

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
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<b>2</b>	<b>BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE, IN PUBLIC RELATIONS</b>	Action Item
<b>3</b>	<b>IDAHO STATE UNIVERSITY – CERTIFICATE, IN DIAGNOSTIC MEDICAL SONOGRAPHY</b>	Action Item
<b>4</b>	<b>BOARD POLICY III.E. – CERTIFICATES AND DEGREES – FIRST READING</b>	Action Item
<b>5</b>	<b>BOARD POLICY III.G. – POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE – FIRST READING</b>	Action Item
<b>6</b>	<b>STATEWIDE PROGRAM RESPONSIBILITY – NEEDS ASSESSMENT</b>	Information Item

**BOISE STATE UNIVERSITY**

**SUBJECT**

Master of Science in Program Evaluation, Measurement, and Statistics

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The proposed Master of Science in Program Evaluation, Measurement, and Statistics aligns with GOAL 1: Educational System Alignment – Ensure that all components of the education 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.

The proposed program will help train Idaho education professionals in competently analyzing data, designing quality evaluation practices, and establishing practices that assist Idaho school districts measure their success in meeting Idaho's education standards.

**BACKGROUND/DISCUSSION**

Boise State University proposes to create a new Master of Science in Program Evaluation, Measurement, and Statistics. Boise State University currently offers a number of masters-level programs in the College of Education. The proposed program will utilize existing graduate-level coursework currently offered by the College of Education. The proposed program ties together relevant coursework focused on research design, including quantitative analytical skill development and application as well as program evaluation.

The proposed program will provide substantial value to students and to the State of Idaho. The Idaho business community, governmental agencies, and non-governmental organizations will have access to highly skilled local talent who can assist in the evaluation of current operations, gather effectively unbiased data to assist in forecasting activity, and analyze existing data to help in decision making.

The University of Idaho currently offers a Master of Science in Statistical Science that provides students a theoretical focus of statistics.

**IMPACT**

The proposed Master of Science in Program Evaluation, Measurement, and Statistics anticipates enrolling five students in the first year of the program and by year six of the program anticipates 20 students enrolled. The projected enrollments are based on expressed need from students interested in pursuing applied research. As the coursework for the proposed program is currently offered

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as electives or required coursework for various existing graduate-level programs in the College of Education, the minimum enrollment for the program is quite low, set at one student. It is unlikely due to expressed interest from students and the need for experts in the education field with skills in program evaluation, statistics and measurement that there will only be one student enrolled in the proposed program.

**ATTACHMENTS**

Attachment 1 – Proposal for the M.S., in Program Evaluation, Measurement and Statistics.

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed M.S., in Program Evaluation, Measurement and Statistics is consistent with BSU's Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for educational evaluation and statistics programs. As noted in the proposal, the University of Idaho currently offers a graduate program in Statistical Science that provides students with an understanding of broad applications and theoretical aspects of statistics.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs on January 10, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs on January 31, 2019.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to create a Master of Science in Program Evaluation, Measurement, and Statistics as presented in Attachment 1.

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

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program


Date of Proposal Submission:	December 11, 2018
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	

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


Program Title:	Master of Science in Program Evaluation, Measurement, and Statistics				
Degree:	MS	Degree Designation	Undergraduate	x	Graduate
Indicate if Online Program:	Yes		x	No	
CIP code (consult IR /Registrar):	16.0601 (Educational Evaluation and Research Methods)				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)	Boise State	Region(s)	III	
Indicate (X) if the program is/has:	Self-Support		Professional Fee		
Indicate (X) if the program is:	x	Regional Responsibility	Statewide Responsibility		


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

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

 30 Nov 18  
College Dean (Institution) Date

 12/13/18  
Graduate Dean or other official (Institution; as applicable) Date

 12/6/18  
FVP/Chief Fiscal Officer (Institution) Date

 12/3/18  
Provost/VP for Instruction (Institution) Date

 12/11/18  
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.

Boise State University proposes the creation of a new 30-credit graduate program, a Master of Science in Program Evaluation, Measurement, and Statistics. The new program will provide students with advanced training in program evaluation, measurement, and statistics as they relate to conducting research and program evaluation for both the private and public sectors.

The program will emphasize the acquisition skills in research design and program evaluation. Students will demonstrate mastery of skills by completing a three-credit capstone course that includes application of these skills in a project as the culminating activity. The intended audience are students or individuals in the community seeking skills in research methods, measurement, and data analysis to advance in their current field, or are individuals interested in advanced knowledge and skills in program evaluation.

The proposed program will provide substantial value to students and to the State of Idaho. The Idaho business community, governmental agencies, and non-governmental organizations will have access to highly skilled local talent who can assist in the evaluation of current operations, gather effectively unbiased data to assist in forecasting activity, and analyze existing data to help in decision making.

The proposed Master of Science in Program Evaluation, Measurement, and Statistics will not replace any existing programs but will strengthen existing undergraduate and graduate programs at Boise State University.

- The new program will offer a new career opportunity for those interested in educational topics and training but may not have an interest in teaching in a K-12 classroom.
- The new program will provide individuals in leadership roles with new decision-making capabilities by teaching advanced techniques in evaluation and analytics.
- The new program will provide important knowledge and skills to individuals looking to work in a consulting capacity by emphasizing the role of project engagement and client interaction.
- The new program will provide a new path for individuals with undergraduate teaching degrees to continue their education that will enhance their ability to measure student outcomes.

The proposed program will not require new resources, but instead will make use of existing

courses and capacity therein.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Boise State University is committed to broadening their scope and activity in research and evidence-based practice. To meet this commitment, Boise State will have to address an ongoing increase in the need for skilled researchers and evaluators. In addition, Boise State partners with many state agencies as well as private industry to support growth in the area. Partners regularly look to Boise State to assist in projects that require expertise in measuring program efficiencies and effectiveness and help evaluate programs where executives and administration are in the role of decision-maker. The M.S. in Program Evaluation, Measurement, and Statistics will prepare many individuals with this important skillset both locally and regionally who can meet this growing need as well as build capacity in the workforce.

The current lack of research capacity in this field prevents Boise State from responding to Request for Proposals (RFPs) at the State and Federal level. The program will increase capacity in seeking funds for new research and will provide additional resources to expand funded research of the current faculty. In addition, the lack of advanced program evaluation skills in the area leaves few options for agencies in need of these skills, thereby needing instead to seek assistance from outside the area at a higher cost.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

The workforce need for the M.S. in Program Evaluation, Measurement, and Statistics will fall into two categories. The first and primary category will be those seeking to work as a researcher, statistician, or program evaluator as their profession (e.g., research analysis, consultant, etc.). The second category will be those seeking to enhance their contribution to their chosen profession by acquiring research and evaluation skills (e.g., school principal, superintendent, program administrator, etc.). The basis for individuals who fall into either of these categories is the goal to measure, evaluate, and answer research questions to facilitate the improvement of programs and interventions, and promote evidence-based decision making. Therefore, the list of possible job titles associated with an M.S. in Program Evaluation, Measurement, and Statistics is quite long. Given this, some of the more prominent titles are:

1. Program Evaluator
2. Research Analyst
3. Statistician (SOC 15-2041)

4. Program Consultation
5. Operations Research Analyst (SOC 15-2031)
6. Market Research Analyst (SOC 13-1161)
7. Survey Researcher (SOC 19-3022)
8. Training & Development Specialist (SOC 11-3131)
9. Computer & Information Research Scientists (SOC 15-1111)
10. Database Administrators (SOC 15-1141)
11. Social and Community Service Managers (SOC 11-9151)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	191 (1/2 service area)	313 (.25% of national)	N/A
State	383	626 (.5% of national)	N/A
Nation	N/A	125,200	N/A

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 s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The program will appeal to students interested in research and program evaluation. We anticipate primarily enrolling personnel from school districts with responsibilities for assessing student learning and evaluating the efficacy of educational programs. We also anticipate enrolling students currently conducting research and evaluation for the Idaho Department of Education, as well as local industry involved in research and evaluations (e.g., St. Lukes).

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

Graduates of the proposed program will be better equipped to conduct research and evaluations of education programs with the goal of determining optimal programming in education settings. By enhancing the data-based decision making capabilities of education leaders in Idaho the program can have an impact on the state's economy. Additionally, while enrolled in the program, students will be able to collaborate with faculty on research and grants. Such research can enhance education and the economy through

substantive findings. Funded grants bring money to the state from federal sources (U.S. Department of Education, U.S. Department of Justice) and various foundations.

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

The content area of the proposed program is within education. Graduates will be equipped with skills necessary for conducting high-quality research and making data-based decisions. Such a skillset in an education setting can produce positive outcomes for society by the proper implementation and evaluation of education interventions and programs. Graduates will have advanced research literacy, assisting in data-based decision making that will impact the next generation of leaders in Idaho.

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

N/A

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

Similar Programs offered <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
<b>Boise State University</b>  M.S. in Program Evaluation, Measurement and Statistics  (proposed)	<b>M.S. in Program Evaluation, Measurement and Statistics</b>	The MS in Program Evaluation, Measurement and Statistics will provide students with advanced training in program evaluation, measurement, and statistics as they relate to conducting research and program evaluation for both the private and public sectors.
<b>University of Idaho</b>  M.S. in Statistical Science	<b>M.S. in Statistics</b>	The MS in Statistical Science teaches students how to design and analyze experiments, plan and interpret surveys, and explore relationships among social, physical and biological variables.

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



<b>California State University at Northridge</b>	<b>M.A. in Educational Psychology and Counseling, with a Program Evaluation Certificate</b>	The Program Evaluation in Education and Education Related Settings Certificate Program is designed for individuals interested in acquiring knowledge and skills necessary for evaluating a variety of programs.
<b>University of California at Riverside</b>	<b>M.A. in Research, Evaluation, Measurement, and Statistics</b>	The University of California, Riverside Education master's degree with a concentration in research, evaluation, measurement, and statistics prepares graduates for entry in this thriving field of education that includes opportunities in both the public and private sector. It also provides excellent preparation for Ph.D. programs in Education and the social sciences.
<b>University of Utah</b>	<b>Master of Statistics</b>	This program is from the Department of Educational Psychology in the College of Education. The purpose of this degree is to train individuals to design experiments, analyze and interpret data, and evaluate programs in the field of education and mental health. The Master of Statistics program prepares students to find employment in a variety of applied settings.
<b>Washington State University</b>	<b>M.A. in Educational Psychology</b>	The program allows for a substantial portion of the degree to focus on Research, Evaluation, and Measurement.

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

The proposed MS in Program Evaluation, Measurement and Statistics has a focus distinct from the MS in Statistical Science currently offered at the University of Idaho. The University of Idaho's program, while emphasizing broad application, has a theoretical

focus on statistics that Boise State's program does not. Additionally students in the University of Idaho's program work across various disciplines primarily in the sciences, while the proposed degree at Boise State is focused on providing an applied approach to program evaluation, measurement and statistics that is primarily focused in educational settings or contexts.

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

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	The proposed program will broaden students' scope and activity in research and evidence-based practices in program evaluation, measurement and statistics. Opportunities for students to apply their coursework to active research or community services will provide students with invaluable experiential learning.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The proposed program will provide working professionals an opportunity to develop or further deepen their skills in evaluation, measurement and statistics that will allow them to advance their careers or increase their leadership.
Goal 4: Align university program and activities with community needs	Graduates will have advanced research literacy, assisting in data-based decision making that will impact the next generation of leaders in Idaho.

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

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

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

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

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

Specialized Accreditation: All programs offered by departments within the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which ensures a high standard of quality.

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

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs 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?

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

Yes  X  No \_\_\_\_\_

The proposed program is listed on Boise State's 3 year plan as Educational Evaluation and Statistics.

### **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.	18
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	12
Total credit hours required for degree program:	30

- 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.

Three credits (one course) from the list above represents an internship/project that provides the student the opportunity to demonstrate their acquired knowledge and skills in program evaluation, measurement, and statistics. Successful completion of this course is required for the degree.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

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

The M.S. in Program Evaluation, Measurement, and Statistics will provide students with advanced training in rigorous research methods, data collection and management techniques, statistics and data analysis capabilities, client engagement skills and practices, advanced methodologies and evaluation skills, all taught in active learning environments.

The Program Intended Learning Outcomes (PILO) are as follows:

- (A) Research Skills: At the completion of the program, students are expected to:
- 1) formulate researchable study questions in an independent manner,
  - 2) develop research and evaluation projects and contribute to research activities of a team,
  - 3) locate and coordinate relevant resources for a research project in a critical manner,
  - 4) be committed to the ethical conduct of research and professional activities,
- (B) Specialized Knowledge and Application of Skills: At the completion of the program, students are expected to:
- 1) demonstrate a sophisticated understanding of the theoretical, analytical, and methodological approaches used in program evaluation, measurement, and statistics,
  - 2) engage different types of clients and carry out evaluation studies on a wide range of topics,
  - 3) apply measurement procedures and survey designs to collect unbiased data for a population study and a study using various sampling strategies,
- (C) Technical Skills: At the completion of the program, students are expected to:
- 1) test statistical models and provide intuitive explanations of the results.
  - 2) understand how to use empirical evidence to answer research questions and test hypotheses,
  - 3) create and use conceptual models based on methodologies identified by past research, and conduct appropriate statistical data analysis to answer a research question,
  - 4) develop research projects through which they are able to use complex statistical techniques to analyze a wide-range of outcomes,
- (D) Communication Skills: At the completion of the program, students are expected to:
- 1) communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence,

- 2) disseminate research results in a clear and coherent manner to other researchers, employers, coworkers, and to the general public,
- 3) contribute to the intellectual community and be able to critically analyze and evaluate one's own, as well as others' findings and give effective and constructive feedback to others.

(E) **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.

