SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has seven active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 2018-2023 - $20 million plus required 20% state match: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes. State match is funded through the Board's Higher Education Research Council matching grant funds. The current match is $800,000 annually.

- Track-2 Focused EPSCoR Collaborations:
  - 2017-2021 - $6 million, Using Biophysical Protein Models to Map Genetic Variation to Phenotypes.
  - 2018-2022 - $6 million, Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores.
  - 2018-2022 - $ 6 million, A Multiscale, Multiphysics Modeling Framework for Genome-to Phenome Mapping via Intermediate Phenotypes

- Track-4 EPSCoR Research Fellows:
  - 2018-2020 - $216,000, A Multi-omic Approach Toward an Understanding of the Environmental Implications of Antibiotics on Soil Processes, Michael Strickland, University of Idaho
  - 2017-2019 - $194,000, Using In-cell NMR to Follow 13C-fluxomics in Living Cells, Lisa Warner, Boise State University
  - 2017-2019 - $131,000, Investigating Evolutionary Innovations through Metagenomics, Eric Haydn, Boise State University

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS
Attachment 1 – Annual Report Presentation
Attachment 2 – Project Advisory Board Report

STAFF COMMENTS AND RECOMMENDATIONS
Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2018 entitled, "Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes", for $20M. Track-1 awards provide up to $20M over 5 years to support improvements to physical and cyber infrastructure and to develop human capital in research areas. There is a required state matching component. The $800,000 annual match is provided through the Board's Higher Education Research Council as well as the funds the Board has allocated to the Council for distribution.

BOARD ACTION
This item is for informational purposes only.

Idaho Established Program to Stimulate Competitive Research (EPSCoR):
Annual Report - 2019

Laird Noh, Idaho EPSCoR Committee Chairman
Andrew Kliskey, Project Director
Rick Schumaker, Assistant Project Director

Idaho State Board of Education
Lewiston, Idaho
October 17, 2019

2019 Annual Report

www.idahoepscor.org

- EPSCoR in Idaho

- EPSCoR/IDeA National Context

- NSF RII Track-1 MILES Legacy

- New NSF RII Track-1 "GEM3"

- Concluding Remarks

Idaho EPSCoR Project Director

Dr. Janet E. Nelson,
Vice President for
Research and Economic
Development, Interim
Project Director (2017-
2019)

Dr. Andrew Kliskey,
Idaho EPSCoR Project
Director (Aug. 2019),
President's Professor,
Director of Center for
Resilient Communities

EPSCoR/IDeA: Multi-Agency Programs

Agency	FY17 Enacted	FY18 Enacted	FY19 Enacted
NSF	$160.0	$170.7	$175.6
NIH	$333.4	$351.0	$361.6
DOE	$15.0	$20.0	$20.0
USDA	$56.25*	$60.0*	$62.3*
NASA	$18.0	$18.0	$21.0
DOD	-	-	$12.0
Totals	$582.65	$619.0	$652.5

*Represents 15% of Agriculture and Food Research Initiative

82% of all Federal EPSCoR/IDeA Funding is through NSF and NIH

Dollars in Millions. Source: EPSCoR/IDeA Fall Newsletter 2019

EPSCoR/IDeA in Idaho

Federal Funding for All Eligible States

Agency	FY17 Enacted	FY18 Enacted	FY19 Enacted
NSF	$160.0	$170.7	$175.6
NIH	$333.4	$351.0	$361.6
DOE	$15.0	$20.0	$20.0
USDA	$56.25*	$60.0*	$62.3*
NASA	$18.0	$18.0	$21.0
DOD	-	-	$12.0
Totals	**$582.65**	**$619.0**	**$652.5**

Dollars in Millions. Source: EPSCoR/IDeA Fall Newsletter 2019

Awards to Idaho

- ✓ RII Track-1, Track-2, Track-4
- ✓ INBRE, COBRE
- ✓ Infrastructure
- ✓ Multiple awards
- ✓ Research, Core
- ○

Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-1: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes	2018-23	U of I (w/ Boise State, Idaho State)	$20,000,000
NSS	Track-2: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores	2018-22	Boise State (w/ NV, WY)	$6,000,000
NSF	Track-2: Using Biophysical Protein Models to Map Genetic Variation to Phenotypes	2017-21	U of I (w/ VT, RI)	$6,000,000
NSF	Track-2: A Multiscale, Multiphysics Modeling Framework for Genome-to Phenome Mapping via Intermediate Phenotypes	2018-22	KY, SC (w/ U of I)	$6,000,000
NSF	Track-4: Investigating Evolutionary Innovations through Metagenomics	2017-19	Boise State	$131,000
NSF	Track-4: Using in-cell NMR to follow 13C-fluxomics in living cells	2017-19	Boise State	$194,000
NSF	Track-4: A Multi-omic Approach Towards an Understanding of the Environmental Implications of Antibiotics on Soil Processes	2018-20	U of I	$216,000

Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE	2019-24	U of I	$17,664,267
NIH	COBRE: Matrix Biology	2014-19	Boise State	$10,000,000
NIH	COBRE: Center for Modeling Complex Interactions	2015-20	U of I	$10,600,000
DOE	Creating and Controlling Entanglement in DNA Scaffolded Dye Aggregate Systems	2019-21	Boise State	$3,000,000
NASA RID	Research Infrastructure Development 2019-2022	2019-22	U of I	$375,000
NASA Research	Space-Grade Flexible Hybrid Electronics	2017-20	Boise State	$748,090
NASA Research	Plasma-Jet Printing Technology for In-Space Manufacturing and In-Situ Resource Utilization	2012-22	Boise State	$749,841
USDA	10 of 11 AFRI awards in FY17*	Various	U of I, Boise State, Idaho State	$2,067,697

EPSCoR/IDeA Contribution to Research Competitiveness

NSF EPSCoR and NIH IDeA award dollars
provide a significant share of Idaho's total
funding ($78.1M in FY17+18) from NSF and NIH

Regular $

56%

44%

NSF EPSCoR/IDeA $

National Science Foundation
WHERE DISCOVERIES BEGIN

NIH〉 National Institutes of Health
Turning Discovery Into Health
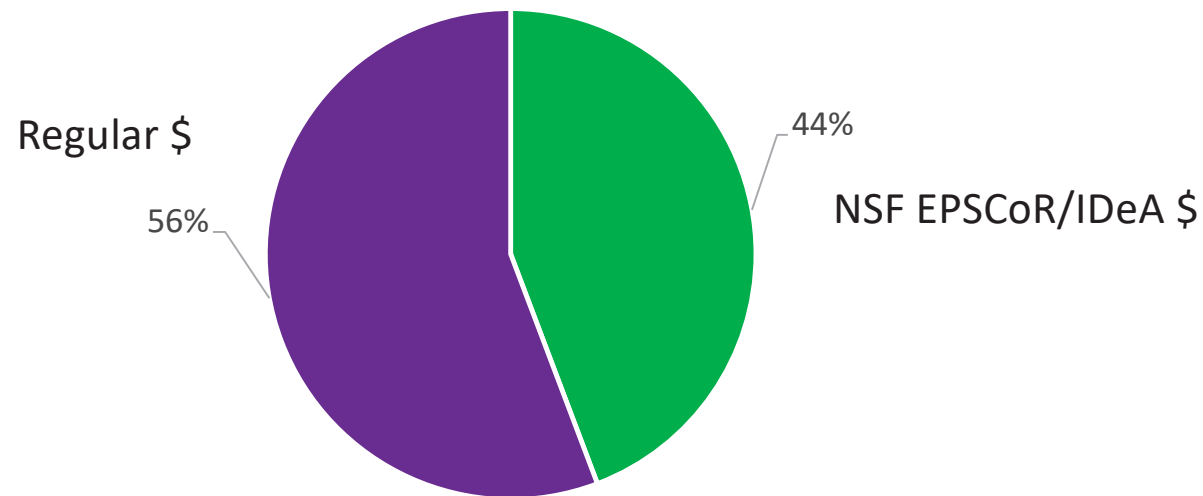
Idaho's Research Competitiveness

NSF's Total <u>Research</u> funding awarded to Idaho over the last 8 years:

0.26% >> 0.32%

ONE Idaho
Innovation • Integration • Inspiration

NSF National Science Foundation
WHERE DISCOVERIES BEGIN
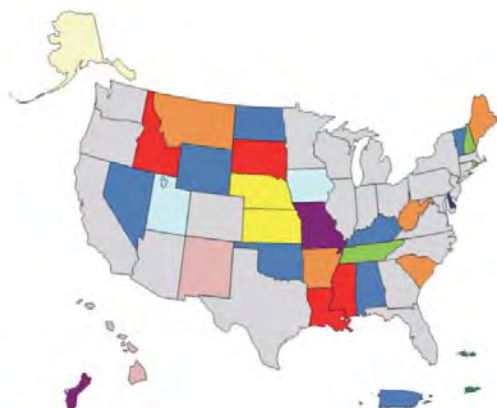
<u>Total</u> NSF funding to Idaho

(FY18) = $24.7M

32% increase from 2012

NSF EPSCoR

STATE	FY 2016 Research Support		FY 2017 Research Support		FY 2018 Research Support		FY 2016-18 Research Support		% of Total $
	Amt $k	Cnt	Amt $k	Cnt	Amt $k	Cnt	Amt $k	Cnt	
Grand Total	$5,490,618	18,214	$5,611,940	17,538	$5,802,723	17,398	$16,905,281	53,150	100.00%
Other	$26,804	30	$18,894	30	$23,354	31	$69,052	91	0.41%
US Total	$5,463,814	18,184	$5,593,046	17,506	$5,779,369	17,367	$16,836,229	53,057	99.59%
Guam	$2,107	2	$2,516	4	$0	0	$4,623	6	0.03%
Virgin Islands	$4,249	2	$3,684	2	$4,903	5	$12,836	9	0.08%
Puerto Rico	$12,489	29	$6,795	21	$12,284	42	$31,568	92	0.19%
South Dakota	$6,671	38	$14,415	32	$11,747	26	$32,833	96	0.19%
North Dakota	$15,689	30	$5,635	26	$11,583	28	$32,907	84	0.19%
West Virginia	$12,309	38	$12,605	39	$13,145	40	$38,059	117	0.23%
Vermont	$8,629	31	$13,755	33	$16,837	39	$39,221	103	0.23%
Wyoming	$15,980	39	$12,744	33	$15,167	34	$43,891	106	0.26%
Nevada	$15,221	79	$16,355	60	$18,607	84	$50,183	223	0.30%
Mississippi	$20,940	57	$12,357	56	$17,531	63	$50,828	176	0.30%
Idaho	$16,070	66	$17,431	54	$20,411	55	$53,912	175	0.32%
Maine	$13,267	65	$18,589	60	$24,624	59	$56,480	184	0.33%
Arkansas	$18,610	51	$14,340	61	$26,414	65	$59,364	177	0.35%
Montana	$28,621	72	$22,153	78	$22,216	73	$72,990	223	0.43%
Nebraska	$24,454	78	$28,948	81	$25,605	95	$79,007	254	0.47%
Oklahoma	$25,460	106	$34,555	103	$19,582	85	$79,597	294	0.47%
Kentucky	$27,402	123	$23,960	102	$29,537	108	$80,899	333	0.48%
Alaska*	$25,340	98	$33,745	100	$33,382	96	$92,467	294	0.55%
Hawaii*	$30,881	101	$28,748	93	$36,629	95	$96,258	289	0.57%
Delaware*	$43,500	121	$21,105	89	$34,296	117	$98,901	327	0.59%
Alabama	$26,267	139	$33,202	153	$40,734	145	$100,203	437	0.59%
Louisiana*	$40,717	147	$27,578	130	$34,426	148	$102,721	425	0.61%
Kansas	$30,713	120	$36,733	127	$35,339	103	$102,785	350	0.61%
New Hampshire*	$38,300	116	$35,598	117	$32,937	106	$106,835	339	0.63%
New Mexico	$40,330	152	$45,661	141	$32,629	119	$118,620	412	0.70%
Rhode Island*	$37,023	182	$43,627	174	$38,690	191	$119,340	547	0.71%
Iowa	$40,607	179	$40,452	164	$42,948	163	$124,007	506	0.73%

https://www.nsf.gov/od/oia/programs/epscor/Eligibility_Tables/FY-2019-Eligibility.pdf
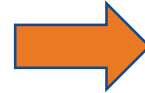
➢ Idaho faculty received **96** grants totaling **$38.3M**

➢ **150** scholarly publications with EPSCoR support; **50** cross-disciplinary

New Faculty Hires through NSF EPSCoR

STATEMENTS & RELEASES

President Donald J. Trump Announces Recipients of the Presidential Early Career Award for Scientists and Engineers

INFRASTRUCTURE & TECHNOLOGY | Issued on: July 2, 2019

★ ★ ★

U of I Researcher Tara Hudiburg Honored with Presidential Early Career Award

https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-announces-recipients-presidential-early-career-award-scientists-engineers/

Idaho's NSF EPSCoR Track-1 Project

Idaho Track-1 RII: "GEM3"
Genes to Environment: Modeling, Mechanisms, and Mapping - Funded October 2018

This statewide research theme is advancing fundamental knowledge to predict how organisms adapt to external stressors and a changing environment.
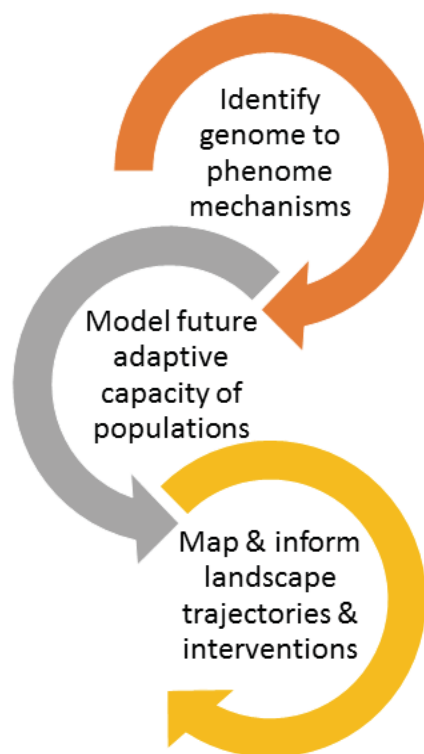
NSF Ideas for Future Investment

RESEARCH IDEAS
- Harnessing Data for 21st Century Science and Engineering
- Shaping the New Human – Technology Frontier
- Understanding the Rules of Life – Predicting Phenotype
- The Quantum Leap – Leading the Next Quantum Revolution
- Navigating the New Arctic
- Windows on the Universe – The Era of Multi-messenger Astrophysics

PROCESS IDEAS
- Growing Convergent Research at NSF
- Mid-scale Research Infrastructure
- NSF 2050

Idaho's NSF EPSCoR Track-1 Project

Aquatic focal species
Red-band trout

Terrestrial focal species
Sagebrush

Land management decisions in Idaho
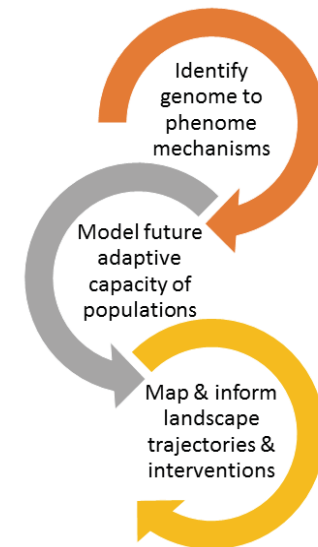
Identify genome to phenome mechanisms
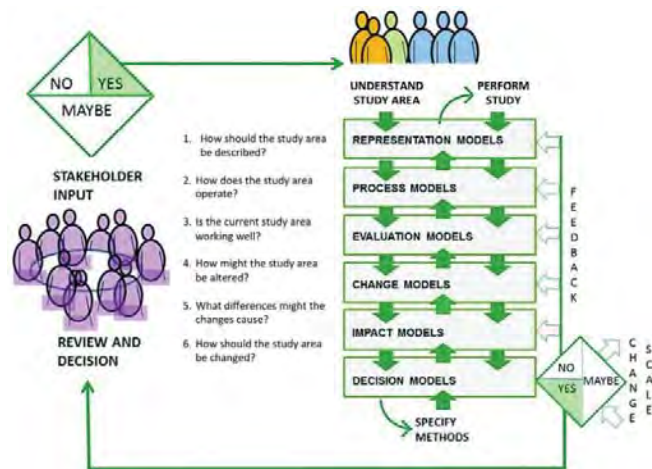
Model future adaptive capacity of populations

Map & inform landscape trajectories & interventions

Idaho's NSF EPSCoR Track-1 Project
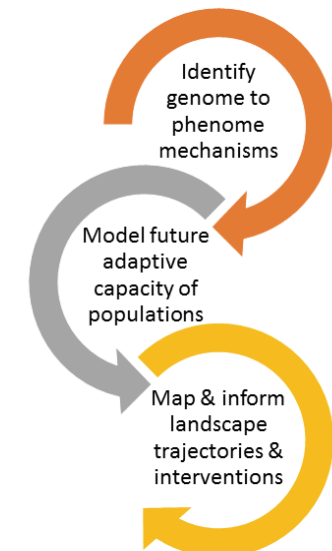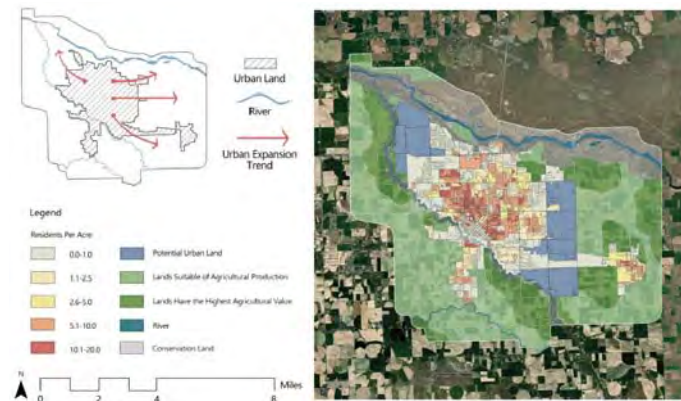
Idaho's NSF EPSCoR Track-1 Project

- GEM3 uses a Vertically Integrated Projects (VIP) strategy

- Establishes on-ramp for students and provides professional development support to both students and faculty

- Provides scaffolding to support transdisciplinary science and grow the next generation of conservation science leaders and workers

Vertically Integrated GEM3 Approach

Statewide-GEM3 Team Leadership

GEM3 Science Objective

Core Team
Faculty
Postdocs
Grads
Undergrads
PUI Bridge Faculty

Summer Research Experience
Undergrads

External Partners
Industry
Agencies
Tribal Entities
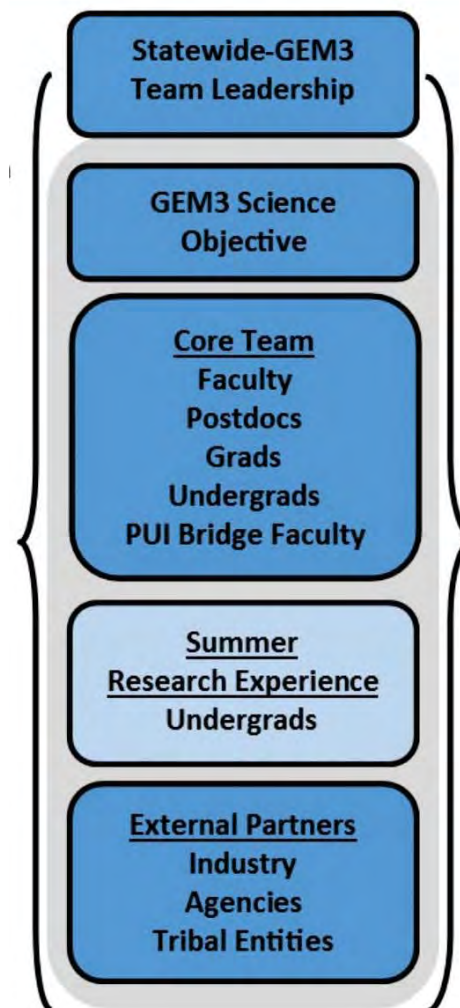
Idaho's NSF EPSCoR – Building Research Competitiveness through Collaboration, Integration, and Convergence

https://www.idahogem3.org

https://www.idahoepscor.org

https://www.nsf.gov/od/oia/programs/epscor/

IDAHO NSF EPSCOR PROJECT ADVISORY BOARD (PAB) REPORT ON THE IDAHO EPSCOR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK-1 COOPERATIVE AGREEMENT

(#IIA-1757324)

YEAR ONE

JUNE 2019

CONTENTS

INTRODUCTION

The RII project "Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes" was funded by the National Science Foundation Established Program to Stimulate Competitive Research (EPSCoR) and led to the Idaho Research Infrastructure Improvement (RII) Track-1 Cooperative Agreement. The project is referred to as *GEM3 for Genes to Environment: Modeling, Mechanisms, and Mapping*. The Idaho EPSCoR Project Advisory Board (PAB) met both in person and virtually with the *GEM3* project team to hear progress toward the goals set forth in the recently submitted Strategic Plan. The goal of these meetings was for the PAB to provide objective feedback on the progress to date as compared to the milestones for year one. A roster of current PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month award in October 2018 at $20 million over five years. The State of Idaho has committed to contribute $4 million in additional funds towards the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award, and Boise State University (BSU) and

Idaho State University (ISU) receive funding through subcontracts. Dr. Janet Nelson, Vice President for Research at the University of Idaho, is the Idaho EPSCoR/IDeA Interim Project Director (PD) and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement. Co-Principal Investigators are Dr. Ronald Hardy (University of Idaho), Dr. Jennifer Forbey (Boise State University), and Dr. Colden Baxter (Idaho State University).

This report is intended to provide feedback to help the GEM project team focus their efforts as they enter Year 2 of the project. Particular attention was given to mapping team progress to the timelines submitted to NSF in the Strategic Plan. Although that plan is not yet finalized, it provided a good metric for evaluation of progress to date. This report is broken down into four parts: notable strengths of the project, challenges to date, recommendations for areas to focus on to ensure project success, and conclusion.

STRENGTHS

The PAB noted that the project has made significant progress in the first year. Teams are meeting regularly and strategizing about how to best connect with each other to work toward the project goals. Agency and external partner engagement is high, as is involvement of the Primarily Undergraduate Institutions (PUIs). The ONEIdaho mission is growing in strength, with undergraduate institutions intellectually engaged. The diversity plans of the project are ambitious. Key staff are in place to assist with management and administration of this complex project. Finally, the EPSCoR State Committee is highly involved and plays a vital advocacy role, which is important with changes in leadership at the institutions (Presidents, Provosts, Vice Presidents for Research (VPRs), etc.).

The GEM3 Strategic Plan has been submitted to NSF and is awaiting final approval. The draft plan has very good vision, mission, and project goal statements, which are well aligned with the work that needs to be done. Mechanisms for successful research coordination are in place, and the hiring of a director is nearing completion. Faculty recruiting has been underway at all three universities, and diverse pools of candidates have been identified. Some offers have been accepted, but not surprisingly, not always the offers to candidates from underrepresented groups, who are considering multiple offers.

Consideration is being given to the establishment of a "non-traditional" Ph.D.-level position, with expectations not for tenure-track goals, but rather to interface and play an important role in tribal relations with the project and for the university. This could be an important decision, and establish a new precedent for deepening relationships with tribal leaders. The leadership embraced the suggestion of attracting a hydrologist to the project, which is a potential target for early investment of seed funding.

The seed funding RFP is well written and the size of the grants generous, since they do not include F&A. It is important to make sure that the funded research is within the scope of the project and in a direct way furthers the objectives of the proposed research. NSF could argue that proposed research was reviewed and funded by a panel's recommendation so that tangentially related themes may not qualify as such. The seed funding for this first year is limited in scope, potentially also involving commitment

of some year two funding. The process is well organized to involve additional researchers in work that may fill holes in the overall project activities, and care is being given to the welfare of the proposing researchers as well as the potential project outcomes.

The website for GEM3 is up and running, and the project is using widely used commercial technology to gather information on-line about project-related publications, proposals, and other information for reporting to NSF. This often takes more time to develop, so the implementation of this database represents significant progress. Related to data gathering, the project's data management plan is in effect, which will be important for integration of the wealth of disparate types of data to be collected in the project.

The GEM3 team has been very responsive to the suggestions of the PAB, which bodes well for the future effectiveness of the advisory structure. It will be important that the soon-to-be-hired "permanent" director be introduced early to the PAB and a solid working relationship established, in preparation for the Annual Meeting next December.

The modeling work, including spatially-based distributions of phenotypes and genotypes as well as behavioral modeling of trout using agent-based modeling, appears to be well thought out. It will be important for the modelers to identify "holes" in the planned projects and expertise that should be filled using the seed funding.

The leadership team clearly understands the issues that can make involvement in large, multi-investigator, multi-disciplinary and multi-institutional projects risky for junior faculty members, and plans to mentor those junior faculty members. Training activities for participants are in place, with much thought put into the mentoring of individuals within the project. This is a critical part of establishing a strong "team science" environment, and will need continuing attention.

CHALLENGES

The proposed genetics work is very complex and requires clear and consistent communication both within and between the trout and sagebrush teams. Conceptually, each group needs to clarify what it is trying to accomplish. All genome language must be clarified. Within sagebrush, it will be difficult to identify regions that are drought tolerant. Collaboration with population geneticists including the new hire (Turner) will be necessary to ensure the success of the research goals in that area as well as in the trout team.

In response to PAB questions during the videoconference, the team followed up with another videoconference to address the genetics work and to answer questions that were outside the scope of the initial meeting. After this discussion, the PAB has some concern about the complexity of the sagebrush species. The PAB is encouraged that the team will focus on a diploid subspecies to reduce the complexity of dealing with various ploidy levels of sagebrush. The PAB is encouraged to learn that the sagebrush group will be meeting with the geneticists working with redband trout (e.g., Paul Hohenlohe and Shawn Narum). Such regular meetings of geneticists working on both taxa are important.

RECOMMENDATIONS

Dr. Nelson, the current interim PD, has done an admirable job in coordinating activities in developing this successful proposal and the strategic planning document concurrently with her duties as a VPR at the University of Idaho. She is assisted by Mr. Rick Schumaker, the Project Administrator, who has served in this capacity for many years and is doing a remarkable job. The PAB concurs with the plan to hire a PD/PI hired as soon as possible, which will ensure that the project has strong oversight and connections to other initiatives throughout the state.

The genomicists need to interact more with each other across institutions and in the two major theme areas. It would be very helpful to identify leaders of the genomics efforts for the two main study species (sagebrush and redband trout). The PAB is concerned that the diversity targets at the faculty level may be too ambitious and very difficult to achieve. Some members of the project discussed alternative types of faculty positions for Native Americans to be involved in teaching and research, and these could be explored to increase Native American diversity at the faculty level. The Hispanic population (11% of total Idaho population as of 2017) should be aggressively recruited at the undergraduate, graduate student and faculty levels. It is also important to fully integrate the partners (PUIs, agencies, tribes, and private companies) at this early stage for meaningful long-term impacts. The PAB also would like to see the public messaging begin now to help Idahoans understand the relevance of GEM3 research to their everyday lives and their future. For example, the team could highlight its research accomplishments in the first year in a press release that would be sent statewide. Also, involvement of the project's assessment/evaluation team would be beneficial at future PAB meetings, as will likely occur at the upcoming annual meeting.

