculty members from the program and with other Ph.D. students at ISU (e.g., Counseling, Psychology, etc.).

9. **Reviewers:** While there appears to be internal funding to support a small number of Ph.D. students, it will be important for faculty to seek additional and external sources of support to sustain the program. All of the faculty with whom we spoke acknowledged this need.

Response: We agree with the reviewers. We anticipate that the Ph.D. program director and the faculty associated with this program will increase their efforts to identify external funding opportunities. The interaction of Ph.D. students will enhance our opportunities for successful research and grant writing, and all faculty are anticipating writing Ph.D. student support into their long range research plans. As stated in the reviewers' letter we see this program and the Ph.D. students providing a wealth of opportunities to vertically enhance faculty productivity, funding, and the overall ISU student experience at multiple academic levels.

10. **Reviewers:** It was not apparent to the Reviewers that the participating departments have an adequate plan for the distribution of Ph.D. students across disciplines. We were told that students will be selected via the number of applicants to each Department, but all of the individuals from the four disciplines with whom we spoke indicated that there are several students who are interested in applying. It will be important for the Departments to develop a more detailed plan for selecting the relatively small number of Ph.D. students to assure equity across disciplines.

Response: We appreciate the reviewers' concerns on this point, but we do not agree that a detailed

plan for ensuring equity across disciplines is the best approach. Applicant selection will be determined by the admission criteria outlined on pages 15-16, section 5 of the proposal, based on the quality of the applicants and availability of faculty mentors. Faculty with student funding opportunities through grants, or other committed support will have primary consideration in student selection for use of those funds. Admission offers may be made without funded assistantships, when desired or necessary. We do not feel that a set distribution decision process needs to be developed at this time. Faculty from all four disciplines will be represented in the admissions process, and the identification of a mentor for each student should result in an advantageous distribution of students across the programs and disciplines.

Program Resource Requirements.**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS****AUGUST 16, 2018****Attachment 1**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
- 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 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6	6	6	6	6	6	6	6
B. Shifting enrollments	0	0	6	6	12	12	12	12
Total Enrollment	6	6	12	12	18	18	18	18

II. REVENUE

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$138,297.54	\$0.00	\$179,308.63	\$0.00	\$222,447.48	\$0.00	\$228,835.16	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$57,937.50	\$0.00	\$119,351.25	\$0.00	\$184,397.68	\$0.00	\$189,929.61	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$196,235	\$0	\$298,660	\$0	\$406,845	\$0	\$418,765	\$0

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

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

III. EXPENDITURES

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

Attachment 1
FY 2023

	FY 2020		AUGUST 16, 2018 FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.25	0.00	2.59	0.00	2.92		2.92	0.00
2. Faculty	11,672.71	0.00	24,045.78	0.00	37,150.73	0.00	38,265.26	0.00
3. Adjunct Faculty	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Graduate/Undergrad Assistants	\$103,164.80	\$0.00	\$106,259.74	\$0.00	\$109,447.54	\$0.00	\$112,730.96	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators reallocated	\$9,888.57	\$0.00	\$18,780.45	\$0.00	\$28,198.29	\$0.00	\$28,999.24	\$0.00
7. Administrative Support Personnel reallocated	\$3,310.86	\$0.00	\$6,820.38	\$0.00	\$10,537.49	\$0.00	\$10,853.61	\$0.00
8. Fringe Benefits	\$10,010.60	\$0.00	\$19,902.27	\$0.00	\$30,363.42	\$0.00	\$31,236.08	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$138,047.54	\$0.00	\$175,808.63	\$0.00	\$215,697.48	\$0.00	\$222,085.16	\$0.00

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FY 2020 **FY 2021**
AUGUST 16, 2018

FY 2022

FY 2023

Attachment 1

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00	\$3,000.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$250.00	\$0.00	\$500.00	\$0.00	\$750.00	\$0.00	\$750.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$250	\$0	\$3,500	\$0	\$6,750	\$0	\$6,750	\$0

	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS								
	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities								
Construction or Major Renovation		\$0.00		\$0.00		\$0.00		\$0.00
E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$138,298	\$0	\$179,309	\$0	\$222,447	\$0	\$228,835	\$0
Net Income (Deficit)	\$57,937	\$0	\$119,351	\$0	\$184,398	\$0	\$189,930	\$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	
24 & 51	No new faculty, will use reallocation of existing faculty workloads.
30	Tuition calculated at \$4,464 full-time semester, in-state rate; \$447 per summer credit; 6 students/cohort
55	Requesting 4 GTAs. Each GTA represents .48 FTE
59 & 61	Reallocated from existing administrator and staff workloads.
88	Supported from SRCS departments.

UNIVERSITY OF IDAHO

SUBJECT

Masters of Science in Plant Pathology

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Education Attainment – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Agricultural production is an important component of Idaho’s economy, and plant pathogens are a major management concern. This program will produce graduates who understand the role of plant pathogens in food production and who can apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho.

BACKGROUND/DISCUSSION

This M.S. in Plant Pathology degree existed previously, prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Eight faculty who disciplinarily align with Plant Pathology were part of the Department of Plant, Soil and Entomological Sciences and chose to move their programs into the newly established Department of Entomology, Plant Pathology, and Nematology (EPPN) in July 2017. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. degrees in Plant Science. Since faculty who complete Plant Pathology research are now members of EPPN and will continue to train graduate students who study Plant Pathology, it is logical that their degree should reflect this discipline.

The market analysis completed by Hanover Research indicates that plant pathology programs are not available in Idaho. Considering the large agricultural emphasis throughout the state, the University of Idaho; as Idaho’s land grant institute, should be providing education to support individuals with emphasis in plant pathology. Over the next 6 years, Idaho employment opportunities in plant science occupations will increase by 35%, and this increase is much higher than regional and national growth.

IMPACT

No institution in Idaho offers a M.S. in Plant Pathology. Currently, all students in Idaho who wish to complete a degree in Plant Pathology must attend institutions

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018**

of higher education outside the state. Agricultural production is an important component of Idaho's economy, and plant pathogens are a major management concern. This program will produce graduates that understand the role of plant pathogens in food production and that have the knowledge to apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho. Production of graduates trained in Plant Pathology will translate to increased food security in Idaho and nationwide. The University of Idaho is funding this new program through reallocation of existing funds; no additional funds are being requested.

ATTACHMENTS

Attachment 1 – Proposal – M.S. in Plant Pathology

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho (UI) anticipates initial enrollment to be 10 students in the first year with minimum enrollment for the program set at five students. If the program averages below five students for more than three years in a row, UI will reevaluate to determine whether the program will be considered for discontinuation or increased efforts for recruitment.

UI's proposed M.S. in Plant Pathology is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for plant pathology at the graduate level. The UI currently has statewide responsibility for the M.S. and Ph.D. in Plant Science.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on July 12, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on July 26, 2018.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to add a M.S. in Plant Pathology Program as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree Program**

Date of Proposal Submission:	9/29/2017
	Pending Graduate Council Approval
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Plant Pathology			
Degree:	MS	Degree Designation	Undergraduate	X Graduate
Indicate if Online Program:	Yes	X	No	
CIP code (consult IR /Registrar):	26.0305 Plant Pathology/Phytopathology			
Proposed Starting Date:	July 1, 2019			
Geographical Delivery:	Location(s)		Region(s)	
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) |

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

FVP/Chief Fiscal Officer (Institution)

Date

Chief Academic Officer, OSBE

Date

Provost/VP for Instruction (Institution)

Date

SBOE/Executive Director Approval

Date

President

Date

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.

This is a request to create an M.S. degree Program in the newly established (July 2017) Department of Entomology, Plant Pathology and Nematology (EPPN). This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Eight faculty who disciplinarily align with Plant Pathology were part of the Department of Plant, Soil and Entomological Sciences and chose to move their programs into the newly establishment EPPN in July, 2017. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. degrees in Plant Science. Since faculty who complete Plant Pathology research are now members of EPPN and will continue to train graduate students who study Plant Pathology, it is logical that their degree should reflect this discipline.

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.

Currently the eight Plant Pathology faculty within EPPN supervise 11 M.S. students. During the 2005-2016 time period they graduated 14 M.S. students. The M.S. students supported by these faculty prior to the establishment of the new EPPN department received degrees in Plant Science, whom, if the option had been available would have received graduate degrees in Plant Pathology. The Plant Pathology faculty within EPPN now have the opportunity to deliver degrees to their students that more closely reflects the disciplinary nature of their research. The establishment of the EPPN provides name recognition to the department to help potential students identify research projects focused on plant disease problems. It also provides disciplinary name recognition to the degrees conferred to students by the department.

The market analysis completed by the Hanover Research states that plant pathology programs are not widely available in Idaho. Considering the large agricultural emphasis throughout the state, this is the exact reason why the University of Idaho, as the land grant institute for the state, should be providing education to support individuals with emphasis in plant pathology. In the past, were potential graduate students to look for opportunities to study plant pathology at UI, they would have had a difficult time finding these because "Plant Pathology" was not included in any established program at the university. This situation has been changed with the establishment of the new EPPN department.