Assignments are embedded in each program course that will be used to evaluate student learning. The assessments will be in the form of assignments, quizzes, exams, reports, and supervision. For example, the assignments EDU 651 Evaluation measure the capability of the students to apply their project design skills (PILO C), data collection and analysis abilities (PILO A), and report writing (PILO D) that will be evaluated by the instructor using a rubric designed to evaluate student mastery. Instructors of courses with these types of embedded assignments and exams will aggregate the data and submit a report on the student learning to the program curriculum and assessment committee.

In addition to periodic assignments, written exams, and paper projects, there will be a distinct culminating experience in the proposed master's program. This will allow graduates to demonstrate their mastery of their level of understanding in program evaluation, measurement, and statistics and their mastery of state-of-the-art analytical techniques. This experience will take place in their capstone or project course where the student will be asked to conduct an advanced research project under the supervision of an instructor and a faculty member. Examination of the deliverables from the project will provide faculty with information on the evaluation and research skills of students and their ability to solve complex problems.

Faculty and instructors who oversee the capstone or project course will evaluate student mastery and performance, and submit a report on the student learning outcomes and project outcomes to the program curriculum and assessment committee.

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

Annually, the curriculum and assessment committee will review the submitted findings regarding PILOs and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific PILO and the course(s) that addresses that PILO every year in more detail during the retreat, effectively evaluating every PILO very carefully every four years.

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

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

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

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

### **Enrollments and Graduates**

- (F) **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)			
	FY15	FY16	FY17	FY18(most recent)	FY15	FY16	FY17	FY18 (most recent)
<b>UI</b>  M.S. in Statistical Science	22	19	18	Not available	8	16	7	8

- (G) **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: MS in Program Evaluation, Measurement, and Statistics											
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
5	8	12	15	17	20	0	2	6	9	13	15

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

The projected enrollments are based on 1) the expressed need from students who are looking for a graduate program to continue their education in applied research, 2) the current growth in research capacity of the College, 3) the growth in research funds that will support students with skills taught in this program, and 4) the growth in request for assistance/partnering in research and evaluation from other programs.

Our initial recruitment efforts will primarily be focused on current and former students in the area. We will recruit seniors from Boise State University, the College of Idaho, and Northwest Nazarene University. We will also recruit students with interests in research and program evaluation from non-profit and public sectors. Following the first recruitment phase, we will expand recruitment across Idaho and the Intermountain West.

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

The courses for the program are research methods courses for existing graduate degree programs in the College of Education. These courses are regularly offered, but not as a stand-alone program in program evaluation, measurement, and statistics. Thus, this program is not expected to require any investment on the part of central administration.

### **Resources Required for Implementation – fiscal impact and budget**

(J) **Physical Resources.**

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

Existing classroom space, including computer classrooms, is sufficient to support the program.

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

Classes for program can be accommodated by existing facilities.

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

No additional physical resources are required.

**(K) Library resources**

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

The Albertsons library currently offers a comprehensive selection of periodicals and database sources across multiple fields within the discipline of educational research and evaluation (e.g., *Measurement, Measurement and Evaluation in Counseling and Development*). The department will continue to work with the library liaison to review resources and suggest additions, changes and offer fiscal support for those changes as resources allow. In addition, no impact is anticipated on the level of library usage from the new program.

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

No additional library resources are needed.

**(L) 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?
- 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.

To increase research and grant funding capacity, the College of Education recently hired faculty with expertise in quantitative methods (i.e., program evaluation research design, statistics, and measurement). With these recent faculty hires, we have the faculty necessary to cover courses that are part of the proposed M.S. in Program Evaluation, Measurement, and Statistics program. As noted above, much of the coursework in the proposed program, is already offered as part of existing programs; thus, additional faculty will not be required to offer this program.

- 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?

We anticipate that little to no impact on existing programs due to the creation of the new program. Students and other graduates drawn to an M.S. in Program Evaluation, Measurement, and Statistics are not the typical audience for existing graduate programs



within the College of Education.

- 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.

No additional resources are needed to support the proposed program.

**(M) 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?

No reallocation of existing state appropriated funds will occur to support the new program.

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

N/A

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

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

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- 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 new program is not designed as self-support program.

- (N) 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).

**Program Resource Requirements.**

- 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**

	FY 2020		FY 2021		FY 2022		FY 2023	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	8	8	12	12	15	15
B. Shifting enrollments								
<b>Total Enrollment</b>	5	5	8	8	12	12	15	15

**II. REVENUE**

	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$0.00	\$16,875.00	\$0.00	\$27,000.00	\$0.00	\$40,500.00	\$0.00	\$50,625.00
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
<b>Total Revenue</b>	\$0	\$16,875	\$0	\$27,000	\$0	\$40,500	\$0	\$50,625

*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.*

\$375/credit

FTE \* 9  
credits

**III. EXPENDITURES**

	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	0.0		0.0		0.0		0.0	
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other: Tuition remission and insu	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00
<b>Total Personnel and Costs</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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
<b>B. Operating Expenditures</b>									
1. Travel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
<b>Total Operating Expenditures</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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
<b>C. Capital Outlay</b>									
1. Library Resources		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2020		FY 2021		FY 2022		FY 2023	
<b>D. Capital Facilities Construction or Major Renovation</b>		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E. Other Costs</b>									
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									
<b>Total Other Costs</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES:</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Net Income (Deficit)</b>		\$0	\$16,875	\$0	\$27,000	\$0	\$40,500	\$0	\$50,625
Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using..."):									
I.A.B.									
III.A.1									
III.A.2									
III.A.4C									
III.A.9									
III.B.1									

**BOISE STATE UNIVERSITY**

**SUBJECT**

Online, Bachelor of Arts in Public Relations

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The proposed Bachelor of Arts in Public Relations, to be offered wholly online, aligns with the Idaho K-20 Public Education Strategic Plan Goal 2: 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).

Objective C: Access – Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

The online format of the program and the flexibility it affords a student who may have family responsibilities, or live in a rural county, contribute to a higher level of educational attainment (Objective A) for Idaho residents as they can take advantage of a degree program despite these factors. The proposed degree effectively allows adult learners to pursue their education (Objective B) because adult learners can balance work/personal life responsibilities while pursuing a degree due to the online format. The wholly online format of the proposed Bachelor of Arts in Public Relations is accessible to Idaho students (Objective C), regardless of socioeconomic status, age, and geographic location.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) proposes to create a new Bachelor of Arts (B.A.) in Public Relations that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. BSU currently offers a Bachelor of Arts in Media Arts, with an emphasis in Public Relations in a traditional format. The proposed program will complement the existing program by providing an additional option for students who want to enhance their professional careers or begin a new career.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**FEBRUARY 14, 2019**

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professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to either change careers or enhance their careers in the public relations sector. The program will focus on media management, community relations, communication technology, and management of human resources. The program will integrate traditional public relations with skills in communication and media production.

Idaho State University offers a Bachelor of Arts in Communication in a traditional format. The University of Idaho offers a Bachelor of Arts or a Bachelor of Science in Public Relations in a traditional format. Lewis-Clark State College offers a Bachelor of Arts or a Bachelor of Science in Communication Arts in a traditional format.

**IMPACT**

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 230 students by the sixth year, graduating approximately 78 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. We will initially charge \$350 per credit hour, which aligns with the majority of our current online undergraduate programs.

BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. For the 60 credits required for completion of the proposed program, students will pay \$350 per credit; the total cost of those 60 credits totals \$21,000.

**ATTACHMENTS**

Attachment 1 – Proposal for Bachelor of Arts in Public Relations

**STAFF COMMENTS AND RECOMMENDATIONS**

BSU anticipates a projected enrollment of 20 students initially, which will be scaled to demand for the program as provided in their program proposal. Because program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 491 to 3,255 annual credits and 16.35 to 108.50 annual FTEs over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will be evaluated annually. If in the long term it is not fiscally sustainable, the program will be discontinued.

BSU's proposed B.A. in Public Relations is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for communications and public relations programs. Additionally, Board Policy III.Z does not apply to programs for

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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which 90% or more of all activity is required or completed online. The University of Idaho will be offering an online, B.A./B.S. in Communications beginning Fall 2019, which was approved in August 2018.

Staff raised questions regarding industry need and demand in terms of how other programs off-campus and on-campus are not meeting needs. In response, BSU indicated due to the online modality, the program will be able to serve a place-bound clientele and will benefit rural communities.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). BSU proposes to charge \$350 per credit for a total program cost of \$21,000 for 60 required credits. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on January 10, 2019; to the Committee on Instruction, Research, and Student Affairs (IRSA) on January 31, 2019; and to the Business Affairs and Human Resources Committee on February 1, 2019.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to create an online, Bachelor of Arts in Public Relations as presented in Attachment 1.

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

AND

I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

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

Institutional Tracking No. 19-003

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

Date of Proposal Submission:	<u>December 3, 2018</u>
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Communication

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

Program Title:	BA in Public Relations				
Degree:		Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	X	Yes		No	
CIP code (consult IR /Registrar):	09.0900				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee	X Online Program Fee
Indicate (X) if the program is:		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) |

 11/27/18  
 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

 11/30/18  
 FVP/Chief Fiscal Officer (Institution) Date

\_\_\_\_\_  
 Chief Academic Officer, OSBE Date

**Revised 10/27/17**  
**Page 1**



INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

FEBRUARY 14, 2019

Attachment 1

 11/30/18

Provost/VP for Instruction (Institution) Date

Chief Financial Officer, OSBE Date

 12/2/18

President Date

SBOE/Executive Director Approval Date

***Revised 10/27/17***  
***Page 2***

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

**Rationale for Creation or Modification of the Program**

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

Boise State University proposes the creation of a wholly online program that will award a Bachelor of Arts in Public Relations. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. Boise State University currently offers a traditional BA in Media Arts with a public relations emphasis and a certificate in public relations.

The program focuses on public relations to meet employer demand for professionals proficient in media management, community relations, communication technology, and management of human resources. The program is unique in integrating traditional public relations with skills in communication and media production.

The proposed program is intended for adult learners who are looking to focus or change their careers. At completion of the program, students will have the practical skills to manage professional relationships, create and produce public relations content across multiple platforms, and evaluate the ethical and legal parameters of media and public relations.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
  - a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

- Public Relations and Fundraising Managers SOC Code 11-2031
- Public Relations Specialists SOC Code 27-3031

	State DOL data	Federal DOL data
<b>Local (Service Area)</b>	46 (½ of state)	88 (0.25% of national)
<b>State</b>	93	175 (0.50% of national)
<b>Nation</b>	N/A	35,110

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

The Idaho Department of Labor reports a 38% increase in the need for Public Relations Specialists over the next 10 years. On the national scale, this field is expected to grow by 14% between 2016 and 2026. In our region, 10 year growth is projected to be 15%. Regional job posting data last year shows the number of position postings looking for Public Relations skills (1,097) are high.

2016 National Employment Matrix Title and Code		Employment		Annual Average Job Openings Due to Growth and Replacement Needs 2016-26
		2016	2026	
Public Relations and Fundraising Managers	11-2031	73,500	81,100	6,900
Public Relations Specialists	27-3031	259,600	282,600	28,200
<b>TOTAL</b>				<b>35,100</b>

2016-2026 Idaho Long Term Employment Projections		Employment		Annual Average Job Openings Due to Growth and Replacement Needs 2016-2026
		2016	2026	
Public Relations and Fundraising Managers	11-2031	229	261	22
Public Relations Specialists	27-3031	601	687	71
<b>TOTAL</b>				<b>93</b>

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

There are four different types of students who will enter this program.

- The *career advancer* who is already employed in the field and is interested in moving up in the field
- The *career starter* who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field
- The *degree finisher* who has previous college experience that fits within the field, but has not yet finished a degree
- The *career changer* who is currently employed in a different field and is interested in changing fields

- 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 online BA in Public Relations will directly contribute to the Complete College Idaho initiative by enabling Idahoans to increase their level of education. The proposed degree will meet the needs of students who for geographic, temporal, and occupational reasons are unable to attend a traditional university.

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

N/A

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

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

<b>Similar Programs offered by Idaho public institutions (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Boise State University	BA in Public Relations	ONLINE: The BA in Public Relations is designed to meet the growing and shifting demands for communication and media professionals across multiple job sectors. The program integrates crucial communication and media competencies within a public relations framework. Students will be able to: produce public relations content using cutting-edge communications technologies; manage media and social media relations; create, carry out and evaluate PR campaigns; deal with media law considerations; and competently manage professional processes and relationships. Our graduates will find placement in corporate, non-profit, health, sport, and government industries.
	BA in Media Arts: Public Relations Emphasis	IN PERSON: The BA in Media Arts offers an undergraduate education that prepares students for a wide range of professional opportunities in planning, writing, producing, and distributing media content. Media Arts students are encouraged to use internships to develop skills and expertise under the guidance of trained professionals. Students also gain experience and build portfolios through participation in student activities, including the Arbiter newspaper, Public Relations Student Society of America (PRSSA), University Pulse radio, and University Television Productions.  The Public Relations Emphasis trains students in the theory and practice of public relations. Students focus on skill development as they critically examine social, cultural, political, and economic dimensions of the field, with particular attention to ethical practice.
University of Idaho	BA-BS in Public Relations	IN PERSON: Public relations students learn how to create and sustain relationships between organizations (corporations, government agencies and nonprofit groups) and their constituencies.
Idaho State University	BA in Communication	IN PERSON: The public relations curriculum prepares students for work in a large agency, a small specialty boutique or the PR department of a not-for-profit or commercial organization. Writing is a key skill, though graduates also address the graphics, media or sales aspects of public relations. Many aspects of this field involve working with community groups to promote their projects and values.