CONCLUSION

At the close of the first year, the PAB found that the project is on track for meeting its objectives as outlined in the draft Strategic Plan. The team leads are well focused on the overall mission of the GEM3 project and are directing strong teams of scientists and educators to accomplish the ambitious goals of the project. The PAB looks forward to the upcoming annual meeting.

APPENDIX A. PROJECT ADVISORY BOARD MEMBERS

Fred Allendorf	Regents Professor of Biology Emeritus, University of Montana
Clifford Dahm	Professor Emeritus of Biology, University of New Mexico; Former Lead Scientist, California Delta Science Program
Erik Goodman	Director, BEACON Center for the Study of Evolution in Action; Professor of Electrical and Computer Engineering and of Mechanical Engineering and of Computer Science and Engineering, Michigan State University
Michael Khonsari	Dow Chemical Endowed Chair, Professor of Mechanical Engineering, Louisiana State University; Project Director, LA EPSCoR PD; Associate Commissioner for Sponsored Research and Development Programs, Louisiana Board of Regents
Camille Parmesan	NMA Chair in Public Understanding of Marine Science & Human Health, School of Biological & Marine Sciences (Faculty of Science & Engineering), Plymouth University
Valerie Purdie-Vaughns	Director for the Laboratory of Intergroup Relations and the Social Mind; Associate Professor in the Department of Psychology at Columbia University; core faculty for the Robert Wood Johnson Health & Society Scholars Program; research fellow at the Institute for Research on African-American Studies at Columbia University
Anna Waldron (PAB chair)	Associate Project Director, Missouri EPSCoR; Co-director of the Graduate Certificate in Science Outreach at University of Missouri

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

REFERENCE
  .

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.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.

APPLICABLE STATUTES, RULE OR POLICY
  Section 33-2107A, Idaho Code.
  Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN
  GOAL 1: Educational System Alignment - Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION
  Board Policy III.G. Postsecondary Program Approval and Discontinuance provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. Proposed amendments add the requirement for institutions to submit proposals for new academic programs alongside annual budget requests when proposed programs rely on new state appropriations. Amendments also include adding baccalaureate degree programs to be reviewed and considered by the Board alongside graduate programs. This will provide the Board a better awareness of trends and circumstances associated with the delivery of baccalaureate degree programs proposed by community colleges and four-year institutions. Additional amendments to the policy includes changing requirements for academic certificates of 30 credits or less ensuring that institutions provide additional information if the certificate necessitates the creation of new courses, personnel, and fiscal resources for the delivery of those new courses.

  Other changes include providing a biannual report to the Board regarding program changes that were approved by the Executive Director, and adding the review of baccalaureate degree programs approved by the Board to the reporting requirement alongside graduate programs.

IMPACT

Approval of proposed amendments will provide the Board with a better understanding of the investments that institutions are making toward the development of new programs. With community colleges also positioned to deliver new baccalaureate programs, it will offer the Board an opportunity to more effectively govern planning for delivery of new programs through a system-wide lens. This will also provide institutions with a better understanding of the Board's expectations with regard to new programs and ensure that the Board receives an opportunity to evaluate and approve new programs before approving related budget requests. In summary, these changes will provide an opportunity for institutions to demonstrate how new baccalaureate programs will benefit students and the state, including how these programs are expected to respond to workforce needs.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve information-sharing related to the review and approval of academic programs, relevant budget requests, and certificates. Amendments also align with the processes traditionally administered by other public governing boards of higher education within other states and systems.

A first reading of proposed amendments to Board Policy III.G. was returned to IRSA Committee at the August 2019 Board Meeting due to concerns shared about the review and approval of all baccalaureate degree proposals. This language has been modified to allow the Board's IRSA committee the discretion to recommend such proposals to the Board as it finds appropriate.
The IRSA committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS   ~~April~~ December **2019**
SUBSECTION: G. Postsecondary Program Approval and Discontinuance

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.

    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 mean 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 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 submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

    1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research, and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.

    ~~2)~~

    ~~3)~~2)~~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~~3) Prior to implementation, an institution shall obtain Executive Director approval of the ~~any new,~~ modification of~~,~~ and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical program~~s;~~ 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.

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4) Prior to implementation, an institution shall obtain Board approval of any modification~~,~~ and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

~~i.~~ii.   Modifications to existing programs shall include, but not limed to, the following:

1) Expanding an existing program outside a designated service region.
2) Converting one program option into a stand-alone program.
3) Consolidating an existing program to create one or more new programs.
4) Adding a degree program not already approved by the Board.
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.
6) Transitioning of existing programs to an online format.
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.

ii. 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.

iv. 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

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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.

v.   New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures 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 or certificates 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; and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of a new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.

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.

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    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.

    iv.   Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.

    v.   Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program 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.

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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 for review and action.

ii. Modifications to existing programs shall include, but not be limited to, the following:
   1) Expanding an existing program outside a designated service region.
   2) Converting one program option into a stand-alone program.
   3) Consolidating an existing program to create one or more new programs.
   4) Adding a certificate or degree program not already approved by the Board.
   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.
   6) Transitioning of existing programs to an online format.
   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 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.

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   c. Career Technical Program Notification Procedures

      Program changes to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

     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 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.

   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

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

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

5. Sunset Clause for Program Approval

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.

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SUBSECTION: G. Postsecondary Program Approval and Discontinuance

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

b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

   i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

   ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

   iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

   iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

   a. The Office of the State Board of Education shall report ~~quarterly~~ biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

   b. All baccalaureate and 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.

SUBJECT
Board Policy III.F, Program Prioritization – Second Reading

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
August 2019	The Board approved the first reading of new Board Policy III.F., Program Prioritization.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B. Budget Policies.
Section 33-113, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 Educational System Alignment; Objective A: Data Access and Transparency and Objective B: Alignment and Coordination. Goal 2 Educational Readiness; Objective B: School Readiness

BACKGROUND/DISCUSSION
The Board's By-laws require any actions that impact the ongoing future behavior at the institutions to be incorporated into Board policy. Board Policy V.B. Budget policies includes a reference to the process adopted by the Board (June 2013) and

an annual reporting requirement. At the December 20, 2018 Board meeting, staff were directed to move program prioritization policies to Board Policy Section III Postsecondary Affairs. One such policy included provisions that would require institutions under the Board's governance to integrate program prioritization into their planning and budgeting processes. The proposed new policy establishes evaluation criteria for programs and services with specific tangible objectives that align with what was adopted by the Board in 2013.

IMPACT

Program prioritization requires the institutions to evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans as well as the assessing criteria which includes: external demand, quality of outcomes, costs, and other expenses. This process will provide a method to objectively review program efficiency and effectiveness.

As noted in Dr. Robert Dickeson's book, the policy is consistent with Board action in May 2011. It notes criteria that the Board identified for program prioritization as well as the use of a quintile prioritization approach for procedural and reporting purposes. Unique to the Board's action is the allowance of institutions to incorporate additional criteria from Dickeson's framework as appropriate.

Finally, based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."

ATTACHMENTS

Attachment 1 – Board Policy III.F., Program Prioritization – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.B. Budget Policies, the four-year institutions are required to use the program prioritization process adopted by the Board and incorporate it into their budgeting and planning processes to include providing updates to the Board annually.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Changes between the first and second reading include clarifications for process and reporting requirements. Board Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the new Board Policy III.F, Program Prioritization as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: F. Program Prioritization   **October 2019**

Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic and nonacademic) and budgeting processes. As part of the program prioritization process the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

1. All academic programs shall be evaluated with an emphasis on:
   a. External demand
   b. Quality of outcomes
   c. Costs and other expenses.

2. Additional criteria ~~shall~~may be ~~used~~considered by institutions to evaluate programs. This criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria ~~shall~~may include~~:~~
   a. History, development and expectations of the program
   b. External demand
   c. Internal demand
   d. Quality of inputs and processes
   e. Quality of outcomes
   f. Size, scope and productivity
   g. Revenue and other resources generated
   h. Costs and other expenses
   i. Impact, justification and overall essentiality
   j. Opportunity analysis

3. ~~Based on weights the institution determines appropriate in its process,~~ Criteria for evaluation of non-academic programs ~~shall~~ may ~~be evaluated based on criteria that~~ include~~s~~:
   a. Key objectives and how they are measured
   b. Services provided and to which customers
   c. Position-by-position analysis
   d. Unmet needs and demands
   e. Opportunities for collaboration and restructuring
   f. Opportunities to share skill sets and resources
   g. Opportunities for cross-training
   h. Technological improvements that are cost effective
   i. Process improvements to streamline operations

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: F. Program Prioritization   **October 2019**

    j.   Outsourcing exploration to improve service and cut costs

This criteria can be weighted as each institutions determines appropriate.

4. Academic and non-academic programs shall be evaluated and be grouped into quintiles based on relative cost efficiency and effectiveness.

All program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates shall provide a description of the progress achieved toward implementing findings and recommendations. These are to be submitted annually to the board by the institutions in a format and timeline established by the Executive Director.

5. Institutions shall conduct program prioritization in at least once every five- years intervals. Final Rreports must include:
    a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
    b. Opportunities for improvements to organizational structure and function
    c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.
    d. Estimated institutional savings and efficiencies created through implementation of recommendations.

5. As part of program planning processes pursuant Board Policy III.Z. and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G. institutions must provide the board with information on how planned and proposed program action addresses needs identified from program prioritization.

6. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board and must be transparent to institution communities while meeting the outcomes defined in this section of Board Policy.

SUBJECT
>   Board Policy III.L., Continuing Education and Prior Learning – Second Reading

REFERENCE

October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L. established modernized expectations for how and when Prior Learning Assessments (PLA) are to be administered and when credit may be awarded.
February 2017	The Board approved the second reading of Board Policy III.L. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.
August 2019	The Board approved the first reading of Board Policy III.L. which includes how PLA is administered and how different forms of credit are awarded to meet degree requirements.

APPLICABLE STATUTES, RULE OR POLICY
>   Idaho State Board of Education Governing Policies & Procedures, Section III.L., Continuing Education and Prior Learning

ALIGNMENT WITH STRATEGIC PLAN
>   GOAL 1: Educational System Alignment - Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION
>   Proposed amendments require institutions to develop policies and processes for students who pursue credit for prior learning that provide transparent information about the cost and how credit is awarded toward degree requirements. A provision was also added that requires institutions to post information in a central location on their respective website as well as course catalogs.

IMPACT
>   The proposed amendments will provide potential students and advisors with greater access and understanding of established institutional policies and processes for awarding credit to alternative forms of learning. This includes credit that may be awarded for experience-based learning, work-based learning, and other forms of assessable learning completed outside of traditional course delivery.

ATTACHMENTS
>   Attachment 1 – Board Policy III.L., Continuing Education and Prior Learning – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS
>   Amendments to Board Policy III.L., will expand information fluency for institutional policies and processes regarding the administration of prior learning assessments (PLA), including how PLA is administered and how different forms of credit are

awarded to meet degree requirements. This can help non-traditional students such as adult learners and military personnel understand how they may be able to seek credit for work and life experiences, as well as credit that may be gained for knowledge that may be recognized through assessments such as Advanced Placement exams, College Level Examination Program (CLEP), and military training. This will assist with expanding awareness and opportunity of current and potential students from diverse backgrounds and stages of life. There were no changes between the first and second readings of this policy.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. L., Continuing Education and Prior Learning 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: L. Continuing Education and Prior Learning   **February 2017**

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the continuing education programs that address such needs. This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning.

1. Definitions

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

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

        i.   Standardized assessments, including but not limited to:
             a) College Level Examination Program (CLEP)
             b) DANTES Subject Standardized Test
             c) UExcel
             d) Advanced Placement (AP)
             e) International Baccalaureate (IB)
             f) Scholastic Aptitude Test (SAT)
             g) American College Testing (ACT)

        ii. Credit recommenders, including but not limited to:
             a) American Council on Education (ACE)

        iii. Faculty developed assessments, including but not limited to:
             a) Technical competency credit, consistent with Board Policy III.Y.
             b) Course specific challenge exams
             c) Locally-evaluated industry and workplace education/training programs

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　　　　　d) Portfolio

iv.　　Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:
　　　　　a) Course specific challenge exams
　　　　　b) Portfolio assessments

2. Minimum Standards

　a. Continuing Education Activities
　　i.　Institutions must provide continuing education programs that are aligned with their mission and the needs of their service region(s) as defined in Board Policy III.Z.

　　ii.　All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
　　　　a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

　　　　　1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
　　　　　2) Procedures for the approval of courses, programs, or activities;
　　　　　3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
　　　　　4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
　　　　　5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
　　　　　6) The keeping of student records for such activities as admission, academic performance, and transfer credit.

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

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

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

b. The Administration of Prior Learning Assessments

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

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

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

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

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

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

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

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

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

x.   Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code.

3. Fees

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

4. To ensure transparency for prospective students and students seeking transfer between institutions each institution shall develop and publish in a central location on its website and in other materials clearly stated and understandable policies on credit for prior learning. This information must include the cost and the process for students to pursue credit for prior learning, and, how credit that~~can be~~ is awarded may satisfy ~~ies~~ course and degree requirements.

SUBJECT
    Board Policy III.N., General Education – Second Reading

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N. establishing the common course index system within the General Education Matriculation framework.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.

APPLICABLE STATUTES, RULE OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section III.N., General Education

ALIGNMENT WITH STRATEGIC PLAN
    GOAL 1: Educational System Alignment – Objective A: Data Access and Transparency; Objective B: Alignment and Coordination
    GOAL 3: Educational Attainment – Objective C: Access

BACKGROUND/DISCUSSION
    Proposed amendments clarify the process by which changes to the common course index is facilitated by providing state faculty discipline groups with the opportunity to submit recommendations to the state general education committee. It also ensures that institutions obtain Board approval for the removal of a common indexed course from an institution's academic catalog and changes the timeline for the review cycle of general education competencies from every three years to as needed.

IMPACT

Approval of amendments will provide a process for providing changes to the common indexed course list, as well as the removal of courses from the common-indexed course listing, to ensure an accurate list is maintained at all times.

ATTACHMENTS

Attachment 1 – Board Policy III.N., General Education – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments require institutions to obtain Board approval of any changes to the state common-indexed course listing and provides the General Education Matriculation committee with flexibility for the review cycle of general education competencies.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. There were no changes between the first and second reading of this policy.

Board staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

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

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

   The general education curricula must be thirty-six (36) credits or more.

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

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

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

GEM (30 cr. or more)   Institutional (6 cr. or more)

Integrative Skills   Ways of Knowing
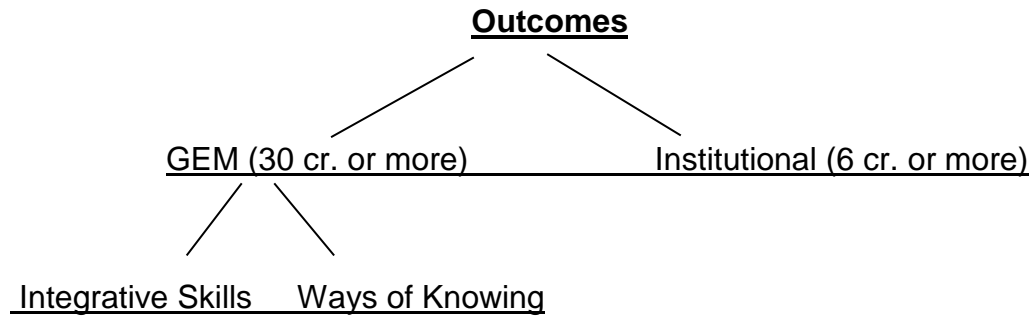
2. The intent of the general education framework is to:

    a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
    b. Establish shared rubrics that guide course/general education program assessment; and
    c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:

    a. Written Communication
    b. Oral Communication
    c. Mathematical Ways of Knowing
    d. Scientific Ways of Knowing
    e. Humanistic and Artistic Ways of Knowing
    f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies.

    a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

        i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.

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   ii.   Adopt strategies and genre appropriate to the rhetorical situation.

   iii.   Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.

   iv.   Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

   v.   Address readers' biases and assumptions with well-developed evidence-based reasoning.

   vi.   Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

   vii.   Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

   i.   Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.

   ii.   Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.

   iii.   Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.

   iv.   Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.

   v.   Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

   vi.   Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

   i.   Read, interpret, and communicate mathematical concepts.

   ii.   Represent and interpret information/data.

   iii.   Select, execute and explain appropriate strategies/procedures when solving mathematical problems.

   iv.   Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

   i.   Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.

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    ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.

   iii. Interpret and communicate scientific information via written, spoken and/or visual representations.

   iv. Describe the relevance of specific scientific principles to the human experience.

    v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

    i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.

   ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).

   iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.

   iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

    v. Interpret artistic and/or humanistic works through the creation of art or performance.

   vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

  vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

    i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.

   ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

   iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

   iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

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    v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General education Requirement

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

    General education curricula must reflect the following credit distribution:

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

    i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

    ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.

  b. This subsection pertains to Associate of Applied Science (AAS) degrees.

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

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

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c. GEM courses and institutionally designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

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

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The discontinuation request to removeof a common-indexed course from an institution's academic catalog delivered at an institution must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

c. The General Education Matriculation Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; as an ex-officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as the chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework for each

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~~institution~~. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies ~~every three years~~as necessary.~~.~~ GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The Committee reports to the Board through the Council on Academic Affairs and Programs.

d. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.

SUBJECT
Board Policy III.S., Remedial Education – Second Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Co-Requisite Model, Emporium Model.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.S.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 1: Educational System Alignment – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION
Proposed policy amendments provide definitions for college level courses as well as gateway Math and English courses. Amendments also discontinue the requirement of remedial courses and other prerequisite courses including remedial courses for gateway Math and English courses for students beginning in the 2021-22 academic year. These amendments clarify that gateway courses will fulfill general education requirements as provided in Board Policy III.N. General Education requirements are applicable to all baccalaureate and associate degree programs. This includes common-indexed gateway math courses such as MATH x123, Math in Modern Society; MATH x143, College Algebra; MATH x153,

Statistical Reasoning, and gateway English course ENGL x101 Writing and Rhetoric I.

Additional amendments consist of adding language to ensure that students completing a co-requisite gateway course will not be required to take a placement exam to enroll in a subsequent course. A gateway course is defined as a course that meets general education requirements as well as discipline-specific credit hour requirements for the academic program. It should be noted that Math 108, Intermediate Math, does not meet this criteria at any institution. For students pursuing an Associate of Applied Science, a technical associate's degree, they must complete 15 hours of general education requirements.

IMPACT

Proposed amendments will ensure students are provided an opportunity to complete their academic program in a timely manner. Enrolling in gateway courses, offered through either corequisite or non-corequisite models, has demonstrated improvements in student success in other states and institutions that have moved to this requirement. This will provide students with an option by 2021 to no longer enroll and render cost for courses that do not count toward degree progress. It will also ensure timely implementation of Complete College America Momentum Pathways strategies to be implemented no later than Fall 2021.

ATTACHMENTS

Attachment 1 – Board Policy III.S., Remedial Education – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy will bring it into alignment with changes made in remedial education at the national level and with what the Board intended for its vision of the delivery of postsecondary remedial education, with the adoption of the Complete College Idaho Plan. This is also consistent with the Board's adoption of the updated Complete College America strategies concerning remedial instruction and clear math pathways. In focusing on these items proposed amendments will facilitate full implementation of co-requisite delivery of instruction in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates but also count toward degree progress. However, students can still enroll in remedial courses and gateway course prerequisites as appropriate.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Changes between the first and second reading of this policy include non-substantive changes to clarify that non-gateway courses will not be required for enrollment into a gateway course. This is in response to concerns raised by Boise State University. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.S., Remedial Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBSECTION: S. Remedial Education   ~~February 2018~~October 2019

1. Coverage

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

2. Definitions

   a. College Level Course means an academic course that meets Mathematics and English credit hour requirements for an undergraduate degree program.

   ~~a.~~b. Co-requisite Course Model means a delivery model whereby remedial instruction is delivered simultaneously with college level content as a separate course or lab as part of a co-requisite support program.

   ~~b.~~c. Co-requisite Support means academic courses or content that supplements the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support.

   ~~c.~~d. Embedded Model means a combined delivery model whereby remedial content is a part of the content delivered through gateway courses. ~~as part of a co-requisite support program~~.

   ~~d~~e. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs. ~~as part of a co-requisite support program.~~

   ~~e.~~ f. Gateway course means ~~the~~ first postsecondary mathematics or English course that a student takes that fulfills the mathematics or English requirement for the student's program of study. Gateway courses shall fulfill general education requirements in Board Policy III.N. Mathematics gateway courses are: MATH x123 Math in Modern Society; MATH x143 College Algebra; and MATH x153 Statistical Reasoning. The gateway course for English is ENGL x101 Writing and Rhetoric I. There may be programs that consist of specific gateway courses that are not identified in Board Policy.

   ~~f.~~ g. Remedial Courses means courses that are:

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   i.   designed for students in need of additional support to succeed in gateway courses in mathematics or English and

   ii. required to be completed before a student may enroll in the gateway course for that subject. Remedial Courses may take the following forms:

        courses numbered below 100, which serve as a duplication of secondary curriculum or courses and support services in basic academic skills to prepare students for college level content and are a pre-requisite to enrolling in the college-level mathematics and English course.

   h. Students in need of additional support means students who have been identified by the institution's placement process as underprepared to take gateway mathematics and English courses without additional academic content or interventions.

3. The State Board of Education has approved the Co-requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support. Students enrolling into Co-requisite Support shall be provided with the option to do so in one of the defined models.   Institutions may also pilot the use of additional delivery models provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:

   a. Their intent to pilot a new delivery model; and

   b. The results of said pilot.

   Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Co-requisite Support models.

4. Each institution shall maintain a mechanism for diagnostic testing in English language arts and mathematics, and provide corrective measures for students identified as needing additional supports.

5. Students determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to

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ensure the student has the opportunity to enroll in the gateway course within the first academic year.

6. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

7. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

~~7.~~8. Students completing a co-requisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

9. Success rates in co-requisite support models and remedial courses shall be reported annually to the Board in a timeline and format established by the executive director.

~~8.~~10. Effective Fall 2021, completion of a ~~pre-requisite~~ non-gateway course shall not be required for enrollment in a gateway course. Courses that are not college level may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment. These courses shall not be made available for dual credit purposes. Co-requisite gateway courses will not exceed five semester credits.

SUBJECT
Board Policy III.U., Textbook and Instructional Material Affordability – Second Reading

REFERENCE

April 2018	Board received update on Open Education Resources (OER) initiative as part of the Work session.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of new Board Policy III.U., Textbook and Instructional Material Affordability.

ALIGNMENT WITH STRATEGIC PLAN
Goal 3 Educational Attainment, Objective C – Access

BACKGROUND/DISCUSSION
The proposed new policy establishes definitions of open education resources and instructional materials as well as minimum standards for textbook affordability. The policy requires institutions to implement a plan to meet or exceed those standards no later than the 2021-2022 academic year. This includes providing faculty with professional development opportunities; incentivizing faculty to explore the adoption, adaption, or creation of OER; requiring institutions to develop policies and procedures for minimizing cost of instructional materials (e.g., textbooks) instructional materials for students; providing students with a course list that utilizes OER or have no cost instructional materials at the time of enrollment; developing OER (or low cost materials where OER is not available) for at least one section of each common-indexed course offered at each institution; providing students low cost textbooks or OER for each common-indexed course delivered as dual credit; and establishing a standardized review and approval process for OER that ensures quality of materials.

Non-substantive technical changes were made between the first and second readings of this policy.

IMPACT

Approval of the new policy would provide the institutions with the necessary guidance for developing quality OER and/or low cost materials for students enrolled in common-indexed courses. It will also provide school districts with options to utilize OER for dual credit courses, thereby reducing the cost burden to purchase textbooks while expanding possibilities to deliver dual credit courses. Furthermore, this policy will help improve student success by ensuring more students have access to textbooks at the beginning of each semester.

ATTACHMENTS

Attachment 1 – Board Policy III.U., Textbook and Instructional Material Affordability – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed new policy will require institutions to offer at least one section of every common-indexed course with OER or a low-cost option when OER is not available. The policy will also require institutions to provide students with textbook cost information at time of course enrollment.

Pursuing OER adoption, at minimum, for common-course indexing will help achieve maximum access and affordability for Idaho undergraduate students, as well as career technical education students seeking an Associate of Applied Science degree.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of new policy, Board Policy III.U., Textbook and Instruction Material Affordability as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: U. Textbook and Instruction Material Affordability   October 2019

1. Definitions
   a. Open Education Resources (OER) mean high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others. OER may include other resources that are legally available and free of cost to students such as full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other free tools, materials, or techniques used to support access to knowledge.

   b. Instructional materials mean any materials for use within a course which may be available in print or digital format.

2. Minimum Standards for Textbook Affordability
   a. The institutions shall, no later than the 2021-2022 academic school year, implement an institutional plan which meets or exceeds the following minimum standards for textbook affordability:

   i.   Provide faculty and staff with professional development opportunities about the use of OER to help promote their adoption.

   ii.   Incentivize faculty to explore the adoption, adaption, and creation of OER in their classrooms through grants, stipends, release time, or other incentive programs.

   iii.   Each institution shall adopt textbook and instructional materials, affordability policies, procedures and guidelines for implementation that further efforts to minimize the cost of textbooks and instructional material for students while maintaining the quality of education and academic freedom.

   iv.   Provide students with a list of all required textbooks or instructional materials and the estimated cost for each course at the time of enrollment. If course materials are bundled in a set, anthology, or other collection, institutions shall list each required material separately when possible.

   v.   Provide students at the time of enrollment, with information about courses that utilize OER or other instructional materials that require no cost, allowing students to choose classes based off both their academic and financial needs.

   vi.   Develop and/or adopt OER for common-indexed courses. All common-indexed courses offered at each institution shall have at least one section delivered entirely with open education resources. Where OER is not available, low cost

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: U. Textbook and Instruction Material Affordability   **October 2019**

options may be adopted. Any exceptions sought for a full academic year must have approval by the Board prior to publication of the first course schedule for that academic year.

vii. Provide students with an option to utilize OER for each common-indexed course delivered as dual credit. Any exceptions must be approved by the Board.

viii. Create and administer a standardized review and approval process for OER that ensures the materials are high-quality and accessible for students with disabilities.

4. Resource Sharing
   a. Upon implementation of an online OER repository administered by the Board, institutions shall work with the Board to ensure OER utilized for common-indexed courses will be made freely accessible to students, faculty, and citizens.

   b. Faculty at all institutions shall be permitted to utilize OER made available through the repository.