There are currently eight Plant Pathology faculty in the state of Idaho, with at least one Plant Pathologist at each Research and Extension Center across the state we are strongly suited to

serve agriculture throughout the state of Idaho.

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.

NATIONAL EMPLOYMENT PROJECTION TRENDS

National labor projections suggest slightly slower than average growth for plant sciences professions. Figure below presents national employment projection data for the four selected occupations. Except for Natural Sciences Managers, all occupations are projected to grow about as fast as the national average for all occupations.

National Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
Total, All Occupations	150,539,900	160,328,800	9,788,900	6.5%	4,650,690
Total, Selected Occupations	104,500	109,600	5,200	5.0%	3,520
Natural Sciences Managers	55,100	56,900	1,800	3.3%	1,330
Soil and Plant Scientists	17,700	18,900	1,200	6.8%	730
Conservation Scientists	21,100	22,500	1,400	6.6%	1,060
Life Scientists, All Other	10,600	11,300	800	7.5%	400

"Projections Central - State Occupational Projections." Projections Central. <http://www.projectionscentral.com/>

Aside from the Idaho data, all state-level projections derive from Projections Central, which compiles employment data from state departments of labor.

"Long Term Occupational Projections." Projections Central – State Occupational Projections.

<http://www.projectionscentral.com/Projections/LongTerm>

"Occupational & Industry Projections." Idaho Department of Labor. <http://lmi.idaho.gov/projections>

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

REGIONAL EMPLOYMENT PROJECTION TRENDS

The figure below presents regional employment projections for the selected occupations. Overall, employment projections for the selected occupations keep pace with average regional growth rates, suggesting average demand for plant science-related occupations in the region. While growth rates are average, Soil and Plant Scientists are only anticipated to see about 78 job openings per year. Conservation Scientists and Natural Sciences Managers anticipate the highest volume of annual openings.

Regional Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER CHANGE	PERCENT	
Total, All Occupations	9,519,180	11,250,400	1,731,220	18.2%	405,920
Total, Selected Occupations	9,124	10,697	1,573	17.2%	458
Natural Sciences Managers	4,173	4,878	705	16.9%	155
Soil and Plant Scientists	1,529	1,783	254	16.6%	78
Conservation Scientists	2,975	3,539	564	19.0%	203
Life Scientists, All Other	447	497	50	11.2%	22

Source: Market Analysis MS and PHD Degrees in Plant Pathology: Hanover Research April 2017

IDAHO EMPLOYMENT PROJECTION TRENDS

Overall, state employment projections predict much faster than average growth for plant science occupations. At 35.1 percent, projected growth for aggregated occupations is nearly 40 percent higher than average. However, it should be noted that these occupations employ a small number of people, with a total of only 68 average annual job openings. **Notably, the Idaho Department of Labor projects an average of only 8 job openings every year for soil and plant scientists.** Therefore, if the eight state conferrals in Plant Sciences during 2015 are maintained, graduates could saturate these annual offerings.

State Employment Projections for Plant Sciences Occupations

SOC TITLES	EMPLOYMENT		CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	NUMBER	PERCENT CHANGE	
Total, All Occupations	687,784	824,644	136,860	19.9%	29,865
Total, Selected Occupations	1,064	1,437	373	35.1%	68
Natural Sciences Managers	543	688	145	26.7%	25
Soil and Plant Scientists	149	183	34	22.8%	8
Conservation Scientists	335	519	184	54.9%	33
Life Scientists, All Other	37	47	10	27.0%	2

Source: Idaho Department of Labor

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

a. 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.**

No graduate degree-awarding institution in Idaho currently offers a M.S. in Plant Pathology. With Plant Pathology faculty at each research and extension center as well as on the Moscow campus, no other graduate degree-awarding institution in Idaho, other than University of Idaho, is better poised to deliver a M.S. in Plant Pathology. Currently, all students in Idaho who wish to complete a degree that will confer a degree in Plant Pathology must attend institutions of higher education outside the state. In addition, out of state students who are attracted to the diverse agricultural opportunities in

Idaho have not had the option to come to Idaho to pursue those interests and attain a degree in Plant Pathology. The fact that 14 students during the 2005-2016 time period completed research focused on plant pathology projects indicates that there is significant student interest and commitment to this discipline.

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

Agricultural production is an important component of Idaho's economy and plant pathogens are a major management concern. This program will produce graduates that understand the role of plant pathogens in food production and have the knowledge to apply integrated pest management tools to control plant pathogens and reduce the impact of disease on agriculture in Idaho.

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

Production of graduates trained in Plant Pathology will translate to increased food security in Idaho and nationwide.

d. If Associate's degree, transferability:

Not applicable.

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 programs offered within Idaho.

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	No program	
ISU	No program	
LCSC	No program	
UI	M.S. Plant Pathology	Per this petition

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
Washington State University	Plant Pathology M.S.	Department of Plant Pathology
Oregon State University	Plant Pathology M.S.	Department of Botany and Plant Pathology
Montana State University	Plant Pathology M.S.	Department of Plant Sciences and Plant Pathology
Utah State University	Biology M.S. Emphasis area: Plant Pathology	Department of Biology

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.

Not applicable

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

This request will allow the new Department EPPN to offer a new M.S. graduate program in Plant Pathology. The additional program in Plant Pathology will enhance our ability to recruit additional graduate students and help to grow the EPPN department. The increased number of Plant Pathology M.S. students in EPPN will serve as the foundation for the establishment of a Ph.D. program in Plant Pathology in the near future. This increased number of graduate students will contribute to the University's goal of becoming a Carnegie R1 school.

Goal	Objective	EPPN's Contribution
Scholarly and creative products of the highest quality	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional,	The proposal to develop a Plant Pathology M. S. program will enable EPPN to <i>Expand graduate enrollment</i> by increasing program visibility to prospective students. In an era where

and scope, resulting in significant positive impact for the region and the world.	national and global partnerships	<p>every student counts, offering a formal Plant Pathology program will enable the faculty to efficiently recruit graduate students. They can recruit based on the area of study offered by faculty within EPPN which will be more readily obvious with a formal Plant Pathology program.</p> <p>The science of Plant Pathology is interdisciplinary in nature involving an investigation of the plant pathogen (microbiology, molecular biology), plant (botany, genetic, breeding) and the impact of the environment on these over time. Graduate students will have the opportunity to conduct research in faculty laboratories and produce scholarly works. This will increase the productivity of the laboratories and increase the reputation of the students, faculty and University of Idaho.</p>
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
	Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	
Increase our educational impact.	Provide greater access to educational opportunities to meet the evolving needs of society	<p>The proposal will create a new degree program that will serve students who would have previously gone out of state to receive this degree. Faculty responsible for Plant Pathology courses will assess and revise as needed to improve the quality of the Plant Pathology program as a whole. Attention will be made to the incorporation of integrated curricula and pedagogies.</p>
	Foster educational excellence via curricular innovation and evolution	
	Create an inclusive learning environment that encourages students to take an active role in their student experience	
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	<p>The Plant Pathology Faculty in EPPN represent 5 different countries and are 50% female. Currently, there are over 8 different countries represented by our graduate students. Continuing to embrace this diversity will enhance the experiences of our graduate students and provides a global perspective to the Plant Pathology curricula.</p>
	Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff	
	Improve efficiency, transparency and communication	

- 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.

Specialized accreditation is not required to offer a M.S. in Plant Pathology. It is our intention to annually evaluate the program using established protocols and metrics posted on the UI Provost Student Learning Assessment page. These UI approved Learning Outcomes, Assessment tools and Procedures will serve as our guide to ensure the delivery of quality courses and subsequently an excellent M.S. Program in Plant Pathology.

- 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 to this request.

- 8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No_X_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Not applicable to this request.

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

Yes X No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan.

When did consideration of and planning for the new program begin?

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

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.	15
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	15
Total credit hours required for degree program:	30

M.S. requirements include a formal program of at least 30 semester hours, with a minimum of 12 PLP credit hours and at least 2 credits of ENT. The rest of the courses will be chosen in consultation with the major professor and approved by the student's graduate committee. Of the minimum 30 credits required for the degree, at least 18 credits must be at the 500 level; the remainder may include 400 level courses in the major, and 300 or 400 level courses in supporting areas. Credit in course 500 (Master's Research and Thesis) cannot be counted toward the minimum of 30 credits for a non-thesis master's degree. Although no limit is imposed on the number of credits that may be earned in course 500 for degrees with thesis, only a maximum of 10 credits in course 500 can be used to fulfill master's degree requirements. Two credits of Seminar (501) are required. Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty.

Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits. No more than a combined total of 12 credits earned in another school, through correspondence study, or while in non-matriculated status at the University of Idaho, may be included in a master's program. Transfer and correspondence courses must be from schools that offer a graduate degree in the area of the course.

The proposed courses are listed in **Appendix A**.

- 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.

Submission of a thesis is required for graduation.

11. Program Intended Learning Outcomes and Connection to Curriculum.

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. Plant Pathology graduate degree students will learn to recognize, define and differentiate the causes and types of plant diseases and apply this information using diverse thinking strategies to address real-world issues.
2. Plant Pathology graduate students will be able to integrate information across the scientific disciplines including Plant Pathology, Entomology, and Plant Sciences to implement disease control practices, solve problems, and make decisions that impact agriculture.
3. Plant Pathology graduate students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

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.