Lewis Clark State College	BA-BS in Communication Arts	IN PERSON: This major provides students with an understanding of communication in a variety of contexts (e.g., interpersonal, intercultural, organizational, political, and mass communication) and prepares them to be effective and well-rounded communicators. Participation in co-curricular activities such as public speaking competitions, speech and debate, and as staff for the campus newspaper and radio stations are available to students.
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<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Brigham Young University-Idaho	BS in Communication	IN PERSON: Students trained in communication are prepared to work in exciting, wide-ranging, fast-changing, cutting edge careers. From a student's first semester as a Communication major at BYU-Idaho, we encourage him or her to get involved with our hands-on practicums. These professionally oriented, student-managed organizations are designed to reinforce, enhance and expand upon what is learned in class.
Northwest Nazarene University	BA in Public Relations	IN PERSON: A course of study that prepares students for careers in diverse fields relating to public relations. Emphasis is placed on building relationships between organizations and their audiences through media, media relations, critical thinking, writing and speaking, understanding of the processes and roles of persuasion and rhetoric and of the critical nature of research.
California Baptist University	BA in Public Relations	ONLINE: Ideal for the creative and analytical, CBU online Bachelor of Arts in Public Relations degree program prepares graduates for success in dynamic environments such as public and media relations, corporate communication, advertising, nonprofit work, social media and journalism. The degree program's Initial coursework in foundational communication and journalism ensure that students begin with a skill framework upon which to build. As students move through the program, topics include interpersonal +communication; media law, ethics and copy; editing for print and online media; principles of marketing; layout and design principles; and public relations campaigns and strategies. Throughout the program, students will be studying and practicing ethical discernment in a fast-paced environment resulting in real-world and immediate applicability.
Montana State University	BS in Public Relations	ONLINE: Is modeled on the Public Relations Society of America's Undergraduate Education recommendations. Is founded on the definition of communication that views communication between people as the process that leads to shared meaning and understanding. Is designed to prepare students in a variety of settings including: Corporate, Non-profit, Government, Healthcare, and Education. Is a professional degree with a broad focus including the non-profit and public information areas. Merges communication and media studies with marketing. Allows students to acquire theoretical and practical public relations skills leading to careers in public relations.
Ashford University	BA in Public Relations and Marketing	ONLINE: A graduate of this program demonstrates an understanding and mastery of all aspects of marketing and public relations, which include advertising, branding, and corporate communications. Students will study and evaluate the effectiveness and appropriateness of marketing and public relations messages while engaging in problem analysis, strategic planning, message development, and tactical

		solutions.
Southern New Hampshire University	BA in Communication Public Relations	ONLINE: Emphasizes building mutually beneficial relationships between organizations and their public audiences. Prepares students for a career in corporate, government, agency or nonprofit PR. Our specialized public relations concentration will help you strengthen your ability to communicate effectively with co-workers, clients and the general public.

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

The proposed B.A. in Public Relations is a wholly online program that will benefit the rural community by serving public relations professionals who are place bound.

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

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process created a cohesive, consistent, rigorous, outcome-driven educational experience. Program coursework infuses relevant business instruction with innovation, digital best practices, and experiential learning.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online delivery of this program using the carousel model will enable students with work, life, or other responsibilities to obtain this degree.
Goal 4: Align university program and activities with community needs	Graduates of this program will be prepared to lead individuals and organizations in responding to community needs through ethical public relations practice.

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

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

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

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff

using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Specialized Accreditation: None

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

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009).
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

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

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.

- Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

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

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs 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?

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

Yes   X   No \_\_\_\_\_

### **Curriculum, Intended Learning Outcomes, and Assessment Plan**

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

- 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.	60
Credit hours in required courses offered by other departments	0
Credit hours in institutional general education curriculum	37-39
Credit hours in free electives	21-23
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

Please see Appendix A for degree box.

- c. **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.

**PRO 493 INTERNSHIP** (1-3 credits)(F,S,SU). Supervised fieldwork. Students have the option of enrolling for either 7- or 15-week internships. For more information on internships, see University-Wide Courses in Chapter 11 and read the Communication and Media Department



Internship Guidelines available on the department webpage. PREREQ: Completion of all required 300-level PRO courses, minimum cumulative public relations program GPA of 2.75, and PERM/INST.

**PRO 499 CAPSTONE (3-0-3)(F,S,SU).** Students apply their knowledge and skill to produce and present public relations projects, plans and proposals based on research of an industry aligned with their career goals to be included in their senior portfolio. PREREQ: Completion of all required 300-level PRO courses.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

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

- Manage productive professional relationships with internal and external publics
- Create and produce PR content across multiple platforms that meets professional standards
- Evaluate the ethical and legal parameters of media and public relations
- Demonstrate practical skills associated with public relations and outreach

**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.

Artifacts will be gathered in specified courses. Rubrics will be used to review a sampling of the artifacts to determine if the program learning outcomes are being met. Both qualitative and quantitative assessments will be used to identify needed adjustments to key courses and overall program objectives and requirements.

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

Data will be shared with the program coordinator, program board, and instructors. The program coordinator and faculty will regularly meet to address opportunities and develop actions for improvement.

- Instructors note any issues/suggest changes to the Master Course creator/lead faculty.
- Noted issues are handled each session (e.g. test question needs to be changed)
- Courses reviewed by the Master Course creator and updated as needed on an annual basis.
- Course Learning Outcomes are reviewed by the Master Course creator annually in collaboration with the Program Coordinator
- 3-year program evaluation to ensure PLOs are met

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

The program assessment process described in Section 12a and faculty grades on specific assignments. General examples of program assessment include: exams, discussions, projects, plans, and portfolios will be in place to assess program level outcomes.

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

- Program evaluation takes place using a three-year rotation model that ensures that the entire program is evaluated every three years.
  - Eg. Year 1 = PLO 1 and 4, Year 2 = PLO 2, Year 3 = PLO 3
- Evaluation is carried out by the Program Board in collaboration with the Program Coordinator, Master Course Creators and instructors, and an Industry Advisory Board.
- Changes are implemented by eCampus Center Support Team and Master Course Creators.

### **Enrollments and Graduates**

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FA14	FA15	FA16	FA17 (most recent)	FY14-15	FY15-16	FY16-17	FY17-18 (most recent)
<b>BSU</b> BA in Communication	749	758	719	673	208	207	201	201
BA in Media Arts (started Fall '16)		new	81	175			new	9
<b>ISU</b> BA in Communication	0	61	115	137	0	4	15	17
<b>UI</b> BA/BS in Communication	110	104	98	72	32	26	25	23
<b>LCSC</b> BA/BS in Communication Arts	46	59	47	36	7	14	14	10

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: B.A. IN PUBLIC RELATIONS											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20	FY21	FY22	FY23	FY24	FY25	FY20	FY20	FY21	FY22	FY23	FY24

(first year)						(first year)					
20	74	129	183	217	230	0	6	23	46	61	78

**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 program’s size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form, and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment lifecycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

**16. Minimum Enrollments and Graduates.**

- a. 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?

Because the program will be utilizing the online program fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 491, Annual FTEs 16.35
- Year 2: Annual credits 1,876, Annual FTEs 62.54
- Year 3: Annual credits 2,840, Annual FTEs 94.68
- Year 4: Annual credits 3,295, Annual FTEs 109.85
- Year 5: Annual credits 3,255, Annual FTEs 108.50

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

Programs operating under the online fee model at Boise State are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program’s financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

If the program was discontinued, we would offer courses for two additional years in order for enrolled students to complete the degree. New students would not be accepted. Enrolled students would be notified so they could plan accordingly.

**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.

The available space and equipment are acceptable to operate a successful 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?

No impact.

- 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.

Additional office space for faculty/staff associated with this program.

**18. Library resources**

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

Existing resources are sufficient.

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

No new resources are required.

**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?

The following support personnel will be hired for the program:

- Program Coordinator: 1.0 FTE hired in year one
- Administrative Assistant: 1.0 FTE hired in year two

The table below depicts the schedule of course offerings for the first three years of the program:

Schedule of Classes Offered for Online BA in Public Relations: First three years. Numbers in cells refer to number of sections to be offered																	
		FA 2019		SP 2020		SU 2020		FA 2020		SP 2021		SU 2021		FA 2021		SP 2022	
	Session>>	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
	Cr.↓																
PRO 300	Intro to Public Relations	3	1		1		1		1		1		1		1		1
PRO 301	Tech for Professionals	2	1		1		1		1		2		2		2		2
PRO 302	Preparing for the Profession	1		1		1		1		1		1		2		2	
PRO 303	PR Campaigns	3		1		1		1		1		1		1		1	
PRO 304	PR Writing	3		1		1		1		1		1		1			
PRO 310	Interviewing	3			1					2							
PRO 311	Multimedia Storytelling	3			1					1							
PRO 312	Conflict and Collaboration	3				1					2						
PRO 313	Public Relations Ethics	3				1					1						
PRO 320	Business & Professional Communication	3					1					1					
PRO 321	Applied Research for Professionals	3					1					3					
PRO 322	Media & Social Media Strategies	3						1					1				
PRO 323	Media Law	3						1					3				
PRO 330	Global Public Relations	3							2					1			
PRO 331	Public Relations Case Studies	3							1					3			
PRO 332	Client Relations	3								2					1		
PRO 333	Community Relations	3								1					3		
PRO 400	Crisis Management	3									1		1		1		1
PRO 401	Project Management	3									1		1		1		1
PRO 493	Internship	3										1		1		1	1
PRO 499	Capstone	3										1		1		1	1
	<b>Total</b>	<b>60</b>															
	Credits offered per semester	5	7	11	13	11	13	14	16	22	22	25	25	25	23	13	14

The following table depicts the instructional staff that will be hired to support the program:

New Instructional FTEs for Program					
	Year 1	Year 2	Year 3	Year 4	Year 5
Professor		1.6	1.6	1.6	1.6
Lecturer		0.6	0.6	1.0	1.0
Adjunct	1.4	1.2	3.4	4.4	6.0
Total	1.4	3.4	5.5	7.0	8.6

- 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.

During the implementation phase and beyond, the program will be supported as necessary by the College of Arts and Sciences and the eCampus Center in the Division of Extended Studies. During year one, the Program Coordinator will manage a majority of the administration and will also receive assistance from existing department staff. Subsequent years, personnel resources for the proposed program will be hired specifically for that program.

- 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?

Because limited administrative or instructional resources from existing programs will be used for the proposed program, there will be a minimal impact on resources available for existing programs. We do expect some movement of students from the existing face-to-face BA in Communications to the new online program, and estimate during the first year 10% of the enrollment of the new program will consist of those students. While historic attrition from the face-to-face program is within normal Boise State parameters, we are hopeful that the new online program will be an option for those nontraditional age students who have full-time jobs, family commitments, or need to move from the Boise area. Enrollments in the existing communication programs are robust and will continue to be this way because of the emphasis area options and popularity of the content which means no long-term threat is posed by the new program.

- 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.

See "a." above and budget sheet.

## 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?

N/A

- 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.

No new appropriation will be required.

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

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

N/A

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

N/A

- d) **Student Fees:**

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

N/A

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

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: we will charge the same rate as a majority of our current online undergraduate programs: \$350 per credit. We may increase the fee in any years that the State Board of Education increases Boise State's undergraduate per-credit rate for tuition and fees.

It is assumed that students will enter the program with the equivalent of an associate's degree. For the 60 credits required for completion of the proposed program, the total cost will be \$21,000. A review of the four institutions listed in section 6 that offer a similar online program shows out-of-state student tuition (which is what an Idaho resident student would pay) ranges from \$19,200 to \$35,356, with an average of \$26,051.

We project that by the fourth year of the program, it will generate 4,160 SCH, which will yield a total revenue of \$1,456,094.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

<b>I. PLANNED STUDENT ENROLLMENT</b>											
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		14.7	35	56.3	87	92.6	131	124.8	174	148.9	204
B. Shifting enrollments		1.6	4	6.3	10	10.3	15	13.9	19	16.5	23
<b>Total Enrollment</b>		16.4	38	62.5	97	102.9	146	138.7	193	165.5	227
<b>Student Credit Hours Generated</b>		491		1,876		3,086		4,160		4,965	
<b>II. REVENUE</b>											
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request											
2. Institution Funds											
3. Federal											
4. New Tuition Revenues from Increased Enrollments											
5. Student Fees			\$171,683		\$656,622		\$1,079,992		\$1,456,094		\$1,737,737
6. Other (i.e., Gifts)											
<b>Total Revenue</b>		\$0	\$171,683	\$0	\$656,622	\$0	\$1,079,992	\$0	\$1,456,094	\$0	\$1,737,737
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>											
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>											
Budget Notes:											
I.A, B.	Calculation of FTE and headcount as follows:										
	>1 FTE = 30 credits										
	>Headcount determined as the distinct number of students in the program that year.										
	>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.										
	>Assume 4.4% attrition from one semester to the next.										
II.5.	>Student Fee revenue calculated as Student Credit Hours * \$350 per credit.										
	>\$350 calculated as estimate of 2019-2020 resident per-credit of \$350 per credit.										
	>To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.										