BOISE STATE UNIVERSITY

SUBJECT
Ph.D. in Counselor Education and Supervision

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 3: Educational Attainment; Objective A: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system. The proposed program will provide local and national school counselors and mental healthcare providers with the opportunity to advance professionally and will provide the local mental healthcare industry with appropriately trained counselors.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to transition its Counselor Education and Supervision cognate in the Ed.D. in Curriculum and Instruction into a free-standing program that will award a Ph.D. in Counselor Education and Supervision. The proposed program will be offered face-to-face in BSU's regional service area.

According to BSU, there are two primary reasons for the proposed transition from an Ed.D. in Curriculum and Instruction to a free-standing Ph.D. in Counselor Education and Supervision:

- The title of the existing degree, "EdD in Curriculum and Instruction" does not accurately reflect what students receive in the program. Students in the Counselor Education and Supervision cognate are in a research-focus program that fully aligns with the requirements of Council for Accreditation of Counseling and Relates Educational Programs (CACREP) for research expectations in a Ph.D. program. Thus, "Ph.D. in Counselor Education and Supervision" is a more appropriate title for the program. Furthermore, a Ph.D. (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and more accurately reflects the quality and the value of education our graduates receive.
- Transitioning to a free-standing program will enable the department to remove 12 credits of Curriculum and Instruction coursework from the curriculum of the Ph.D. Those credits are not relevant to the field of Counselor Education and Supervision, and would be re-purposed to include additional coursework in Counselor Education, additional research credits, and a few elective credits.

BSU has indicated the proposed program has some overlap with ISU's Ph.D. in Counselor Education and Counseling; however, BSU suggests there are

increased opportunities for the state of Idaho if they were to transition the current Ed.D. cognate in Counselor Education and Supervision to a free-standing Ph.D. program. Most significantly, the program has two broad objectives that will support the career advancement of Idaho residents and stimulate the social well-being in the state of Idaho:

First, it will provide education in counseling and counselor supervision to meet the growing regional and national need, creating counselors with requisite skills to address such issues as substance abuse, suicide, and bullying. In particular, it will help meet the need for university-level faculty members who can teach in master's-level counselor education program. Therefore, it will help meet the need for counselors working within a variety of behavioral health and addiction community agencies, K-12 schools, and private practice to help address the region's mental health crisis. In addition, students in the doctoral program work as "apprentices" in the teaching of master's level coursework and in supervision of practica and internships, therefore, increasing the quality as well as the cost-efficiency of the master's level program at BSU.

Second, it will increase research productivity and output in the field of counselor education as it will further knowledge in important areas such as addiction counseling, bullying prevention and intervention, and suicide prevention. These items are needed in the state of Idaho and are complimentary to research produced by Idaho State University faculty.

IMPACT

The program is projected to enroll 5-6 students at any one time, admitting an average of one student a year and graduating them at essentially the same rate.

While the proposed PhD in Counselor Education and Supervision will admit/graduate on average 1-2 students per year, BSU has indicated the program enrollment and graduation numbers should not be evaluated in isolation. Instead, the proposed PhD program is best considered within the context of the portfolio of doctoral programs offered through the College of Education. On average, there are 45 students enrolled in the EdD in Curriculum and Instruction program with 12-15 students admitted and graduated annually. All doctoral students in this program, including students in the proposed PhD program in Counselor Education and Supervision share common research courses. Additionally, the proposed PhD program is well connected to the MA program in Counseling through its unique apprentice model whereby doctoral students instruct and provide supervision to master's students. The MA program in Counseling currently has 70 students enrolled and the target graduation number for spring 2020 is 24 students.

Moreover, mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). The proposed PhD program in Counseling Education and

Supervision will help fulfill the need for trained mental health professionals in Idaho as well as contribute to research that will better enable us to train counselors to intervene to reduce suicide, implement effective intervention programs and strategies to reduce bullying and substance abuse.

The program will rely on coursework already being offered and on the unique apprentice model, in which the student works closely with a mentor on research (as is typical of all PhD programs) but also apprentices in the teaching of master's level coursework and in supervision of practica and internships. Doctoral students are being trained as "apprentice" counselor education faculty members, increasing opportunities for supervision, smaller class sizes, research training, and elective course offerings for our MA Counseling students. Thus, an important collateral benefit of the apprentice model is that it increases the capacity and the quality of the MA in Counseling program that serve Idaho as counselors and school counselors upon graduation.

ATTACHMENTS
Attachment 1 – Proposal for Ph.D. in Counselor Education and Supervision

STAFF COMMENTS AND RECOMMENDATIONS
The transition of the cognate in the Ed.D. program into a free- standing Ph.D. in Counselor Education and Supervision at BSU entails a logical, responsible, efficient, and cost-effective use of resources. The transition will reap significant dividends in terms of building the research and educational training capacity of the state, further establishing Idaho's ability to meet state and national counseling workforce demands. Furthermore, a Ph.D. (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and much better reflects the quality and value of the education at BSU.

Consistent with Board Policy III.G., BSU's proposed Ph.D. in Counselor Education and Supervision was reviewed by an external review panel consisting of Dr. Mary Alice Bruce Higgins, University of Wyoming and Dr. Shawn L. Spurgeon, The University of Tennessee-Knoxville. Based on their review, external reviewers concluded that the Counselor Education Department in the College of Education has "developed an integrated doctoral program with particular attention to addressing the needs of the community and the state." Reviewers strongly recommended approval of the program and offered several observations and recommendations.

Similar programs offered by other institutions in nearby states include Oregon State University, University of Nevada-Reno, University of Wyoming, University of Montana. Idaho State University currently offers a Ph.D. in Counselor Education and Counseling; and while similar, BSU believes any drawbacks associated with that overlap are far outweighed by the benefits of having these complimentary Ph.D. programs in the field of counseling. The proposed Ph.D. in

Counselor Education and Supervision will add valuable research in the specific focus areas of addiction, suicide, bullying and school counseling.

The proposed program will be initiated using existing resources. While the proposed PhD in Counselor Education and Supervision will admit/graduate on average 1-2 students per year, the program enrollment and graduation numbers should be evaluated within the context of the "suite" of doctoral programs offered through the College of Education as well as the MA program in Counseling.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on September 5, 2019 and to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019.

Board staff recommends the Board consider the merits of duplicating a program currently offered at Idaho State University (ISU) with the introduction of a new program maintaining low demand that will require additional curriculum to be added for a small number of students. The Board should carefully consider the value of adding a program that would impact faculty assigned to the existing Ed.D. program. Furthermore, there is no indication given that ISU is not meeting a statewide need within its program. Board staff recommends the Board evaluates how the proposed program fits in its vision for the system-wide coordination of academic programs.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Ph.D. in Counselor Education and Supervision.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: PhD in Counselor Education and Supervision

1. **Program Description and Need**
   Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

Boise State proposes to transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. The primary purpose of our EdD program is to produce faculty members who will be qualified to teach at universities that offer master's-level programs. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers. Because the program is already functioning as a cognate within the EdD in Curriculum and Instruction, **no new resources** are needed for the conversion to a stand-alone PhD Program.

To be a practicing mental health counselor requires, at a minimum, graduation from a master's-level program. Boise State University offers an MA in Counseling with cognates in school counseling and addiction counseling, and graduates of that program enter the profession of counseling in a number of capacities, such as substance abuse and behavioral disorder counselors, school counselors, and mental health counselors.

The Chronicle of Higher Education job board had 74 positions posted for Counselor Educators since September 28, 2017, and on Higheredjobs.com there were 200 positions posted for Counselor Educators since July 1, 2017. There are approximately 620 job posting to CESNET listserv (a national listserv for counselor educators and supervisors) since July 2017.

While the proposed PhD in Counselor Education and Supervision will not graduate a large number of students each year, mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). In 2017, Idaho had the 5th highest suicide rate in the United States, with a total of 22.8 suicide deaths per 100,000 individuals. Substance use is also a concern, with the rates of drug induced deaths rising 30% from 2011 through 2016 (Idaho Department of Health and Welfare, 2017). Statistics also indicate Idaho ranks top 10 in the nation for alcohol use among youth ages 12-17 (SAMHSA, 2017). Among young adults, 11% meet criteria for a substance use disorder and 9% of individuals who require treatment report not receiving it (National Survey on Drug Use and Health, 2016). Despite the significant need for professional counselors to address mental health concerns in the state, 100% of Idaho's land areas are designated as Mental Health Professional Shortage Areas (Idaho Department of Health and Welfare, 2018).

2. **Program Prioritization**
   Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The conversion of the Ed.D. cognate in Counselor Education and Supervision to a free-standing Ph.D. in Counselor Education and Supervision does not require additional university resources and in fact is a cost-efficient way to support the cohorts of students in the of MA in Counseling Education program as the Ph.D. students will serve as Teaching Assistants, as well as "apprentice" educators for a number of MA courses.

The switch to the Ph.D. benefits students with the awarding of a degree that more closely aligns with their professional aspirations as there is higher external demand for the free-standing Ph.D. program over the existing Ed.D. cognate in Counselor Education and Supervision. Ph.D. in Counselor Education and Supervision is a more appropriate title for the current program. Furthermore, a Ph.D. (as opposed to an

EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and better reflects the quality and the value of education our graduates receive.

Lastly, the Department of Counselor Education's MA in Counseling Education was placed in the 1st quintile during Boise State's Program Prioritization process in 2013-2014. The Department of Counselor Education has a strong track record of providing quality graduate education to students pursuing the field of counseling.

3. Credit for Prior Learning
Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities
Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Counselor Education strives to utilize affordable course materials.

5. Math Requirements
For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation
If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are needed to support the transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers.

7. Sunset
What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs
Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Not applicable.

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

9. **Enrollment/Graduates of Similar Programs and Proposed Program**
   What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2014		FY 2015		FY 2016		FY 2017		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU									3	0	3	1	4	1	4	1
ISU	16	5	16	5	17	6	17	6								
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

8/22/2019   OSBE Program Submission System

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Graduate Program

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Education

Name of Department or Area: Counselor Education

Program Identification for Proposed New or Modified Program:

Program Title   PhD in Counselor Education and Supervision

CIP code (consult IR / Registrar):   13.1101 - Counselor Education/School Counseling and Guidance Services.

Proposed Starting Date: 10/18/2019

Degree: Graduate

Indicate if Online Program: ☐

Support Fund: N/A

Indicate (X) if the program is: ☑ Regional Responsibility

☐ Statewide Responsibility

Jennifer L. Snow	8/2/2019		
College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Tammi Vacha-Haase	8/2/2019	Academic Affairs Program Manager, OSBE	Date
Graduate Dean or other official (Institution; as applicable)	Date	Chief Financial Officer, OSBE	Date

8/22/2019   OSBE Program Submission System

Mark J Heil	8/2/2019	Chief Academic Officer, OSBE Date
FVP/Chief Fiscal Officer (Institution)	Date	SBOE/Executive Director Approval Date
Provost/VP for Instruction (Institution)	Date	
Marlene Tromp	8/2/2019	
President	Date	

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

Rationale for Creation or Modification of the Program

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

Overview:

Mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). In 2017, Idaho had the 5th highest suicide rate in the United States, with a total of 22.8 suicide deaths per 100,000 individuals. Substance use is also a concern, with the rates of drug induced deaths rising 30% from 2011 through 2016 (Idaho Department of Health and Welfare, 2017). Statistics also indicate Idaho ranks top 10 in the nation for alcohol use among youth ages 12-17 (SAMHSA, 2017). Among young adults, 11% meet criteria for a substance use disorder and 9% of individuals who require treatment report not receiving it (National Survey on Drug Use and Health, 2016). Despite the significant need for professional counselors to address mental health concerns in the state, 100% of Idaho's land areas are designated as Mental Health Professional Shortage Areas (Idaho Department of Health and Welfare, 2018).
Another significant crisis that contributes to poor mental health in the state is school bullying, where Idaho's rates for students being targeted both on school property and through cyberbullying are above the national average (U.S. Department of Education, 2018). In Idaho, approximately 1 in 4 students ages 12-18 report being a target of bullying and approximately 70-80% of students indicate they witness bullying as a bystander (U.S. Department of Education, 2018; Jones, Mitchell, & Turner, 2015). Being a target of bullying, as well as witnessing bullying is associated with a variety of negative mental health consequences both short- and long-term as youth transition into adulthood (e.g., Midgett & Doumas, 2019; Fredrick & Demaray, 2018; & Klomek, Kleinman, Attschuler, Morrocco, Amakawa, & Gould, 2011).

To be a practicing mental health counselor requires, at a minimum, graduation from a master's-level program. Boise State University offers an MA in Counseling with cognates in school counseling and addiction counseling, and graduates of that program enter the profession of counseling in a number of capacities, such as substance

abuse and behavioral disorder counselors, school counselors, and mental health counselors.

Boise State also offers an EdD in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision. The cognate is accredited by CACREP (The Council for Accreditation of Counseling and Related Educational Programs). The primary purpose of our EdD program is to produce faculty members who will be qualified to teach at universities that offer master's-level programs.

Boise State proposes to transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers. Campus visit by external reviewers was completed during July 10 – 11, 2019. Final report from external reviewers' campus visit as well as a brief response document to the comments and recommendations of external reviewers are included in the Appendix to this proposal.

There are two primary reasons for the proposed transition from an EdD in C&I to a free-standing PhD:

The title of our existing degree, "EdD in Curriculum and Instruction" does not accurately reflect what the student actually receives. Students in the Counselor Education and Supervision cognate are in a research-focus program that fully aligns with the accreditation requirements of CACREP for research expectations. Because of the research emphasis, "PhD in Counselor Education and Supervision" is a much more appropriate title for the program. Furthermore, a PhD (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field.

Transitioning to a free-standing program will enable the department to remove 12 credits of Curriculum and Instruction coursework from the curriculum of the PhD. Those credits are not relevant to the field of Counselor Education and Supervision, and would be re-purposed to include additional coursework in Counselor Education, additional research credits, and a few elective credits.

Because the program is already functioning as a cognate within the EdD in C&I, no new resources are needed for the conversion to a stand-alone PhD Program.

Idaho State University presently offers a PhD in Counselor Education. It makes sense for Boise State University to offer a program that is similar to ISU's because Boise State's existing EdD program and proposed PhD program accomplish objectives and have impacts as follows (which are discussed in more detail in the subsequent section):

a. The program serves to help meet the need for university-level faculty members who can teach in master's-level counselor education programs, and therefore help meet the need for counselors working within a variety of behavioral health and addiction community agencies, K-12 schools, and private practice to help address the region's mental health crisis.

b. Students in the doctoral program work as "apprentices" in the teaching of master's level coursework and in supervision of practica and internships. They therefore increase the quality as well as the cost-efficiency of the master's level program at Boise State, thereby helping to meet the need for qualified counselors in behavioral health and addiction community agencies, K-12 schools, and private practice.

c. Because of their research focus, doctoral students enhance the productivity of faculty members and contribute to the overall production of research in the realm of counselor education and supervision.

d. Graduate students in Boise State's Counselor Education program provide additional counseling capacity to Boise State students as part of their practica and internships.

Objectives and Impacts:

There is an increasing need for trained mental health professionals in the state of Idaho who can provide effective counseling services to adults and youth within the context of community agencies, K-12 schools, and private practice. Master's-trained counselor's form the bulk of the workforce who meet the need for mental

health professionals. There is also a need for research that will better enable us to train counselors to intervene to reduce suicide, as well as implement effective intervention programs and strategies to reduce bullying and substance abuse.

i. Enhance the quality and cost-efficiency of production of master's-level counselors by Boise State
Boise State's doctoral program makes use of an "apprentice" model, in which the student works closely with a mentor on research (as is typical of all PhD programs) but also apprentices in the teaching of master's level coursework and in supervision of practica and internships. In addition to serving to create doctoral graduates who are especially-well prepared to teach at the master's level, the apprentice model increases the quality of instruction through smaller class sizes and increased opportunities for live clinical supervision of practica experience of Boise State's MA in Counseling program, which enrolls ~70 students and graduates an average of ~18 students per year.
Doctoral students, as part of their required advanced practica provide 150 hours of counseling services to Boise State undergraduate students through the Counselor Education Practicum Lab supervised by program faculty. All students enrolled in the MA program participate in practica during the second year of their program. As part of this experience, MA students provide a minimum of 100 hours of counseling to undergraduate students in a practicum lab situation that is very closely supervised by faculty and doctoral students. Furthermore, as interns during year 3, MA students provide a minimum of 700 hours of counseling services to Boise State students (Counseling Center of University Health Services), as well as the community (e.g., Recovery 4 Life, Brighter Future Health, St. Luke's Heath Partners), and K-12 schools throughout the Treasure Valley (e.g., elementary, middle/Jr. high, and high schools in Boise, West Ada, Nampa and Caldwell school districts). Upon graduation, our MA graduates are placed similarly in community agencies and schools providing counseling services to children, adolescents, and adults within the state of Idaho.

In addition, as part of graduate assistantships, doctoral students provide counseling to graduate students (GradWell Program). As part of their internship, doctoral students have also provided mental health counseling to the community (e.g., Veteran Affairs). Upon graduation, doctoral students become Counselor Education and Supervision faculty members who mentor and educate new generation of mental health counselors or go on to serve the community as doctoral level counselors and supervisors.

ii. Enhance the productivity of research in important areas of counselor education.
Doctoral students serve as research-active colleagues and collaborators with faculty members in the Department of Counselor Education, and therefor serve to enhance the research productivity of those faculty members. The students themselves are also productive researchers.
Research produced by faculty and doctoral students at Boise State is important to the field of counselor education because it furthers knowledge in addiction counseling, bullying prevention and intervention, and in other areas related to Counselor Education and Supervision such as graduate student retention. For example, faculty and doctoral students have expanded knowledge of effective brief, web-based approaches to substance abuse prevention, brief bystander bullying interventions, and social integration activities that increase retention among MA in Counselor Education students.

The type of research conducted at Boise State results in empirically supported practical interventions and approaches that counselors, school counselors, and counselor educators can utilize in a variety of settings to improve mental health among children, adolescents, and adults, as well as sustain the production of mental health counselors. For example, Dr. Doumas works with local junior high and high schools on prevention and intervention of alcohol use. Specifically, Dr. Doumas has implemented and evaluated a brief, low cost, and easily disseminated technology-based intervention (eCHECKUP TO GO) designed to reduce alcohol use and the negative associated consequences at 3 junior high schools and 3 high schools in the Boise School District.

Several masters and doctoral students in the Counselor Education Department have been involved in this research. Outcomes for involved schools include reductions in risk factors associated with alcohol use, quantity and frequency of alcohol use, heavy episodic drinking, and alcohol-related consequences. In another project, Dr. Midgett developed a brief bystander bullying intervention (STAC) in response to a request by a local school counselor who wanted to implement a program to train middle school students to intervene on behalf of targets of bullying that was cost-effective and could be implemented within the constraints of the multiple demands placed on school personnel's time. Since developing the program approximately 8 years ago, Dr. Midgett in collaboration with Counselor Education faculty, doctoral, and masters' students has implemented STAC in a variety of elementary, middle/jr high, and high schools across the Treasure Valley and state of Idaho with positive outcomes related to reducing bullying victimization and perpetration and improving mental health for students trained in the program. Additionally, over the past three years Dr. Gallo has worked with school districts around the state to improve suicide prevention efforts through gatekeeper trainings and presentations. She has worked with numerous Idaho school counselors, teachers, and administrators to help inform them of best practices related to suicide intervention and prevention. She is also currently serving on the Idaho Suicide Prevention Action Collective with other key stakeholders, including the Idaho State Department of Education to help disburse evidence-based suicide prevention curriculum to K-12 schools.

Since admission of our first student in the Counselor Education and Supervision cognate in 2012, our doctoral students have published a total of 24 publications either as first author or co-author with faculty. The following are examples of journal articles that have been produced by Boise State faculty members and doctoral students as first authors (doctoral students are in bold):

Hausheer, R., Doumas, D. M., & Esp, S. (2018). Evaluation of a web-based alcohol
program alone and in combination with a parent-based intervention for 9th grade students.
Journal of Addiction and Offender Counseling, 39, 15-30.

Hausheer, R., Doumas, D. M., Esp, S., & Cuffee, C. (2016). Parental predictors of adolescent
alcohol use and alcohol-related consequences. Journal of Addictions and Offender Counseling, 37, 16-34.

Jensen, J., Doumas, D.M., & Midgett, A. (2016) Enhancing program satisfaction and retention among first year counselor education students: A qualitative study. American Counseling Association VISTAS Online.

Jensen, J.; Midgett, A.; Doumas, D.M. (2018). Evaluation of a program designed to
increase retention in counselor education. Journal of Counselor Preparation and Supervision.

Johnston, A., Doumas, D. M., Midgett, A., & Moro, R. (2017). Gender differences in the
relationship between bullying victimization and substance use among high school students.
Journal of Child and Adolescent Counseling, 3, 30-43.

Johnston, A., Midgett, A., Doumas, D. M., & Moody, S. (2018). A mixed methods evaluation of
the "aged-up" STAC bullying bystander intervention for high school students. The Professional Counselor, 8, 73-87.

Watts, A. D., Doumas, D. M., & Midgett, A. (In press). The efficacy of a brief, school-based
bystander bullying intervention on high school student alcohol use. Journal of Addictions and Offender Counseling.

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.

Boise State's doctoral program in Counselor Education and Supervision helps to meet "workforce need" at two levels, the doctoral level and the master's level, as was described in objectives (i) and (ii) above, and therefore both workforce needs will be analyzed.

Workforce need at the doctoral level:
The program produces doctoral graduates who would be qualified for the job title of "Assistant Professor of Counselor Education (University and College Teacher)." However, the finest grain available for National and State Department of Labor data regarding the job of "Assistant Professor of Counseling Education" is: "25-1081 Education Teachers, Postsecondary," which, as can be seen from the following description, includes a number of disciplines outside of counselor education.
25-1081 Education Teachers, Postsecondary. Teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.
As can be seen in the tables below, ten-year growth in this job category is projected to be in the 12% to 14% range.

Workforce need at the master's level:
In addition to producing doctoral graduates, the doctoral program enhances the production of master's-level graduates by (i) producing faculty members who will teach in master's-level programs and (ii) increasing instructional capacity of Boise State's MA in Counselor Education program. Therefore, it is reasonable to describe workforce need for master's level graduates. For graduates of the MA in Counselor Education program, the appropriate job titles are:
21-1011 Substance Abuse and Behavioral Disorder Counselors. Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Illustrative examples: Addiction Counselor , Alcohol and Drug Counselor , Chemical Dependency Counselor
21-1012 Educational, Guidance, and Career Counselors and Advisors. Advise and assist students and provide educational and vocational guidance services. Illustrative examples: Admissions Counselor , Career Counselor , Guidance Counselor , Student Services Counselor
21-1014 Mental Health Counselors. Counsel and advise individuals and groups to promote optimum mental and emotional health, with an emphasis on prevention. May help individuals deal with a broad range of mental health issues, such as those associated with addictions and substance abuse; family, parenting, and marital problems; stress management; self-esteem; or aging.
As can be seen in the tables below, ten-year growth in these job categories is projected to be in the 13% to 23% range.

List the job titles for which this degree is relevant: ☐**N/A**

Job Title
Mental Health Counselors
Educational, Guidance, School and Vocational Counselors
Substance Abuse and Behavioral Disorder Counselors

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Job Title
Education Teachers, Postsecondary

Region	DOL Type	Description	Other DOL Type
State	State DOL Data	SOC 21-1014 Mental Health Counselors	10-year growth: 18.6%
State	State DOL Data	SOC 21-1014 Mental Health Counselors	Job Openings: 107
State	State DOL Data	SOC 21-1012 Educational, Guidance, School and Vocational Counselors	10-year growth: 15.8%
State	State DOL Data	SOC 21-1012 Educational, Guidance, School and Vocational Counselors	Job Openings: 162
State	State DOL Data	SOC 21-1011 Substance Abuse and Behavioral Disorder Counselors	10-year growth: 13.0%
State	State DOL Data	SOC 21-1011 Substance Abuse and Behavioral Disorder Counselors	Job Openings: 42
Nation	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	12-year growth: 14.3%
Nation	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	Job Openings: 6,600
State	Federal DOL Data	SOC-25-1081 Education Teachers, Postsecondary	10-year growth: 12%

Region	DOL Type	Description	Other DOL Type
State	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	Job Openings: 25

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.**

Applicants will be students who have obtained a master's degree from a CACREP-accredited Master's in Counseling program or a functionally equivalent program (a requirement for admission to our doctoral program). In the State of Idaho, there are programs at three institutions that produce these graduates who would be eligible for admission into the proposed PhD in Counselor Education and Supervision: Idaho State University, Boise State University, and Northwest Nazarene University. In addition, students beyond Idaho would be eligible if they graduated from a CACREP-accredited Master's program. Nationally, there are 681 accredited master's degree programs from which potential applicants could be recruited.

Student need for doctoral education will be better met by the proposed PhD in Counselor Education and Supervision than it has been by the existing EdD in Curriculum and Instruction with a Counselor Education and Supervision. First, the PhD in Counselor Education and Supervision is consistent with the doctoral degree typically offered in Counselor Education. Second, students in the program are required to take 12 credits of coursework related to curriculum and instruction. The shift to a stand-alone PhD would eliminate that coursework and provide new coursework that is consistent with the educational goals of a PhD in Counselor Education and Supervision: 6 additional credits of research and dissertation and 6 additional credits of relevant coursework.

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

For the proposed program, the economic benefits and the societal benefits highly overlap, and therefore will be addressed together.

First, the research carried out by faculty members and doctoral students in Boise State's Department of Counselor Education is especially strong in three areas: substance abuse, bullying, suicide. The knowledge gained through that research will help us understand the causes of problems in these areas, and will help us better mitigate their impacts on the mental health of individuals. The abuse of tobacco, alcohol, and illicit drugs is costly to our nation, exacting more than $740 billion annually in costs related to crime, lost work productivity, and health care. The estimated cost to the economy in the US of school violence is $7.9 billion a year. Being bullied as a child is also associated with economic loss, with bully victimization related to an increased risk of poor health, lower wealth, and mental health issues in adulthood, all of which are associated with economic loss. Finally, the cost of suicide attempts and suicide in the US is estimated at approximately $93.5 billion, with the majority of cost associated with lost productivity. Strengthening research in the areas of substance abuse, bullying, and suicide will reduce economic costs associated with significant social issues.

Second, it is counselors who do much of the work in helping to prevent and to mitigate the impact of substance abuse, school bullying, and suicide, and it is only via program such as the ones housed at Boise State and other institutions that these counselors can be educated and trained. Boise State is particularly strong in the area of substance abuse: the department houses one of the 10 accredited Addiction Counseling programs in the nation; therefore, BSU's doctoral students will acquire expertise in this area that they will be able to use to train future counselors to better serve clients with substance use disorders. Doctoral students also have the opportunity to work with faculty in addiction-related research, including prevention of underage drinking, brief interventions for substance use, the impact of substances on the adolescent brain, and neuro-based interventions for substance use.