Direct Measure Process (per our current protocols and metrics): All of the above listed Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. The students will be assessed on their ability to complete disciplinary research, write a thesis, give a seminar on their thesis and defend the thesis. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 80% proficiency on all assessments that address learning outcomes.

Indirect Measure Process (per our current protocols and metrics): Student graduate reporting, including feedback from both student and advisor; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers. The numbers of students participating in clubs/organizations and service learning will reflect students who strive to excel above their academic education and endeavor to be leaders.

Face-to-Face Measures (per our current protocols and metrics): Exit interviews with graduates, including overall assessment of degree program, and opportunities for service learning activities.

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

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. One focus will be to reconsider current Learning Outcomes, Assessments and Metrics as we create a second departmental Major that spans entomology, plant pathology, nematology; focus also will be on curricular and co-curricular changes. An underpinning objective will be to contribute to UI Strategic Plan Goals for graduate enrollment.

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

Direct Benchmarks:

We will determine how the students in the program demonstrate the ability to critically analyze and report on disease case studies. We will determine how satisfied employers are with our graduates.

Indirect Benchmarks:

We will correlate how students are performing academically with their overall satisfaction.

At least 80% of advisors and students report overall satisfaction with graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

Timing and frequency. When will assessment activities occur and at what frequency? Learning Outcomes Assessment as outlined in Q-12.a and Q-12.c will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the Plant Pathology faculty during FY18 and beyond as needed.

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 programs at BSU, ISU or LCSC.

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)		
	FY2014-15	FY2015-16	FY2016-17	FY2014-15	FY2015-16	FY2016-17
BSU	0	0	0	0	0	0
ISU	0	0	0	0	0	0
UI*	3	6	6	1	2	2
LCSC	0	0	0	0	0	0

*Numbers reflect students who were in the PSES department and received M.S. degrees in the Plant Science program.

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

The establishment of the new EPPN department raises the profile of Plant Pathology. In turn, we expect an increase in student numbers.

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	FY18-19 (first year)	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24
10	11	11	12	12	13	2	3	3	3	4	4

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 methods for determining enrollment and graduation projections were based on historical data. Previously, students who were trained by Plant Pathology faculty received degrees in Plant Sciences, we looked at recent and past enrollment and graduation data. We anticipate that having curricula in which these students will receive Plant Pathology degrees will provide better visibility for our academic programs and should help to increase our graduate enrollments.

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?

Because of the role that plant pathology education and research lends to the University's land grant mission and the agricultural economy of Idaho, it will be necessary to consider and evaluate the societal value the program offers despite enrollments that may not meet projected goals. Our goal is to meet the needs of Idaho and the region, and currently that means we should have enrollments of 8 students per cohort. As Idaho experiences job growth, we will grow our program to meet the statewide need.

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.

It is anticipated that this program will share existing teaching space with the Plant Sciences and Soil and Water Systems and ASM programs in the Iddings Agricultural Sciences building. Teaching budgets supplied by CALS for all programs will be utilized to cover the cost of regular laboratory supplies.

- 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?

Since new courses are being proposed to be added for the new major we will work with CALS and the University to identify space as needed. Since we are proposing graduate programs we expect the impact to be minimal.

- 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 resources are required to support this new major.

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.

Since students already complete Plant Pathology research programs students are already utilizing the UI library so we expect minimal requests to increase access to Plant Pathology-related journals. Due to the interdisciplinary nature of Plant Pathology research, journals and other resources adequate for the graduate students in the Plant Sciences and MMBB programs should be suitable for students in the new M.S. Plant Pathology degree program. A faculty member associated with the new EPPN will work with the library director to ensure that all needs are met.

- 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.

None should be required above those currently being requested by the Plant Sciences and SWS programs.

19. **Personnel resources**

- a. **Needed resources.** 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?

New courses are currently not necessary within the first 3-5 years of the program. Should enrollment for PLP 416/516 exceed 30 students, an additional section of will be required.

- b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The general mechanisms used to fund academic programs within CALS will be suitable to support this new program. Classroom space is currently available in Ag. Sciences. One faculty member and one instructor are available and currently teaching Plant Pathology courses.

- c. **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?

Since students have been completing Plant Pathology research within CALS many of the courses required by these students to complete their degree program have always been required within the former PSES department. Therefore, we do not anticipate a negative impact on any existing program. It was understood by the members of the Plant Sciences Department that with the bifurcation of PSES that the students trained by the Plant Pathology faculty would temporarily be working toward Plant Science degrees until the EPPN Department was able to request the establishment of a Plant Pathology M.S. (this proposal) and Ph. D. (proposal in preparation) degree programs.

Needed resources. 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 new graduate program does not require additional courses. If student numbers exceed our projections, a graduate student teaching assistantship may be required. Any open/opening faculty positions will need to be replaced to cover the existing courses.

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?

The Department of Entomology, Plant Pathology and Nematology is a new stand-alone department, complete with adequate funding and plans to hire. The faculty that are within this department were members of PSES previously. The funding to support this new department was from within CALS. The faculty in EPPN are already training graduate students. The establishment of the Plant Pathology M.S. Program in EPPN enables the students to obtain their degree in the new department. We do expect that the establishment of a Plant Pathology M.S. Program will enable us to effectively recruit more students, and that is represented in the budget sheet. The institutional funds included in the budget were calculated from local service, general education and gift/endowments.

- 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.
- 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.

MI. 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).

Appendix A

M.S. Plant Pathology Curriculum

Minimum of 12 PLP Credits Required

PLP 415/515	Plant Pathology	3 credits
PLP 416/516	Plant Pathology Laboratory	1 credit
PLP 511	Plant Virology	4 credits
PLP 522	Plant Bacteriology	3 credits
PLP 501	Seminar	2 credits
PLP 502	Directed Study	3 credits*

In addition, a course in applied entomology is required. Any one of the following would satisfy this requirement:

ENT 547 Fundamentals of Biological Control (2 credits)
ENT 591 Principles of Insect Pest Management (3 credits)
ENT 546 Host Plant Resistance to Insects and Pathogens (3 credits)
ENT 549 Insect-Plant Interactions (3 credits)

2-3 credits

*Three credits of PLP Directed Study (PLP 502) are required and can be delivered by any member of the EPPN faculty. Credits earned in other Plant Pathology courses earned in another school or through correspondence study may be substituted for directed study credits.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018**

Attachment 1

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 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments			1	1	1	1	2	2
B. Shifting enrollments	10	10	10	10	10	10	10	10
Total Enrollment	10	10	11	11	11	11	12	12

II. REVENUE

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds*	\$221,584.00	\$0.00	\$221,584.00	\$0.00	\$221,584.00	\$0.00	\$221,584.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$0.00		\$6,722.14		\$6,722.14		\$13,444.28	
5. Student Fees	\$0.00		\$0.00		\$0.00		\$0.00	
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
Total Revenue	<u>\$221,584</u>	<u>\$0</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$235,028</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
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Attachment 1

III. EXPENDITURES

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
4. Graduate/Undergrad Assist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
7. Administrative Support Pers	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
8. Fringe Benefits	\$0.00		\$0.00		\$0.00		\$0.00	
9. Other:								
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
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Attachment 1

	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 Expenditure								
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 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	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$1,113.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$1,113	\$0	\$0	\$0	\$0	\$0	\$0

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018**

**Attachment 1
FY 21**

FY 18

FY 19

FY 20

FY 21

**D. Capital Facilities
Construction or Major
Renovation**

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E. Other Costs

Utilities

--	--	--	--	--	--	--	--	--

Maintenance & Repairs

--	--	--	--	--	--	--	--	--

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>
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TOTAL EXPENDITURES:	<u>\$0</u>	<u>\$1,113</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
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Net Income (De	<u>\$221,584</u>	<u>-\$1,113</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$228,306</u>	<u>\$0</u>	<u>\$235,028</u>	<u>\$0</u>
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Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.2	Currently allocated funds, no additional support requested.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018

SUBJECT

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

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. Clarify oral communication competencies
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. Amending the makeup at the committee and setting a timeline for competency review.
October 2017	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

ALIGNMENT TO STRATEGIC PLAN

Goal 1: Educational System Alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective A: Data Access and Transparency; and Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Goal 2: Educational Attainment - Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND / DISCUSSION

The Board adopted a common course listing for general education in 1996. However, over time, these courses evolved and some were discontinued. With no policy adopted to provide for the maintenance of the list, course consistency was discontinued in subsequent years.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018

Board Policy III.N., General Education was established in 2014 and 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 credit transfer for students.

The proposed policy amendments provide for a common course indexing system within the General Education Matriculation (GEM) framework that would assist students in transferring to and between postsecondary institutions. This would be implemented for all institutions beginning in the Fall 2019 academic semester. Board staff has worked with GEM faculty discipline groups, the State General Education Committee and the Council on Academic Affairs and Programs to develop a common indexing convention for a core set of freshman and sophomore level curricula (100 and 200 level courses) within the GEM framework. Common course indexing includes three elements: common course prefix, common course number, common course title, and common GEM discipline area designation. Attachment 2 identifies the 43 courses that have been adopted for common course indexing. These courses are currently offered at most institutions, if not all of them.