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

III. EXPENDITURES												
			FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>												
1. FTE				3.08		5.40		7.53		8.98		10.60
2. Faculty				\$750		\$163,264		\$179,612		\$191,367		\$192,867
3. Adjunct Faculty				\$36,730		\$31,320		\$87,480		\$113,400		\$155,520
4. Graduate/Undergrad Assistants												
5. Research Personnel												
6. Directors/Administrators				\$58,000		\$58,000		\$58,000		\$58,000		\$58,000
7. Administrative Support Personnel				\$0		\$22,667		\$34,000		\$34,000		\$34,000
8. Fringe Benefits				\$27,338		\$98,743		\$106,506		\$123,702		\$127,993
9. Other: Academic Advisors/Coordinators				\$0								
<b>Total Personnel and Costs</b>			<b>\$0</b>	<b>\$122,818</b>	<b>\$0</b>	<b>\$373,994</b>	<b>\$0</b>	<b>\$465,598</b>	<b>\$0</b>	<b>\$520,469</b>	<b>\$0</b>	<b>\$568,380</b>
Budget Notes (continued)												
III.A.2	Faculty FTE: Calculated using (Credit hour load)/30 for Professors and (Credit hour load)/27 for Lecturers											
III.A.3	Adjunct FTE: Calculated using (Credit hour load)/24											
III.A.6	Administrator: Program Coordinator starting July 2019 before program's anticipated launch in Fall 2019.											
III.A.7	Support Personnel: 1.0 FTE Administrative Assistant starting FY 2021.											
III.A.8	Benefits calculated at professional \$11,650+(annual wage*20.72%), classified \$11,650+(annual wage*21.71%).											

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>											
1. Travel			\$1,750		\$1,750		\$1,750		\$1,750		\$1,750
2. Professional Services											
3. Other Services											
4. Communications											
5. Materials and Supplies			\$750		\$750		\$750		\$750		\$750
6. Rentals											
7. Materials & Goods for Manufacture & Resale											
8. Miscellaneous - Computer Hardware/Software			\$2,500		\$2,500		\$2,500		\$2,500		\$2,500
<b>Total Operating Expenditures</b>		\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000
Budget Notes (continued):											
III.B.1	Travel to Boise State University main campus and training										
III.B.5	Materials & Supplies: Office supplies and materials										
III.B.8	Miscellaneous: Includes computer hardware/software										
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>											
1. Library Resources											
2. Equipment											
<b>Total Capital Outlay</b>		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

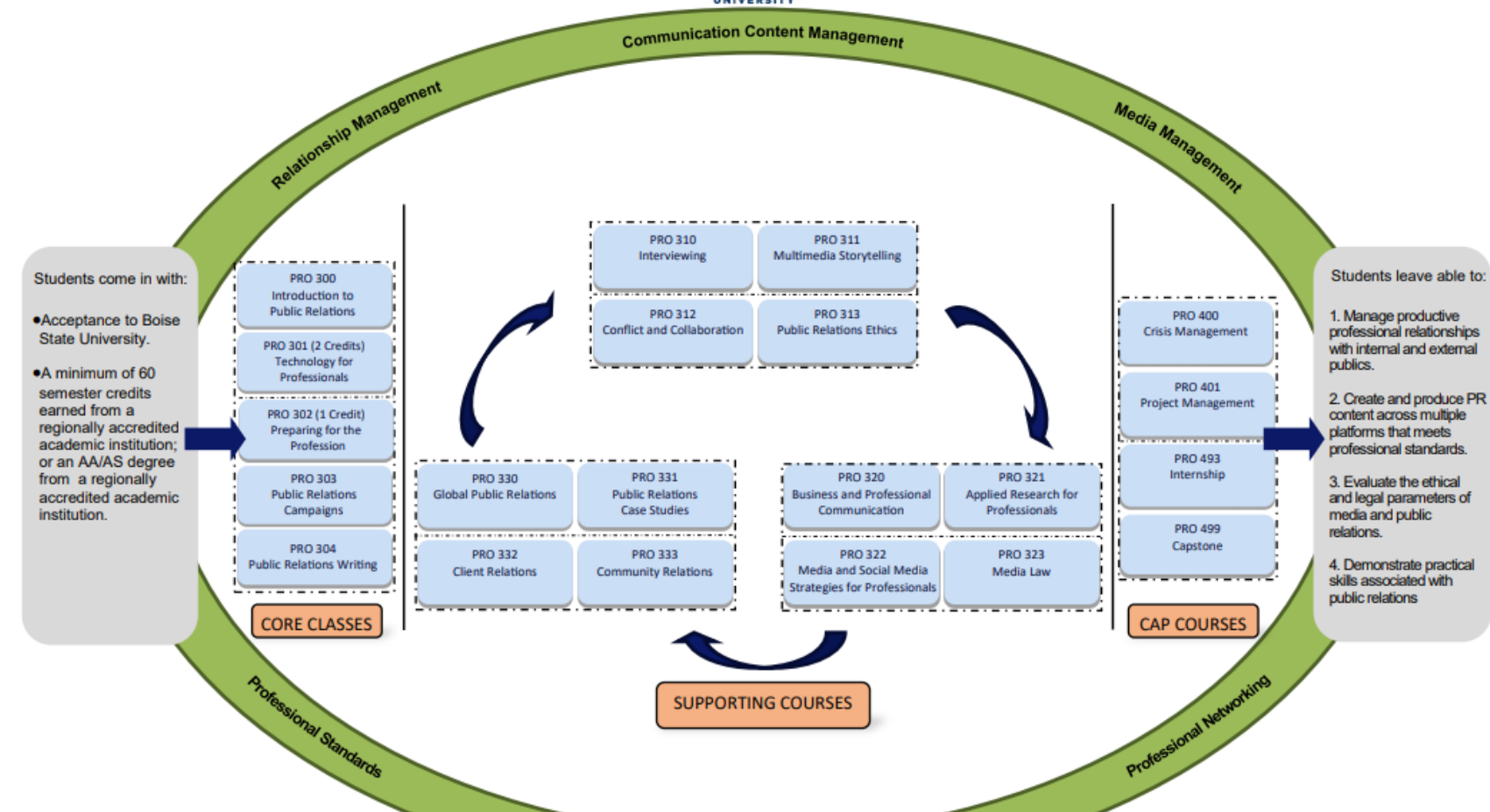
		FY	2020	FY	2021	FY	2022	FY	2023	FY	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>											
<b>E. Other Costs</b>											
1. Boise State University Support				\$85,842	\$328,311		\$539,996		\$728,047		\$868,868
2. College of Arts and Sciences Sciences Revenue Share				\$0	\$0		\$0		\$87,366		\$104,264
Utilities											
Maintenance & Repairs											
Other											
<b>Total Other Costs</b>				\$0	\$85,842	\$0	\$328,311	\$0	\$539,996	\$0	\$815,412
<b>TOTAL EXPENDITURES:</b>				\$0	\$213,660	\$0	\$707,305	\$0	\$1,010,594	\$0	\$1,340,881
<b>Net Income (Deficit) to College</b>				\$0	-\$41,977	\$0	-\$50,683	\$0	\$69,398	\$0	\$115,212
Budget Notes (specify row and add explanation where needed; e.g., "I.A,B. FTE is calculated using..."):											
III.E.1	Boise State University Support is defined as follows:										
	Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.										
	Boise State eCampus Center (10.29% of revenue): Provide funding for initiative management, online course/program development and other support services										
	Boise State Online Innovation Fund (4.63% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants										
	Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (25.09% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program										
III.E.2	The College of Arts and Sciences will receive 6% of revenue when the program's cumlulative revenues are larger than cumulative expenses. The budget anticipates this will occur in year 4 or FY 2023										

## APPENDIX A

<b>BA in Public Relations Online Program</b>	
<b>Course Number and Title</b>	<b>Credits</b>
<b>Foundational Studies Program requirements indicated in bold. See page 50 for details and lists of approved courses.</b>	
<b>FW ENGL 101 Introduction to College Writing</b>	<b>3</b>
<b>FW ENGL 102 Intro to College Writing and Research</b>	<b>3</b>
<b>FC Fundamentals of Oral Communication</b>	<b>3</b>
<b>UF 100 Intellectual Foundations</b>	<b>3</b>
<b>UF 200 Civic and Ethical Foundations</b>	<b>3</b>
<b>FM Mathematics</b>	<b>3</b>
<b>FN Natural, Physical, &amp; Applied Sciences course with lab</b>	<b>4</b>
<b>FN Natural, Physical, and Applied Sciences course in a second field</b>	<b>3-4</b>
<b>FA Visual and Performing Arts</b>	<b>3</b>
<b>FH Humanities</b>	<b>3-4</b>
<b>FS Social Sciences course</b>	<b>3</b>
<b>FS Social Sciences course in a second field</b>	<b>3</b>
<i>Major Requirements</i>	
PRO 300 Introduction to Public Relations	3
PRO 301 Technology for Professionals	2
PRO 302 Preparing for the Profession	1
PRO 303 Public Relations Campaigns	3
PRO 304 Public Relations Writing	3
PRO 310 Interviewing	3
PRO 311 Multimedia Storytelling	3
PRO 312 Conflict and Collaboration	3
PRO 313 Public Relations Ethics	3
PRO 320 Business and Professional Communication	3
PRO 321 Applied Research for Professionals	3
PRO 322 Media and Social Media Strategies for Professionals	3
PRO 323 Media Law	3

PRO 330 Global Public Relations	3
PRO 331 Public Relations Case Studies	3
PRO 332 Client Relations	3
PRO 333 Community Relations	3
PRO 400 Crisis Management	3
PRO 401 Project Management	3
PRO 493 Internship	3
<b>FF</b> PRO 499 Capstone	3
Electives	21-23
<b>TOTAL</b>	<b>120</b>

College of Arts and Sciences  
Bachelor of Arts Public Relations



Stakeholders	Bachelor of Arts in Public Relations	Professional Certification
<ul style="list-style-type: none"> <li>• College of Arts and Sciences</li> <li>• Department of Communication</li> </ul>	<p>The BA in Public Relations is designed to meet the growing and shifting demands for communication and media professionals across multiple job sectors. The program integrates crucial communication and media competencies within a public relations framework.</p> <p>Our students will be prepared for careers in a diverse and evolving field. They will be able to: produce public relations content using cutting-edge communications technologies; manage media and social media relations; create, carry out and evaluate PR campaigns; deal with media law considerations; and competently manage professional processes and relationships. Our graduates will find placement in corporate, non-profit, health, sport, and government industries.</p>	<ul style="list-style-type: none"> <li>• Public Relations Student Society of America (PRSSA)</li> <li>• Association for Education in Journalism and Mass Communication (AEJMC)</li> </ul>

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Certificate in Diagnostic Medical Sonography

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Workforce Readiness - The Educational System Will Provide An individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

**BACKGROUND/DISCUSSION**

The Kasiska Division of Health Sciences at Idaho State University proposes to create a new self-support, undergraduate certificate in Diagnostic Medical Sonography. The certificate program aims to meet the needs of students who want to become diagnostic medical sonographers (commonly known as ultrasound technologists). Diagnostic medical sonography is projected to grow 23% nationally by 2026 and 25% in Idaho.

This program is in direct response to industry needs and requests by Portneuf Medical Center and ISU's Family Medicine Residency program. This program is directly focused on registered radiologic technologists who want to specialize in sonography. Specialization requires additional didactic and clinical training above and beyond that of radiological science programs. The program size is limited by the availability of clinical sites.

**IMPACT**

ISU is proposing a self-support fee of \$277.09 per credit hour in accordance with Board Policy V.R.3.b.(v). The total cost for 46 credits required is \$12,746.14. One Clinical Assistant Professor (1 FTE) and one Office Specialist II (0.25 FTE) will need to be hired. The self-support academic program fees, along with Portneuf Medical Center and Family Medicine Residency program at ISU will cover the costs of the program by the second year, and will be able to pay back any amounts owed by the third year. Family Medicine Residency will fund 0.15 FTE for a sonography faculty member paid out of a local account. Portneuf Medical Center has pledged to fund 0.35 FTE.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

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Physical resources, including classrooms and laboratories are currently available; one-time start-up costs for additional physical resources are approximately \$2,000.

**ATTACHMENTS**

Attachment 1 – Proposal for the certificate in Medical Diagnostic Sonography

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU anticipates a projected enrollment of six students initially, with potential expansion of the cohort size as the program becomes more efficient and clinical sites can accommodate more students. ISU has identified a minimum of six enrollments for program continuance, which is based on clinical site availability. If participation is not met, the current cohort will complete the program and then ISU will move forward with discontinuing the program.

ISU's proposed Certificate in Diagnostic Medical Sonography is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility for diagnostic medical sonography programs. Boise State University currently offers a Certificate in Diagnostic Medical Sonography.

ISU also requests approval to assess a self-support program fee consistent with Board Policy V.R.3.b.(v). ISU proposes to charge \$277.09 per credit for a total program cost of \$12,746.14 for 46 required credits. Based on the information for the self-support program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 10, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on January 31, 2019; and to the Business Affairs and Human Resources Committee on February 1, 2019.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to add a certificate in Medical Diagnostic Sonography Program as presented in Attachment 1.

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

AND

I move to approve the request by Idaho State University to charge a self-support program fee of \$277.09 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

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



# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	January 4, 2019
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Kasiska Division of Health Sciences; School of Health Professions
Name of Department(s) or Area(s):	Radiographic Science

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

Program Title:	Diagnostic Medical Sonography				
Degree:	Certificate	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes	X	No		
CIP code (consult IR /Registrar):	51.0910				
Proposed Starting Date:	Fall 2019				
Geographical Delivery:	Location(s)	Pocatello	Region(s)	V	
Indicate (X) if the program is/has:	X	Self-Support		Professional Fee	Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility	

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

- |  |  |
|--|--|
| <input type="checkbox"/> New Degree Program  | <input type="checkbox"/> Consolidation of Existing Program           |
| <input checked="" 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 |

 10-22-18

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

Chief Financial Officer, OSBE Date

President 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.

The Kasiska Division of Health Sciences (KDHS) at Idaho State University (ISU) is proposing to add a Diagnostic Medical Sonography (DMS) undergraduate certificate program. This certificate will meet the needs of students who want to become diagnostic medical sonographers (commonly known as ultrasound technologists). The certificate program will satisfy the didactic and clinical requirements of the American Registry for Diagnostic Medical Sonography (ARDMS) and will allow those who complete the certificate to take the ARDMS examination to become nationally certified in diagnostic medical sonography. The DMS program will be housed in the existing Radiographic Science Program with current administrative leadership and support. The DMS program will also provide additional support and instruction to the ISU Family Practice Medical Residency program students. Currently, Medical Residency is seeking to develop and expand the sonography training of the medical residents. The two programs, DMS and Medical Residency, will work together through shared faculty and equipment to train sonographers and medical residents in an interprofessional experience.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Diagnostic Medical Sonographer
2. Ultrasound Technologist.