Third, during their training, our doctoral students help to supervise master's-level students as they complete two clinical experiences (practicum and internship) in which they are required to provide direct counseling services to clients. For our internship program, master's level students are placed in community schools and agencies to complete a minimum of 700 hours, and are supervised by a faculty member with assistance from doctoral students. During the 2017-2018 academic year, 19 student interns completed a total of 17,436 hours in the state of Idaho, 8,271 in local schools and 9,165 in local behavioral health agencies. These hours represent an enormous social benefit given that many of these services are provided free. In addition to assisting with supervision of masters-level internships, doctoral students are themselves providing clinical services in our communities.

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

For the proposed program, the economic benefits and the societal benefits highly overlap, and therefore will be addressed together. Please see above.

e. If Associate's degree, transferability:

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

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
BSU Boise State University	PhD in Counselor Education and Supervision	Proposed program.
BSU Boise State University	EdD in Curriculum and Instruction (Cognate in Counselor Education and Supervision)	CACREP-accredited program (current program to be transitioned to PhD)
ISU Idaho State University	PhD in Counselor Education and Counseling	CACREP-accredited program

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
Oregon State University	PhD in Counseling	CACREP-accredited program; (http://ecampus.oregonstate.edu/online-degrees/graduate/education/counseling/)
University of Nevada, Reno	PhD in Education (Counselor Education and Supervision Concentration)	CACREP-accredited program; (https://www.unr.edu/degrees/education/ces-phd)
University of Wyoming	PhD in Counselor Education in Supervision	CACREP-accredited program; (http://www.uwyo.edu/clad/counseling/phd.html)
University of Montana	PhD in Counselor Education and Counseling	CACREP-accredited program; (http://coehs.umt.edu/departments/counsed/degrees/counselingPhD/default.php)

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.

No institution holds statewide program responsibility for doctoral programs in counselor education. Boise State University holds regional responsibility for the offering of graduate programs in Region III, which includes the Treasure Valley.

Idaho State University offers a PhD in Counselor Education and Counseling at its Pocatello and Meridian campuses.

Because Boise State already offers a doctoral program in Counselor Education and Supervision (in the form of a cognate within the EdD in Curriculum and Instruction), there would be no increase in duplication with the approval of the transition of the EdD cognate to a free-standing PhD. In the interests of completeness, however, it is worth describing any existing duplication and the costs and benefits thereof.

There are similarities Boise State's doctoral program and ISU's program.

Both are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

The job prospects are similar for the graduates of both programs: they are qualified to become faculty members in Counselor Education programs that train master's-level counselors.

Although there is some overlap between the programs, the proposed PhD in Counselor Education and Supervision is distinct from ISU's program in two important ways:

Apprentice Model. The Department of Counselor Education at Boise State developed an innovative apprentice

IRSA   **TAB 8 Page 13**

model to train doctoral students in the field of Counselor Education and Supervision, which is substantially different from the cohort-model program offered at Idaho State University. The apprentice model allows for intensive mentoring and provides students with multiple opportunities to work with faculty one-on-one in the areas of teaching, supervision, research, and service. Doctoral students are being trained as "apprentice" counselor education faculty members increasing opportunities for supervision, smaller class sizes, research training, and elective course offerings for MA students, which increases the quality of preparation of MA students that serve Idaho as counselors and school counselors upon graduation. Currently, the Department accepts one student every fall. Most courses in Counselor Education and Supervision contain both theoretical and applied areas of study. Students meet individually with a counselor education faculty member to discuss doctoral level theoretically-based readings and assignments and co-teach with that faculty member 2-5 times in the corresponding Master's level core course.

Research and Disciplinary Focus. Students typically work very closely with their dissertation chair and other faculty starting in Year 1 of the program. Each student is integrated into faculty program(s) of research and begins the process of manuscript writing and submission of papers for publication during Year 1 of the program. Students are encouraged to produce an article-based dissertation, which includes 3 manuscripts. Students in the program typically produce 2-3 first author publications, as well as serving as co-authors on faculty publications. The apprentice model was set up to provide this intensive focus on research, preparing graduates to continue a career in research. Furthermore, doctoral students at Boise State have the opportunity to work with faculty whose research agenda focus on substance abuse, bullying, and suicide prevention, which are complementary areas to the research produced at Idaho State University and areas of need in the state of Idaho. Faculty are actively engaged in conducting research (often grant funded), conducting controlled trials to evaluate the effectiveness of prevention and intervention programs for behavioral health issues. These programs of research provide doctoral students with the experience of conducting grant funded research testing the efficacy of interventions designed to impact these significant social issues and do not overlap with Idaho State faculty areas of research focus.

Boise State faculty members have research strengths in three primary areas: substance abuse, bullying, and suicide. The work of doctoral students enhances the production of research by Boise State in these important areas. In addition, Boise State is one of only 10 CACREP-accredited programs in the country that provide the addiction counseling emphasis area. This provides our doctoral students with the unique opportunity to work with MA students training to become addiction counselors, both in teaching coursework and supervising their clinical work in addiction settings.

One way to look at the costs and benefits of duplication of programs is to consider what would be lost were Boise State to not have a doctoral program of any sort:
a. There would be fewer graduates produced with the potential to become faculty members in master's-level Counselor Education programs. There is a shortage of qualified applicants and Boise State contributes to the training of Counselor Education and Supervision faculty.
b. There would be less capacity for cost-efficient instructional opportunities that enhance preparation quality of counselors graduating from Boise State's master's-level program.
c. There would be less research productivity in the important areas of substance abuse, bullying, suicide, and other areas such as graduate student retention, which are needed in the state of Idaho and complimentary to research produced by Idaho State University faculty.
d. There would be fewer graduate students who could provide counseling to students and to community members as part of their internships and practica.

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

Boise State University aspires to be a research university known for outstanding research and graduate programs. The proposed stand-alone PhD program in Counselor Education and Supervision directly supports this vision by producing outstanding research and graduate programs. Additionally, Goal 3 of the Boise State Strategic Plan is to "Gain distinction as a doctoral research university." A PhD program in Counselor Education and Supervision will attract outstanding students who are interested in careers in academia and research and will also attract faculty who have significant research agendas and are interested in a program that houses a PhD doctoral program.

The proposed stand-alone PhD in Counselor Education and Supervision also supports three of the four core themes of the university mission: Graduate Education (Core Theme 2), Research and Creative Activity (Core Theme 3), and Community Commitment (Core Theme 4).

Graduate Education. The proposed PhD program meets the Graduate Education Core Theme objectives by providing a graduate student with an opportunity to develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, and nationally. Providing a stand-alone PhD in Counselor Education and Supervision will provide disciplinary depth by focusing on more focused and relevant coursework and will reinforce the overall scholarly output of the university as a PhD program embodies high expectations for academic achievement, including scholarship.

Research and Creative Activity. Providing a PhD in Counselor Education and Supervision also meets the Research and Creative Activity Core Theme objectives by producing research that has a direct and beneficial impact on the community, state, and national community. Graduate and current students have published research in the areas of underage drinking and bullying prevention, two social problems that directly impact communities locally and across the nation. These publications increase our understanding of these issues and also contribute to the overall reputation of the university. Since admission of our first student in the Counselor Education and Supervision cognate in 2012, our doctoral students have published a total of 24 publications either as first author or co-author with faculty. For a list of sample publications where doctoral students serve as first authors, please see pp. 4-5.

Community Commitment. Providing a PhD in Counselor Education and Supervision also meets the Community Commitment Core Theme objectives by providing opportunities for doctoral students to interact with the community in meaningful ways. Faculty in the Counselor Education department have research agendas in the areas of underage drinking, bullying, and suicide prevention – the prevalence of these problems in Idaho exceeds national rates. In our apprentice model, doctoral students are paired with faculty who are conducting research in these important areas. As part of this research, doctoral students collaborate with school districts in the state of Idaho where the research is conducted. This collaboration provides a significant benefit to the community, as the research often includes implementing prevention programs and solving problems that are very real in our communities.

Finally, the proposed stand-alone PhD program aligns with two of the four Pillars of the Strategic Plan:

Student Success and Engagement. The proposed program offers a unique and innovative training opportunity for doctoral students. Through the apprentice model, students participate in their education through innovative learning, gain disciplinary expertise grounded in experiential practice.

Organizational Effectiveness. The apprentice model of the current Counselor Education and Supervision cognate allows the program to run efficiently within the existing resources of the

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 proposed program is currently nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditor requires annual submission of statistics, a mid-cycle review, and full program review every eight years. As part of our accreditation, the program faculty is required to engage in continuous systematic program evaluation, including how the mission, objectives, and student learning outcomes are measured and met. The Comprehensive Assessment Plan for the PhD Counselor Education and Supervision is detailed in the 12a. Assessment Process section below.
>
> In addition, the program handbook provides guidelines for Admissions Procedures, Graduate Assistantships, Program Governance, Program Planning and Progression, Program Policies, Practicum, Comprehensive Evaluation, Dissertation Process, and Internship. This is detailed in Section IV.

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 on the Notice of Application Attachments tab.

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?**

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?**

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 recent changes to teacher certification/endorsement requirements?

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 fields.

Credit hours in required courses offered by the department(s) offering the program:	46.00
Credit hours in required courses offered by other departments:	15.00
Credit hours in institutional general education curriculum:	0.00
Credit hours in free electives:	4.00
Total credit hours required for degree program:	66.00

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

PhD Counselor Education and Supervision
Counseling Courses Credits
COUN 592: Portfolio 2
COUN 602: Advanced Theories and Research in Counseling 3
COUN 603: Instructional Theory in Counselor Education 1
COUN 609: Advanced Culturally Aware 3
COUN 610: Leadership and Advocacy 2
COUN 613: Advanced Group Counseling 3
COUN 614: Advanced Practicum I 3
COUN 616: Advanced Practicum II 3
COUN 624: Advanced Supervision and Consultation 3
COUN 626: Doctoral Internship I 3
COUN 628: Doctoral Internship II 3

COUN 691: Comprehensive Examination 1
COUN 693: Dissertation 12
Elective Hours 4
Counseling Core 46
Research Courses
EDU 555: Analysis of Variance in Educational Research 3
EDU 556: Multiple Regression in Educational Research 3
COUN 612: Research and Program Evaluation in Counseling 3
COUN 620: Scholarship in Counselor Education and Supervision 2
EDU 650: Analysis of Research Perspectives 3
EDU 652: Quantitative Approaches to Research 3
EDU 653: Qualitative Approaches to Research 3
Research Core 20
Total Credits 66

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.

All doctoral students completing the PhD in Counselor Education and Supervision would be required to complete the following:
Comprehensive Evaluation
Practicum: Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 150 hours, of which 60 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee (CACREP, 2016, p. 42).
Internship: Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship (CACREP, 2016, p. 42).

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 objectives of the Counselor Education and Supervision Doctoral program are organized in five main domains (Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy). PhD in CES Program Objectives and Key Program Indicators (KPIs) are as follows:

a. Counseling

Program Objective: Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.

Key Performance Indicator: Students will demonstrate ethical and culturally relevant proficiency in counseling practice that allows for case conceptualization, theoretical integration, and application of empirically supported

approaches to helping.

Key Assessments: COUN 602 Theory Paper, COUN 614 Case Conceptualization, COUN 616 Supervisor Evaluation

b. Supervision

Program Objective: Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.

Key Performance Indicator: Students will identify purposes, roles, and approaches to clinical supervision and demonstrate the development of a personal style of clinical supervision that incorporates attention to legal, ethical, and culturally aware practices.

Key Assessments: COUN 624 Supervision Paper; Evaluation of Supervision, COUN 626 Practicum supervisees' evaluation of Supervisor

c. Teaching

Program Objective: Students understand the various roles of the counselor educator related to teaching and mentoring and learn how to apply culturally sensitive, relevant, and developmental instruction within the field.

Key Performance Indicator: Students will demonstrate knowledge of the roles and responsibilities related to educating counselors and be able to apply ethical and culturally relevant andragogy to counselor education.

Key Assessments: COUN 603 Instructional Theory Paper, COUN 613 Observation of Teaching Evaluation, COUN 626 Course Evaluations (from students);
Faculty Evaluation of Student Teaching

d. Research and Scholarship

Program Objective: Students will demonstrate the ability to design and implement quantitative and qualitative research and to disseminate research through professional conference presentations and publication.

Key Performance Indicator: Students will demonstrate the ability to formulate research questions, design research methodology to investigate those questions, collect and analyze data, and disseminate results through professional conferences and peer-reviewed journals.

Key Assessments: COUN 620 Conference Presentation Proposal. COUN 620 Journal Article Submission, COUN 693 Dissertation

e. Leadership and Advocacy

Program Objective: Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.

Key Performance Indicator: Students will demonstrate knowledge and skills of effective leadership and advocacy in the counseling profession and process of educating counselors.

Key Assessments: COUN 610 Advocacy Event Participation; Leadership Paper, COUN 592 Documentation of Leadership Position

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.

Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

1. University reports on current students' academic progress.
2. Program Assessment Report (PAR) three-year review revising student learning outcomes including KPIs and CACREP Standards, mapping program experiences from introduction to mastery, following program plan to review program learning outcomes (PLOs), conferring as a program and revising curriculum to address PLOs.
3. Faculty review of professional, personal, and academic development (PPAD).
4. Faculty evaluations of student achievement as related to the KPIs measuring the 5 CACREP Doctoral areas (i.e., Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy) through Key Assessments in courses.
5. Departmental surveys of current students, program alumni, site supervisors, and employers. Doctoral students in their 3rd year and program alumni are asked to provide feedback regarding their experiences in the program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on professional identity standards and program objectives. Site supervisors of 3rd year students and employers of alumni are asked to provide feedback regarding preparedness of their supervisee/employee on professional identity standards and program objectives. Surveys include quantitative and qualitative measures.
6. Compilation and analysis of data from the multiple evaluation methods.
7. Annual Faculty Work Meetings to review findings, assess current status of all aspects of the programs and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.
8. Generation of Annual Evaluation Report, including student outcomes on dispositions (PPAD) and KPIs.
9. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Doctoral Program in Counselor Education and Supervision at Boise State.

The Program Evaluation Process is overseen by the CACREP Coordinator and Department Chair. All department faculty are participants in the evaluation process. The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal development, and level of learning based on students' accomplishment of KPIs in Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy. All faculty members evaluate the program, curriculum, coursework, admissions process, and current student functioning. Individual supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of KPIs and employer evaluations.

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

Annual Faculty Work Meetings are in place to review findings of the assessment data, assess current status of all aspects of the program and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs. In addition, program modifications based on assessment data are provided in an Annual Evaluation Report which is posted on the Department of Counselor Education website and shared with students, administrators, site supervisors, advisory board members, alumni, and others interested in the Doctoral Program in Counseling at Boise State University.

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

Key assessments were designed to assess KPIs on Counseling, Teaching, Research and Scholarship, and Leadership and Advocacy. Faculty complete rubrics for each key assessment in their course. Students are scored a 1 (Does not Meet Expectations), 2 (Meets Expectations), or 3 (Exceeds Expectations). Students who receive a score of a 1 on a KPI must remediate that KPI.
Departmental surveys of current students, program alumni, site supervisors, and employers are used to evaluate KPIs. Doctoral students in their 3rd year and program alumni are asked to provide feedback regarding their experiences in the program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on KPIs. Site supervisors of 3rd year students and employers of alumni are asked to provide feedback regarding preparedness of their supervisee/employee on KPIs. Surveys include quantitative and qualitative measures.

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

Please see attachment "Timing and Frequency of Assessment."

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	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2014			

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	0
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	16	5

FY: 2015

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	1
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	16	5

FY: 2016

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8/22/2019   OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	0
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	17	6

FY: 2017

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	3	1
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	17	6

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

IRSA   **TAB 8 Page 23**

Program Name:	PhD in Counselor Education and Supervision

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2019	
3.00	0.00
FY: 2020	
3.00	0.00
FY: 2021	
3.00	1.00
FY: 2022	
3.00	1.00
FY: 2023	
3.00	1.00

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 enrollment projections are based on the following:
a) The current cognate area admits 1 student per year. The program intends to continue to admit one student per year with the shift to a stand-alone PhD program.

The above assumptions yield the following results:
i. Approximately 1 student admitted per year, with a three year timeline to complete the degree, yields one graduate per year beginning in 2020.

Program recruitment occurs in three ways: 1) advertisements to counseling listservs, 2) word of mouth, and 3) attendance at regional and national conferences. There are three main listservs the department uses to recruit for the doctoral program, a state level counseling association listserv, a national listserv for counseling students, and a national listserv for counselor educators and supervisors. Also, faculty members are in touch with peers at institutions across the country frequently and encourage those at other institutions to consider referring outstanding applicants to our doctoral program. In addition, faculty members attend state, regional, and national conferences, where they network and present on their expertise topic areas. This offers the program visibility at all of these levels. Having a PhD program (instead of the EdD) will help increase the regional and national visibility of our doctoral education in Counselor Education and Supervision.

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 program does not require a minimum number of students to be continued. Because our program is based on an apprentice model, students primarily work with faculty on a one-on-one basis, co-teaching courses in core areas while completing reading and assignments for that course. Courses that are not provided in this model are already offered either by the Counselor Education Department (Practicum and Electives) or through the College of Education EdD in Curriculum and Instruction (Research Courses) and are not dependent upon the number of students enrolled in the PhD in Counselor Education and Supervision program. The proposal to convert the EdD Counselor Education and Supervision Cognate to a stand-alone PhD in Counselor Education and Supervision does not require any additional resources and is not contingent upon student enrollment. However, if a new student does not enroll for 4 continuous years, 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?

> If a new student does not enroll for 4 continuous years, the program will be discontinued.

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.

> All resources currently exist for the program as this proposal is to convert an existing cognate to a stand-alone program. In addition to adequate space and computers, we also have a digital recording system in our practicum laboratory which allows the live streaming of counseling sessions so that practicum laboratory supervisors can watch sessions live. The sessions are then archived and the digital recordings can be watched by individual practicum supervisors. This digital recording system takes the place of traditional observation rooms and allows for both live streaming and archives of digital recordings.

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 increase use of physical resources as the program currently exists and is being modified to a stand-alone degree.

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 resources will be required for this modification.

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.

All existing library resources, including personnel and space, are adequate. These are able to support the current CES Cognate, and there will be no impact on usage caused by the proposed program. We currently have access to all American Counseling Association (ACA) journals and the majority of the journals published by the ACA Divisions including:

ACA Journals
Journal of Counseling and Development
Adultspan Journal
Career Development Quarterly
Counselor Education and Supervision
Counseling and Values
Journal of Addictions and Offender Counseling
Journal of College Counseling
Journal of Employment Counseling
Journal of Humanistic Counseling
Journal of Multicultural Counseling and Development

ACA Division Journals
Counseling Outcome Research and Evaluation
The Family Journal
Journal of Creativity in Mental Health
Journal of LGBT Issues in Counseling
Journal of Mental Health Counseling
Journal for Social Action in Counseling and Psychology
Journal for Specialists in Group Work
Measurement and Evaluation in Counseling and Development
Professional School Counseling
Rehabilitation Counseling Bulletin

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 are no additional library resources needed.

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?

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No additional personnel resources will be needed. The program is currently being offered as a CES Cognate in the College of Education Curriculum and Instruction EdD.

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.

Currently, the Department of Counselor Education has five full-time faculty members, meeting the requirement of the national accreditor for doctoral education (CACREP). Faculty members have expertise and conduct research in the following areas: school counseling, addiction counseling, prevention of underage drinking, suicide prevention, bullying prevention, evidence-based counseling practice, and evidence-based instructional practice (see below).

Diana Doumas, PhD, Distinguished Professor and Director for the Institute for the Study of Behavioral Health and Addiction. Dr. Doumas is a Licensed Professional Counselor and Licensed Psychologist in Idaho. She is a member of the American Counseling Association, the Association of Counselor Education and Supervision, and Research Society on Alcoholism. Her experience includes both individual and couples counseling for clients with substance abuse, depression, anxiety, and interpersonal concerns. She specializes in empirically based interventions and cognitive-behavioral therapy. Her research interests include prevention of underage drinking and substance abuse intervention, with a focus on harm reduction and online interventions for high-risk college and high school students. Additionally, she conducts research in bullying prevention, with a focus on bystander interventions for P-12 students.

Laura Gallo, PhD, Assistant Professor and Coordinator of the School Counseling Cognate. Dr. Laura Gallo is a Licensed Professional Counselor in Idaho, Licensed School Counselor in Iowa, and a Nationally Certified Counselor through the NBCC. She received her M.A. in School Counseling and Ph.D. in Counselor Education and Supervision through the University of Iowa. She is a member of the American Counseling Association, the Association for Counselor Educators and Supervisors, the American School Counseling Association, the American Association of Suicidology, and the Association for Child and Adolescent Counseling. Dr. Gallo taught for eight years as a bilingual elementary educator in rural, predominately Latino communities in Iowa. More recently, she practiced as a high school counselor for ten years before coming to Boise State University. Her research interests include suicide prevention and assessment, school counseling supervision, and the effects of social media on child and adolescent development.

Aida Midgett, EdD, Professor and Chair in the Department of Counselor Education and Doctoral Program Coordinator. Born and raised in Brazil, she has been residing in the United States since 1991. Dr. Midgett obtained her doctoral degree in Educational Psychology/Counseling Psychology emphasis and her masters in Community Counseling from Northern Arizona University. Her professional background includes behavioral health and school-based research, training counselor education students, and evaluating service-learning projects related to multicultural training. Dr. Midgett has also worked as a clinician in university, agency, and in-patient mental health hospital settings. Currently her research focuses on bullying prevention. Dr. Midgett developed a bystander intervention, STAC, which she has adapted for high school students and mixed-race schools. Her primary research includes evaluating the STAC intervention program in K-12 settings.

Raisssa Miller, PhD, Assistant Professor and Co-Coordinator of the Addiction Counseling Cognate. Dr. Raissa Miller, is a Licensed Professional Counselor in Idaho and Texas. She is a member of the American Counseling Association, the Association of Counselor Education and Supervision, Idaho Mental Health Counselors Association, and the Global Association of Interpersonal Neurobiology Studies. Before joining the faculty at Boise State University, Dr. Miller practiced counseling in community agencies and private practice. Although she has been trained to see individuals across the lifespan, she primarily works with individual adults and couples.

Dr. Miller specializes in applying principles of neurobiology within counseling to address a wide range of developmental and clinical concerns, including anxiety, addiction, trauma, and interpersonal distress. Her research interests include understanding the impact of integrating and teaching principles of interpersonal neurobiology to students, practitioners, and clients, as well as developing community-based research initiatives in substance abuse treatment.

Regina Moro, PhD, Associate Professor, Co-Coordinator of the Addiction Counseling, and CACREP Coordinator. Dr. Regina Moro received her PhD in Counseling from the University of North Carolina at Charlotte with an emphasis in Multicultural Counseling. She received a graduate certificate from UNC Charlotte in Substance Abuse Counseling, and an MS in Community Counseling from Syracuse University. She is an active member of the American Counseling Association, the Association of Counselor Education and Supervision, and the International Association of Addictions and Offender Counselors. Dr. Moro is licensed as a Licensed Mental Health Counselor (FL), a Licensed Clinical Addictions Specialist (NC), and is a National Certified Counselor. Her clinical passion involves work with crisis and trauma, including a focus on addiction with individuals and families. Dr. Moro's scholarship is focused on counselor education, brief counseling, and addictions prevention and intervention.

The department also has a .75 FTE administrative assistant.

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 primary change will be the discontinuance of the Counselor Education and Supervision Cognate of the EdD in Curriculum and Instruction. The cognate will be transitioned to a stand-alone PhD program. This change will have no impact on the quality of productivity of the current EdD program. The EdD in Curriculum and Instruction program currently admits an average of 12 students per year, only one of which is a Counselor Education and Supervision Cognate student.

There will be a positive impact on our MA in Counseling Program, as well as our undergraduate Teacher Education Program. Doctoral students in the PhD in Counselor Education and Supervision will provide teaching and supervision to MA in Counseling students, including teaching courses and providing supervision through the doctoral internship experience. There will also be opportunities for doctoral students, under supervision from faculty, to teach 1 credit electives in a variety of counselor education topics, such as substance abuse, bullying, leadership and advocacy, as well as suicide prevention to our Teacher Education majors, providing education in behavioral issues that are widespread and have a significant impact on students.

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 personnel resources are needed. Currently, the Department of Counselor Education has five full-time faculty members, meeting the requirement of the national accreditor for doctoral education (CACREP).

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?

There will be no reallocation of funds for this modification.

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.

There will be no new appropriation required to fund the program.

c. Non-ongoing sources:

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

    There is no one-time funding for this program.