Amendments also require that recommendations to the state common course list be reviewed by the State General Education Committee before presentation to the Board's Instruction, Research, and Student Affairs Committee. Institutions choosing to discontinue the delivery of a course on the list will need to notify the Board office a year in advance and provide rationale for discontinuance. The Board will review and approve the common course list on an annual basis.

IMPACT

According to a June 2018 report by the Education Commission of the States, seventeen states have implemented a common course policy. Development of a state common course list will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be offered with considered GEM designation across all institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading
Attachment 2 – Common Course List, 2019-20 Academic Year

STAFF COMMENTS AND RECOMMENDATIONS

Changes to policy align with Board goals to develop greater transparency within the system as it relates to course offerings, degree requirements, and transfer articulation. Furthermore, this helps address the Governor's Higher Education Task Force recommendations towards delivering clear postsecondary pathways for students. Staff recommends approval.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018

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

October 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").

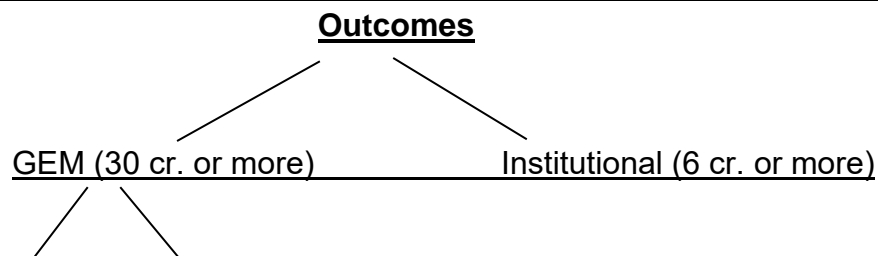
1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

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



Integrative Skills Ways of Knowing

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.
 - 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 the following competencies.
 - i. Research, discover, and develop information resources and structure 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. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
 - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
 - v. Listen in order to effectively 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.
 - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

- v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

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

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	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 including institutionally designated courses	3

- c. GEM courses and institutionally designated courses shall transfer as meeting associated general education competency 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 or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Proposed additions or removal of courses on the common course list must be reviewed by the GEM Committee prior to Board approval. The discontinuation of a common-indexed course delivered at an institution must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall

be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation 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; as an ex officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as chair to the committee. 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. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall update general education competencies every three years. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The committee reports to the Council on Academic Affairs and Programs.
- d. 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
AUGUST 16, 2018

SUBJECT

Board Policy III.C., Graduate Medical Education Committee - Second Reading

REFERENCE

June 2018

Board approved first reading of Board Policy
III.C. Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 (Workforce Alignment), Objective B (Medical Education)

BACKGROUND/DISCUSSION

The proposed policy establishes the committee and its purpose. The committee will play a vital role in the further refinement of the 10-year General Medical Education plan, the development of recommendations to the Board on the implementation of the plan. The Committee will be an essential catalyst in the Board's efforts to address the statewide need for producing—and retaining—physicians and their associated health care provider teams to serve all areas of Idaho.

The development and implementation of the Board's Graduate Medical Education (GME) initiatives for FY2018 and the subsequent creation and coordination for the Board's strategic 10-year Graduate Medical Education plan was made possible by the support of a team of the Idaho's residency program directors, the Idaho Medical Association, and other subject matter experts and stakeholders. This team, which operated as an ad hoc advisory committee to the Board, continues to support the Board's initiative, and will be essential to the process of updating and implementing the FY2019—and future years'—components of the plan.

IMPACT

The proposed policy will establish an ongoing committee to provide the Board with recommendations on ways to enhance graduate medical education in Idaho and implementation of the Board's graduate medical education plan. Proposed committee appointments will be brought to the Board for consideration at the October 2018 Regular Board meeting.

ATTACHMENTS

Attachment 1 – Propose Amendments Board Policy III.C. – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second reading.

Staff recommends approval.

BOARD ACTION

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018**

I move to approve the second reading of proposed Board Policy III.C. as provided at Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: C. Graduate Medical Education Committee

August 2018

1. Purpose

The purpose of the Graduate Medical Education Committee (Committee) is to provide recommendations to the Board on ways to enhance graduate medical education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The Committee shall report to the Board through the Instruction, Research and Student Affairs Committee.

2. Committee Membership

- a. The Committee shall be made up of no more than thirty (30) members at any one time and shall, at a minimum, consist of:
 - i. The program director (or designee) from each of the residency training programs in Idaho which receive state funding;
 - ii. One representative from each of the three primary medical schools which collaborate with the state in providing undergraduate medical training;
 - iii. One or more representatives from the Idaho Medical Association;
 - iv. One or more representatives from the Idaho Hospital Association;
 - v. One representatives from each of the Idaho graduate medical education teaching hospitals; and
 - vi. One representative from the Office of the State Board of Education.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

- b. The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term. No officer may serve more than two (2) consecutive terms.

3. Nominating Process

The Committee 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.

a. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Committee'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.

b. Open Appointment

- i. Committee members shall solicit nominations from all constituency groups.
- ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Committee. Each nominee must also provide a description of his or her qualifications.
- iii. The Committee 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 Council membership identified by the Board or its staff.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018

SUBJECT

Board Policy III.Y. Advanced Opportunities – Second Reading

REFERENCE

October 2014	Board approved the first reading of amendments to Board Policy III.Y. replacing Tech Prep with Technical competency credit.
February 2015	Board approved the second reading of amendments to Board Policy III.Y.
June 2018	Board approved the first reading of amendments to Board Policy III.Y. establishing system-wide policy for awarding credit for AP exams.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 2 (Educational Attainment), Objectives A (Higher Level of Educational Attainment) and B (Timely Degree Completion)

BACKGROUND/DISCUSSION

The Advanced Placement® Program, as defined in Board Policy III.Y. Advanced Opportunities, is administered by The College Board and allows a high school student to “earn college credit by scoring well on the national AP exams”. Current policy provides institutions the “discretion to accept the scores from the AP exams to award college credit or advanced standing”.

Proposed amendments include requiring institutions to award academic credit consistently for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. These credits will be accepted to satisfy general education requirements, major requirements, and/or elective credit requirements for degree completion with the option for institutions to award more credits for scores of 4 or 5. Language was also included to require the Board office to review every three years the validity of the credits awarded for the purposes of assessing student performance and preparedness.

IMPACT

Approval of the proposed amendment would align the acceptance of AP scores across institutions and create efficiencies. This would also ensure credit transfer for Advanced Placement across institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.Y, Advanced Opportunities – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Board staff and the Council on Academic Affairs and Programs conducted an analysis of AP exam scores for equivalencies across specific courses. Based on

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018

that analysis and beginning with the 2019-20 academic year, each institution will award academic credit for scores of 3, 4, and 5 on the College Board Advanced Placement (AP) exams. Moving forward, institutions will be asked to make every effort to align Advanced Placement credits to courses that support graduation and to only award elective credit as an exception.

There were no changes between the first and second reading of this policy.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities

February 2015

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

1. Purpose

The State Board of Education is committed to improving the educational opportunities available to Idaho citizens by creating a seamless system of public education. The purpose of this policy is to provide program standards for advanced opportunities for secondary students. To this end, the intent of Advanced Opportunities is:

- a. For postsecondary institutions to provide educational programs and training to their respective service regions;
- b. Support and enhance regional and statewide economic development;
- c. Facilitate collaboration between all school levels, including public elementary and secondary schools;
- d. Prepare secondary graduates for postsecondary programs;
- e. Enhance postsecondary goals;
- f. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- g. Reduce the overall cost of educational services and training to the student.

2. Definitions

The State Board of Education recognizes four advanced opportunities programs. They are: Advanced Placement®, dual credit, technical competency credit (formerly known as Tech Prep), and the International Baccalaureate program.

a. Advanced Placement® (AP)

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

b. Dual Credit

- i. Dual credit are courses allowing high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Dual credit is awarded to a student on his or her postsecondary and high school transcript for the successful completion of a single course. Postsecondary

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

February 2015

institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit courses taught at the high school or on the college campus.

- ii. Two types of post-secondary credit may be earned: *Academic* and *Technical*. Academic credits apply to postsecondary academic programs and some postsecondary technical programs. Technical credits generally only apply to postsecondary technical programs and are not applicable toward academic postsecondary programs. Students must work closely with their advisor(s) to ensure the credit earned in their dual credit course will apply to their intended postsecondary degree program.

c. Technical Competency Credit (TCC)

- i. Technical Competency Credit (TCC) allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. In addition to the standards outlined in section 4.d below, additional policies of the transcribing post-secondary institution may also apply.
- ii. Technical Competency Credits are awarded for skills and competencies identified as eligible TCC through a TCC Agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included in approved high school career technical programs and approved by the postsecondary institution in advance. Students participating in a high school program approved for TCC are not considered postsecondary students until they matriculate to a postsecondary institution.

d. International Baccalaureate (IB)

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

3. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. Students must work closely with their advisor(s) to ensure the credit earned in their Advanced Opportunities course will apply to their intended postsecondary degree program.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities

February 2015

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

Curriculum

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

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through a dual credit program must meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit program administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in dual credit courses are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring postsecondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

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Students 3 (S3)	Students and their parents receive information about Dual Credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a Dual Credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a Dual Credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board of Education Governing Policies and Procedures.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). To earn college credit, the student must be enrolled at the post-secondary institution.