Total projected annual job openings			
	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	8 <sup>1</sup>	N/A	PMC – 1, MVH – 1, MMH – 1, Twin Falls -1
State	29 <sup>1</sup>	N/A	
Nation	N/A	54,000 (2016-2026 annual average <sup>2</sup> )	

1. <https://lmi.idaho.gov/projections>
2. <https://data.bls.gov/projections/occupationProj>

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

Healthcare continues to be among the fastest growing industries in Idaho.<sup>1</sup> Diagnostic Medical Sonography employment is projected to increase 23% nationally by 2026<sup>2</sup> and by 25% in Idaho.<sup>3</sup> Employment of sonographers in all specialties is projected to grow 10% from 2016 to 2026, faster than the average for all occupations.<sup>2</sup>

1. <http://labor.idaho.gov/publications/2024-Idaho-Projections.pdf>
2. <https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm#tab-6>
3. <https://lmi.idaho.gov/projections>

- 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 as **Appendix A**.

The DMS program is directly focused towards registered radiologic technologists who want to specialize in sonography. After radiography, the most requested education opportunity of the ISU Radiographic Science (RS) Program is sonography. Typically, 2-3 of the 21 graduates of the RS program from each cohort go on to specialize in DMS, education they must seek from another institution. The closest DMS programs are at Boise State University and Weber State University. The Boise State program requires students to move to the Boise area for on campus classes and clinical training in the Boise area; many students are reluctant or unable to move to Boise and therefore are prohibited from going through the Boise State DMS program. Weber State uses a regional outreach approach to allow students to stay in their current location and using local clinical resources for education; students who have graduated from this program express discontent with their experience, stating the outreach program is not well supported and students have to learn DMS on their own. Many of these students do not recommend Weber State's program to ISU RS graduates. In conversations with ISU RS graduates across many years, more students would go on to specialize in DMS if it were available at Idaho State University.

Specialization requires additional didactic and clinical training above and beyond that required of graduates of an RS program. The DMS program will be comprised of full-time students over a 12 month period. The primary source of students will be graduates of the ISU Radiographic Science Program; however, the program will accept applications from anyone who is a registered radiologic technologist, provided they have at minimum an associate's degree. Additionally, the unique opportunity DMS students and medical residents will have to work together will improve communication and relationships between the two groups in the clinical setting.

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

As previously stated, healthcare continues to be among the fastest growing industries in Idaho.<sup>1</sup> Diagnostic Medical Sonography employment is projected to increase 23% nationally by 2026<sup>2</sup> and by 25% in Idaho.<sup>3</sup> Employment of sonographers in all specialties is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations.<sup>2</sup> The proposed Diagnostic Medical Sonography program will provide a pathway for radiologic

technologists to become nationally registered Diagnostic Medical Sonographers in an efficient and effective manner, providing Idaho with a critically needed pool of qualified sonographers. Since the program will be full-time, students will finish in the minimum amount required by the American Registry of Diagnostic Medical Sonographers to take the national certification exam. This DMS program will help to stimulate the local and state economy by providing the education and skills necessary for students to obtain high-quality jobs that pay almost double the national median annual wage.<sup>4</sup>

1. <http://labor.idaho.gov/publications/2024-Idaho-Projections.pdf>
2. <https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm#tab-6>
3. <https://lmi.idaho.gov/projections>
4. <https://data.bls.gov/projections/occupationProj>

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

The proposed Diagnostic Medical Sonography program is intended to provide an opportunity for radiologic technologists to specialize in sonography, providing more educated and trained sonographers to the local region and to the state. The sonography profession is in high demand, meaning there is a shortage of sonographers. More registered sonographers in the area and the state will provide more citizens access to sonography exams in more locations and with shorter waiting times. Additionally, having DMS students and medical residents train together will improve communication and relationships between the two groups in the clinical setting leading to more efficient medical practice and improved clinical outcomes.

**e. If Associate's degree, transferability:** N/A

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

Similar Programs offered <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	Certificate	<b>Diagnostic Medical Sonography</b> 1 year, 3 consecutive semester program taught on campus and at clinical sites in the Boise area. 36 credit undergraduate certificate
ISU	Certificate (proposed)	<b>Diagnostic Medical Sonography</b> 1 year, 3 consecutive semester program taught on campus and at clinical sites in the <a href="#">Pocatello</a> area. 46 credit undergraduate certificate
LCSC	NA	NA
UI	NA	NA
CSI	NA	NA
CWI	NA	NA
CEI	NA	NA

NIC	NA	NA
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<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
<b>Other Idaho Institutions</b>	NA	NA
<b>Weber State University (Utah)</b>	BS	Diagnostic Medical Sonography
<b>Salt Lake Community College (Utah)</b>	Certificate	Diagnostic Medical Sonography
<b>Laramie Community College (Wyoming)</b>	AAS	Diagnostic Medical Sonography
<b>University of Nevada – Las Vegas</b>	BS	Comprehensive Medical Imaging Major - Ultrasound
<b>College of Southern Nevada</b>	AAS	Diagnostic Medical Sonography
<b>Oregon Institute of Technology</b>	BS	Diagnostic Medical Sonography
<b>Seattle University (Washington)</b>	BS	Diagnostic Ultrasound
<b>Spokane Community College (Washington)</b>	AAS	Diagnostic Medical Sonography
<b>Tacoma Community College</b>	AAS	Diagnostic Medical Sonography

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.

Starting a Diagnostic Medical Sonography program at ISU is fully justified because there is no other program like this in ISU's service region (Regions IV, V, and VI). The proposed program has strong support both internally and externally to ISU. The Family Practice Medicine Residency program at ISU has committed local funds and resources to increasing the sonography training of its residents including shared sonography equipment and supporting 0.15 FTE for a sonographer as a faculty member in the DMS program (see support letter attached). Additionally, requests have been made by many hospital facilities in regions IV, V, and VI to have a local sonography education program. Portneuf Medical Center has been chief among these entities and has pledged to support the proposed DMS program by financing 0.35 FTE for a sonographer as a faculty member in the DMS program.



The proposed program will use clinical sites in eastern Idaho, sites already affiliated with ISU's Radiographic Science Program. The proposed DMS program will not use clinical sites in the Boise area. There will be no conflict or overlap between the proposed DMS program and BSU's existing DMS program.

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

Idaho State University's mission is to provide leadership in the health professions through undergraduate and interdisciplinary education.<sup>1</sup> Establishing a Diagnostic Medical Sonography program supports the strategic plan for ISU as it enhances the professional education and health care services provided to the people of Idaho and the nation. It corresponds and is consistent with ISU's Core Theme 2 of Access and Opportunity in providing diverse opportunities for students to enter the University and advance professionally.<sup>1</sup> As well, this certificate supports Core Theme 3 of Leadership in the Health Sciences, offering radiologic technologists the best education possible in a program which broadens the spectrum of opportunities to advance professionally.<sup>1</sup> In accordance with Core Theme 4, DMS students in the clinical setting will develop affiliations with medical facilities and professionals in the local area to enrich the lives of citizens through expanded medical resources.<sup>1</sup> In accordance with ISU's strategic plan, the DMS program will grow enrollment (Goal 1), promote ISU's identity as a leader in the health professions (Goal 3), and enhance community partnerships with local and regional medical facilities and professionals (Goal 5).<sup>2</sup> Interdisciplinary education will be improved by educating DMS students and medical residents side-by-side through shared faculty and resources.

1. <https://isu.edu/media/libraries/ieac/isu-strategic-planning/Vision-Mission-and-Core-Themes.pdf>

2. [https://isu.edu/media/libraries/ieac/isu-strategic-planning/ISU-Strategic-Plan-2018-2022-SBOE-\(FINAL\).pdf](https://isu.edu/media/libraries/ieac/isu-strategic-planning/ISU-Strategic-Plan-2018-2022-SBOE-(FINAL).pdf)

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

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

Regional Institutional Accreditation: Idaho State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since institutional accreditation was conferred in 1918. Idaho State University is currently accredited at all degree levels (A, B, M, D).

Specialized accreditation: Specialized, programmatic accreditation is not required for educational diagnostic medical sonography programs. The proposed program for ISU will meet the educational and training requirements set by the ARDMS, allowing those who complete the program to take the national certification exam administered by the ARDMS. However, to ensure the highest quality in the DMS program, the program will pursue specialized accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) within the first 3 years of the program.

Advisory Council: An Advisory Council already exists for the Radiographic Science program and is composed of representatives from the local clinical facilities and the academic communities. The RS Program will work with these advisory committees to address the needs and demands of the community and regional professionals while maintaining the appropriate educational rigor.

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

NA

8. **Teacher Education/Certification Programs** All Educator Preparation programs 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?

9. **Three-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**

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.	46
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0

Total credit hours required for degree program:	46
---	----

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

The credit load of the Diagnostic Medical Sonography program will be 46 credits over the course of 3 consecutive semesters. While 46 credits may be a large amount when compared to other undergraduate certificate programs, these total credits are needed to meet the student learning outcomes and accreditation standards.

Summer – 12 weeks	Credits	Fall – 16 weeks	Credits	Spring – 16 weeks	Credits
Applied Sonography I (32 hrs per week x 11 = 352 hrs)	6	Applied Sonography II (32 hrs per week x 15 = 480 hrs)	8	Applied Sonography III (32 hrs per week x 15 = 480 hrs)	8
Introduction to Sonography	1	Research Principles in Sonography	2	Sonography Specialty Areas (Peds, Echo, Peri)	1
Abdominal Sonography I	2	Abdominal Sonography II	1	Superficial Structures	1
OB/GYN Sonography I	1	OB/GYN II	1	OB/GYN III	1
Sonography Principles & Instrumentation I	1	Sonography Principles & Instrumentation II	1	Sonography Principles & Instrumentation III	1
Fundamentals of Sonography Lab I	1	Fundamentals of Sonography Lab II	1	Fundamentals of Sonography Lab III	1
Sonography Case Studies I	1	Sonography Case Studies II	1	Sonography Case Studies III	1
		Vascular Sonography	2	Breast Sonography	1
				Sonography Registry Review	1

- c. 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.

To be accepted into the Diagnostic Medical Sonography Certificate program students must be registered as radiologic technologists through the American Registry of Radiologic Technology and have current CPR certification through an accredited agency. Students will complete clinical hours at local hospitals and facilities already affiliated with the Radiographic Science Program. Clinical hours will be spent observing and performing ultrasound exams under the supervision of designated clinical instructors and staff sonographers.

## 11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.
- Students will use critical thinking and problem solving skills.
  - Students/graduates will be clinically competent.
  - Students will be able to effectively communicate.
  - Students will demonstrate the importance of professional growth and development.

## 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.

Students will be assessed individually within each course based on the criteria of the course. Criteria include various scores on tests and quizzes, research papers, and clinical competencies. Each course will use a feedback in the form of course evaluations at the end of each semester in which the students may identify problems or concerns with the course and instructor. Each clinical site will perform midterm and end of term evaluations of the students to assess their progression as sonographers and their ability to work in a clinical setting with real patients. During the 3<sup>rd</sup> semester of the program, students will take the ARDMS Physics and Instrumentation national certification exam. This will provide a measurable assessment of student success based against a national pool of students. Upon completion of the DMS program, students will take the ARDMS Abdominal Sonography exam, which will provide an additional national measure.

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

Course evaluation results will be provided to each instructor to be used for course improvement. Data collected from clinical rotation site evaluations will be used to improve rotations and ensure competencies are being met. The program exit interview and post-graduation survey data will be used to evaluate the overall program from the perspective of graduates and employer surveys will be used to evaluate the overall program from the perspective of employers. The information collected will be shared with the radiographic science faculty and advisory committee who will discuss and create a plan to revise the program as appropriate to better meet the needs of students.

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

Direct assessment measures include case studies, examinations, research projects, presentations, evaluation of competence during clinical rotations, and simulations. Passage of the American Registry for Diagnostic Medical Sonography (ARDMS) Sonography Principles and Instrumentation Examination (SPI) national certification exam will also be used as a direct measure of assessment for those completing the didactic physics portion of the program. The ARDMS Abdomen Examination national certification exam will be used as a direct measure of assessment for the other didactic and clinical portions of the program. Indirect assessment measures will include clinical rotation site evaluation, exit interviews, post-graduation survey, and employer survey.

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

Course assessments will occur at the end of each course. At the conclusion of each semester, clinical instructors will complete an evaluation of the student at their facility. The exit interview will occur at the end of the student's final semester. The post-graduation survey will be conducted one year following graduation. The employer survey will be conducted one year following graduation.

### **Enrollments and Graduates**

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17 (most recent)	FY14	FY15	FY16	FY17 (most recent)
BSU <a href="https://hs.boise.state.edu/radsci/files/2016/01/CAAHEP-Outcomes-2018.pdf">https://hs.boise.state.edu/radsci/files/2016/01/CAAHEP-Outcomes-2018.pdf</a>	8	6	5	8	7	6	5	8
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Diagnostic Medical Sonography											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY21 (first year)	FY22	FY23	FY24	FY25	FY26
6	6	6	6	6	6	6	6	6	6	6	6

- 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?