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

    N/A

d. Student Fees:

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

    N/A

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

    N/A

Budget Worksheet

21. Using the budget grids below, 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).

Enrollment

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021				
2.00	0.00	2.00	0.00	
FY: 2022				
3.00	0.00	3.00	0.00	
FY: 2023				
5.00	0.00	5.00	0.00	
FY: 2024				
10.00	0.00	10.00	0.00	

Revenues

Revenue Type		Notes	Amount
Fiscal Year: 2021	One-time:		$0.00
	Ongoing:		$0.00
One-time	Total:		$0.00
6. Other (i.e., Gifts)			$0.00
5. Student Fees			$0.00
4. New Tuition Revenues from increased Enrollments			$0.00
3. Federal			$0.00
2. Institution Funds			$0.00
1. New Appropriated Funding Request			$0.00
Fiscal Year: 2022	One-time:		$0.00
	Ongoing:		$0.00
One-time	Total:		$0.00
6. Other (i.e., Gifts)			$0.00

Revenue Type	Notes	Amount
5. Student Fees		$0.00
4. New Tuition Revenues from increased Enrollments		$0.00
3. Federal		$0.00
2. Institution Funds		$0.00
1. New Appropriated Funding Request		$0.00

Fiscal Year: 2023	One-time: Ongoing:	$0.00 $0.00

One-time	Total:	$0.00
6. Other (i.e., Gifts)		$0.00
5. Student Fees		$0.00
4. New Tuition Revenues from increased Enrollments		$0.00
3. Federal		$0.00
2. Institution Funds		$0.00
1. New Appropriated Funding Request		$0.00

Fiscal Year: 2024	One-time: Ongoing:	$0.00 $0.00

One-time	Total:	$0.00
6. Other (i.e., Gifts)		$0.00
5. Student Fees		$0.00
4. New Tuition Revenues from increased Enrollments		$0.00
3. Federal		$0.00
2. Institution Funds		$0.00
1. New Appropriated Funding Request		$0.00

Expenditures

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8/22/2019   OSBE Program Submission System

Expenditure Type		Notes	Amount
Fiscal Year: 2021	One-time:		$0.00
	Ongoing:		$0.00
One-time	Total:		$0.00
Capital Facilities Construction or Major Renovation			
	Total:		$0.00
**			$0.00
Capital Outlay	Total:		$0.00
Equipment			$0.00
Library Resources			$0.00
Operating Expenditures	Total:		$0.00
Other Services			$0.00
Professional Services			$0.00
Travel			$0.00
Rentals			$0.00
Materials and Supplies			$0.00
Communications			$0.00
Miscellaneous			$0.00
Materials & Goods for Manufacture and Resale			$0.00
Other Costs	Total:		$0.00
Maintenance & Repairs			$0.00
Utilities			$0.00
Other			$0.00
Personnel Costs	Total:		$0.00
Graduate/Undergrad Assistants			$0.00

Expenditure Type	Notes	Amount
Graduate/Undergrad Assistants		$0.00
Adjunct Faculty		$0.00
Faculty		$0.00
FTE		$0.00
Directors/Administrators		$0.00
Research Personnel		$0.00
Other		$0.00
FringeBenefits		$0.00
Administrative Support Personnel		$0.00

Fiscal Year: 2022   One-time: $0.00
                                      Ongoing: $0.00

One-time   Total: $0.00

Capital Facilities Construction or Major Renovation
                                      Total: $0.00

| ** | | $0.00 |

Capital Outlay   Total: $0.00

| Equipment | | $0.00 |
| Library Resources | | $0.00 |

Operating Expenditures   Total: $0.00

Other Services		$0.00
Professional Services		$0.00
Travel		$0.00
Rentals		$0.00
Materials and Supplies		$0.00
Communications		$0.00

Expenditure Type	Notes	Amount
Miscellaneous		$0.00
Materials & Goods for Manufacture and Resale		$0.00
Other Costs Total:		$0.00
Maintenance & Repairs		$0.00
Utilities		$0.00
Other		$0.00
Personnel Costs Total:		$0.00
Graduate/Undergrad Assistants		$0.00
Adjunct Faculty		$0.00
Faculty		$0.00
FTE		$0.00
Directors/Administrators		$0.00
Research Personnel		$0.00
Other		$0.00
FringeBenefits		$0.00
Administrative Support Personnel		$0.00

Fiscal Year: 2023	One-time:	$0.00
	Ongoing:	$0.00

One-time Total:		$0.00
Capital Facilities Construction or Major Renovation Total:		$0.00
**		$0.00
Capital Outlay Total:		$0.00
Equipment		$0.00

Expenditure Type	Notes	Amount
Library Resources		$0.00
Operating Expenditures Total:		$0.00
Other Services		$0.00
Professional Services		$0.00
Travel		$0.00
Rentals		$0.00
Materials and Supplies		$0.00
Communications		$0.00
Miscellaneous		$0.00
Materials & Goods for Manufacture and Resale		$0.00
Other Costs Total:		$0.00
Maintenance & Repairs		$0.00
Utilities		$0.00
Other		$0.00
Personnel Costs Total:		$0.00
Graduate/Undergrad Assistants		$0.00
Adjunct Faculty		$0.00
Faculty		$0.00
FTE		$0.00
Directors/Administrators		$0.00
Research Personnel		$0.00
Other		$0.00
FringeBenefits		$0.00

Expenditure Type	Notes	Amount
Administrative Support Personnel		$0.00

Fiscal Year: 2024	One-time:	$0.00
	Ongoing:	$0.00

One-time	Total:	$0.00

Capital Facilities Construction or Major Renovation		
Total:		$0.00
**		$0.00

Capital Outlay	Total:	$0.00
Equipment		$0.00
Library Resources		$0.00

Operating Expenditures	Total:	$0.00
Professional Services		$0.00
Travel		$0.00
Rentals		$0.00
Materials and Supplies		$0.00
Communications		$0.00
Miscellaneous		$0.00
Materials & Goods for Manufacture and Resale		$0.00

Other Costs	Total:	$0.00
Maintenance & Repairs		$0.00
Utilities		$0.00
Other		$0.00

Personnel Costs	Total:	$0.00
Graduate/Undergrad Assistants		$0.00

Expenditure Type	Notes	Amount
Adjunct Faculty		$0.00
Faculty		$0.00
FTE		$0.00
Directors/Administrators		$0.00
Research Personnel		$0.00
Other		$0.00
FringeBenefits		$0.00
Administrative Support Personnel		$0.00

Total Expenditures

Year	One Time	Ongoing
2021	$0.00	$0.00
2022	$0.00	$0.00
2023	$0.00	$0.00
2024	$0.00	$0.00

Net Income (Deficit)

Year	One Time	Ongoing
2021	$0.00	$0.00
2022	$0.00	$0.00
2023	$0.00	$0.00
2024	$0.00	$0.00

Appendix A: Curriculum

PhD Counselor Education and Supervision	
Counseling Courses	**Credits**
COUN 592: Portfolio	2
COUN 602: Advanced Theories and Research in Counseling	3
COUN 603: Instructional Theory in Counselor Education	1
COUN 609: Advanced Culturally Aware	3
COUN 610: Leadership and Advocacy	2
COUN 613: Advanced Group Counseling	3
COUN 614: Advanced Practicum I	3
COUN 616: Advanced Practicum II	3
COUN 624: Advanced Supervision and Consultation	3
COUN 626: Doctoral Internship I	3
COUN 628: Doctoral Internship II	3
COUN 691: Comprehensive Examination	1
COUN 693: Dissertation	12
Elective Hours	4
Counseling Core	46
Research Courses	
EDU 555: Analysis of Variance in Educational Research	3
EDU 556: Multiple Regression in Educational Research	3
COUN 612: Research and Program Evaluation in Counseling	3
COUN 620: Scholarship in Counselor Education and Supervision	2
EDU 650: Analysis of Research Perspectives	3
EDU 652: Quantitative Approaches to Research	3
EDU 653: Qualitative Approaches to Research	3
Research Core	20
Total Credits	66

BOISE STATE UNIVERSITY

SITE VISIT REPORT

External review of the proposal for the transition

from the cognate in Counselor Education and Supervision within the

EdD in Curriculum and Instruction to a

Doctor of Philosophy (PhD) in Counselor Education

College of Education

Mary Alice Bruce, PhD, Professor, University of Wyoming

Shawn L. Spurgeon, PhD, Associate Professor, The University of Tennessee, Knoxville

A. Executive Summary

Based on the program proposal, curriculum, interviews, facility tour, and other information provided by the Boise State University group, the external review teams strongly recommends that the proposed transition from a Counselor Education and Supervision cognate in the Department of Curriculum and Instruction to a free-standing PhD in Counselor Education and Supervision be approved as soon as possible. The program's goal is to prepare students to become leaders and educators in the Counselor Education and Supervision field. The program is currently accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP). Doctoral students complete 66 hours of doctoral-level work in 5 core areas: Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy. The team has reviewed the proposal and agree to changing the name so that it creates a free-standing PhD in Counselor Education and Supervision program.

The team concludes that the Counselor Education Department in the College of Education at Boise State University has developed an integrated doctoral program with particular attention to addressing the needs of the community and the state. The proposed plan for PhD studies is integrated, detailed, and unique. As such, the team recommends that the Counselor Education Department's proposal to transition from the Counselor Education and Supervision cognate in the EdD in Curriculum and Instruction program to a free-standing PhD in Counselor Education and Supervision be approved. The team notes that the transition to the PhD is in line with current expectations for accredited counselor training doctoral programs.

The program has established a curriculum commensurate with other doctoral programs in the field, including a detailed analysis of relevant course work and experiential activities. The team concludes that the free-standing PhD in Counselor Education and Supervision fulfills a major need for the community at large. Graduates have the opportunity to teach in mental health training programs and thus train future clinicians to have an impact on the mental health needs of the region. The specific qualities of the program include but are not limited to: direct and specific mentoring in a supportive environment; strong research mentorship for doctoral students; and a uniquely defined dissertation process. These aspects are not necessarily integral components of other programs in the state and thus allow Boise State University to connect with a different population of students.

The program is structured in such a manner that allows for deeper collaborative relationships with other programs on campus and with other universities in the state. These collaborative relationships are key components addressing the mental health needs of the state. Boise State University's unique approach to doctoral training allows for meaningful connections across communities in the state. Given the depth of their focus, the unique attributes of the program, and the collaborative nature of the program's faculty, the team believes that this proposed PhD program meets a need for the community, the city, and state of Idaho.

B. Review Process

Dr. Shawn Spurgeon (Professor at University of Tennessee) and Dr. Mary Alice Bruce (Professor at University of Wyoming) met on July 10th and 11th, 2019, on the Boise State University Campus to review the EdD program in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision. The meeting was designed to assess the viability of a possible move to a stand-alone PhD Program in Counselor Education and Supervision. Prior to the site visit, Dr. Tammi Vacha-Haase, Dean of the Graduate College, provided the team with the Idaho State Board of Education Proposal for the Graduate Degree Program, a PhD Program Overview, vitae of the Counselor Education program faculty, and the proposed PhD in Counselor Education and Supervision Program Handbook.

The first day of the on-campus visit, July 10th, the review team initially met with Dr. Jennifer Snow, Interim Dean College of Education; Dr. Keith Thiede, Associate Dean of Research and Advanced Programs College of Education; Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs; and Dr. Tammi Vacha-Haase, Dean of the Graduate College. Next, the team met with Dr. Diana Doumas, Distinguished Professor in the Department of Counselor Education and Supervision and Director for the Institute for the Study of Behavioral Health and Addiction; and Dr. Aida Midgett, Professor, Chair and Doctoral Program Coordinator of the Department of Counselor Education and Supervision. Joining this meeting were the other Counselor Education core faculty members: Dr. Laura Gallo, Assistant Professor and School Counselor Coordinator; Raissa Miller, Assistant Professor, Practicum Lab Coordinator, and Addiction Counseling Co-Coordinator; and Dr. Regina Moro, Associate Professor Addiction Counseling Co-Coordinator. In attendance with the team at the lunch meeting to expand and clarify additional information were Dr. Thiede, Dr. Doumas, and Dr. Midgett.

During the afternoon of July 10th, the team met with Dr. Tracy Bicknell-Holmes, Dean of Albertsons Library; and Dr. Scott Lowe, Associate Dean of the Graduate College. Subsequently, a current doctoral student gave the team a tour of the Counselor Education Suite including the In-House Clinic with individual/group counseling rooms, the Observation and Recording room, faculty offices, and graduate student office facilities. Next, the team visited with current doctoral students and doctoral graduates. An informative session with master's students and graduates completed the afternoon prior to the working dinner discussion with Dr. Midgett, Dr. Gallo, and Dr. Moro.

After a final meeting with Dean Vacha-Haase and Dr. Midgett to answer additional related questions, the external review team met for the exit interview with the core faculty, Deans, Associate Deans and the Vice Provost for Academic Planning. The review team then was charged with generating this report.

C. Observations and General Recommendations

The Boise State University EdD degree in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision is operating consistent with other PhD programs in Counselor Education and Supervision. Needing no new resources, the proposed transition for the Boise State EdD program to a free-standing PhD program would result in a well-deserved recognition of this innovative program, which is already nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and complements existing doctoral programs in Counselor Education and Supervision in Idaho. The external review team believes the counseling students in the current, research-heavy EdD program actually are meeting PhD requirements for Very High Research Activities (R1) as defined by the Carnegie Classification of Instructions of Higher Education. Therefore, the approval of the proposed PhD program is recommended for the following reasons:

- The PhD degree is a much-preferred research-clinical degree as well as a more prevalent degree in the national field of Counselor Education and Supervision as compared to an EdD degree.
- Due to the innovative Apprentice Model, Boise State University EdD doctoral students are successfully completing the work equivalent to a research-clinical PhD degree.
- The current EdD requirement of 12 credit hours of C&I courses is taking away from the training of PhD mental health counselors and should be replaced with more appropriate Counselor Education courses.
- The current EdD program has all the components of an outstanding PhD program that encompasses teaching, research, manuscript submission, and service with an emphasis on scholarly research production. As such, graduates deserve the proper degree recognition of their training.

The state of Idaho can be very proud of Boise State University for focusing on the specific needs of the people in the state as well as the rapidly growing multistate region. Mental health issues affect the well-being of the citizens of Idaho and beyond; there is an obvious need for doctoral trained mental health counselors. Substance use, school bullying, cyberbullying, and low-level access to care have resulted in a comparatively high suicide rate (5th highest in the nation) and a rising number of drug-induced deaths (rising 30% in 5 years) in Idaho. Thus, the research-focused Boise State University EdD program has stepped forward to focus on expanding knowledge related to issues involving addiction counseling, emotional and behavioral health, and bullying prevention and intervention. Deliberate and purposeful research efforts have resulted in impressive streams of support for the work of faculty and doctoral students: e.g., several National Institute of Health (NIH) grants already are making a positive difference for youth and families of Idaho plus increasing the production of mental health and school counselors. By means of the Apprentice Model, the Boise State EdD program distinguishes itself with the

impressive research productivity of its faculty, students, and graduates, which as described above, is the solid basis of a PhD research-clinical program.

In meeting with the faculty as well as doctoral and master's students, the review team learned that unique to Boise State University is the Apprentice Model approach used throughout the EdD program wherein faculty members serve as valuable mentors for the students. Collaborating as colleagues on research teams, the faculty lead and support doctoral and master's students to investigate and conduct research studies dealing with such issues of concern as addictions, emotional and behavioral health, suicide, bullying, and the influence of social media on the mental health of our culture. As a result, the high quality of the scholarly productivity of the faculty and students is remarkable as evidenced by numerous publications in top tier professional journals and funded grant awards that distinguish the Boise State University program. The EdD dissertation itself is another notable feature that distinguishes the Boise State University doctoral process. Faculty members encourage and closely mentor apprentice students to write a dissertation that includes 3-articles, focusing on the student interest and expertise. As a result, students graduate with articles submitted (and sometimes already accepted/published) that enhance the student's marketability and can advance the counseling profession. It is again, in this context, that the Boise State University EdD program is already functioning consistent with a PhD program.

The Boise State University Apprentice Model is integrated into teaching and learning activities. The Boise State University faculty and students work closely in keeping with the developmental stages of the students across the doctoral program. Initially, the apprentice student attends and lectures in graduate courses; then the student co-teaches courses, and finally the student become the sole instructor of record for graduate courses. Several students were quite proud to share that they created and implemented their own successful, graduate elective course with the approval of the faculty mentors. Thus, the Apprentice Model produces benefits of quality and cost-efficiency in teaching and learning as related to meeting the need for qualified counselors in the state and region.

In addition, as part of many EdD graduate classes is the inclusion of community service activities that service community agencies and P-12 schools throughout the region. For example, students serve as interns in P-12 community schools as well as a variety of agencies to support prevention and intervention efforts regarding mental health wellbeing. Doctoral students also join faculty in fostering community, organizational, and legislative relationships throughout the state of Idaho. Most notable community service is the Institute for the Study of Behavioral Health and Addiction (a joint endeavor of the Colleges of Education and Health Sciences). This institute is the training arm of the Department of Counselor Education and offers coordinated information dissemination, training, professional development opportunities, research, and program evaluation services at Boise State University and in the community.

In meeting with doctoral students, graduates, and current master's students, the review team learned that the students are quite proud to be making a meaningful difference mental health difference in Idaho, and beyond. Students eagerly described research collaborations and scholarly production with colleagues at other institutions of higher education in Idaho. Students, faculty, and alumni talked of teaming with other universities in Idaho to offer comprehensive community service and collaborative communication with the Idaho Licensing Board of Professional Counselors and Marriage & Family Therapists. When asked what they would like to see improved regarding the Boise State University EdD program, students described the unnecessary and unwanted 12 credit hours of teacher education-based courses required by the C&I degree, some pieces of which were not helpful or germane to their counseling work or professional identity. Other students worried about the recruitment of highly qualified applicants who might not be interested in a program subsumed under the C&I label as opposed to the more-preferred stand-alone PhD in Counselor Education and Supervision.

In general, to better serve the pressing mental health needs of Idaho citizens and the entire region, the crucial need for the proposed transition from an EdD in C&I to a free-standing PhD degree is strongly recommended. Repurposing the 12 hours of irrelevant C&I education credits in the current EdD program to PhD Counselor Education courses can enhance student impact on the well-being of the youth, family, and communities of Idaho. In summary, the Boise State University EdD students are completing the research and clinical work of traditional PhD students and as such should be awarded the PhD degree, which is a more accurate description of the program. In addition, the EdD degree requirement of 12 credits of C&I courses as well as the EdD degree title of "EdD degree in Curriculum and Instruction with a cognate in Counselor Education and Supervision" does not accurately reflect or contribute to the PhD level work of the students. As such, the review team strongly recommends that the EdD program be immediately transitioned to a free-standing PhD program.

D. Key Recommendation Summary

Based on the comprehensive assessment completed by this external review team June 10th and 11th, 2019, we recommend:

- the counselor education and supervision cognate in the Department of Curriculum and Instruction be removed;

- the Counselor Education program have a free-standing PhD in Counselor Education and Supervision; and

- the 12 hours dedicated to curriculum and instruction in the current EdD program be removed and course work be added that reflects counselor education and supervision training.

This summary is put forth on this day, July 30, 2019.

Appendix C: Response to external review report

The Department of Counselor Education has reviewed the recommendations from the external reviewers. All of the reviewers' recommendations are aligned with the department's proposed changes for the PhD in Counselor Education and Supervision program. As such, the program faculty concur with the recommendations and look forward to incorporating them into the proposed program.

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

Please see the following chart outlining the assessment measures, and timeline for review.

Assessment Measure	Responsible Party	Schedule
Process Evaluation		
# Students Enrolled	Chair and Advisor	September
Student Demographics	Chair and Advisor	September
Student Course Evaluations	Faculty	December; May
Student Supervisor Evaluations	Practicum and Internship Instructors	December; May
# Staff; #Faculty, #Adjuncts	Chair	February
Internal and External Funding Sources	Chair	February
Review of Mission, Goals, and Objectives	Faculty	April
Review of Curriculum Matrix	Faculty	April
Review of Syllabi	Faculty	April
Review of Assessment Process	Assess and Eval Committee Chair	April
Outcome Evaluation		
KPIs	Faculty	December; May
Supervisor Evaluations	Practicum and Internship Supervisors	December; May
GPA	Advisor	December; May
# Admission to Candidacy	Advisor	February
Employment Rates	Assess and Eval Committee Chair	April
Exit Survey	Seminar Instructor	April
Alumni Survey	Assess and Eval Committee Chair	April
Supervisor Survey	Assess and Eval Committee Chair	April
Employer Survey	Assess and Eval Committee Chair	April
Program Development Review	Advisor	April
PPAD	All Faculty	April
Portfolio	Advisor	May
Doctoral Comps	Dissertation Chair	May
Dissertation	Dissertation Chair	May

IDAHO STATE UNIVERSITY

SUBJECT
Land Surveying Academic Certificate

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 4: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION
Idaho State University is proposing the creation of an online Academic Certificate in Land Surveying. The certificate will allow professionals with a baccalaureate degree in a science related to surveying to obtain a credential which will satisfy the educational requirements that must be met to sit for the Professional land Surveyor's examination. These requirements are set by the Idaho Board of Licensure of Professional Engineering and Professional Land Surveyors. This certificate will provide a clear path for a credential showing completion of the approved coursework. Courses for the certificate are already offered and the program has capacity for more students, therefore requiring no additional personnel to support the proposed academic certificate. There is currently a shortage of professional land surveyors in Idaho, with a large population of current licensed surveyors nearing retirement. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors has been working closely with the College of Technology in the development of the Academic Certificate. Collectively, we believe it will increase access to students who are interested in becoming a land surveyor but are place-bound. Creating an online academic certificate in Land Surveying that meets the requirements for students to become certified will increase access and meet shortages of licensed surveyors in Idaho.

The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and workforce demand for a mobile population. This program was proposed in direct response to industry demand and need.

IMPACT
This program will be delivered online, and ISU is proposing the use of the online program fee model consistent with Board Policy V.R.3.a.x. No other fees will be charged. The proposed fee is $330 per credit hour, which is comparable to rates charged by similar programs in other states (e.g., University of Wyoming, $325;

East Tennessee State University, $422; St. Cloud State University, $339; University of Maine, $300). Not only is the online fee consistent with other programs, but will provide students the flexibility of access to complete the program without relocation. The 30-credit program will cost $9,900 to complete.

ATTACHMENTS

Attachment 1 – Proposal for the Academic Certificate in Land Surveying

STAFF COMMENTS AND RECOMMENDATIONS

ISU anticipates a projected enrollment of eight students initially, with capacity of 10 at any one time. ISU has identified no minimum number of enrollments for program viability; however, indicates that if the program is unable to maintain a five-year rolling average of at least five graduates per year, the program will be discontinued.

ISU's proposed Certificate in Land Surveying 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 land surveying programs. Per ISU, there are currently no other land surveying programs offered within Idaho or in the region by other Idaho public postsecondary institutions or bordering state colleges/universities.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge $330.00 per credit for a total program cost of $9,900 for the 30 credits required. 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 recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and was also shared with the Business Affairs and Human Resources Committee.

Board staff recommends approval of the academic program, however consideration may be offered by the Board toward the basis for the proposed fee rate.

BOARD ACTION

I move to approve the request by Idaho State University to add an academic certificate in Land Surveying as presented, and to include an online program fee of $330.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Idaho State University

Program: Land Surveying Academic Certificate

1. **Program Description and Need**
   Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

   The proposed Academic Certificate in Land Surveying will be offered to allow professionals with a baccalaureate degree in a science related to surveying obtain a credential which will satisfy part of the educational requirements set by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that must sit for the Professional Land Surveyor's examination. Employment for land surveyors is projected to grow about 10% annually from 2016-2026. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors state that Idaho is losing licensed surveyors at a rate of ten per year, but is only replacing two per year. This is a net loss of eight per year in a sector that needs to grow to keep up with demand.

2. **Program Prioritization**
   Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

   The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and workforce demand for a mobile population. This program was proposed as a direct response to industry demand and need.

3. **Credit for Prior Learning**
   Will credit for prior learning be available for program-specific courses? If so, please explain.

   There are no associated CLEP or AP courses for this program. However, students with work experience could apply for credit for experiential learning for some coursework.

4. **Affordability Opportunities**
   Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

   This program will be delivered online, and ISU is proposing the use of the online program fee model. No other fees will be charged. The proposed fee is $330 per credit hour, which is comparable to rates charged by similar programs in other states (e.g., University of Wyoming, $325; East Tennessee State University, $422; St. Cloud State University, $339; University of Maine, $300). Not only is the online fee consistent with other programs, but will provide students the flexibility of access to complete the program without relocation.

5. **Math Requirements**
   For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

   This certificate is designed for students who already have a baccalaureate degree in a science related to surveying, and hence students would have already met associated math requirements.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are required, as all courses in the program are currently offered. We are requesting this program based on industry demand, program realignment as part of program prioritization, and so students can earn a credential and be degree-seeking as they prepare for the licensure requirements.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

If the program is not able to maintain a five-year rolling average of at least five graduates per year after an initial five year startup, a program discontinuance will be submitted to SBOE.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)
BS Surveying and Geomatics Engineering Technology	9	11	17	20		4	4	4

9. **Enrollment/Graduates of Similar Programs and Proposed Program**
What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU																
ISU									5	0	8	2	10	4	10	6
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

There are no similar programs at Idaho public institutions. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors estimates that at least ten professionals per year would be interested in the proposed certificate. The individuals making up the cohorts are expected to be professionals currently working full-time and would not attend as full-time students, but rather take one to three courses each semester. At this rate, a student with no previous surveying coursework or experience would take between four and ten semesters to complete the certificate.

8/22/2019   OSBE Program Submission System

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Undergraduate Certificate

Institution Submitting Proposal:	ISU Idaho State University
Name of College, School, or Division:	Technology
Name of Department or Area:	Technical

Program Identification for Proposed New or Modified Program:

Program Title	Land Surveying
CIP code (consult IR / Registrar):	15.1102 - Surveying Technology/Surveying.
Proposed Starting Date:	8/1/2020
Degree:	Undergraduate
Indicate if Online Program:	☑
Support Fund:	Online Program Fee
Indicate (X) if the program is:	☑ Regional Responsibility
	☐ Statewide Responsibility

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
Glen R. Nelson	7/26/2019	Chief Financial Officer, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date

8/22/2019   OSBE Program Submission System

Laura Woodworth-Ney   7/30/2019

                                                              SBOE/Executive Director   Date
                                                              Approval

Provost/VP for Instruction   Date
(Institution)

Kevin Satterlee   7/26/2019

President   Date

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

Rationale for Creation or Modification of the Program

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

The Surveying and Geomatics Engineering Technology program in the College of Technology at Idaho State University requests to create an online Academic Certificate in Land Surveying that will require completing 30 credits of coursework related to surveying. The courses needed to complete the certificate are already being delivered under the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs. The certificate will be under the umbrella of the Surveying and Geomatics Engineering Technology program, which is an academic program, since most of the courses required are delivered by that program.

The Academic Certificate in Land Surveying will be offered to allow professionals with a baccalaureate degree in a science related to surveying obtain a credential which will satisfy part of the educational requirements set by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that must be met to sit for the Professional Land Surveyor's examination. This program will consist of online didactic courses. Students will perform fieldwork supervised by faculty and industry mentors located in the student's vicinity. According to Idaho Administrative Code (IDAPA 10.01.01), a person with a baccalaureate degree in a science related to surveying must complete 30 credits of surveying coursework to qualify for examination and licensure. This certificate will provide a clear path for persons in this situation that will lead to a credential showing completion of the approved coursework.

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.

Department of Labor statistics indicate a state and national need for land surveyors. Industry partners indicate Idaho is losing ten surveyors per year to retirement or attrition, but only gaining two per year. The proposed program will meet industry needs by providing a pathway to licensure to students with prior degrees in related fields.

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.

According to a letter of support received from the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors, the proposed certificate will:
* Meet the needs of the surveying profession, candidates for licensure, and Idaho State University
* Allow students seeking only the 30 credits of surveying coursework to be counted as "degree-seeking" students and allow them to earn a credential
* Facilitate licensure for a diverse group of qualified candidates
* Remove a barrier to licensure by providing a clear pathway with well-defined requirements
* Attract students from across the spectrum from existing technicians to those seeking to change careers

List the job titles for which this degree is relevant: ☐**N/A**

Job Title
17-1022 Surveyors

Region	DOL Type	Description	Other DOL Type
State	Other data source	A need has been identified by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors. They state that Idaho is losing licensed surveyors at a rate of 10 per year to retirement/other reasons, but we are only replacing 2 per year. This is a net loss of 8 per year in a sector that needs to grow to keep up with demand.	Letter of Support from Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors (Letter is attached to this proposal)

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Openings: 5,000 jobs to be added over 2016-2026. Job Outlook: 11% growth (faster than average) from 2016-2026	
State	Federal DOL Data	Annual Openings: 20 Growth: 10% growth from 2016-2026	
State	State DOL Data	Annual Openings: 21 Growth: 9.8% growth from 2016-2026	
Local (Service Area)	State DOL Data	Annual Openings: 3	

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 most likely source of students who will be interested in this certificate will be engineers and other professionals who have a Bachelor of Science degree, are currently in the workforce, and are seeking to become qualified to sit for the Professional Land Surveyor examination and seek licensure as a Professional Land Surveyor. In a letter of support (dated September 21, 2018) for this Academic Certificate proposal, the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors has stated that they are "confident 10 or more individuals per year would pursue a certificate given the number of inquiries received by the Board office." The letter will be included as an attachment to this proposal.