Assessment

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

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The Dual Credit program practices are assessed and evaluated based on criteria established by the school, institution and the State Board of Education to include at least the following: course evaluations by students, follow-up of the graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a Dual Credit program is annually reviewed by faculty from that discipline and Dual Credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Students enrolled in dual credit courses are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board of Education to track students enrolled in dual credit courses to provide data regarding the impact of Dual Credit programs in relation to college entrance, retention, matriculation from high school and

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	college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board's fee setting meeting and defined in Board Policy V.R. Fees. .
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-degree seeking student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	As part of the enrollment process, institutions must ensure the student and the student's parent/guardian receive counseling that outlines the risks and possible consequences of enrolling in postsecondary courses, including but not limited to the impacts on future financial aid, and the consequences of failing or not completing a course in which the student enrolls. It is the responsibility of the postsecondary institution to provide advising for all students taking courses on the postsecondary campus.
F.	Students under the age of 16 who are enrolled in a secondary school may seek admission to enroll in courses provided on the postsecondary campus by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic

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curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. Each institution shall publish their credit award policy, including course credit awarded, on their institutional webpage and report the policy annually to the Board office.

College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy. Each institution shall award academic credit for scores of 3, 4, and 5 on the AP exam. Institutions may choose to award more credit for scores of 4 or 5. Institutions shall strive to align Advanced Placement credit awards to courses that fulfill general education or program credit. and eElective credit shall only be awarded when a general education or program credit is not available. The Board office shall review, no less than every three years, the validity of the such credits awarded to assess student performance based on this policy.

Institutions may seek an exception to the score requirement in the policy if the institution has evidence that students are not performing adequately in the subsequent course or are in some way disadvantaged academically based on their placement within the Advanced Placement policy. Each institution's chief academic officer or designee shall present the evidence to the Board office. The Board office will convene a committee comprised of faculty, staff, and others to review the findings and render determination as to whether the minimum Advanced Placement score threshold should be increased.

Curriculum

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

Faculty

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

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
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Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.
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Assessment

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

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

d. Technical Competency Credit (TCC) Standards

Career technical education programs in Idaho are delivered through comprehensive high schools, career technical schools, and the technical college system. Technical Competency Credit allows secondary career technical students the opportunity to earn secondary and postsecondary technical credits. Technical Competency Credit is offered through approved secondary career technical programs with an articulation agreement between the high school and a postsecondary institution. Technical Competency Credit is an advanced learning opportunity that provides a head start on a technical certificate or an applied science degree.

Curriculum

Curriculum 1 (C1)	The high school career technical program must have competencies comparable with a postsecondary institution technical program and be identified as eligible for TCC consideration through a TCC Agreement (e.g., articulation agreement) with at least one Idaho postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, the student learning outcomes, and the level of proficiency to be demonstrated by the student.

Faculty

Faculty 1 (F1)	Secondary educators must hold appropriate career technical certification in the program area for which credit is to be awarded.
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Students

Students 1 (S1)	Technical Competency Credit (TCC) students are high school students; they are neither enrolled in the postsecondary institution nor counted as dual credit students. Students may request transcription of TCCs onto a postsecondary transcript after demonstrating the
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	required level of proficiency; they must follow the transcribing institution's TCC transcription policy and pay the transcription fee discussed in standard AE1. After completing a TCC course or sequence according to the articulation agreement, the credits must be transcribed within the time period required by the transcribing institution and in no instance longer than two years.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities, guidelines for credit transfer and information regarding how the technical credit will apply to postsecondary certificates and degree requirements. The student guide must include an explanation of the difference between technical and academic credit, how a career technical course is a part of a career technical program sequence, and how the courses may impact their academic standing when they fully matriculate after high school.
Students 3 (S3)	At the completion of the Technical Competency Credit program, the instructor shall identify students who have met program competencies.

Assessment

Assessment 1 (A1)	The students are assessed for postsecondary technical credit according to the requirements of the Technical Competency Credit agreement.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	When the student requests the transcription of a TCC credit, they are assessed a transcription fee consistent with Board Policy Section V.R for qualifying TCC earned in high school.
Admin & Evaluation 2 (AE2)	TCC agreements between a secondary career technical program and a postsecondary institution must be reviewed annually by the institution.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 16, 2018**

SUBJECT

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

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z that changes the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z. Add responsibilities for applied baccalaureate degrees to each region.

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.
Section 33-2107A, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 2 (Educational Attainment), Objective C (Access)

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, “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,” and collaboration and coordination, and to meet the statutory requirement to “as far as practicable prevent wasteful duplication of effort” by the institutions.

Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to “grant baccalaureate degrees in liberal arts and sciences, business, and education” if they meet the population and market value requirements established in Section 33-2017C, Idaho Code.

The proposed amendments to Board Policy III.Z. adds North Idaho College to Region I academic service region; adds College of Southern Idaho to Region IV; and adds College of Eastern Idaho to Region VI. Additional edits include adding

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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the College of Western Idaho with Boise State University as Designated Institutions to serve applied baccalaureate degree needs in Region III.

Edits between the first and second reading included the removal of the University of Idaho from Region I as a designated institution serving applied baccalaureate program needs.

IMPACT

Proposed amendments align with provisions of Section 22-2107A, Idaho Code, and provides for community colleges to plan and offer baccalaureate degrees.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.Z. establishes responsibilities for delivery of programs to meet the state's educational and workforce needs. Proposed amendments add the responsibility for delivering applied baccalaureate degrees to the academic service regions.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 24, 2018 meeting and recommended approval. Proposed amendments were also shared with the Committee on Instruction, Research, and Student Affairs on June 7, 2018.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

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

February 2018

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-Clark State 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 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).

1. 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.
 2. 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.
 3. 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.
 4. 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.
 5. 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.
 6. 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. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-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 three (3) 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 Three-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 Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section

III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be updated by the Board every two years.

Boise State University 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 and Administration	M.S., Ph.D.
Community and 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 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.
Sign Language 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 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.
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.
Forestry	B.S.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"> • 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, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, University of Idaho, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 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 III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree 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 and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree 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. College of Eastern Idaho 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 [for the delivery of an academic or technical credential defined in Board Policy Section III.E.](#), 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 inasmuch as is possible.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018**

SUBJECT

Complete College America Momentum Pathways Initiative

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards, and Section III.S. Remedial Education
Complete College Idaho Plan

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Education System Alignment – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

GOAL 2: Education Attainment – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system. Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)

BACKGROUND/DISCUSSION

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

In 2010, subsequent to the Board adopting the 60% goal calling for Idahoans age 25 to 34 earning a postsecondary credential, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the attainment goal. In October 2011, the Complete College Idaho (CCI) Team attended the CCA Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018

With meaningful progress having been achieved through the implementation of CCI strategies on individual campuses, work still remains to fully deliver and scale CCA strategies across all eight institutions. As a result, in July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for Board initiatives, Complete College America has chosen Idaho as one of two states to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/consortia members and their postsecondary institutions scale a core set of evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints fuel momentum for the project teams as they see the impact of their efforts within months, rather than waiting two to six years to see if their graduation rates were affected.

PROJECT TIMELINE

Momentum Pathways Project will begin planning in Fall 2018 with implementation of Momentum Pathway strategies beginning in Fall 2019 and scaled implementations beginning in Fall 2021. The following project components will be required as part of the Momentum Pathways project with CCA.

August 2018 – Cultivate the Commitment: The Project Lead will facilitate the commitment process to foster buy-in from key institutional leadership. The Project Lead, institutional leaders, and CCA will develop a project-specific Shared Commitment Document to guide the Momentum Pathways project implementation and outline the responsibilities of each participant, including CCA, the project leadership team, and institutional teams.

August 2018 – Data Collection: The Project Lead will work with CCA to collect and report baseline data at the state/consortia and institution levels. Data collection is intended to build upon CCA's existing annual data collection process.

September 21, 2018 – Momentum Pathways Leadership Summit: All selected Momentum Pathways Project Leads will be required to participate in a day-long training in Indianapolis with CCA staff about the successful implementation of Momentum Pathways projects. Project Leads will learn from and connect with

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 16, 2018

national content experts and CCA Fellows to explore proven practices around leading successful Momentum Pathways implementation.

October/November 2018 – Institutional Leadership Meeting: Institutional Presidents and/or Provosts, along with institutional leads, will convene and develop a case statement with a plan that will identify the unique challenges students face within the state/consortia and how to meet the needs of students. Case statements should include the following information: demonstration of the need, data, and evidence to support need, importance of the work, target benefits and impact, and key leadership and stakeholders.

Early Spring 2019 – Challenge Event: CCA will work with the Project Lead and institutional leadership to host an event designed to engage, educate and empower a broader group of institutional stakeholders around the Momentum Pathways project. The event will feature CCA staff, CCA Fellows and national and local content experts who have successfully scaled Momentum Pathways projects. Institutional teams will leave with a clear understanding of the institutional implementation process.