ISU Radiographic Science program looked at both local and statewide demand for sonographers in determining the need in the near future and projections of population growth across the state. The RS program also evaluated local clinical site availability to determine the cohort size of the DMS program. While sonographers, and therefore sonography education, is in high demand, student cohort size is limited by clinical education site availability. DMS students must be supervised by registered sonographers and be at a clinical site with enough patient volume and variety to allow students to see all the clinical exams required by the American Registry for Diagnostic Medical Sonography (ARDMS), the national certification exam board. Currently each clinical site meeting the exam and educational requirements only allows 1 sonography student at a time. With 6 sites meeting the criteria, the student cohort size is limited to 6. It may be possible in the future to expand the cohort size as the program becomes more efficient and the clinical sites allow more students at their facilities. Since sonography is the most sought after advanced modality by both current and potential RS students, most applicants to the DMS program will be recent ISU RS graduates. However, many other technologists in the local area have expressed great interest in completing a sonography program if it were offered by ISU.

**16. Minimum Enrollments and Graduates.**

- a. 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?

The minimum enrollment needed for program continuation is 6. This is based on clinical site availability. If additional, qualified clinical sites become available, the program can increase enrollment. If required participation is not met, the current cohort will finish the program as scheduled until completion and the program will be discontinued.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

The Sonography Program will be delivered as a cohort over 3 consecutive semesters (Summer, Fall, and Spring). If it is determined that the program must be discontinued, the current cohort will be completed and no further cohorts enrolled.

**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.

The current RS classroom will be used for didactic and laboratory instruction during the Summer semester. During Fall and Spring semesters an existing campus classroom will be used for didactic instruction. Sonography simulation equipment purchased by the Family Practice Medical Residency program will also be used in training DMS students. The DMS program will use existing computer labs, if needed. Instructional tools currently used by the RS program will also be used by the DMS 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?

There will be no impact on existing programs due to the use of physical resources by the DMS program. All use of the DMS program will be scheduled around and coordinated with those programs using the existing space. The RS classroom is not in use during Summer semester, leaving it open for the DMS program. The sonography simulation equipment purchased by the Family Practice Medical Residency program will only be used in workshops infrequently; the DMS program will coordinate to use the simulation equipment when not in use by the Family Practice Medical Residency program.

- 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.

The DMS program will need a few start-up physical resources such as a furnished/refurbished office and computer for the new DMS faculty. As is stated in the attached budget form, this one-time cost will approximate \$2,000.

## 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.

There will be no additional library resources needed in establishing the Diagnostic Medical Imaging Certificate.

- 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.

There will be no additional library resources needed in establishing the Diagnostic Medical Imaging Certificate.

## 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?

To establish and maintain the DMS program, one Clinical Assistant Professor (1 FTE) and one Office Specialist II (0.25 FTE) will need to be hired. No additional section of existing courses will be offered. As listed above in the new courses for the program, the capacity is limited to the cohort size of 6 students.

- 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 RS program director will oversee the initial startup of the DMS program. After the program is established, the program will be administered by the hired clinical assistant professor. The current RS clinical coordinator will serve as clinical coordinator for the DMS program. The current RS OSII (0.5 FTE) will be expanded to 0.75 FTE and will be used as administrative support for the DMS program.

- 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 main impact on personnel resources of the new DMS program will be on the clinical coordinator of the RS program. As part of hiring a clinical assistant professor to teach the courses in the DMS program, the clinical assistant professor will also teach courses in the RS program. This will free up time from the RS clinical coordinator to also be clinical coordinator for the DMS program.

- 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.

To establish and maintain the DMS program, one Clinical Assistant Professor (1 FTE) and one Office Specialist II (0.25 FTE) will need to be hired. The costs are contained in the budget sheet.

## 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?

N/A

- 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.

This DMS program will be funded through a self-supporting model (see section d) ii). No appropriated funds are being requested.

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

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

N/A

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

N/A

- d) **Student Fees:**

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

N/A

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

The Self-Support Academic Program fee (as defined in Board Policy V.R.3.b.v) that will be charged is **\$277.09** per credit hour. For the 46 credits required for completion of the proposed program, the total cost will be \$12,746.25.

The Self-Support Academic Program Fees (along with Portneuf Medical Center and ISU Family Practice Medical Residency's local index) will cover the costs of the program by the second year and will be able to pay back any amounts owed by the third year.

The Family Practice Medical Residency program at ISU will fund 0.15 FTE for a sonography faculty member paid for out of a local account. The Residency program is trying to expand the sonography training of their residents and would use the sonography faculty member as a resource to develop and implement that training. While the Family Practice Medical Residency program's contribution is critical to the success of being able to offer this program, they are not contributing to the instruction of the six proposed sonography students. In addition, Portneuf Medical Center (PMC) has pledged to fund 0.35 FTE for a sonography faculty member. PMC, as well as other healthcare institutions, has seen a paucity of trained sonographers in Southeastern Idaho and is willing to financially support the Diagnostic Medical Sonography program at ISU. Having a DMS program locally will create a better, highly trained pool of sonographers to support local healthcare institutions. New monies will be obtained through student tuition and fees to come directly back to the RS program to fund one Clinical Assistant Professor (1 FTE) and one Office Specialist II (0.25 FTE). The ISU Budget Office has also agreed to a reduced facility fee as only 6 additional students will need to be processed. See the budget sheet for details of the expected revenue and expenses.

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

**Program Resource Requirements.**

- 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).

**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	0	0	0	0	0	0
<b>Total Enrollment</b>	6	6	6	6	6	6	6	6

**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	\$4,499.28	\$0.00	\$14,187.84	\$0.00	\$14,670.92	\$0.00	\$15,164.90	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Student Fees	\$24,750.00	\$0.00	\$76,477.50	\$0.00	\$78,771.83	\$0.00	\$81,134.98	\$0.00
6. Other (i.e., Gifts)	\$5,249.16	\$0.00	\$33,104.96	\$0.00	\$34,232.16	\$0.00	\$35,384.77	\$0.00
<b>Total Revenue</b>	<u>\$34,498</u>	<u>\$0</u>	<u>\$123,770</u>	<u>\$0</u>	<u>\$127,675</u>	<u>\$0</u>	<u>\$131,685</u>	<u>\$0</u>

IRSA

*ISU 2018-10 Certificate in Diagnostic Medical Sonography*TAB 3 Page 15  
Page 15

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

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

## III. EXPENDITURES

	FY <u>2020</u>		FY <u>2021</u>		FY <u>2022</u>		FY <u>2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	1.25	0.00	1.25	0.00	1.25	0.00	1.25	0.00
2. Faculty	21,666.67	0.00	66,950.00	0.00	68,958.50	0.00	71,027.26	0.00
3. Adjunct Faculty	0.00	0.00	9,295.71	0.00	9,574.58	0.00	9,861.82	0.00
4. Graduate/Undergrad Assistants	\$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 reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel reallocated	\$2,062.67	\$0.00	\$6,373.64	\$0.00	\$6,564.85	\$0.00	\$6,761.79	\$0.00
8. Fringe Benefits	\$9,738.74	\$0.00	\$33,240.35	\$0.00	\$34,716.31	\$0.00	\$36,206.55	\$0.00
9. Other: <u>Overhead</u>	\$100.00	\$0.00	\$300.00	\$0.00	\$300.00	\$0.00	\$300.00	\$0.00
<b>Total Personnel and Costs</b>	<u>\$33,568.07</u>	<u>\$0.00</u>	<u>\$116,159.70</u>	<u>\$0.00</u>	<u>\$120,114.24</u>	<u>\$0.00</u>	<u>\$124,157.42</u>	<u>\$0.00</u>



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

	<b>FY 2020</b>		<b>FY 2021</b>		<b>FY 2022</b>		<b>FY 2023</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$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	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	\$0.00
5. Materials and Supplies	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$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
<b>Total Operating Expenditures</b>	<b>\$4,700</b>	<b>\$0</b>	<b>\$4,700</b>	<b>\$0</b>	<b>\$4,700</b>	<b>\$0</b>	<b>\$4,700</b>	<b>\$0</b>

	<b>FY 2020</b>		<b>FY 2021</b>		<b>FY 2022</b>		<b>FY 2023</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$2,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
FEBRUARY 14, 2019**

**Attachment 1**

	FY <u>2020</u>	FY <u>2021</u>	FY <u>2022</u>	FY <u>2023</u>
	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>E. Other Costs</b>	On-going	One-time	On-going	One-time
Utilities	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Other Costs</b>	\$0	\$0	\$0	\$0
<b>TOTAL EXPENDITURES:</b>	\$38,268	\$2,000	\$120,860	\$0
<b>Net Income (Deficit)</b>	-\$3,770	-\$2,000	\$2,911	\$0

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

II. 2./III A	Family Practice Medical Residency will pay 15% of the Clin Assist Prof's salary from LFEME01 (local index)
II. 6./III A	Portneuf Medical Center will pay 35% of the Clin Assist Prof salary
II. 5./III A	The Self-Support Academic Program Fee will cover the remaining 50% of the Clin Assist Prof salary
III A 9., B	The Self-Support Academic Program Fee will cover the costs of offering the certificate
0	0
0	0
0	0
0	0

April 26, 2018

To Whom It May Concern

I am the Director of Diagnostic Services for Madison Memorial Hospital located in Rexburg Idaho. Recently, I have had an Ultrasound Sonographer retire. Ultrasound Sonographers registered in both Radiology and Ultrasound are very difficult to find in rural Idaho. My Ultrasound position as been posted for over three months to find a qualified individual registered with both credentials. With my current posting, I have run out of time. Therefore, I will be hiring a Sonographer from California with no Radiology background. This will require sending them for schooling to become a registered Radiology Technologist. In the last 15 years, Madison has recruited four Sonographers out of California to fill our staffing needs who only have their Sonography license.

As healthcare continues to reduce reimbursement rates for procedures coupled with living in rural Idaho, it is imperative to have Sonographers perform x-ray exams when there are no Ultrasound studies scheduled. As hospitals perform their community needs assessments to determine needs of their communities, changes are required to account for these needs. A need in eastern Idaho is an Ultrasound program. Idaho State University Radiographic Science Department is a top-notch school with outstanding professors, highly skilled in this profession. I highly recommend for your consideration adding an Ultrasound Program to this department with the latest ultrasound technology to train these future alumni. This would really benefit east Idaho hospitals as sonographer positions arise, benefits the University, but more importantly, benefits the people of eastern Idaho in fulfilling their dreams of becoming Ultrasound Sonographers while continuing to live in beautiful eastern Idaho.

Thank you for your consideration,

Casey Dye  
Director of Diagnostic Services  
Madison Memorial Hospital  
Rexburg, Idaho

# Idaho State UNIVERSITY

Family Medicine Residency  
465 Memorial Drive  
Pocatello, Idaho 83201

September 19, 2018

To Whom It May Concern:

Beginning in January, 2018, the Idaho State University Family Medicine Residency has been in discussion with the Idaho State University Radiographic Sciences Department about our mutual expansion into teaching ultrasonography. At the same time that ISU Radiographic Sciences is planning to expand with a post-graduate ultrasound technologist program to meet the need for qualified sonographers within our area, ISU Family Medicine Residency is expanding our training to physicians in using ultrasound as a diagnostic tool within the outpatient clinic and at the bedside in the hospital. Ultrasound is becoming an important tool in patient care and formal ultrasound training will put us at the forefront in post-graduate physician training.

Working with ISU Radiographic Sciences, we have developed a tentative plan for a shared faculty position, taking advantage of an experienced sonographer on faculty to train physicians in ultrasound technique both during didactics as well as during scheduled ultrasound clinics. We are invested in this new faculty position and have committed 0.15 FTE from our budget for the position. We see the benefit of the interdisciplinary teaching opportunity and look forward to the future when ISU Family Medicine Residency Physicians and ISU Radiographic Sciences students can work together in patient care at a joint clinic site.

Sincerely,



Dr. Brandon Mickelsen  
Family Medicine Residency Director  
Idaho State University

Cc: aw

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**FEBRUARY 14, 2019**

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**SUBJECT**

Board Policy III.E. Certificates and Degrees – First Reading

**REFERENCE**

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**ALIGNMENT WITH 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

**BACKGROUND/DISCUSSION**

Board Policy III.E. provides definitions for certificates and degrees to include credit requirements for career technical education (CTE) programs and academic programs. Proposed amendments add a definition of an applied baccalaureate degree and minimum credits required, which would be distinctive from the existing definition of an academic baccalaureate degree. The current definition describes degree requirements that are based on the length of time a student would pursue full-time study. The update to the definition will provide greater clarity, as it will specify the maximum number of semester credit hours required for program completion. A provision was included to the definition to enable the Board to approve an exception due to accreditation, certification or professional licensure requirements. Updated definitions for an associate degree and baccalaureate degree were added to include similar language with regard to exceptions and credit requirements.

Additional changes include a proposed definition for a graduate certificate and micro-certifications. Board Policy III.E. provides definitions for certificates and degrees. Approval procedures and other program processes are covered in other Board policies or at the agency administrative process level as applicable.

**IMPACT**

Proposed amendments will distinguish an applied baccalaureate degree from the current generic baccalaureate degree definition. Amendments will also add clarifying language allowing for individuals and institutions to better distinguish between the types of academic certificates, as well as microcertification.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**FEBRUARY 14, 2019**

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**ATTACHMENTS**

Attachment 1 – Board Policy III.E. Certificates and Degrees – First Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

At the Board's June 21, 2018 meeting, Board members asked staff to include a clear definition of an applied baccalaureate degree, separate from the academic baccalaureate degree. Staff reviewed existing policy language, included amendments to update existing definitions for other academic degrees, and provided new definitions of a graduate certificate and micro-certifications (badges). At their November 29, 2018 meeting, the Instruction, Research, and Student Affairs committee asked staff to review all sections of Board Policy III.E and update policy language where necessary.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments at its November 29, 2018 and January 31, 2019 meetings.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees 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: E. Certificates and Degrees**

~~February 2014~~April 2019

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

~~—Academic Certificate~~

~~A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.~~

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that ~~does not lead to a degree~~ may lead to an academic degree.