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 Academic Certificate will lead to higher wages for those who use it as a vehicle to obtain a Professional Land Surveyor's license and perform work as a Professional Land Surveyor. Higher wages will mean more spendable income to stimulate the economy and more state taxes collected to allow better funding of state services. Another economic benefit will be realized by an increase in Professional Land Surveyors in Idaho. There is currently a shortage of Professional Land Surveyors in Idaho and the older average age of the current licensed surveyors means many more will be retiring in the coming years. Having enough licensed surveyors to assist with construction of roads, bridges, and residential and commercial development is essential to sustained economic growth in the future.

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

The proposed Academic Certificate will benefit society by defining a clear path for engineers or professionals with bachelor of science degrees to obtain the 30 credits of surveying coursework necessary to become a licensed Professional Land Surveyor. The benefit will manifest in several forms, including:

* Increase in earnings, which will increase dollars finding their way back into the community, which in turn will increase tax revenues and reduce government expenditures
* Help to fill a shortage of talent in an occupation which is necessary to perform surveys used in construction and land development, which in turn will allow communities to grow and prosper
* Increase access to education, especially to working professionals in rural areas, which will allow them to expand their talents into a new area, and assist them in realizing their full potential (self-actualization)

e. If Associate's degree, transferability:

Not applicable.

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

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
No records to display.		

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Wyoming	Certificate	Cadastral Surveying

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.

There are no other land surveying programs offered within Idaho or in the region by other in-state or bordering state colleges/universities.

The Cadastral Surveying Certificate offered by University of Wyoming is a 30 semester hour certificate that prepares students to become a Land Surveyor in Training (LSIT), similar to an apprentice, specific to the Wyoming Board of Professional Engineers and Land Surveyors. ISU's proposed Academic Certificate of Land Surveying prepares students for Professional Land Surveyor licensure specific to the Idaho Board of Professional Engineers and Professional Land Surveyors.

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

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

The proposed certificate promotes life-long learning by providing an educational path for prior baccalaureate degree graduates to continue their education and qualify to sit for the Professional Land Surveyor licensure examination.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

The proposed certificate will provide opportunities and access to students with prior baccalaureate degrees across the state to expand their education without quitting their current job or relocating. The certificate will provide an opportunity to those in rural areas, who are too far away from ISU to attend classes in person, a way to expand their education and reach their intellectual potential.

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Creating a streamlined and well-defined pathway to licensure through the proposed certificate will assist with economic development by increasing the number of licensed surveyors. Licensed surveyors are essential for construction of roads, bridges, and commercial/residential development.

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 Surveying and Geomatics Engineering Technology program is ABET accredited and thus must write a self-study every six years and host a visit by the ABET Engineering Technology Accreditation Commission (ETAC) a few months later. The ABET accreditation and review process is rigorous and ensures that the program is meeting both criteria set by ABET and the program and student outcomes set by the program. If any weaknesses or concerns are found during the review process, the program is required to write follow-up reports at two-year intervals until they are resolved.

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 on the Notice of Application Attachments tab.

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?**

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?**

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 recent changes to teacher certification/endorsement requirements?

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 fields.

Credit hours in required courses offered by the department(s) offering the program: 30.00

Credit hours in required courses offered by other departments:	0.00
Credit hours in institutional general education curriculum:	0.00
Credit hours in free electives:	0.00
Total credit hours required for degree program:	30.00

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

The following courses must be completed:
CET 0112 Beginning Surveying 3
CET 0216 Route Survey and GPS Fundamentals 3
GEMT 3310 Boundary Surveying Law 3
GEMT 3312 Public Land Surveys 3
GEMT 4411 Geodesy 3
GEMT 4430 GPS Principles and Application 3

Plus 12 credits chosen from the following courses:
CET 0122 Intermediate Surveying and Spatial Analysis 3
GEMT 3311 Advanced Surveying 3
GEMT 3314 Research and Evidence in Surveying 3
GEMT 3315 Surveying Adjustments 3
GEMT 3317 Subdivision Planning and Platting 3
GEMT 3319 Writing Legal Descriptions 1
GEMT 4425 Principles of Cartography 3
GEMT 4432 Principles of Photogrammetry 3

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.

Not applicable.

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.

Graduates of the Academic Certificate – Land Surveying will be capable of:
a) Utilizing modern measurement technologies to acquire spatial data
b) Employing industry-standard software to solve technical problems
c) Applying technical concepts to the design of measurement systems to meet project requirements
d) Analyzing data for conformance with precision and accuracy requirements
e) Performing standard analysis and design in at least one of the following technical specialties:
* Boundary surveying

* Land surveying
* Geographic Information Systems
* Photogrammetry

12. Assessment plans

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

The Surveying and Geomatics Engineering Technology program is accredited by the ABET Engineering Technology Accreditation Commission (ETAC). Although ABET ETAC does not accredit certificate programs, the courses that will make up this certificate are also part of the Civil Engineering Technology program, and the Surveying and Geomatics Engineering Technology program, both of which are ABET ETAC accredited. ABET ETAC has an expectation that data that can be used to assess the extent to which Student Outcomes are being met is collected on a regular basis, analyzed, and used to make program decisions in a continuous improvement process.

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

It is a requirement of ABET ETAC, the program's accrediting body, that assessment findings be used to guide decisions about program improvement as part of the continuous improvement process. If this criteria is not met, it could mean a loss of accreditation. The program will follow an assessment plan that identifies assessment activities and timelines to evaluate student achievement. As results are gathered, faculty will meet to analyze and discuss the outcomes. Strategies will be used to implement changes in curriculum or teaching methodologies to strengthen student learning. Changes will be assessed at the next scheduled evaluation to see if student learning improved.

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

Direct measures to assess student learning will occur mainly at the course level and include course and homework assignments, examinations and quizzes, observation of field work, and research projects. Indirect measures at the course level include course evaluations. Program level measures include program review data, job placement, employer and alumni surveys, and technical advisory committee input.

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

Through the program's ABET ETAC accreditation process, the program writes a self-study and hosts a site visit for a visiting team every six years. Assessment activities occur every semester, but not every outcome is assessed each semester. All outcomes will be assessed within each six-year cycle and the extent to which each outcome is being met must be reported in the self-study.

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	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
	No records to display.			

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: Land Surveying

	Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2021		
	8.00	2.00
FY: 2022		
	10.00	4.00
FY: 2023		
	10.00	6.00
FY: 2024		
	10.00	8.00
FY: 2025		
	10.00	10.00

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 above numbers were estimated based on an estimate from the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that at least 10 professionals per year would be interested in the proposed academic certificate. The individuals making up the cohorts are expected to be professionals currently working full-time who would not be able to attend as full-time students, but rather take 1 to 3 classes each semester. At this rate, a student with no previous surveying coursework or experience would take between 4 and 10 semesters (2 to 5 years) to complete the certificate. We also predict that it may take a couple of years for enrollment to reach 10 students/year. This is in part because it will be a new program and it will take some time

for the news to reach all surveying and engineering professionals in the state who can benefit from this program. It is expected that the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors will be referring professionals who need 30 credits of surveying coursework to our program.

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?

> Guidance from ISU Academic Affairs on program health for Academic Certificates requires that once the program is established, it maintain a five-year rolling average of 5 graduates per year. We anticipate being able to meet this requirement continuously after the first 5 years.

    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?

> If, after a five-year startup transition, the program is not able to maintain a five-year rolling average of at least five graduates per year, a program discontinuance proposal will be submitted to the State Board of Education to remove this Academic Certificate from the Undergraduate Catalog.

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.

> All resources required to support this Academic Certificate already exist in the Civil Engineering Technology and the Surveying and Geomatics Engineering Technology programs. The Surveying and Geomatics Engineering Technology is a four-year program operating at ISU's College of Technology. The program has 378 square feet of office space and shares laboratory and storage space with the Civil Engineering Technology program. Faculty are provided office space, telephones, and desktop computers. The program already utilizes Moodle and other resources for online instruction. Beginning in May 2018, faculty enrolled in Idaho State University's online education program, Quality+, a 12-week online course designed with goals of using Moodle, designing an online course, and exploring best practices in online teaching. Faculty continue to further their online development skills through Quality Matters, a faculty-centered, peer review program designed to certify the quality of online and hybrid courses.

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

> Since existing courses and physical resources will be utilized, there will be no impact to other existing programs with the exception of a slight increase in enrollment in online courses that are currently not typically enrolled to capacity in the Civil Engineering Technology and Surveying and Geomatics Engineering Technology.

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

> No additional resources are needed.

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.

> Current existing resources are adequate.

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

> We do not anticipate the need for additional library resources to be associated with this Academic 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?

> Offering this Academic Certificate will not require additional personnel. The courses are already being offered and enrollment is not expected to increase to the point where additional sections of the courses will be needed.

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.

> ISU, the College of Technology (COT), the Technical Department, and the extant Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs have a wealth of instructional and administrative support resources available that will assure the successful implementation of the new Academic Certificate in Land Surveying.
>
> On the program level the four faculty in the Surveying and Geomatics Engineering Technology and Civil Engineering Technology programs are knowledgeable college-level educators with years of experience providing surveying education. The faculty will provide instruction in this new certificate program and will oversee the online delivery of the courses, student recruitment efforts, new student admissions, instructional support, and evaluation of program and student outcomes.
>
> On the department level, the chair is supportive of the new program and encourages the faculty to participate in online instruction such as "Quality Matters," a national initiative to train online faculty and upgrade online curriculum and evaluation methodologies.
>
> On the college level the college sponsors its own three-member Computer Support Services department that is always available to address any computer, software, or online difficulties that may arise, as well as provide

additional training to all COT instructors.

And on the university level, ISU has created an excellent computer and instructional support organization campus-wide, the Instructional Technology Resource Center (ITRC), that sponsors a "Help Line" for immediate online instructor support and holds regular in-service trainings for both computer support and online educators.

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?

There is currently excess capacity in the existing courses. We anticipate this certificate offering will increase enrollment. An increase in enrollment will be a positive impact.

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.

Not applicable.

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?

Not applicable.

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.

Not applicable.

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?

    Not applicable.

    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?

    Not applicable.

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

    The proposed program will not levy any institutional local fees.

8/22/2019   OSBE Program Submission System

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.

> ISU is proposing the use of an online program fee, in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge $330 per credit hour. For the 30 credits required for completion of the proposed program, the total cost will be $9,900. Since the primary target student group is expected to be incumbent technicians working in the surveying industry, we expect them to enroll in only 15 credits per year on average, taking approximately two years to graduate. Enrolling in 15 credits will cost $4,950 per year.
>
> A review of four public institutions offering similar online certificates or degrees in land surveying found the following cost per credit:
> * East Tennessee State University, $422 (resident), $523 (eRate for non-resident)
> * St. Cloud State University, $339 ($289 plus $50 online fee for resident), $671 ($621 plus $50 online fee for non-resident)
> * University of Maine, $300 (resident), $375 (special online rate for non-resident)
> * University of Wyoming, $325 (for resident and non-resident)
>
> A program online fee of $330 per credit for resident and non-resident students would provide enough incentive to keep Idaho online students at ISU and attract out-of-state students to the program. Based on discussions with Academic Affairs, the online program fee will be distributed to the college, central administration and eISU at the following rates: The program college will receive 60 percent to encourage growth in online programming, central administration will receive 30 percent to support university infrastructure, and eISU will receive 10 percent for technology support.

Budget Worksheet

21. Using the budget grids below, 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).

Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes

IRSA   **TAB 9 Page 17**

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021				
1.50	2.50	3.00	5.00	
FY: 2022				
5.00	0.00	10.00	0.00	
FY: 2023				
5.00	0.00	10.00	0.00	
FY: 2024				
5.00	0.00	10.00	0.00	

Revenues

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time: Ongoing:	$0.00 $39,600.00
Ongoing	Total:	$39,600.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at $330 per credit.	$39,600.00
Fiscal Year: 2022	One-time: Ongoing:	$0.00 $49,500.00
Ongoing	Total:	$49,500.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at $330 per credit.	$49,500.00
Fiscal Year: 2023	One-time: Ongoing:	$0.00 $49,500.00
Ongoing	Total:	$49,500.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at $330 per credit.	$49,500.00

	Revenue Type	Notes	Amount
Fiscal Year: 2024		One-time: Ongoing:	$0.00 $49,500.00
Ongoing		Total:	$49,500.00
	4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at $330 per credit.	$49,500.00

Expenditures

	Expenditure Type	Notes	Amount
	No records to display.		

Total Expenditures

Year	One Time	Ongoing
No records to display.		

Net Income (Deficit)

Year	One Time	Ongoing
2021	$0.00	$39,600.00
2022	$0.00	$49,500.00
2023	$0.00	$49,500.00
2024	$0.00	$49,500.00

STATE OF IDAHO

BOARD OF PROFESSIONAL ENGINEERS
AND PROFESSIONAL LAND SURVEYORS

1510 E. Watertower St., Suite 110
Meridian, Idaho 83642-7993
Phone: (208) 373-7210 Fax: (208) 373-7213
www.ipels.idaho.gov

Dean Scott Rasmussen   September 21, 2018
College of Technology
Idaho State University

Dean Mr. Rasmussen:

The Idaho Board of Professional Engineers and Land Surveyors appreciates your continued interest in the surveying program. At previous meetings, Board members Glenn Bennett, John Elle and Executive Director Keith Simila discussed with you and your staff ways to make the surveying program at ISU more successful. We understand ISU was recently awarded a Department of Labor Sector Grant to assist in getting more survey technicians the education they need for certification and eventual licensure. The Board appreciates your efforts and those of your staff to make this happen. We also understand there are 20 new students in the program this year.

As discussed earlier, there are two basic pathways to licensure for professional land surveyors that are described in the laws and rules of our Board. One involves obtaining a B.S. degree in surveying, and another is to supplement the education of individuals who already have a B.S. degree in a related science, like engineering, with an additional 30 semester credits of survey education. These two pathways are the national standard for survey education used by many states. The second pathway often involves individuals enrolling for courses who are not seeking a B.S. degree from ISU, but still need to take surveying courses who may not count as degree seeking students. The Board office receives many inquiries each year from individuals seeking to supplement their education in this manner. In prior discussions with you and your staff, it was suggested that a new "academic certificate" program could be created that would serve these non-degree seeking students. To that end, the Board discussed the proposed Academic Certificate in Land Surveying at their meeting September 13 and 14, 2018. They were in unanimous agreement that this certificate is an excellent way to meet the needs of the surveying profession, candidates for licensure and Idaho State University.

This certificate program would facilitate licensure for a diverse group of qualified candidates. It removes a barrier to licensure by providing a clear pathway with well-defined requirements. The information in this letter should demonstrate the importance of the program.

Background

The following chart graphically depicts the trend in licensure of Idaho surveyors. The left bar shows the total number of licensed professional land surveyors; the right bar shows the total number who are Idaho residents.

PLS Licensure Trends
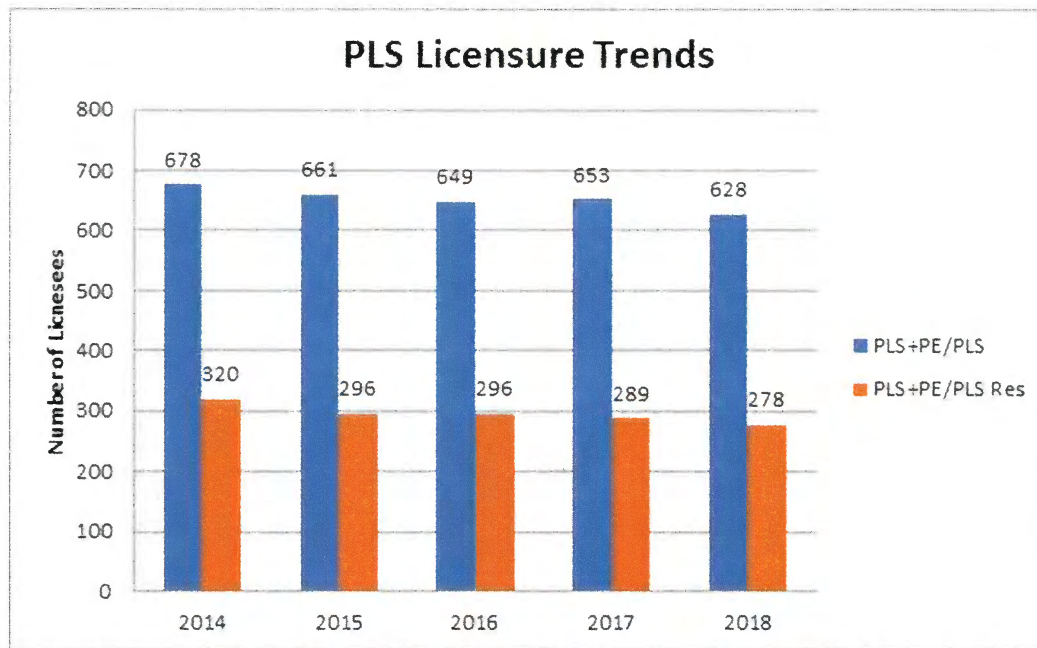
We are losing surveyors at a net rate of 10 per year. Idaho resident surveyors run a net negative 8.4 per year. We are licensing by examination only one or two per year. The average professional land surveyor age is 58 and climbing. Without improvements in recruiting the loss rate will continue (if not accelerate) in the coming years. Idaho desperately needs more licensed professional land surveyors.

The Board receives communications from licensees, business owners and others with concerns and suggested solutions to the dwindling number of licensed surveyors. Many of these come from candidates who are struggling to meet education requirements or are reluctant to commit to a plan that may not qualify them for licensure. The Board believes a certificate program will attract several categories of these qualified candidates.

Advantages of a Certificate:

- Under current IDAPA rules, those with a related bachelor's degree must earn 30 credits in surveying to qualify for licensure. If this program were approved, the Board would seek to amend the rule. A rule change will allow those with related degrees and the ISU Surveying Certificate to be unconditionally approved as it relates to meeting the survey education requirement for licensure. This will provide certainty for those committing to the program.
- All required classes are distance learning, soon to be fully on-line. Those with community ties and families and unable to move would be able to obtain a quality education from ISU without disrupting careers or family life.
- The board is also endorsing this certificate as it will strengthen and promote the ISU Surveying and Geomatics Engineering Technology Program. Currently there are up to a dozen non-degree seeking students enrolled in classes. Capturing even a few of them into the program would improve the degree seeking metrics needed to demonstrate success of this program.

- Adding the certificate program will allow the students to be classed as 'degree seeking', opening the door for credentials evaluation. This would allow students to obtain credit for classes taken at other universities and possible portfolio credit for experience gained, shortening the time commitment to earn a certificate. That change would attract students from across the spectrum from existing technicians to those seeking to changing careers. This fits nicely with an apprentice program the Board wants to initiate with ISU in the future as well.
- The Board would actively market this option to all who qualify, resulting in directing those inquiries to ISU instead of out of state universities.
- Scholarship options may also develop from the Idaho Society of Professional Land Surveyors for those seeking a certificate.
- We are confident 10 or more individuals per year would pursue a certificate given the number of inquiries received by the Board office.
- The recently approved sector grant may assist to provide funding to establish and market the program.

Request for Approval

The University, our profession and candidates for licensure would all benefit from the proposed certificate program. With that in mind, the Idaho Board of Professional Engineers and Professional Land Surveyors respectfully requests your support to seek Department of Education approval of the Academic Certificate in Land Surveying. Please contact Tom Judge at (208) 332-1785 if you have any questions or need additional information.

Idaho Board of Licensure of
Professional Engineers and
Professional Land Surveyors

By: _____

Raymond J. Watkins, PE
Chairman

cc: Robert Liimakka,
cc: Glenn Bennett, John Elle
cc: John Russ, DOL

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IDAHO STATE UNIVERSITY

SUBJECT
Master of Occupational Therapy Expansion to Meridian

REFERENCE

August 2017	The Board approved the facility expansion at the Meridian Health Sciences Center.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: Workforce Readiness, Objective A: Workforce Alignment and Objective B: Medical Education.

BACKGROUND/DISCUSSION
Idaho State University (ISU) has the statewide program responsibility for the Master of Occupational Therapy (MOT), and is the only graduate level occupational therapy program in Idaho. Currently, the MOT program in Pocatello admits 18 students per year. The proposed expansion will add 22 new students annually to the program: twenty students in Meridian and two additional students in Pocatello, for a combined total of forty students (twenty at each location). Students at both locations will receive the same academic curriculum through distance learning and online asynchronous technology.

Current enrollment in the MOT program does not meet the demand for workforce needs. State and national projections for the next ten years indicate a strong likelihood of a shortage of occupational therapists in the state of Idaho. There continues to be a robust applicant pool for the MOT program each year. During the 2019 application cycle more than 70 qualified applicants applied for the 18 seats available. Expansion of the MOT program in Pocatello and to the Treasure Valley will more than double the number of MOT graduates by 2022-23.

IMPACT
The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized. Four additional faculty positions and two staff positions are required to comply with accreditation requirements. Revenue generated from increased tuition, student professional fees, and ISU reserves will support the expansion of faculty lines and administrative and distance learning support staff.

The ISU MOT program already levies a professional fee each fall, spring, and summer term to assist in covering the costs of the program. The professional fee will be the same for the Pocatello and Meridian cohorts. The professional fees for FY19 was $3,585 for Idaho residents and $8,640 for non-residents.

ATTACHMENTS

Attachment 1 – Proposal for the Master of Occupational Therapy Expansion

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will add 22 new students (20 in Meridian and 2 in Pocatello) for a total of 20 at each location. A minimum of 28 students will be needed to maintain the two sites. If enrollment falls below seven students, ISU will re-evaluate and discontinue the cohort. ISU provides that the additional faculty positions and personnel will be supported through revenue generated from increased tuition, student professional fees, and ISU reserves.

ISU's proposed program expansion to Meridian is consistent with their Statewide Program Responsibilities and their Three-Year Plan for Delivery of Academic Programs in Regions III and V. No other institution offers the Master of Occupational Therapy program.

ISU's Occupational Therapy program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of $1,195 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and was shared with the Business Affairs and Human Resources Committee.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to expand the Master of Occupational Therapy program as presented, and to include a professional fee of $1,195 for Idaho residents and $3,585 for non-residents per semester, including summer term, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Idaho State University

Program: Master of Occupational Therapy Expansion to Meridian

1. **Program Description and Need**
   Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

Current enrollment in ISU's Master of Occupational Therapy (MOT) program does not meet the workforce needs. State and national projections for the next ten years indicate a strong likelihood of a shortage of occupational therapists in Idaho. The MOT program continues to have a robust applicant pool; in the last application cycle, more than 70 qualified applicants applied for the 18 available seats. Statewide, Occupational Therapy is #14 on the list of Hot Jobs for Idaho.

2. **Program Prioritization**
   Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

Expansion of the Occupational Therapy program has been the highest program prioritization of the institutions for multiple years, in direct response to industry need.

3. **Credit for Prior Learning**
   Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

4. **Affordability Opportunities**
   Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The MOT program does not use or have access to open-source instructional materials that would directly reduce the cost of the program. Additionally, in searching, we were unable to find such resources for master/doctoral level occupational therapy entry-level education.

5. **Math Requirements**
   For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

6. **Resources/Allocation**
   If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized. Four additional faculty positions and two staff positions are required to comply with accreditation requirements.

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Revenue generated from increased tuition, student professional fees, and ISU reserves will support the expansion of faculty lines and administrative and distance learning support staff.

The ISU MOT program currently charges a professional fee each fall, spring, and summer term to assist in covering the costs of the program. The professional fee will be the same for the Pocatello and Meridian cohorts. The professional fees for FY19 was $3,585 for Idaho residents and $8,640 for non-residents.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

A minimum enrollment situation is highly unlikely to occur with this program. However, if unforeseen changes in the profession/university occur and the applicant pool declines, a minimum of 28 students will be needed to maintain the two sites (14 students at each site). The MOT program will discontinue the cohort in the event that enrollment falls below seven cohorts in a class (seven students in the first year and seven students in the second year, equaling 14 total students at each site).

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)

No undergraduate programs are offered by the Department of Physical and Occupational Therapy.

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU																
ISU									75	18	97	17	120	17	120	40
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

ISU offers the only Master of Occupational Therapy in Idaho.

8/22/19

8/22/2019   OSBE Program Submission System

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	Expansion	Expansion of an existing program

Institution Submitting Proposal: ISU Idaho State University

Name of College, School, or Division: Graduate School

Name of Department or Area: Physical and Occupational Therapy

Program Identification for Proposed New or Modified Program:

Program Title   Additional Cohort of Master of Occupational Therapy Students to the Meridian Health Science Center

CIP code (consult IR / Registrar):   51.2306 - Occupational Therapy/Therapist.

Proposed Starting Date: 8/16/2020

Degree: Graduate

Indicate if Online Program: ☐

Support Fund: Professional Fee

Indicate (X) if the program is: ☐ Regional Responsibility

   ☑ Statewide Responsibility

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
Glen R. Nelson	8/13/2019	Chief Financial Officer, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date		

8/22/2019   OSBE Program Submission System

Laura Woodworth-Ney   8/13/2019   Chief Academic Officer,   Date
                                                             OSBE

Provost/VP for Instruction   Date   SBOE/Executive Director   Date
(Institution)   Approval

Kevin Satterlee   8/13/2019

President   Date

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

Rationale for Creation or Modification of the Program

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

This proposal seeks to expand the existing Master of Occupational Therapy (MOT) Program at Idaho State University in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC) in Meridian Idaho. The MOT Program in Pocatello currently admits 18 qualified students each year into the 3 year (8 semester) graduate program and we propose adding an additional cohort of 20 students at the MHSC beginning Fall 2020. The MOT Program would then increase the Pocatello admissions from 18 to 20 for a combined total of 40 students (20 at each location).

The proposed expansion described in this proposal will add a total of 22 new students to the Occupational Therapy program each year: 20 students in Meridian and 2 students in Pocatello. Only these 22 new students yearly are included in budget calculations throughout this proposal. However, the total number of all students enrolled in the program --both those in the current Pocatello cohort and the new expansion cohort -- are included in the MOT program's enrollment headcount projections where appropriate.

The requested expansion will be tied to the existing MOT Program in Pocatello, as the students will receive the same academic curriculum through distance learning (DL) and online asynchronous technology. This request will not replace any existing programs. The ISU MOT Program is the only graduate level occupational therapy program in the state of Idaho.

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.