Late Spring 2019 – Planning Academy: The Planning Academy is a two-day event that brings together institutional teams, each with a CCA-trained facilitator, to discuss and refine action plans around implementing and scaling Momentum Pathways projects. Each Academy is customized to meet the unique needs of the state/consortia region.

2019-2020 – Continuous Support: CCA will provide ongoing support to ensure the successful implementation of the Momentum Pathways project on an as-needed basis through activities that may include but are not limited to: customized one-day workshops, targeted webinars, and on-demand consulting with CCA staff and/or national content experts.

The expected cost for this initiative is approximately \$450,000. CCA will render the majority of expenses, with an estimated 5-1 matching ratio for in-kind and/or direct financial contributions provided by Idaho. This match can be met through examples such as meeting and event costs (e.g., meeting space, food and beverage costs, etc.); travel accommodations for meeting participants (if applicable); and providing continuous in-state technical assistance and on-demand consulting as needed.

IMPACT

Idaho's public postsecondary institutions will benefit from CCA's support and expertise to scale Momentum Pathways within a three-year span. The project will facilitate collaboration across institutions, building toward fully transferable pathways among partnering institutions to eliminate transfer-related credit-loss and reduce the time and cost to degree.

ATTACHMENTS

- Attachment 1 – Idaho CCA Momentum Pathways Presentation
- Attachment 2 – Sample CCA Momentum Pathways Budget Template
- Attachment 3 – CCA 2018 Alliance Assessment

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will work with institutional leadership and CCA staff to develop specific objectives and action plans, along with timelines for development and implementation at scale. This will include the coordination of workgroups and teams within and across institutions to identify needs, create plans, and deliver strategies with fidelity.

BOARD ACTION

No action is needed. Any action taken will be at the Board's discretion.

Complete College America 2018 Alliance Assessment

#35

COMPLETE

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Last Modified: Friday, July 06, 2018 7:32:35 PM
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Page 1

Q1 Please indicate your CCA Alliance affiliation: **Idaho**

Q2 What year did institutions begin the implementation of:

15 to Finish	2009
Corequisite Support	2009
Math Pathways	2009
Academic Maps with Proactive Advising	2009
Momentum Year	2009
A Better Deal for Returning Adults	2009

Q3 How many 4-year institutions are implementing:

15 to Finish	3
Corequisite Support	4
Math Pathways	4
Academic Maps with Proactive Advising	4
Momentum Year	2
A Better Deal for Returning Adults	2

Q4 How many 2-year institutions are implementing:

15 to Finish	2
Corequisite Support	3
Math Pathways	3
Academic Maps with Proactive Advising	3
Momentum Year	2
A Better Deal for Returning Adults	2

Page 2: 15 to Finish Assessment

Complete College America 2018 Alliance Assessment

Q5 The following actions are related the 15 to Finish strategy. Please identify the actions the state, system or consortia have successfully implemented.

Held a training for advisors on the 15 to Finish strategy	Yes
Examined credit accumulation rates at the institutional level	No
Examined gaps in credit accumulation rates for underserved populations	No
Coordinated a state, system, or consortia 15 to Finish campaign	No
Awarded state financial aid aligned with credit accumulation (15 credits a semester or 30 credits a year)	No
Banded tuition as a state/system tuition policy (Example: Offering the same tuition from 12-18 credits)	No
Capped credit hours for a degree at 60 for an associate's degree, except in special cases such as accreditation	No
Capped credit hours for a degree at 120 for a bachelor's degree, except in special cases such as accreditation	No
Provide additional comments here:	<p>If all seven institutions have not implemented and item, it is not considered as successfully implemented. It should be noted that the College of Eastern Idaho was formed in Summer 2017 and moving forward is the eighth postsecondary academic institution in the state. It, too, is expected by the State Board of Education to adopt CCA 'Game Changer' strategies. With respect to the 15-to-Finish Assessment, no institution has examined gaps in credit accumulation rates for underserved populations. Regarding banded tuition, it is offered by four-year institutions, though at different rates. This is done at the request of each institution, and without a specific Board/system policy. The four regional community colleges, whose tuition rates are established by local governing boards, all have fixed credit hour rates and therefore are not banded.</p>

Q6 Please estimate how many institutions have:

Initiated campus 15 to Finish campaigns	More than half of institutions
Created institutional incentives for 30-credit enrollment	More than half of institutions
Banded tuition policies	More than half of institutions
Capped credit hours for a degree at 60 for an associate degree, except in special cases such as accreditation	More than half of institutions
Capped credit hours for a degree at 120 for a bachelors degree, except in special cases such as accreditation	More than half of institutions
Please provide comments here::	<p>Three institutions have not adopted a '15 to Finish (or similar) strategy. Banded tuition is not in Board Policy, though all four institutions governed by the Board offer this. The State Board does not set or approve tuition rates for the four regional community colleges.</p>

Page 3: Corequisite Support

Q7 The following actions are related the Corequisite Support strategy. Please identify the actions the state, system or consortia have successfully implemented.

Examined remedial enrollment and gateway completion for students at the institutional level	No
Examined remedial enrollment and gateway completion for underserved populations	No
Established a timeline for reaching scale	Yes
Required institutions to guarantee students will have access to gateway math during their first year of enrollment	Yes
Required institutions to guarantee students will have access to gateway English during their first year of enrollment	Yes
Set institutional benchmarks for new entering students who enroll in gateway courses in their first academic year	No
Reported percent of new entering students who enroll in gateway courses in their first academic year	No
Provided funds or other resources to support implementation of Corequisite Support	No

Q8 Please estimate how many institutions have:

Scaled Corequisite Support to serve at least half of remedial students	More than half of institutions
Guaranteed students will have access to gateway math during their first year of enrollment	More than half of institutions
Guaranteed students will have access to gateway English during their first year of enrollment	More than half of institutions
Evaluated the impact of Corequisite Support for underserved student populations	Less than half of institutions

Please provide comments here::

Board Policy was amended in Spring 2018 requiring all institutions to offer all students access to corequisite support courses, with the exception being those students identified as in need of Adult Basic Education (ABE) level instruction. Through Complete College Idaho legislative funding all public institutions were provided with financial resources to support the development and implementation of programs intended to deliver Game Changer outcomes. Some institutions chose to apply funds that would help deliver corequisite instruction, whereas others chose investment in areas that correspond to different Game Changer strategies.

Page 4: Math Pathways

Complete College America 2018 Alliance Assessment

Q9 The following actions are related the Math Pathways strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a target percentage of students who enroll in and complete gateway math courses in their first year	No
Examined enrollment and success rates in gateway math courses	Yes
Examined enrollment and success rates in current Math Pathways for underserved populations	No
Created a taskforce of math faculty to develop a report on the viability of Math Pathways	No
Reviewed taskforce recommendations with math faculty statewide to generate buy-in	No
Offered faculty training to support the implementation of new Math Pathways	No
Ensured all gateway math courses in each math pathway transfer and fulfill program requirements at receiving institutions	Yes

Q10 Please estimate how many institutions have:

Scaled 3-5 clearly defined Math Pathways across two- and four-year institutions	Less than half of institutions
Integrated Math Pathways into Academic Maps with Proactive Advising	More than half of institutions
Please provide comments here::	A goal(s) has yet to be determined for math and English gateway course completion in the first year. A need also remains to define a common set of gateway math courses and math course sequencing for pathways shared across all eight public institutions. A need also exists to deliver a consistent practice for math placement. With the exception of a couple institutions, most utilize ALEKS to assess math preparedness. Developing a uniform placement rubric utilizing ALEKS scoring would be ideal.

Page 5: Academic Maps with Proactive Advising

Complete College America 2018 Alliance Assessment

Q11 The following actions are related the Academic Maps with Proactive Advising strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a target percentage of students who will enroll in a program of study by the end of the first year	No
Examined on-time graduation rates for all students, including underrepresented students	No
Offered statewide training for advisors	No
Required institutions to provide students with degree maps	No
Purchased technology to provide data analytics and proactive advising capacity to institutions	Yes
Hosted a state-level workshop for institutional leaders on academic maps with proactive advising as part of a Momentum or guided pathways strategy	No

Q12 Please estimate how many institutions have:

Developed and published clear term-by-term on-time academic maps for each program of study	More than half of institutions
Created automatic or “one-click” registration to default students onto their mapped courses	Less than half of institutions
Developed an early alert system for proactively engaging students who are not succeeding or veering off their academic degree plan	More than half of institutions

Please provide comments here::

A need exists to establish state/institutional goal(s) by which students will have enrolled in a program of study by the end of the first year. The state legislature appropriated \$350,000 in ongoing funding to support the development and delivery of a statewide degree audit and student analytics system (to include early alert functionality). This is intended to be made available to degree-seeking and dual credit students, as well as postsecondary and high school advisors and counselors. A Request for Proposals is currently in the development phase. As for automatic or one-click registration, only one institution has indicated delivery of this service.

Page 6: Momentum Year

Complete College America 2018 Alliance Assessment

Q13 The following actions are related the Momentum Year strategy. Please identify the actions the state, system or consortia have successfully implemented.