~~—Academic Certificate of Completion~~

~~A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.~~

iii. Graduate Certificate

A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone.

~~iii~~iv. Technical Certificate of Completion

A career technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies.

~~iv~~. Basic Technical Certificate

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

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A credential awarded for completion of requirements in an approved career technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

vi. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved career technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vii. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved career technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

viii. Microcertification

A credential in a narrowly focused area within career technical program or academic program that confirms mastery through a formal assessment of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least two (2) but normally less than four (4) years of 60 semester credits of full-time academic work. An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least four (4) years of 120 semester credits of full-time academic work. A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.

e. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of 120 semester credits of academic and



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career technical coursework (includes a minimum of 36 general education credits). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

~~ef. MASTER'S GRADUATE DEGREES: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.~~

~~f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.~~

~~g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.~~

**2. Academic and Career Technical Credit Hour Requirements**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**3. Requirements for Certificate or Degree**

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions in subsection 1, ~~but~~ however, all credit requirements must receive Board approval in accordance with the program approval policies provided in III.G.

**Idaho State Board of Education**  
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Institutional catalogs will specify the required number of earned credits for each certificate or degree.

**4. Authorization Required**

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

**5. Authorized Certificates and Degrees**

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

**6. Honorary Degrees**

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

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**SUBJECT**

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

**REFERENCE**

June 19, 2013	Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.
October 17, 2013	Board approved the first reading to repeal Board Policy III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance.
December 19, 2013	Board approved the second reading of proposed amendments to Board Policy III.G.
August 13, 2015	Board approved the first reading of proposed amendments to Board Policy III.G. Proposed amendments changed approval procedures for certificates and program expansions to align with the Northwest Commission on Colleges and Universities (NWCCU) standards. A new section for career technical program inactivation was also added.
October 22, 2015	Board approved the second reading of proposed amendments to Board Policy III.G.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z, which added the responsibility for delivering applied baccalaureate degrees to the academic service regions.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho Code, Section 33-2107A – Establishment and Operation of Third and Fourth Year College Curriculum in Community College. Idaho State Board of Education Governing Policies & Procedures, Section III.G.

**ALIGNMENT WITH 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

**BACKGROUND/DISCUSSION**

Board Policy III.G. Postsecondary Program Approval and Discontinuance is to provide Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. Proposed amendments add procedures for review and approval of academic and career technical microcertifications and add a new provision to Subsection 3.c.i(3) regarding proposal submission and approval procedures for applied baccalaureate degree programs proposed by community colleges.

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Other changes include:

- Clarifying Subsection 3.d. regarding procedures for graduate certificates of 30 credits or less to require a letter of notification rather than a program proposal. This is consistent with procedures for undergraduate certificates.
- Moving existing language regarding name changes and CIP code changes under Subsection 3.d.i. and creating a new subset for program changes.
- Amending Subsection 4.b to combine career technical programs and components from Subsection 4.c into one section that would clarify procedures for options, and adding a new subset under 4.b that will provide review and approval procedures for microcertifications.
- Reorganizing Subsection 4.c to remove career technical education components, which is now under Subsection 4.b and remove career technical education program inactivation, which is covered under its own section, Subsection 4.d.
- Moving existing language regarding name changes/CIP code changes under 4.d. to be its own section for program changes.

**IMPACT**

Approval of proposed amendments will create efficiencies and provide requirements for program approval of applied baccalaureate degrees and microcertifications.

**ATTACHMENTS**

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

**STAFF COMMENTS AND RECOMMENDATIONS**

During the three-year planning process last year, a number of community colleges notified the Board of their intent to deliver baccalaureate programs. To facilitate this process, the Board approved amendments to Board Policy III.Z, which added the community colleges to academic service regions alongside the four-year institutions to help address the baccalaureate degree needs within their region.

Board Staff is now bringing forward amendments to Board Policy III.G Postsecondary Program Approval and Discontinuance, which will provide procedures for the submission, review, and approval of proposed applied baccalaureate programs. This includes a provision requiring community colleges to obtain Board approval of proposed baccalaureate programs regardless of financial impact pursuant to Section 33-2107A, Idaho Code. This will provide the Board the ability to provide direct input for those programs and view firsthand the trends and circumstances associated with the delivery of baccalaureate degree programs by Idaho's community colleges.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and

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Student Affairs committee reviewed the proposed amendments at its January 31, 2019 meeting.

Staff recommends approval.

**BOARD ACTION**

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

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

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

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

**1. Classifications and Definitions**

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, [microcertifications](#), or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include

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competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall ~~include option(s); which shall~~ mean ~~alternative~~ instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

**2. Roles and Responsibilities**

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on ~~teacher education, and teaching standards~~ educator preparation programs.

**3. Academic Program Proposal Submission and Approval Procedures**

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

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institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
  - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.
    - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
    - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic or career technical programs, and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
    - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
    - 34) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of all graduate ~~academic~~ programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
    - 45) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
  - 5)ii. Modifications to existing programs shall include, but not be limited to, the following:



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- ~~a)1)~~ Expanding ~~of~~ an existing program outside a designated service region.
- ~~b)2)~~ Converting one program option into a stand-alone program.
- ~~c)3)~~ Consolidating an existing program to create one or more new programs.
- ~~d)4)~~ Adding a degree program not already approved by the Board.
- ~~e)5)~~ Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- ~~f)6)~~ Transitioning of existing programs to an on-line format.
- ~~g)7)~~ Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.

- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
- 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

~~iiy.~~ All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

~~iiiv.~~ New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards

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Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of thirty (30) credits or less may require a proposal. For academic program components requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of thirty (30) credits or less; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iiiv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection 3.b.i of this policy, and shall be must be requested in writing and submitted to Board staff for reviewed and approved by the Board.

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- iv. Minor curriculum changes; ~~minor curriculum changes; minor credit changes~~ in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Programs Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes

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

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.
  - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
  - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
  - 3) The Executive Director may refer any proposal to the Board ~~or~~ subcommittee of the Board for review and action.

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

- ~~a)1)~~ 1) Expanding an existing program outside a designated service region.
- ~~b)2)~~ 2) Converting one program option into a stand-alone program.
- ~~c)3)~~ 3) Consolidating an existing program to create one or more new programs.
- ~~d)4)~~ 4) Adding a certificate or degree program not already approved by the Board.
- ~~e)5)~~ 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- ~~f)6)~~ 6) Transitioning of existing programs to an on-line format.
- ~~g)7)~~ 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iv. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.

- 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
- 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

c. Career Technical Programs ~~Components~~ Notification Procedures

~~New, modification of, and/or discontinuation~~ Program changes of to existing career technical programs ~~components~~ may require a proposal. For career technical programs ~~components~~ requiring a proposal, subsection 4.~~ab~~.i of this policy applies.

- ~~i. New, modification of, and/or discontinuation of career technical options for existing programs; or changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require~~ inactive requires a formal

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~~letter and Attachment B form notifying the State Administrator prior to implementation of such changes.~~

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

~~e.~~ d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
  - 1) Description and rationale for the modification
  - 2) Implementation date
  - 3) Arrangement for enrolled students to complete the program in a timely manner
  - 4) Impact of accreditation, if any
  - 5) Impact to current employees of the program
  - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

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

**5. Sunset Clause for Program Approval**

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. [Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.](#)

**6. Academic and Career Technical Program Proposal Denial Procedures**

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

**7. Program Discontinuance**

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

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

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

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

**8. Reporting**

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



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**SUBJECT**

Statewide Program Responsibility – Needs Assessment

**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.
August 16, 2018	The Board approved the second 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.

**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. 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 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. Board Policy III.Z establishes statewide program responsibilities for the University of Idaho, Idaho State University, and Boise State University. Each institution is responsible for assessing the need for and, when determined necessary by the assessment, ensuring the statewide delivery of all educational programs. The universities conducted an analysis of their statewide program responsibilities and will present



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the methodology for assessing the needs of statewide programs. There were multiple methods used for the assessment across institutions. The University of Idaho and Boise State University utilized similar methods through EMSI, Inc. EMSI provides labor market data to professionals in higher education, economic development, and workforce development. Idaho State University utilized internal methods for assessing programs.

**IMPACT**

Assessment will provide the Board with information where the institutions are meeting statewide program responsibilities.

**ATTACHMENTS**

Attachment 1 – Statewide Program Analysis

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy III.Z provides that the Board will update the program list every two years. The Board last reviewed and approved amendments in December 2016 that updated institution's statewide program responsibilities.

**BOARD ACTION**

This is for informational purposes only.

## Boise State University III.Z Program Report

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	BSU's Program Capacity
<b>Public Policy Administration</b>	<b>M.S</b>	24 (24 in 2017-18)	314	8.4%	13.4%	Enrollments steady at ~65	85 enrollment with no additional investment of resources
	<b>Ph.D.</b>	0 (1 in 2017-18)	62	6.7%	12.5%	New in Fall 2013; enrollments have increased to ~35	50 enrollment with no additional investment of resources
<b>CIP: 44.0401</b>	Notes: The there is little specific connection between the discipline "public policy and administration" and potential jobs; therefore the predicted job opening analysis produces unreasonably high numbers. UI reported 12 MPA graduates for 2016-17						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	BSU's Program Capacity
<b>Community &amp; Regional Planning</b>	<b>M.C.R.P.</b>	4 (zero in 2017-18)	46	6.2%	10.2%	Program terminated because of low enrollment	N/A
	<b>Ph.D.</b>	No program offered	7	6.0%	9.8%	No program	N/A
<b>CIP: 04.0301</b>	Note: The MCRP program was discontinued because of low enrollments and low number of graduates.						

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Attachment 1

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	BSU's Program Capacity
Social Work	M.S.W. (shared statewide III.Z with ISU)	112 (187 in 2017-18)	104	9.0%	17.3%	Enrollments have doubled in 3 years to 400 in Fall 2018, with ~100 in face to face and ~300 in online.	The online component can be scaled to meet demand and as of this summer the capacity will be 400. The face to face component has a combined capacity at all sites of 150.
	Ph.D.	No program offered	7	8.9%	17.9%		N/A
CIP: 44.0701	Notes: ISU did not report any MSW graduates in 2016-17. BSU's production of MSW graduates appears to be meeting the need in Idaho.						

## Idaho State University III.Z Program Report

Notes: Job openings, job growth, and graduates working in Idaho are from the Idaho Department of Labor. It is not known if graduates working in Idaho in the first quarter of 2018 are working specifically in a position related to their degree. Degrees awarded, enrollment, and program capacity are from Idaho State University – Office of Institutional Research.

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Audiology	Au.D./Ph.D.	4	3	19.4%	41.9%	In Fall 2017 there were 25 majors. Enrollment over 8 years has been steady with a 26.8 average.	25	50%
<b>CIP: 51.0202</b>	<b>Notes:</b> The U.S. Department of Labor classifies the occupation of audiologists as having a “Bright Outlook”, which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Physical Therapy	D.P.T./Ph.D.	21	39	17.0%	37.9%	In Fall 2017 there were 75 majors. Enrollment over 8 years has been steady with a 73.8 average.	86	43%
<b>CIP: 51.2308</b>	<b>Notes:</b> The U.S. Department of Labor classifies the occupation of physical therapists as having a “Bright Outlook”, which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Occupational Therapy	M.O.T.	11	23	17.1%	38.3%	Enrollment over 8 years has increased from 25 in Fall 2010 to 43 in Fall 2017, with a 34.5 average.	48	73%
<b>CIP: 51.2306</b>	<b>Notes:</b> The U.S. Department of Labor classifies occupational therapists as having a “Bright Outlook”, which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Pharmaceutical Practice	M.S.	0	42 (for medical scientists, except epidemiologists)	21.4%	43.6% (for 2026)	Enrollment over 8 years has decreased from a high of 12 in Fall 2012 to 0 in Fall 2017, with a 5.8 average.	9	No graduates in AY 2017
Pharmaceutical Practice	Ph.D.	1	42 (for medical scientists, except epidemiologists)	21.4%	43.6% (for 2026)	Enrollment over 8 years has decreased from a high of 9 in Fall 2010 to 4 in Fall 2017, with a 4.5 average.	9	100%
<b>CIP: 51.2010</b>	<b>Notes:</b> The U.S. Department of Labor classifies the medical scientist, except epidemiologists, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Pharmacy Practice	Pharm.D.	87	54	7.9%	16.4%	Enrollment over 8 years has been steady with 309 majors in Fall 2017, with a 333.5 average.	312	28%
<b>CIP: 51.2001</b>	<b>Notes:</b> The U.S. Department of Labor estimates the job outlook for pharmacist at a 6% growth in the U.S. (as fast as average).							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Nursing	M.S.	0	156	*11.2% (for Nurse Practitioners)	*28.0% (for Nurse Practitioners)	Enrollment over 8 years has decreased from a high of 116 in Fall 2010 to 3 in Fall 2017, due to the university ending several M.S. program tracks and switching some of these tracks to the D.N.P program.	17	No graduates in AY 2017
Nursing	D.N.P.	11	30	*11.2% (for Nurse Practitioners)	*28.0% (for Nurse Practitioners)	Enrollment over 5 years has increased from 7 in Fall 2013 to 54 in Fall 2017, with a 33.8 average.	59	27%
Nursing	Ph.D.	3	30	*11.2% (for Nurse Practitioners)	*28.0% (for Nurse Practitioners)	Enrollment over 5 years has increased from 2 in Fall 2013 to 11 in Fall 2017, with an 8.8 average.	17	33%
<b>CIP: 51.3801</b>	<b>Notes:</b> The U.S. Department of Labor classifies nurse practitioners, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings. *Data does not differentiate between M.S., D.N.P, and Ph.D. This job growth based on an annualized growth rate of 2.8%.							