This is a high demand profession, and our current program does not adequately meet state needs. ISU's statewide mission includes the Master of Occupational Therapy degree. This proposal will increase the number of graduates and will make the program available to potential students in the Boise region. More detail is provided in response to questions below.

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.

> The state and national projections for the next 10 years indicate a strong likelihood of a shortage of occupational therapists (OTs) due to retirement of some existing OTs as well as an increase in demand for services due to the increasing proportion of the elderly in the US population.

List the job titles for which this degree is relevant: ☐ **N/A**

Job Title
Occupational Therapist

Region	DOL Type	Description	Other DOL Type
Nation	Other data source	Predicted 10,000 shortfall of Occupational Therapists by 2025	AOTA (American Occupational Therapy Association)
Nation	Federal DOL Data	Job Outlook 2016 – 2026: 24% increase Employment Change 2016 – 2026: 31,000	Federal: Occupational Outlook Handbook
State	State DOL Data	34 (Total Annual Openings) Projected increase of 25% by 2026	ID DOL 2016-2026 Long-Term Projections, Line 291

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

> The proposed expansion of the ISU MOT Program to the Meridian Health Sciences Center in Fall 2020 will more than double the number of MOT graduates by 2022-23. The current facilities and clinical networks in Pocatello do not allow for an increase in the number of students in that location. Adding a new cohort of MOT students in Meridian furthers the opportunities for partnerships with health care facilities and practices in the Treasure Valley and the western part of Idaho.

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

> There continues to be a robust applicant pool for the MOT Program each year. During the 2019 admissions cycle, the MOT Program had more than 70 qualified applicants apply for the 18 available seats. There is ample opportunity to expand and accept a total of 40 students/year from the qualified applicant pool. The admissions

process is conducted through a centralized application service and ISU receives applications from Idaho residents as well as nonresidents.

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

Expanding the number of students, and ultimately graduates, from the ISU MOT Program provides opportunities to improve the economy in Idaho through several ways. First, increasing the number of occupational therapists educated within the state increases the likelihood those students will stay and practice within Idaho (>60% of graduates typically remain in Idaho each year). Filling job vacancies within the state assists Idaho businesses to ensure they can provide, and bill for, the services provided by OTs. Second, some of the ISU MOT graduates who remain in Idaho open up their own private practice OT clinics within 5-10 years of graduating. Many of these businesses have thrived and expanded their location to multiple sites within the state (Generations, Connections, Children's Therapy and Learning Center, etc.).

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

As described above, Idaho, and the nation, are likely to have a shortage of Occupational Therapists to provide a valuable health care service. Rural areas are likely to have a harder time filling OT positions than more urban areas. Educating a larger number of MOT graduates within a rural state may increase the likelihood they will remain and practice with in Idaho and therefore benefit society through increased access to needed services. There are no direct cultural benefits of expanding the MOT Program.

e. If Associate's degree, transferability:

N/A

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

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Master of Occupational Therapy Graduate Program	The ISU MOT Program in Pocatello currently admits 18 students/year that graduate with a MOT degree 3 years later. This proposal requests the opportunity to expand the class size to a total 40 students with 20 students in Pocatello and 20 students at the Meridian Health Sciences Center.

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of North Dakota	Master of Occupational Therapy Graduate Program	Admits 60 students/year

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Montana	Master of Occupational Therapy Graduate Program	Admits 34 students/year
Eastern Washington University	Master of Occupational Therapy Graduate Program	Admits 35 students/year
University of Utah	Master of Occupational Therapy Graduate Program	Admits 34 students/year

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 national pool of qualified applicants will support the proposed increase in the number of seats offered by ISU without hindering other institutions in the region and will assist in meeting the increased demand for occupational therapists.

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

> Expanding the number of students in the ISU MOT Program fulfills the mission by providing Leadership in the Health Professions (Core Theme 3) as the only institution in Idaho offering this degree program.The expansion also fulfills Core Theme 2, expanding Access and Opportunity by bringing this high demand program to the population center of the state.

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 quality of the program will be ensured through numerous levels of oversight within the program, department, college, division, Graduate School, and university. These levels of oversight are already in place for the Pocatello based program, and the same procedures will be applied to the proposed Meridian program. In addition, the Accreditation Council on Occupational Therapy Education (ACOTE) will review all aspects of the proposed expansion to ensure the 2 cohorts receive equivalent educational experiences and that the outcomes achieved are consistent with accreditation requirements. A request for substantive changes will be submitted to ACOTE upon state approval of the proposed expansion.

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 on the Notice of Application Attachments tab.

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?**

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?**

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 recent changes to teacher certification/endorsement requirements?

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

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10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:	88.00
Credit hours in required courses offered by other departments:	5.00
Credit hours in institutional general education curriculum:	0.00
Credit hours in free electives:	0.00
Total credit hours required for degree program:	93.00

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

MOT CURRICULUM 2019-2020
1st Year
Fall - Semester 1 Credit Hours
PTOT 4413/5513 Occupational Therapy Professions 3
BIOS 5574/5574L Human Anatomy 5
PTOT 4421/5521 Self-Exploration in OT 3
PTOT 4412/5512 Professional Communications 3
PTOT 4404/5504 Generic Abilities Seminar 1
Total Credits 15

Spring - Semester 2 Credit Hours
PTOT 4422/5522 Occupational Performance 3
PTOT 4442/5542 Occupational Performance Lab 1
PTOT 4402/5502 Clinical Neuroscience 5
PTOT 4401/5501 Kinesiology 4
PTOT 4403/5503 Fieldwork Seminar 1
PTOT 4404/5504 Generic Abilities Seminar 1
Total Credits 15

Summer - Semester 3 Credit Hours
PTOT 5505 Occupational Therapy Clinical Procedures 2
PTOT 5514 Research Methodology 3
PTOT 5531 Fieldwork I (Level I) 1
Total Credits 6

2nd Year
Fall - Semester 4 Credit Hours
PTOT 5524 Physical Function in Occupation 4
PTOT 5544 Physical Function in Occupation Lab 1
PTOT 5525 Psychosocial Function in Occupation 3
PTOT 5545 Psychosocial Function in Occupation Lab 1
PTOT 5532 Fieldwork II (Level I) 1
PTOT 6616 Professional Project 1
PTOT 4403/5503 Fieldwork Seminar 1
PTOT 4404/5504 Generic Abilities Seminar 1

Total Credits 13

Spring - Semester 5 Credit Hours
PTOT 5526 Neurological Function in Occupation 4
PTOT 5546 Neurological Function in Occupation Lab 1
PTOT 5523 Therapeutic Use of Self 2
PTOT 5515 Service Delivery of Occupational Therapy 3
PTOT 5518 Practicum 1
PTOT 6616 Professional Project 1
PTOT 4403/5503 Fieldwork Seminar 1
PTOT 4404/5504 Generic Abilities Seminar 1
Total Credits 14

Summer - Semester 6 Credit Hours
PTOT 5533 Fieldwork III (Level II) 7
PTOT 5519 Practicum 1
Total Credits 8

3rd Year
Fall - Semester 7 Credit Hours
PTOT 5527 Occupation & Environmental Management 3
PTOT 5547 Occupation & Environmental Lab 1
PTOT 5528 Occupation Children & Adolescent 4
PTOT 5548 Occupation Children & Adolescent Lab 1
PTOT 6616 Professional Project 2
PTOT 4403/5503 Fieldwork Seminar 1
PTOT 4404/5504 Generic Abilities Seminar 1
PTOT 6648 Fieldwork Seminar 1
Oral Defense & Written Comprehensive Exam 0
Total Credits 14

Spring - Semester 8 Credit Hours
PTOT 5534 Fieldwork IV 7
PTOT 6616 Professional Project 1
Total Credits 8

Total Program Credits 93

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.

The same requirement required of the Pocatello-based students will be required of the Meridian-based students. All MOT students participate in clinical practicum in which they practice clinical skills with real patients while supervised by a licensed occupational therapist during the academic semester. Students participate in full-time clinical affiliations in which they work 40 hours/week in a clinical site within the US while supervised by a licensed occupational therapist. All students take at least five credits of research practicum (professional project) in which they assist in a faculty member's research project. All students sit for a computer-based curriculum comprehensive exam and present a research outcomes as a part of an oral defense.

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.

Learning outcomes are established in the Pocatello program, and these will the same for the Meridian program. Upon completion of the ISU MOT Program students will:

a. Be prepared to provide an occupational therapy examination, evaluation, diagnosis of occupational performance problems, prognosis, plan of care, and appropriate interventions in a full range of practice settings for patients across the lifespan.
b. Be capable of documenting patient care in compliance with state and federal regulations using paper and electronic medical record systems.
c. Be able to explain the legal and ethical responsibilities and demonstrate professional behaviors that influence occupational therapist practice.
d. Be eligible to apply to take the National Board Examination in Occupational Therapy to obtain a state license to practice occupational therapy.

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

The assessment process used to evaluate student achievement of the intended learning outcomes will include the course grades assigned for didactic and laboratory courses; grades assigned to the practicum and affiliation experiences; entry-level rating for all components of the Professional Generic Abilities; passing the final comprehensive examination; and passing a graduate oral defense regarding a research or program development project. These assessments are already used in Pocatello, and the same ones will be applied in Meridian.

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

The performance indicators for each cohort are evaluated by the MOT program curriculum committee to determine whether specific content areas within the curriculum need to be re-evaluated or addressed in another manner. The scores on the National Board Certification in Occupational Therapy provide an indication of whether ISU graduates are scoring at, above, or below the national means. The MOT Program subscribes to a curriculum database service (Exxat) that provides an efficient means for identifying how course assignments and exams contribute to developing the abilities specified in the learning outcomes. The data provide a targeted means for making changes that are then reassessed for effectiveness. Curriculum assessment and program development will be managed by the full faculty of the MOT program, even though some faculty members will be based in Meridian and others based in Pocatello.

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

The direct measures used to assess student learning include all graded assignments and examinations within the curriculum.The Fieldwork Performance Evaluation (FWPE) is completed by licensed occupational therapists who supervise the students during four separate 2-12 week affiliations. The 24 skills listed within the FWPE

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must be at entry-level or higher for the student to graduate from the MOT Program.

Indirect measures include the comments and opinions of the licensed occupation therapists who supervise our students in the clinic during practicums and full time affiliations. The supervising therapists often take students from other MOT Programs and can provide a comparison regarding the skills of our students and students educated in other programs.

Another indirect measure is the opinion of employers who hire our graduates. An employer survey is sent out each year to obtain feedback regarding the strengths and weaknesses of our graduates from the employers' perspectives. All of these assessment measures are currently used for the Pocatello students, and the same ones will be implemented for the Meridian cohort.

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

Assessment activities are ongoing in each academic and clinical course within the curriculum. Curriculum comprehensive knowledge is assessed one time during the last academic semester in the program through a Final Comprehensive Exam. Each student completes a graduate oral defense regarding occupational therapy entry-level practice, research, or program development project in order to demonstrate the understanding of theory, use of evidence, and the ability to address elements of care in the scope of OT practice. The oral defense also occurs during the last academic semester. Therefore, students are assessed throughout the semester in each specific course, periodically through progressive clinical scenarios/treatment plans, and then comprehensively at the end of the curriculum. Assessment activities will be the same for both Pocatello and Meridian students.

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	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2016			

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Occupational Therapy The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities.	38	9

FY: 2017

ISU Idaho State University	Occupational Therapy	39	12

FY: 2018

ISU Idaho State University	Occupational Therapy The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities.	43	12

FY: 2019

ISU Idaho State University	Occupational Therapy	43	16

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

Proposed Program: Projected Enrollments and Graduates First Five Years

Program Name:	Master of Occupational Therapy Program

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program

IRSA   **TAB 10 Page 13**

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2020	
75.00	18.00
FY: 2021	
97.00	17.00
FY: 2022	
120.00	17.00
FY: 2023	
120.00	40.00
FY: 2024	
120.00	40.00
FY: 2025	
120.00	40.00

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?

As explained at the beginning of this proposal, program enrollment headcount projections include the total number of all students enrolled in the entire MOT program, not just the 22 new students that will be added by this proposed expansion to Meridian. Enrollment headcounts used in budget calculations for this proposals, however, only include the 22 new students per year expected when this expansion is implemented.

The current MOT program is a 3-year or 8 semester program, with 18 new students accepted each year. Total headcount assumes the continuing students continue in each year for 3 years, but the number of new students in fall semester goes up to 40 each year. By FY22, the program will be fully enrolled with 120 students enrolled, 40 in each of the 3 classes. Graduation numbers for the first 2 years will be for the Pocatello cohorts already in the program. In FY22, the number goes up to 40 when the first Meridian students graduate. In Pocatello, the completion rate has been 95 to 100%, and therefore, we projected that all students will finish the 3-year program. In reality, we may occasionally have one or two students who will not complete.

We anticipate full enrollment of 40 new students each year. The current number of qualitied applicants for the ISU MOT Program in Pocatello exceeds 70 each year. Since the current program only accepts 18 students, there is ample room to expand to include 40 students each year. We expect the number of applicants to

increase when potential students in the Meridian/Boise area become aware of the opportunity to enroll in this expanded program. Our plan is to ensure the first cohort in the expansion is the maximum of 20 students in Meridian during Fall 2020. We plan to admit 40 students each subsequent year with 20 students in Pocatello and 20 students in Meridian.

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?

> A minimum enrollment situation is highly unlikely to occur with this program. We believe many students, especially Idaho residents, will prefer the Meridian site. However, if unforeseen changes in the profession/university occur and the application pool declines, a minimum of 28 students will be needed to maintain the 2 sites.

    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 MOT program will discontinue the cohort in the event that enrollment falls below 7 students.

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.

> Pocatello Campus
> The existing resources include all of the resources (clinical tools and equipment, computers, distance learning equipment etc.) currently supporting the MOT Program. As appropriate, resources may be transported between campuses if needed.
>
> Meridian Health Sciences Center
> The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized, as the Doctor of Physical Therapy (DPT) program's expansion to Meridian a couple of years ago anticipated a follow up expansion of the MOT program 2-3 years later.

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?

> Expanding the MOT Program to the Meridian Health Science Center (MHSC) will require an additional 4 cadavers be purchased by the Treasure Valley Anatomy and Physiology Lab (TVAPL) each fall semester. Additional demand will be placed on the DL classroom at the MHSC.

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 new space will be needed to support the expansion of the MOT Program to the MHSC. The completed expansion for the DPT program included 2 large teaching labs (orthopedic and neuromanagement), office space for additional faculty and staff (4), 2 Distance Learning (DL) classrooms, and clinic space. Most of the lab and classroom spaces have already been equipped with the needed DL technology. There will be increased demand on the current DL classrooms, and we will need a large DL classroom to support interprofessional education that is part of the curricula for both PT and OT. An existing classroom space will be completed with DL equipment for a 60-seat DL classroom.
>
> The recent expansion of the physical therapy program included some relevant equipment used by occupational therapy, such as mat tables, driving simulator, functioning galley kitchen, and other exercise equipment. Some additional items dedicated to occupational therapy will be needed to keep compatible resources in both Pocatello and Meridian.

18. Library resources

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

> The library already has resources to support the MOT program. Use of the library resources by Meridian students has been successful for other programs, and ISU has a librarian on site in Meridian to assist students in accessing all resources.

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

> Additional funds for the purchase of periodicals will ensure that students in both Pocatello and Meridian have access to most current research.

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 additional personnel resources needed to support the expansion of the MOT Program to the MHSC will be 4 additional faculty positions and 2 staff positions in order to comply with ACOTE. The accrediting agency requires students at both sites to receive an equivalent experience. Therefore, we will require faculty members in Pocatello and in Meridian with specific areas of expertise. Both cohorts of students will participate in live and distance lectures, and receive onsite lab instruction and clinical supervision. The faculty to student ratio is typically 1:12 during lab courses. The additional faculty positions will include an Assistant MOT Program Director, Assistant Academic Fieldwork Coordinator, and two Assistant/Associate Professors, and the new staff

positions are for a Technical Records Specialist 2 and an Instructional Video Classroom Coordinator. The additional faculty lines will teach in their areas of expertise (orthopedics, neurologic, psychosocial, pediatrics, and geriatrics). No new courses will be created for the proposed expansion of the MOT program.

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.

ISU is already engaged in delivering several programs through this 2-campus model. The existing instructional, support, and administrative resources to support the expansion of the MOT Program to the MHSC include the resources currently supporting the Pocatello/Meridian DPT Program. In addition, the technology support, administrative support, and potential for co-instruction exists due to the well-established programs already present at the MHSC. Faculty within the Department of Physical and Occupational Therapy and the Department of Communication Sciences and Disorders are likely candidates to co-teach some portions of the curriculum, collaborate on interprofessional research projects, and provide support for interprofessional clinical practicum experiences.

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?

Due to the current level of state and institutional support, the impact on existing programs is likely to be advantageous. Although there will be larger student numbers, adding the MOT Program to the current offerings at the MHSC will provide greater opportunities for faculty to share committee assignments, increase the number of faculty supervisors during community health screenings, and may use space more efficiently due to the plan for interprofessional integration of programs. In addition, the proposed expansion will include the sharing of existing space, that was planned to house the MOT Program. There is the possibility that there will be an additional demand on DL classrooms as well as computer labs. However, every effort will be made to ensure adding the MOT Program to the MHSC benefits existing programs.

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.

Assistant MOT Program Director ($110,000.000): Program administration coordination at the MHSC in addition to teaching in areas of expertise, service, and research activities (12 months).

Assistant Academic Fieldwork Coordinator (AAFWC)($85,000): Oversee all aspects of part-time practicum and full-time affiliation clinical experiences at onsite and offsite locations. Supervise and coordinate with the Director of Clinical Education at the Pocatello site. In addition, the AAAFWC will teaching in areas of expertise, participate in service, and conduct research activities (12 months).

Assistant/Associate Professor ($90,000): Primary teaching responsibilities in areas of expertise in addition to service and research activities (12 months).

Assistant/Associate Professor ($90,000): Primary teaching responsibilities in areas of expertise in addition to service and research activities (12 months).
Adjunct Faculty: FY2020 $0.00; FY2021: $23,063.75; FY2022: $19,004.02; FY2023: $19,574.36

Instructional Video Classroom Coordinator ($38,000): Manages the distance learning equipment, software and activities in order to ensure seamless instructional delivery.

Technical Records Specialist 2 ($33,000): Support with management of student, records, clinical education records, affiliation agreements, etc. for the MOT program as well as the Department of Physical and Occupational Therapy.

20. Revenue Sources

a. Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The planned expansion does not currently plan to use reallocation of funds for support. However, it is planned to use ISU reserves as one-time seed funding.

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.

Revenue generated from increased tuition, student professional fees, and ISU reserves will support the ongoing four faculty lines and administrative and distance learning support staff.

The expansion of the occupational therapy program is included in ISU's Idaho Workforce Development FY2020 line item request. This budget and narrative is included as an attachment (12.02 Idaho Workforce Development Line Item FY21 OT Only 8.8.19) to the proposal for the expansion of the master of occupational therapy. The budgets differ as the line item request outlines all of the anticipated budget needs in a single year, whereas the SBOE Proposal for Expansion budget projects revenue and expenditures over a 4 year period.

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?

        One-time funds will be requested through ISU reserves and tuition revenue for additional instructional materials, supplies, DL equipment, etc.

    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?

        No federal grants, special fee arrangements, or contracts have been acquired to fund the program. The institution will continue to seek funding as needed beyond the state support as the need arises.

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

        The ISU MOT Program already levies a professional fee each fall, spring and summer semester to assist in covering the costs of providing the program. The value of the professional fee charged to students will remain the same for the Pocatello and Meridian cohorts. There are no changes in how the professional fee meets the requirements of Board Policy V.R., 3.b by expanding the MOT Program to the MHSC. In summary, the professional fee was approved for the existing program because the graduates have the

minimum entry-level degree achieved through specialized higher education and are eligible to seek a license to practice as an occupational therapist in the state of their choice. The MOT Program is accredited by the Accreditation Council of Occupational Therapy Education and requires extraordinary program costs. No course fees are charged.

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 total cost to the student for the first of three years in the program in 2018 – 2019 was:
Resident Non-Resident
Fall 2018
Tuition $4,688 $12,448
Professional Fees $1,195 $2,682

Spring 2019
Tuition $4,688 $12,448
Professional Fees $1,195 $2,682

Summer 2019
Tuition (7 credits) $3,290 $8,046
Professional Fees $1,195 $2,682

TOTAL $16,251 $41,582
Total Cost of Professional Fees
$3,585 $8,640

Budget Worksheet

21. Using the budget grids below, 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).

Enrollment

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes

8/22/2019   OSBE Program Submission System

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020				
0.00	0.00	0.00	0.00	
FY: 2021				
22.00	0.00	22.00	0.00	Enrollment figures herein are based only on the additional students provided for by this proposed expansion: 20 new master's students in Meridian and 2 new master's students in Pocatello admitted to the program each year.
FY: 2022				
22.00	22.00	22.00	22.00	Shifting Enrollments are the continuing students from the previous year's expansion cohort, and New Enrollments are the new cohort of students admitted under this expansion.
FY: 2023				
22.00	44.00	22.00	44.00	Shifting Enrollments are the continuing students from the previous year's expansion cohort, and New Enrollments are the new cohort of students admitted under this expansion.

Revenues

	Revenue Type	Notes	Amount
Fiscal Year: 2020		One-time:	$0.00
		Ongoing:	$3.05
	Ongoing	Total:	$3.05
	5. Student Fees		$0.00
	4. New Tuition Revenues from increased Enrollments		$0.00

8/22/2019   OSBE Program Submission System

	Revenue Type	Notes	Amount
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$3.05
Fiscal Year: 2021		One-time: Ongoing:	$0.00 $477,695.75
	Ongoing	Total:	$477,695.75
	5. Student Fees		$103,125.66
	4. New Tuition Revenues from increased Enrollments	Tuition is based on 1/5 of students paying out of state tuition for first year.	$374,566.04
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$4.05
Fiscal Year: 2022		One-time: Ongoing:	$0.00 $922,684.76
	Ongoing	Total:	$922,684.76
	4. New Tuition Revenues from increased Enrollments		$732,032.88
	5. Student Fees		$190,646.83
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$5.05
Fiscal Year: 2023		One-time: Ongoing:	$0.00 $1,133,079.32
	Ongoing	Total:	$1,133,079.32
	5. Student Fees		$253,457.41
	4. New Tuition Revenues from increased Enrollments		$879,616.86
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$5.05

Expenditures

	Expenditure Type	Notes	Amount

Expenditure Type	Notes	Amount
Fiscal Year: 2020	One-time: Ongoing:	$9,000.00 $126,246.80
One-time	Total:	$9,000.00
Capital Outlay	Total:	$9,000.00
Equipment	Office furniture ($5000) and computers ($4000) for 2 offices	$9,000.00
Ongoing	Total:	$126,246.80
Operating Expenditures	Total:	$8,221.28
Materials and Supplies	Calculated at 1/3 of the annual amount for FY2020.	$5,000.00
Communications	For FY2020 the costs will be less than in subsequent years as there will be fewer personnel at the start. These costs will increase as more personnel are hired.	$1,221.28
Travel	For FY2020 travel expenses will be less than in subsequent years as there will be fewer personnel at the start. These costs will increase as more personnel are hired.	$2,000.00
Personnel Costs	Total:	$118,025.52
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$3.05
FringeBenefits	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	$30,820.97
Administrative Support Personnel	Personnel costs are calculated at 1/3 of the annual amount for FY2020. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	$10,774.40

8/22/2019   OSBE Program Submission System

Expenditure Type	Notes	Amount
Directors/Administrators	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	$39,045.55
Faculty	Personnel costs are calculated at 1/3 of the annual amount for FY2020. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020. Two additional faculty will be hired; one in FY2022 and one in FY2023.	$37,381.55
Fiscal Year: 2021	One-time:	$124,500.00
	Ongoing:	$486,193.96
One-time	Total:	$124,500.00
Capital Outlay	Total:	$124,500.00
Equipment	Equipment and supplies to stock the classrooms and clinics (e.g., wheelchairs, walkers, crutches, specialized utensils, furniture, etc.)	$124,500.00
Ongoing	Total:	$486,193.96
Capital Outlay	Total:	$2,000.00
Library Resources	Annual cost of periodicals to aid students in their research activities.	$2,000.00
Operating Expenditures	Total:	$58,163.84
Materials and Supplies		$15,000.00
Communications		$4,863.84
Travel		$7,500.00
Miscellaneous	There is a $500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anotomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at $2,200 each.	$30,800.00

8/22/2019   OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	$59,490.34
Other	This is for Information Technology Video Classroom coordinator and support	$59,490.34
Personnel Costs	Total:	$366,539.78
FringeBenefits		$92,432.47
Administrative Support Personnel	Salary includes estimated 3% increase each year.	$33,292.90
Directors/Administrators	Includes 3% salary increase per year.	$122,627.70
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	$21,306.40
Faculty	Salary for this one faculty member includes estimated increase of 3% over FY2020 full salary.	$96,876.26
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$4.05
Fiscal Year: 2022	One-time: Ongoing:	$215,500.00 $643,340.49
One-time	Total:	$215,500.00
Capital Facilities Construction or Major Renovation		
	Total:	$200,000.00
**	$325,000 is the total estimated cost for a 60-seat DL classroom buildout in Meridian. Construction is proposed to start in FY2022 and be completed in FY2023, and the costs are pro-rated for each fiscal year.	$200,000.00
Capital Outlay	Total:	$15,500.00
Equipment	Physical and mobility assessment tests, tools, mobility aids, etc. to stock classrooms and clinics.	$15,500.00

IRSA   **TAB 10 Page 24**

Expenditure Type	Notes	Amount
Ongoing Total:		$643,340.49
Capital Outlay Total:		$2,000.00
Library Resources	Annual cost of periodicals to aid students in their research activities.	$2,000.00
Operating Expenditures Total:		$83,863.84
Materials and Supplies		$15,000.00
Communications		$6,063.84
Travel		$10,000.00
Miscellaneous	There is a $500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anotomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at $2,200 each.	$52,800.00
Other Costs Total:		$61,701.55
Other	This is for Information Technology Video Classroom coordinator and support	$61,701.55
Personnel Costs Total:		$495,775.10
FringeBenefits	Salary and fringe estimates include 3% increase each year.	$127,831.69
Administrative Support Personnel	Salary and fringe estimates include 3% increase each year.	$34,291.68
Directors/Administrators	Salary and fringe estimates include 3% increase each year.	$126,306.53
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	$17,556.00

Expenditure Type	Notes	Amount
Faculty	Includes the second new faculty hire as discussed above and in the proposal narrative.	$189,784.15
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$5.05

Fiscal Year: 2023	One-time: Ongoing:	$125,000.00 $826,585.21
One-time	Total:	$125,000.00

Capital Facilities Construction or Major Renovation

	Total:	$125,000.00
**	$325,000 is the total estimated cost for a 60-seat DL classroom buildout in Meridian. Construction is proposed to start in FY2022 and be completed in FY2023, and the costs are pro-rated for each fiscal year.	$125,000.00

Ongoing	Total:	$826,585.21
Capital Outlay	Total:	$22,000.00
Equipment	$20,000 of ongoing capital outlay for repair, maintenance, and replacement of equipment.	$20,000.00
Library Resources	Annual cost of periodicals to aid students in their research activities.	$2,000.00
Operating Expenditures	Total:	$105,863.84
Materials and Supplies		$15,000.00
Communications		$6,063.84
Travel		$10,000.00
Miscellaneous	There is a $500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anotomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at $2,200 each.	$74,800.00

8/22/2019   OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	$63,955.10
Other	This is for Information Technology Video Classroom coordinator and support	$63,955.10
Personnel Costs	Total:	$634,766.27
FringeBenefits	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the facutly and staff hired in FY2020.	$165,782.91
Administrative Support Personnel		$35,320.43
Directors/Administrators		$130,095.73
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	$18,082.88
Faculty	Includes the third new faculty hire as discussed above and in the proposal narrative.	$285,479.27
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$5.05

Total Expenditures

Year	One Time	Ongoing
2020	$9,000.00	$126,246.80
2021	$124,500.00	$486,193.96
2022	$215,500.00	$643,340.49
2023	$125,000.00	$826,585.21

Net Income (Deficit)

Year	One Time	Ongoing
2020	-$9,000.00	-$126,243.75
2021	-$124,500.00	-$8,498.21
2022	-$215,500.00	$279,344.27
2023	-$125,000.00	$306,494.11

AGENCY: **Office of the State Board of Education**	Agency No.: 501	FY 2021 Request
FUNCTION: OSBE Administration	Function No.: 02	Page 1 Of 4 Pages
ACTIVITY: Idaho Workforce Development – **OT Only**	Activity No.:	Original Submission __ or Revision No. _X__

A: Decision Unit No: **12.02**		Title: **Idaho Workforce Development**		Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	9.0				9.0
PERSONNEL COSTS:					
1. Salaries	715,853				715,853
2. Benefits	270,876				270,876
3. Group Position Funding	13,931				13,931
TOTAL PERSONNEL COSTS:	1,000,660				1,000,660
OPERATING EXPENDITURES **by summary object:**					
1. Travel (ongoing)	20,000				20,000
2. Communications (ongoing)					
3. Materials/Supplies/Equip. (ongoing)	96,600				96,600
TOTAL OPERATING EXPENDITURES:	116,600				116,600
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,117,260				1,117,260

Description: Health Sciences-Occupational Therapy Expansion

Idaho State University and the Kasiska Division of Health Science respectfully submit this appropriation request for FY21. ISU would like to thank the State Board of Education, the Governor and his office, and the Idaho Legislature for their ongoing support of our health science programs.