Developed an onboarding process to provide students with informed choice of majors aligned with career interest	No
Examined percent of students who have not declared a major or program of study upon entry, after the first semester and after the first year	No
Coordinated a statewide effort to develop a suggested set of meta-majors for undeclared students to select	Yes
Examined percent of students who complete 9 credits in a program of study in their first year.	No
Set a goal for percent of students who complete 9 credits in their program within the first year	No
Examined percent of students, including underserved students, who complete 30 credits in their first academic year	No

Q14 Please estimate how many institutions have:

Formalized advising protocols that encourage students to complete 30 credits in the first year	Less than half of institutions
Formalized academic maps that default students into 15 credits per semester or 30 credits in the first year	Less than half of institutions
Formalized academic maps that default students into 9 credits in a program of study in the first year	Less than half of institutions
Implemented a protocol using labor market information and student interest surveys to assist students in selecting a program of study	Less than half of institutions
Required all students to declare a major or meta-major upon entrance to the institution	Less than half of institutions
Required all students to select a program of study by the end of their first academic year	Less than half of institutions
Please provide comments here::	Significant need exists for institutions to examine major declaration and credit completion rates. Goal setting is also necessitated to help ensure students are completing in their first year a minimum number of credit hours specific to their course of study.

Page 7: A Better Deal for Returning Adults

Complete College America 2018 Alliance Assessment

Q15 The following actions are related to the A Better Deal for Returning Adult strategy. Please identify the actions the state, system or consortia have successfully implemented.

Set a degree completion goal for adult students	No
Examined time to degree, credit accumulation rates, and success rates for adult students	No
Created policy or made recommendations about redesigned term structures to allow for accelerated courses	No
Coordinated with employers and institutions to launch a direct marketing campaign encouraging students to return to college	No
Made state financial aid available to adults	Yes
Revised state financial aid requirements to be more flexible and better serve the needs of adult students	Yes
Invested in coaches or encouraged the redesign of the existing advising model to provide coaching	No
Adopted a clear policy on prior learning assessment that includes a method for consistent transcribing of the credits	No
Created a grade forgiveness policy	No
Audited the enrollment process to eliminate barriers for adult students	Yes

Q16 Please estimate how many institutions have:

Redesigned the term structure to allow for accelerated courses (shorter term courses)

Less than half of institutions

Created consistent year-round schedules

Less than half of institutions

Created one or more separate programs that serve adult students

Less than half of institutions

Required a process to allow students to take the Prior Learning Assessment to award college credits

No institutions

Trained and assigned coaches for adult students

Less than half of institutions

Please provide comments here::

No institution has indicated it has examined time-to-degree, credit accumulation rates, and success for adult learners. However, all institutions have audited the enrollment processes to eliminate barriers for adult students. Only one institution has redesigned the term structure to allow for accelerated courses, and only two have created consistent year-round schedules. In the 2018 legislative session statute was adopted to provide up to \$2 million in aid through an adult completer scholarship, a last-dollars scholarship offered to adults who have not been enrolled for less than three years and have earned 24 semester hours. Awards are based on the number of hours students will enroll in each semester. Outreach and messaging of this opportunity to potential students will be critical as funds were released to the State Board of Education on July 1st to disburse to successful applicants enrolling for the Fall 2018 term. Also, institutions will be required to inform scholarship recipients of Prior Learning Assessment (PLA) opportunities through advising and onboarding processes. Board staff is also currently working to strengthen PLA policy that crosswalks AP, CLEP, and military instruction/training to specific common course and general education equivalencies.

Page 8: Alliance Success

Q17 What have you done as a result of joining CCA that you would not have done otherwise?

Develop statewide expectations to implement scaled efforts that achieve the outcomes sought through all of the Game Changer strategies. Among all of the strategies, without CCA it is unlikely that reforms in curriculum, specifically English and Math, would have been undertaken.

Q18 What has been the most valuable aspect of your CCA affiliation?

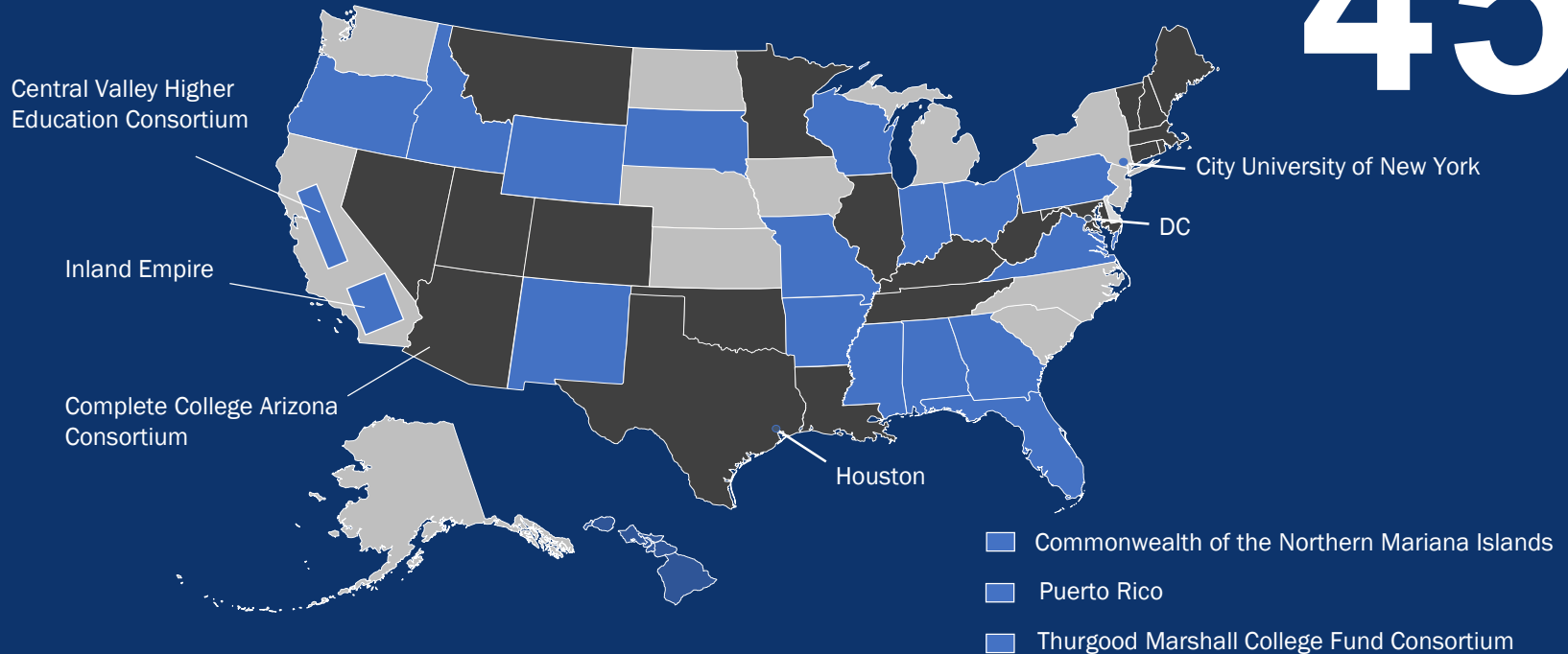
The most valuable aspect of the CCA affiliation has most likely been leveraging the national perspective on behavior and trends that can support reforms at the institution level. To enact change in policy/practice often requires research and evidence be communicated to faculty and administrators. Having a 'coalition of the willing' to advocate for this work is essential to accomplishing meaningful (and challenging) efforts across a state or system.



COMPLETE COLLEGE AMERICA

 @CompleteCollege

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OUR APPROACH

CCA works with states, systems and consortia to implement **evidence-based strategies at scale** to see double-digit gains in outcomes.