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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Physician Assistant	M.P.A.S.	72	33	13.7%	30.2%	Enrollment over 8 years has increased from 119 in Fall 2010 to 145 in Fall 2017, with a 129.1 average.	144	33%
<b>CIP: 51.0912</b>	<b>Notes:</b> The U.S. Department of Labor classifies physician assistant, as having a “Bright Outlook”, which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Speech Pathology	M.S.	42	43	14.4%	32.1%	Enrollment over 8 years has increased from 91 in Fall 2010 to 132 in Fall 2017, with a 119.6 average.	137	33%
<b>CIP: 51.0203</b>	<b>Notes:</b> The U.S. Department of Labor classifies speech-language pathologists, as having a “Bright Outlook”, which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Deaf Education	M.S.	2	97	8.6%	18.6%	Enrollment over 8 years has decreased from a high of 10 in Fall 2011 to 0 in Fall 2017, with a 5.9 average.	Program is currently suspended because there is not a faculty member.	100%
CIP: 13.1003	Notes: The U.S. Department of Labor classifies special education teachers, preschool, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. Data on employment is from the Idaho Department of Labor.
Sign Language Interpreting	B.S.	6	40	15.3%	31.6%	Enrollment over 5 years has increased from 5 in Fall 2013 to 14 in Fall 2017, with a 10.2 average.	13	100%
<b>CIP: 16.1603</b>	<b>Notes:</b> The U.S. Department of Labor classifies interpreters and translators, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Health Education	M.H.E.	5	35	8.3%	17.5%	Enrollment over 8 years has been steady. In Fall 2017 the enrollment is 17, with an 18.8 average.	15	80%
CIP: 51.2207	<b>Notes:</b> The U.S. Department of Labor classifies health educators, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Public Health	M.P.H.	2	75	10.2%	21.3%	Enrollment over 8 years has decreased from a high of 57 in Fall 2011 to 31 in Fall 2017, with a 37.9 average.	32	100%
<b>CIP: 51.2201</b>	<b>Notes:</b> The U.S. Department of Labor classifies community health workers, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Health Physics	B.S.	2	13	2.6%	5.9%	Enrollment over 8 years has decreased from a high of 24 in Fall 2010 to 12 in Fall 2017, with a 12.9 average.	No program cap	0%
Health Physics	M.S.	1	15	2.9%	6.3%	Enrollment over 8 years has remained steady from a high of 23 in Fall 2011 to 15 in Fall 2017, with a 15.3 average.	No program cap	0%
Health Physics	Ph.D.	0	16	2.8%	5.6%	Enrollment has been steady with 5 doctoral students in Health Physics in Fall 2017.	No program cap	----
<b>CIP: 40.0899</b>	<b>Notes:</b> The U.S. Department of Labor classifies physicists, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings. Labor data does not distinguish between a physicist and a health physicist.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Dental Hygiene	B.S.	25	45	8.9%	19.9%	Enrollment over 8 years has remained steady with 56 in Fall 2017, with a 56.6 average.	51	84%
Dental Hygiene	M.S.	5	3	7.7%	17.9%	Enrollment has declined from a high of 41 in Fall 2013 to 19 in Fall 2017, with a 32.9 average over 8 years.	30	20%
<b>CIP: 51.0602</b>	<b>Notes:</b> The U.S. Department of Labor classifies dental hygienists, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Medical Lab Science	B.S.	33	24	12.9%	28.1%	Enrollment has been steady with 50 in Fall 2017, with a 56.6 average over 8 years.	50	61%
Medical Lab Science	M.S.	2	4	13.3%	28.9%	Enrollment over 8 years has increased from 7 in Fall 2010 to 15 in Fall 2017, with an 11.8 average.	10	50%
<b>CIP: 51.1005</b>	<b>Notes:</b> The U.S. Department of Labor classifies medical and clinical laboratory technologists, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							



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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	ISU's Program Capacity	AY 2017 % of graduates working in Idaho in the first quarter of 2018. <small>Data on employment is from the Idaho Department of Labor.</small>
Clinical Psychology	Ph.D.	6	33	10.9%	23.5%	Enrollment over 8 years has been steady with 28 in Fall 2017, with a 27.4 average.	36	17%
<b>CIP: 42.2801</b>	<b>Notes:</b> The U.S. Department of Labor classifies clinical, counseling, and school psychologists, as having a "Bright Outlook", which means occupations are expected to grow rapidly nationally in the next several years, or will have large numbers of job openings.							

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Law	JD	97	134	4.0%	7.3%	Enrollment has increased 10.1% since 2013	150
<b>CIP: 22.0101</b>	<b>Notes:</b> Completion rates are slightly less than job openings; job growth is steady over the next 10 years.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Architecture	B.S. Arch	20	60	3.9%	7.9%	Enrollment has decreased 50% since 2013	45
Architecture Integrated Arch & Design	M. Arch M.S.	26	44	3.9%	8.6%	Enrollment has decreased 32.5% since 2013	45
<b>CIP: 04.0201</b>	<b>Notes:</b> Jobs mapping onto these degrees may need additional review. Job openings in Idaho indicate that production is far behind need, but we need to check our alumni data to ensure proper mapping of CIP to SOC codes. Job growth will increase over the next 10 years.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Landscape Architecture	B.S. L.A.	9	3	2.8%	5.6%	Enrollment has decreased 46.7% since 2013	40
Landscape Architecture	M.L.A.	9	2	3.8%	3.8%	Enrollment has decreased 33.3% since 2013	20

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<b>CIP: 04.0601</b>		<b>Notes:</b> Jobs mapping onto these degree programs may need additional review. Currently, degree production is outpacing need in the state, and job growth is flat through 2022 with slight growth through 2028.					
Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Interior Design	B.I.D	9	17	3.8%	7.6%	Enrollment has decreased 30.8% since 2013	18
Interior Design	M.S.	Not offering	3	3.2%	6.5%		18
<b>CIP: 50.0408</b>		<b>Notes:</b> Jobs mapping onto these degree programs may need additional review. Our enrollment has decreased, but job openings are higher than degree production. With slow but steady growth over the next 10 years, the program could double its completion rate if there is internal demand. Internal demand may be low because pay is low (median hourly rate in Idaho: \$15.76). We should check alumni data to map jobs to graduates.					

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Animal & Vet. Science	B.S.A.V.S.	33	124	-5.1%	-9.9%	Enrollment has increased 32.3% since 2013	No cap
Animal Science	M.S.	2	3	-4.6%	-9.3%	Current enrollment is 20 students	No cap
	D.V.M.	Awarded via WIMU	36	5.9%	11.7%	Offered as part of WIMU regional program.	11/year 44 total
<b>CIP: 01.0901</b>		<b>Notes:</b> Jobs mapping onto the bachelor's and master's degrees may need additional review. At the bachelor's level, job openings are outpacing degree production. Job growth in this field for those with a bachelor's or master's degree will see decreases over the next 10 years. Though we are not currently offering the D.V.M., there are 36 annual openings in Idaho, and job growth will be steady the next 10 years.					

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Plant Science	M.S.	3	7	3.3%	6.6%	Enrollment in the M.S. degree has increased 75% since 2013	No cap
Plant Science	Ph.D.	1	4	2.9%	5.9%	Enrollment is steady.	No cap
<b>CIP: 01.1101</b>	<b>Notes:</b> At the master's level, degree production is at pace with job openings in Idaho. At the Ph.D. level, degree production is not keeping pace with need, but there are 18 students currently enrolled in the program. Job growth over the next 10 years will be slight.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Agricultural Econ	B.S.Ag. Econ	4	2	11.8%	17.6%	New programs in 2015, so completion numbers low. Fall 2017 enrollment was 101 students, up from 61 in 2016.	No cap
Applied Econ (Ag)	M.S.	3	3	9.1%	18.2%	Enrollment has decreased 22.2% since 2013	No cap
<b>CIP: 01.0103</b>	<b>Notes:</b> Jobs mapping onto these degree programs may need additional review. At the bachelor's level, degree production is at pace with job openings in Idaho; degree production at the master's level is outpacing jobs, but there is increasing job growth in Idaho over the next 10 years.						

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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Food Science	B.S.F.S	4	37	6.4%	9.8%	Enrollment has increased 42.9% since 2013	No cap
Food Science	M.S.	1	12	5.7%	9.4%		No cap
	Ph.D.	0 (1 in 2015)	4	5.1%	8.5%		No cap
<b>CIP: 01.1001</b>	<b>Notes:</b> Job growth is outpacing degree production at the bachelor's and master's levels. Job growth will steadily increase over the next 10 years. Though we have produced no Ph.D.s since 2015, there is a market in Idaho, and it will steadily increase over the next 10 years. We do have 6 current Ph.D. students enrolled in the program.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Forestry	B.S.	25	141	-1.5%	-3.0%	Enrollment has decreased 38.1% since 2013	No cap
Forestry	M.S./M.N.R.	None since '13	12	3.2%	8.6%	No longer offered (replaced by more general M.S. in Natural Resources).	NA

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	Ph.D.	8 in 2016	13	-2.6%	-5.2%	0 completions in 2017. No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 03.0502</b>	<b>Notes:</b> Jobs mapping onto these degree programs may need additional review, and we need to check our alumni data to ensure proper CIP to SOC alignment. At the bachelor's level, job openings are significantly outpacing degree production. At the Ph.D. level, jobs are outpacing degree production. At both levels, however, jobs will decrease over the next 10 years. There may be job growth at the master's level for foresters and conservation scientists, however, with moderate but steady job growth for the next 10 years.						
Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Renewable Materials	B.S.	5	30	2.0%	4.4%	Significant enrollment decrease since 2011 (93%)	No cap
Renewable Materials	M.S./M.N.R.	None since '11	7	2.8%	4.2%	No longer offered (replaced by more general M.S. in Natural Resources).	NA
	Ph.D.	Not offering	2	0%	0%	No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 03.0509</b>	<b>Notes:</b> Job openings are outpacing degree production at the bachelor's level, but we need to check our alumni data to ensure proper CIP to SOC alignment. Not offering graduate programs, but there are job openings at these levels. At bachelor's and master's levels, job growth will be slight over the next 10 years.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
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<b>Wildlife Resources</b>	B.S.	34	53	3.4%	6.2%	Enrollment steady	No cap
<b>Wildlife Resources</b>	M.S./M.N.R.	None since '13	23	2.8%	4.7%	No longer offered (replaced by more general M.S. in Natural Resources).	NA
	Ph.D.	Not offering	13	2.1%	3.6%	No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 03.0601</b>	<b>Notes:</b> Job openings are outpacing degree production at the bachelor's level. Not offering graduate programs, but there are job openings at these levels. For all degree levels, job growth is slight to moderate, but highest at the bachelor's level.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
<b>Fishery Resources</b>	B.S.	16	4	4.9%	7.3%	Enrollment has decreased 38.9% since 2013	No cap
<b>Fishery Resources</b>	M.S./M.N.R. Ph.D.	None since '12 Not offering	NSF	NSF	NSF	No longer offered (replaced by more general M.S. & Ph.D. in Natural Resources)	NA
<b>CIP: 03.0301</b>	<b>Notes:</b> At the bachelor's level, degree production is outpacing job openings in Idaho. There will be moderate job growth over the next 10 years. At the masters and doctoral levels, there were fewer than 10 jobs in Idaho in 2017, so data are insufficient to predict job growth.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
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<b>Natural Resource Conservation</b>	B.S.	NA	47	2.8%	5.0%	*No program under this CIP since 2010, but EMSI data shows completers (teach out?)	No cap
<b>Natural Resource Conservation</b>	M.S./M.N.R.	45	11	2.4%	4.8%	Enrollment has increased 15.6% since 2013. Note, all M.S./M.N.R. programs are under this CIP code.	NA
	Ph.D.	Not offering	3	3.2%	3.2%	No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 03.0201</b>	<b>Notes:</b> Jobs mapping onto these degree programs may need additional review, based on our alumni data. At the bachelor's level, job openings are significantly outpacing degree production. At the master's level, degree production is outpacing jobs. At both levels, as well as the Ph.D., jobs will slightly increase.						

Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
<b>Rangeland Ecology &amp; Mgmt</b>	B.S.	11	121	-5.3%	-10.3%	Enrollment declined 8.3% since 2013	No cap
<b>Rangeland Ecology &amp; Mgmt</b>	M.S./M.N.R.	None since '13	23	-3.6%	-7.2%	No longer offered (replaced by more general M.S. in Natural Resources).	NA
	Ph.D.	Not offering	10	-3.5%	-6.1%	No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 01.1106</b>	<b>Notes:</b> Jobs mapping onto these degree programs may need additional review, based on our alumni data. At the bachelor's level, job openings are significantly outpacing degree production. Jobs in Idaho will decrease over the next 10 years for all degree levels.						



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Program	Level(s)	2017 Degrees Awarded (N)	2017 Job Openings in Idaho	Job Growth 2022 Idaho	Job Growth 2028 Idaho	Enrollment	UI's Program Capacity
Fire Ecology & Mgmt	B.S.	10	141	-1.5%	-3.0%	Enrollment declined 60% since 2013	No cap
Fire Ecology & Mgmt	M.S./M.N.R.	Not offering	45	-2.4%	-4.6%	No longer offered (replaced by more general M.S. in Natural Resources).	NA
	Ph.D.	Not offering	12	-2.6%	-5.2%	No longer offered (replaced by more general Ph.D. in Natural Resources)	NA
<b>CIP: 03.0506</b>	<b>Notes:</b> Jobs mapping onto these degree programs may need additional review, based on our alumni data. At the bachelor's level, job openings are significantly outpacing degree production. Jobs in Idaho will decrease over the next 10 years for all degree levels.						