15 TO FINISH



MATH PATHWAYS



COREQUISITE SUPPORT



MOMENTUM YEAR



ACADEMIC MAPS & PROACTIVE ADVISING



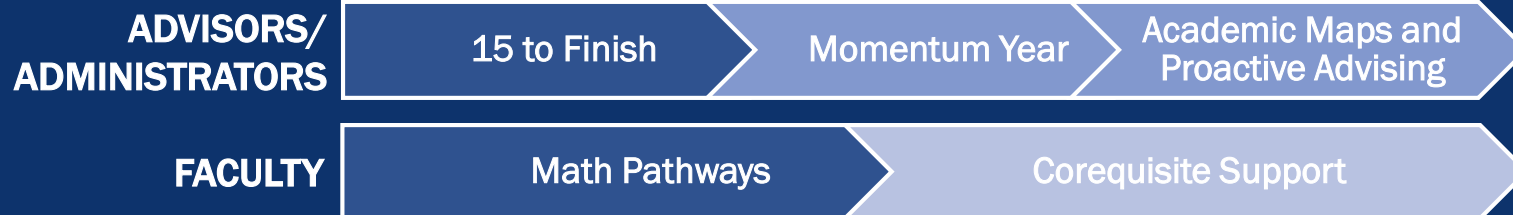
A BETTER DEAL FOR RETURNING ADULTS

SCALING STUDENT MOMENTUM

ESTABLISH THE CONDITIONS to catalyze change



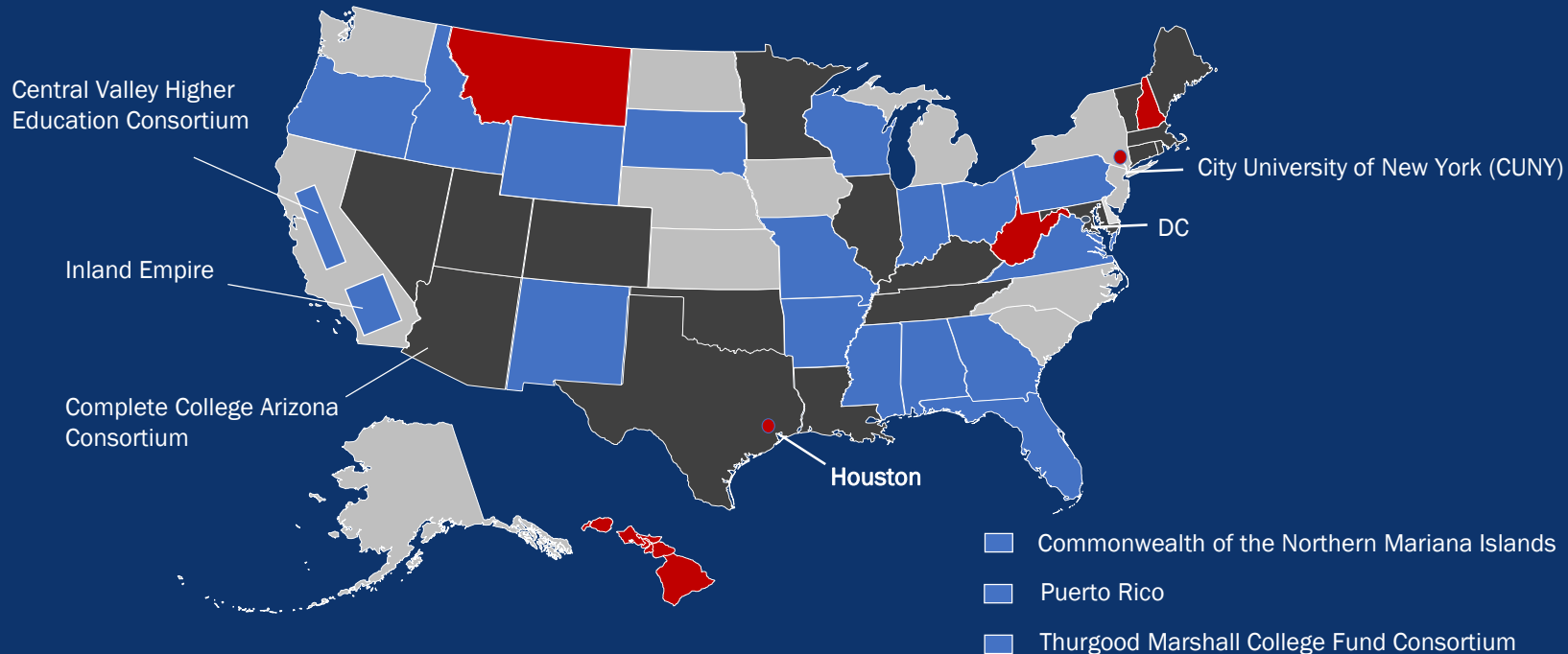
RESTRUCTURE SYSTEMS to improve outcomes and narrow gaps



DEPLOY TARGETED INTERVENTIONS to permanently close gaps



Momentum Pathways Projects



HOW WE SCALE



Secure
Resources



Cultivate
Commitment



Execute
Strategies

MOMENTUM OVERVIEW

The process includes:

- Built-in checkpoints and support around leadership development
- Data collection assistance
- Effective communications strategies
- Implementation support





CRITERIA

- Strong Leadership Capacity
- Institutional Buy-in and Commitment
- Proven Track Record on Student Outcomes

COMPETITIVE ADVANTAGE

- Strong leadership capacity through Alliance engagement and CCA participation
- State Strategic Plan focused on Game Changer Strategies as a framework for implementation
- Idaho received the inaugural “Exceptional Agency Award”

COMPETITIVE ADVANTAGE

- Strong foundation for full scale implementation of Game Changer strategies (State Strategic Plan)
- Significant progress in Corequisite Support implementation
- Strong infrastructure that supports policy, implementation and sustainability

PROJECT TIMELINE

- August 2018 – Cultivate the Commitment
- August 2018 – Data Collection
- September 21, 2018 – Leadership Summit
- October/November 2018 – Institutional Leadership Meeting
- Early Spring 2019 – Action Summit
- Late Spring 2019 – Planning Academy

PROJECT TEAM

Recommended 5-7 Members

Team Lead (PRIMARY LIAISON)

Other members may include:

- Community Stakeholders
- Institutional Representatives (2- and 4-year)
- Local Government Officials
- Philanthropic Partners

INSTITUTIONAL TEAM

Recommended 5-7 Members

Team Lead (President/Provost)

Other members may include:

- Faculty Leadership
- Math and English Faculty
- Academic Affairs
- Student Services
- Advisors
- Registrar's Office
- Institutional Research

INSTITUTIONAL TEAM

Recommended 5-7 Members

Team Lead (President/Provost)

Other members may include:

- Faculty Leadership
- Math and English Faculty
- Academic Affairs
- Student Services
- Advisors
- Registrar's Office
- Institutional Research

DATA COLLECTION

- Fall 2018 baseline data collection
- Annual data collection on student outcome metrics
- CCA data collection support



CCA PROJECT SUPPORT

- Project framework and implementation support
- Curriculum and materials for all trainings, workshops and academies
- Access to national content experts and CCA Fellows network
- Event planning and logistics
- Fundraising assistance and on-going training, technical assistance and on-demand support



MATCH SUPPORT

- Meeting and event costs (e.g., meeting space, food and beverage costs, etc.)
- Travel accommodations for meeting participants (if applicable)
- Additional support for continuous in-state technical assistance and on-demand consulting

MATCH SUPPORT

- Costs may be direct costs or in-kind contributions
- Support beyond year one is contingent upon securing additional financial resources
- CCA's fundraising assistance should be utilized to ensure sustainability





NEXT STEPS

- Shared Commitment Document
- Attend September Leadership Summit in Indianapolis, IN
- Host an Idaho Leadership Meeting in Fall 2018
- Announce new projects in December

Complete College America's Sample Momentum Pathways Technical Assistant Grant Request BUDGET TEMPLATE						
Budget Item		Description	CCA Support	Match Support (CASH)	Match Support (IN-KIND)	Total
A. Sample Momentum Pathways Leadership Summit	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		2 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 x 2 = \$6,000	\$6,000	\$0	\$0	\$6,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
		Event Logistics (e.g., meeting space, food and beverage, etc.) = \$5,000	\$5,000	\$0	\$0	\$5,000
		Travel (airfare & hotel) for Metro Project Lead(s) (max. 2 per site)	\$2,000	\$0	\$0	\$2,000
	PROJECT SUPPORT		\$0	\$0	\$0	\$0
TOTAL:						\$103,000
B. Leadership Meeting	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		1 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 = \$3,000	\$3,000	\$0	\$0	\$3,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 20 participants). (Value: \$10,000)	\$0	\$10,000	\$0	\$10,000
TOTAL:						\$103,000
C. Challenge Event	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		1 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 = \$3,000	\$3,000	\$0	\$0	\$3,000
		2 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 2 = \$5,000	\$5,000	\$0	\$0	\$5,000
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 7 participants per institution for 14 institutions). (Value: \$25,000)	\$0	\$25,000	\$0	\$25,000
TOTAL:						\$118,000
D. Momentum Pathways Academy	CCA SUPPORT	CCA Staff Consulting Fee: % Effort + Benefits 2 Senior Vice Presidents + 1 Vice President + 2 Directors	\$85,000	\$0	\$0	\$85,000
		2 CCA Fellows Honorarium + Travel \$2,000 + \$1,000 x 2 = \$6,000	\$3,000	\$0	\$0	\$3,000
		3 Content Expert Honorarium + Travel \$1,500 + \$1,000 x 3 = \$7,500	\$7,500	\$0	\$0	\$7,500
	PROJECT SUPPORT	Meeting and event costs (e.g., meeting and event space, food and beverage costs, technology fees, etc.) and travel and accommodation for local meeting participants (approx. 7 participants per institution for 14 institutions). (Value: \$50,000)	\$0	\$50,000	\$0	\$50,000
		Group Facilitators are a key component of the Academy model. Traditionally, the project site will identify and select these facilitators. These individuals are often higher education professionals who do not serve on the institutional teams and guide institutional teams through the two-day planning workshop (approx. travel cost = \$500 x 14 facilitators). Sites may choose to provide facilitators with an honorarium, but it is not required.	\$0	\$7,000	\$0	\$7,000
TOTAL:						\$152,500
PROJECT TOTAL:						\$476,500

CCA CONTRIBUTIONS	
TOTAL:	\$384,500
MATCH CONTRIBUTIONS	
CASH	\$92,000
IN-KIND	
TOTAL:	