This appropriation request specifically enhances programs prioritized during our budgeting and 3-year planning processes and is based on workforce needs in the state. Occupational therapy is a high paying, in-demand job with high vacancy rates in the state of Idaho.

Goal of this Initiative:
- *Increase degree production in high demand, health science careers to meet workforce needs of the state*

Questions: Health Sciences-Occupational Therapy and Nursing Expansions

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   Occupational Therapy – *Seven* faculty positions, two staff positions, group position funding, as well as ongoing operating costs are being requested to support the expansion of the occupational therapy program to the ISU Meridian Health Science Center. Occupational therapists are one of the top in-demand jobs in the state, currently with 30% vacancy rates according to the Department of Labor.

   The US Bureau of Labor forecasts a substantial increase in occupational therapy positions by 2020 and beyond. ISU's occupational therapy program consistently has over 60 applicants per year; 30-40 of these applicants meet the criteria to be admitted and 16-18 are accepted each year. By expanding this program to Meridian and adding faculty, we will be able to increase the number of seats available by an additional 24. With the robust applicant pool, we expect this program to be fully enrolled the very first year it is offered in Meridian. Graduates are in very high demand as occupational therapy is #2 on Idaho's list of job vacancies.

   Idaho State University recently completed a construction project in Meridian where offices, classrooms, laboratories, and clinic space has been built/renovated to be shared by the Department of Physical and Occupational Therapy. Efficiencies were gained by the physical therapy space being designed and created to eventually be a shared space with occupational therapy. This newly created space will improve **Access and Opportunity** for students in Meridian and will meet the accreditation agencies' requirement for equivalent didactic spaces and allow synchronous learning between cohorts in Pocatello and Meridian. Growth of the occupational therapy program is not possible without additional faculty and resources due to accreditation requirements related to expansion. This program has been identified as the top priority within our planning processes and budgeting.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

   -**Section V.A.-General Authority** and subsections as identified in the Idaho State Board Policies. (http://boardofed.idaho.gov/board-policies-rules/board-policies/financial-affairs-section-v/v-a-general-authority). Idaho State Legislature Section 33-3001 (establishment of Idaho State University)

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the base?

   -Request is for new appropriation for expansion of programs which currently do not have the recurring budget to expand but for which ISU can contribute one-time funding until sustainable program growth is realized.

4. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Occupational Therapy - Total Personnel Costs: **$999,664**

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

   Occupational Therapy - This line item request is for new faculty positions and support personnel. The current occupational therapy faculty members in Pocatello will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

c. List any additional operating funds and capital items needed.

   Occupational Therapy – An ongoing request for additional operating funds for travel, communications and materials and supplies and equipment that fall below the $5K SCO capitalization threshold will also be needed.

   Ongoing Requests for Operating Expense – Occupational Therapy:

Travel	*$20,000*
Communications	*$9,600*
Materials/Supplies/Equipment	*$87,000*

   Total Request for Ongoing Operating Expense: **_$116,600_**

d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

   Occupational Therapy – Seven faculty positions, two support staff positions, and adjunct faculty are being requested. Faculty-to-student ratios are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise are necessary onsite. In addition to the clinical areas of expertise, two of the requested faculty positions will serve administrative roles including the Occupational Therapy Assistant Program Director and the Assistant Academic Fieldwork Coordinator. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing occupational therapy service provision within one or more inter-professional clinics. The staff positions are required to provide clerical support and IT support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

   Occupational Therapy- The salaries for the seven positions will be ongoing as well as the group position funding. Operating expenses for travel, supplies, communications, etc. will also be ongoing.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

    Occupational Therapy – Idaho students who seek an education to become a licensed occupational therapist benefit from this request since more than twice the number of seats in the occupational therapy program will become available within the state. The cost of an in-state 3-year graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho occupational therapy program will provide more opportunities for Idaho residents to receive education they desire while reducing the student debt incurred while pursuing that education. Expansion of this program provides convenience to students who live in western Idaho and it allows them to capitalize on the clinical placements in the Treasure Valley without having to travel. This expansion will also serve the needs of patients in the state of Idaho as occupational therapists are in high demand to provide rehabilitative patient care.

    Idaho employers seeking to hire occupational therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for occupational therapists in the state.

    Idaho residents in need of occupational therapy services will benefit because there will likely be an increased number of licensed, practicing therapists in the state within 3-4 years of expanding the program.

IDAHO STATE UNIVERSITY

SUBJECT
Online, Master of Science in Health Informatics

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 4: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION
Idaho State University (ISU) currently offers a Master of Science (MS) in Health Informatics (MSHI) in a traditional face-to-face setting. Health Informatics is a field that is rapidly evolving. To stay competitive while increasing access, ISU proposes to offer the MS in Health Informatics completely online. To increase the number of qualified Informatics and STEM individuals in the workforce and meet the healthcare industry's demand in the analysis of electronic healthcare data, ISU needs to extend its offering of the MSHI program to an online format so working adults can pursue the degree.

If the online program is approved, ISU will transition away from the current face-to-face program. At the same time, the curriculum will be enhanced to pursue accreditation from the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), which will allow students to prepare and sit for a number of Health Informatics Certification Exams. Currently, there are no CAHIIM accredited online programs in Idaho, Wyoming, Montana, Nevada, or Washington, making the proposed online MSHI from ISU more competitive. The proposed restructure and curriculum changes will support ISU's program meeting the 2018 CAHIIM accreditation requirements. Graduation from a CAHIIM accredited program is required to be eligible to sit for AHIMA professional certification exams.

IMPACT
The proposed MSHI online program consists of 39 credits of required coursework. In addition, students can complete an optional three-credit thesis or project and/or a three-credit Applied Healthcare Internship. The current face-to-face MSHI is 36 credits, plus 12 credits of pre-requisites for students who have not earned a computer-related degree. Fourteen new courses will be required for the proposed online program. Three to five Subject Matter Experts will be contracted to develop new courses, prior to the courses being offered. Three to five Adjunct Instructors will be hired to deliver the courses. Online program design support is available from the Instructional Technology Resource Center (ITRC); the College of Health

Professions and the Department of Community and Public Health have Administrative Assistants to also support the program.

The Kasiska Division of Health Science does not currently offer a bachelor's degree in Health Informatics. The BBA in Health Informatics offered by the College of Business will be discontinued, and is not considered a pipeline for this program. The health informatics offerings at ISU were evaluated as part of ISU's program prioritization process, and as a result this restructure was proposed. This program is targeted to working professionals who already have a bachelor's degree, are often place-bound, and need additional credentialing to advance in their careers.

The current graduate tuition and associated fees for a program that has on-line classes would be $20,117 per year. Using the Board's online fee model, students will pay an online program fee of $528 per credit, which would equate to $19,695 per year for a full-time student. Using the online fee model, students would pay less than the traditional face-to-face tuition and fee model. The fees for the online program will support adjunct teaching, as well as program operating costs.

ATTACHMENTS
Attachment 1 – Proposal for the online Master of Science in Health Informatics

STAFF COMMENTS AND RECOMMENDATIONS
ISU anticipates a projected enrollment of eight students initially, with capacity of 20 at any one time. ISU has identified 10 minimum number of enrollments for program viability; however, indicates that if the program is unable to reach that number after three years, ISU will re-evaluate recruitment and retention efforts and make changes where appropriate. If those efforts do not result in 17-20 enrollments by year seven, program will stop accepting new students and teach out the existing students. As a result the sunset period for this program may not occur for seven years if enrollment does not meet projections.

ISU's proposed MS in Health Informatics 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 health informatics programs.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge $528.00 per credit for a total program cost of 20,592 for the 39 credits required. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

It should be noted ISU has discontinued its undergraduate program in Health Informatics due to low enrollment.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and provided to the Business Affairs and Human Resources Committee. Board staff remains uncertain of the value of the program based on lack of information provided to members regarding student and workforce demand; however approval is recommended based on mission and program response of institution. The Board should be advised by ISU regarding basis for fee structure.

BOARD ACTION

I move to approve the request by Idaho State University to add an online Master of Science in Health Informatics as presented, and to include an online program fee of $528.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Idaho State University

Program: Master of Science in Health Informatics online

1. **Program Description and Need**
    Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

ISU has an existing Master of Science in Health Informatics (MSHI) offered in a traditional face-to-face format. This proposal is requesting three modifications: 1) change the delivery mode to completely online; 2) enhance the curriculum to align with the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) accreditation standards; and 3) the establishment of an online program fee consistent with Board policy. Once the program is CAHIIM accredited, students will be eligible to sit for AHIMA professional certification exams. Upon approval of the online MSHI, ISU will submit a proposal to teach out and close the face-to-face option.

Employment of computer and information research scientists is projected to grow 19% from 2016-2026, and health informatics technicians is projected to grow 13% (BLS, 2018). Idaho State Department of Labor (DOL)/State Service data shows a projected 38.1% growth by 2024 for Computer & Information Research Scientists, and a 16.6% growth in Health Information Technicians (Idaho DOL, 2018). Federal DOL/National Service area data is similar in nature. According to a report released by Burning Glass Technologies on missed opportunities for Health Informatics, the U.S. faces a shortage of qualified Health Informatics professionals, and Health Informatics jobs are the hardest to fill since there are not enough Health Informatics trained professionals (BGT, 2014). The student demand for this program consists of working individuals who are often place-bound and needing additional credentialing to advance in their careers. The online format meets this target audience.

2. **Program Prioritization**
    Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The health informatics offerings at ISU were evaluated as part of ISU's program prioritization process, and as a result the restructure was proposed. The face-to-face MSHI will be taught out upon approval of the proposed online MSHI. As part of the proposal the MSHI will go through a curricular restructure to meet CAHIIM accreditation standards and better meet market needs.

3. **Credit for Prior Learning**
    Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

4. **Affordability Opportunities**
    Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The program is completely online, reducing cost to the students and increasing access and flexibility. Textbooks used in existing MSHI courses are available in eBook format and/or are available for rent. The

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Healthcare Workflow Analysis and Redesign course uses Open Education Resources prepared through the "Health IT Curriculum Resources for Educators" program.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

Three to five Subject Matter Experts will be contracted to develop new courses, prior to the courses being offered. Three to five Adjunct Instructors will be hired to deliver the courses. The number of Adjunct Instructors hired will be dependent upon program enrollment and demand. ISU provides online program design support available from the Instructional Technology Resource Center (ITRC); the College of Health Professions and the Department of Community and Public Health have Administrative Assistants who will also provide support to the program.

The current graduate tuition and associated fees for a program that has on-line classes would be $20,117 per year. Using the Board's online fee model, students will pay an online program fee of $528 per credit, which would equate to $19,695 per year for a full-time student. Using the online fee model, students would pay less than the tradition tuition and fee model, as the traditional model would include tuition ad online course fees for each course. The fees for the online program will support adjunct teaching, as well as program operating costs. No other fees will be charged.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

Average enrollment in the face-to-face MSHI program has been five students since it was launched in 2016. We expect stronger enrollments with online delivery because of increased access and flexibility for working students. If the online program does not have a minimum of 10 students by the third year, ISU will reevaluate recruitment and retention efforts and make appropriate changes. If enrollment has not reached 17-20 student by the seventh year, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY 15	FY16	FY17	FY18 (most recent)
BBA Health Informatics	15	13	16	11	1	1	0	1
MS Health Informatics	0	6	4	7	0	0	0	1 (Summer 2019)

The Kasiska Division of Health Science does not currently offer a bachelor's degree in Health Informatics. The BBA in Health Informatics offered by the College of Business will be discontinued, and is not

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considered a pipeline for this program. This program is targeted to working professionals who already have a bachelor's degree, are often place-bound, and need additional credentialing to advance in their careers.

9. **Enrollment/Graduates of Similar Programs and Proposed Program**
   What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU – B.S. Health Studies: Health Inform. & Info Mgmt Emphasis	2	1	1	0	0	0	0	0								
BSU – M.H.S. Health Policy Emphasis	8	0	11	2	11	2	8	4								
ISU									8	3	13	4	20	6	20	6
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

We do not currently have data on similar programs at our sister institutions.

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9/24/2019   OSBE Program Submission System

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Graduate Program

Institution Submitting Proposal: ISU Idaho State University

Name of College, School, or Division: Health Sciences/Health Professions

Name of Department or Area: Community and Public Health

Program Identification for Proposed New or Modified Program:

Program Title Health Informatics (online)

CIP code (consult IR / Registrar): 51.2706 - Medical Informatics.

Proposed Starting Date: 8/17/2020

Degree: Graduate

Indicate if Online Program: ☑

Support Fund: Online Program Fee

Indicate (X) if the program is: ☑ Regional Responsibility

☐ Statewide Responsibility

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
Glen R. Nelson	8/1/2019	Chief Financial Officer, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date

https://osbepss.com/Webforms/NOAWorkflow.aspx?primaryID=IS00004724   1/35

9/24/2019   OSBE Program Submission System

8/1/2019

Laura Woodworth-Ney

SBOE/Executive Director   Date
Approval

Provost/VP for Instruction   Date
(Institution)

8/1/2019

Kevin Satterlee

President   Date

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

Rationale for Creation or Modification of the Program

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

The program modifications detailed in this proposal will affect the Idaho State University Master of Science in Health Informatics (MSHI) degree. No other degrees will be impacted. We are requesting approval for the following modifications:

a. Change the delivery mode from residential (on-ground) to an online program to enable students to complete 100% of the degree online. Online master's degrees in Health Informatics are being offered by numerous universities throughout the United States (reference Appendix E). If ISU desires to stay competitive and increase enrollment, offering the MSHI degree online is essential. If this proposal is approved, the residential MSHI will be retired. Students enrolled in the MSHI when the online program is launched will have the opportunity to switch to the new curriculum or complete the degree under the existing curriculum. ISU will teach-out students desiring to complete the existing curriculum. All students accepted into the MSHI program after the launch of the online MSHI will be enrolled in the online program and be required to complete the credits associated with the new curriculum.

b. Enhance the curriculum to align course requirements with CAHIIM accreditation requirements. Curriculum enhancements include restructuring core courses and implementing areas of specialization (tracks) to provide students the opportunity to specialize in a specific area of Health Informatics.

Enhancing the curriculum will enable ISU to pursue CAHIIM accreditation at the program level and prepare students to sit for Health Informatics Certification Exams such as the Certified Professional in Health Informatics (CPHI), Certified Health Data Analyst (CHDA), Registered Health Information Administrator (RHIA), and Certified Healthcare CIO (CHCIO). Graduation from a CAHIIM accredited program is required to be eligible to sit for AHIMA professional certification exams. Certification is necessary to elevate Health Informatics (HI) and Health Information Technology (HIT) professionals in the field (BGT, 2014); without certification, opportunities for Health Informatics and Health Information Technology professionals are limited.

The proposed MSHI online program consists of 39 credits of required course work. In addition, students can

complete an optional 3-credit thesis or project and/or a 3-credit Applied Healthcare Internship. The current residential MSHI is 36 credits, plus 12 credits of prerequisites for students who have not earned a computer-related degree.

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.

The National Library of Medicine defines Health Informatics as "the interdisciplinary study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning" (HIMSS, 2014). Since Health Informatics is an interdisciplinary field at the intersection of healthcare and innovative information technology, graduating with a Health Informatics degree will prepare individuals for numerous careers. Graduates will be able to fulfill multiple Health Informatics and Information Technology positions including Health Informaticist, Information Security Analysts, Data Analyst/Analytics Specialist, Data Scientist, Systems Application Developer, etc.

Burning Glass Technologies® released a report entitled Missed Opportunities? The Labor Market in Health Informatics, which indicates healthcare reform depends on the better management of medical information (the goal of health informatics) yet the labor market is not keeping up with the demand for workers with these skills (BGT, 2014). Burning Glass mined a comprehensive database of nearly 100 million unique online job postings, extracting Health Informatics related information from nearly 40,000 online job boards, newspapers and employer sites. Their analysis revealed several alarming facts: (a) The U.S. faces a shortage of qualified Health Informatics professionals; (b) Health informatics occupations is one of the hardest-to-fill positions; (c) Health informatics jobs remain open an average of 35 days (longer than the national average), and (d) Employers struggle to fill these positions (BGT, 2014). Educating and training qualified Health Informatics professionals is crucial to meeting the needs of the healthcare industry.

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.

The Bureau of Labor Statistics does not have a category specific to Health Informatics or a general Informatics category. However, the definitions for 'Computer and Information Research Scientist' (C&IRS) and 'Medical Records and Health Information Technicians' (HI Techs) are commensurate with duties of a Health Informaticist. The BLS defines Computer and Information Research Scientist as individuals that "invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields" (BLS, 2018). According to the BLS, this profession requires a Master's degree and "employment of computer and information research scientists is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Computer scientists are likely to enjoy job prospects, because many companies report difficulties finding these highly skilled workers" (BLS, 2018). The BLS defines Medical Records and Health Information Technicians as individuals who "organize and manage health information data. They ensure that the information maintains its quality, accuracy, accessibility and security in both paper files and electronic systems" (BLS, 2018). They state, "Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations." (BLS, 2018).

The Idaho Department of Labor (DOL) also does not report data for Health Informatics. However, they report

employment and job vacancy rates for numerous medical and computer information technology related professions that could be filled by Health Informatics graduates. Please reference Appendix F.

State DOL/State service area data: Computer & Information Research Scientists: 30 positions projected for 2024 (38.1% growth)
Health Information Technicians: 980 positions projected for 2024 (16.6% growth)

Federal DOL/Nation service area data: Computer & Information Research Scientists: 38,300 positions projected for 2024 (10.7% growth)
Health Information Technicians: 217,600 positions projected for 2024 (15.4% growth)

Referenced as Appendix F:
Table 1 provides short-term projections of the number of jobs expected to be open through 2019 for the state of Idaho. By 2019, the need for qualified Health Informatics individuals is expected to increase slightly - between 1.4% and 11.1% - depending on the profession.
Table 2 contains long-term projections through 2024 for Idaho and the U.S. By 2024, the need for qualified Health Informatics individuals is expected to increase significantly – between 10% and 23%, depending on the profession. The 23% long-term prediction specified by the Idaho DOL is higher than the 13% prediction provided by the BLS.

List the job titles for which this degree is relevant: ☐ **N/A**

Job Title
Informatics Research Scientist
Health Informatics Research Scientist
Professor of Health Informatics
Systems/Software Developer
Informatics Analysts
HIM Director / Health IT Manager
Data Scientist
Clinical Data Analyst
Healthcare Data Analyst
Nursing Informatics Specialist
Clinical Informatics Analyst
Clinical Informatics Manager
Clinical Informatics Specialists

Job Title
Health Informatics Consultant
Health Informatics Specialist
Chief Medical Informatics Officer
Chief Information Officer
Director of Health Informatics
Director of Clinical Informatics
Director of Informatics

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Computer & Information Research Scientists: 38,300 positions projected for 2024 (10.7% growth) Health Information Technicians: 217,600 positions projected for 2024 (15.4% growth)	
State	State DOL Data	Computer & Information Research Scientists: 30 positions projected for 2024 (38.1% growth) Health Information Technicians: 980 positions projected for 2024 (16.6% growth)	

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.**

Potential MSHI Student Inquiries - During the last two academic years, Dr. Velma L. Payne, Program Director of the Health Informatics, fielded questions from approximately 40-50 individuals interested in the Health Informatics program. Inquiries came from those living in the states of Idaho, North and South Carolina, Georgia, and North Dakota, and internationally from India and Nepal. Inquiries were a result of hearing about the program by reviewing the ISU website and from current ISU students. Approximately 85% of the individuals inquiring asked about completing the program online. Unfortunately, we were unable to capitalize on these potential students since we do not currently offer the MSHI degree online. Implementing this proposal will increase opportunities for these prospective students.

Target Market / Recruiting Plan - The primary target market will be individuals working within healthcare organizations and undergraduate students nearing graduation. Recruitment efforts will be within Idaho and at the national level. Healthcare workers are expected to enroll on a part-time basis; graduating undergraduate students could enroll either on a part-time or full-time status, depending on their ability to secure employment once completing a Bachelor's degree.

Healthcare Employees - Recruiting efforts in Idaho will primarily be focused on larger healthcare organizations such as St. Luke's and St. Alphonsus in the Treasure Valley, St. Luke's Magic Valley Regional Medical Center in the Magic Valley, and Portneuf Medical Center, Bingham Memorial Hospital and Eastern Idaho Regional Medical Center (EIRMC) in Eastern Idaho. Portneuf Medical Center and Bingham Memorial Hospital are currently contributing to a Health Informatics Scholarship Fund at ISU to help curb educational costs for Health Informatics students, including non-employees.

Since Boise is the fastest growing U.S. city in 2018 (Forbes, 2018), the Treasure Valley is a prime target area to recruit for the MSHI program. Boise, Idaho ranked No. 1 on the Forbes' 2018 list of America's fastest-growing cities (Forbes, 2018). Moody's Analytics (the organization providing Forbes data) forecasts that Boise will continue to grow (Forbes, 2018). They indicate Boise's growth spans five categories including population, employment and wages, output and home values. Boise's 2017 population growth was 3.08% (highest in the U.S.); 2018 projected growth is 2.34%. Job growth in Boise for 2017 was 3.58% (second highest); 2018 projected growth is 2.61%. Wage growth in Boise in 2017 was 5.70%; projected 2018 wage growth is 7.27%. Adam Kamins (Moody's Senior Economist) states Boise has location, low cost and a healthy tech presence (Forbes, 2018). Areas of growing technology requires individuals with skills in technology. ISU MSHI graduates will have the skill-set necessary to fill these jobs.

Another area of focus for recruiting within Idaho will be the Magic Valley. Twin Falls and Jerome counties were elevated from micropolitan to metropolitan status in August 2017 by the Office of Management and Budget due to population in the area exceeding 50,000 for two years in a row (Idaho DOL, 2018). This reclassification provides evidence the population in this area is growing. It is reported the population in this area grew by more than 1,900 residents in a year (Kennison H, 2018). St. Luke's Magic Valley Regional Medical Center will be an organization of focus in this area.

Undergraduate Students - In addition to recruiting healthcare employees, we will promote the MSHI program to undergraduate students nearing graduation.

ISU Undergraduate Students – Within our own institution, we will promote the MSHI program to students pursuing Bachelor Degrees in Community and Public Health, BBA-Health Informatics, Healthcare Administration, Nursing, Health Sciences, Pharmacy, Business Informatics, Computer Science, and students enrolled in the Associate of Applied Science Health Information Technology program in the College of Technology. As the BBA-Health Informatics will be discontinued and a current teach out plan is in place, most

graduates of that degree are anticipated to feed in to this proposed online MSHI. Nearly half of the current BBA-HI students who have complete the majority of the Health Informatics core courses are expected to complete the degree within the next year. These students have expressed an interest in pursuing the Master's HI degree. Two additional BBA-HI students (sophomores) are currently working in health informatics departments at Bingham Memorial Hospital and Portneuf Medical Center. Both of these students have communicated an intent to continue with graduate studies in the field. These organizations have contributed a significant amount to the Health Informatics scholarship fund, demonstrating their commitment to their employees' professional development and acknowledgement of ISU playing a critical role in the preparation of Health Informatics professionals in the state of Idaho. It is anticipated several undergraduate ISU students enrolled in the other disciplines listed above will pursue the MSHI. Numbers in the budget are reflected of this for FY 2022.

Recruitment efforts include College of Health Professions, Department of Community and Public Health, and ISU sponsored recruitment activities, newsletters, blogs, open houses, College of Technology Career Fair, Graduate School recruiting events, social media, brochure distribution, mailing lists, etc.

Other Idaho Educational Institutions' Undergraduate Students - Within the state of Idaho, we recruit students enrolled at numerous universities including Brigham Young University of Idaho (BYU-I) and Boise State University (BSU). We endeavor to open pathways for students enrolled at BYU-I in the Healthcare Administration program and other technical programs. At BSU, we promote the MSHI program to students in the Bachelor of Science in Health Science program, specifically targeting those enrolled in the Health Informatics emphasis.

Graduate Students - We will promote the MSHI program to graduate students enrolled in other ISU graduate programs. We plan to pursue offering students the opportunity to obtain dual graduate degrees in Health Informatics and the following disciplines: Public Health, Health Education and Promotion, Healthcare Administration, Nursing Practice, Nursing Education, and Pharmacy. Recruitment efforts will be the same as is listed above in the undergraduate recruitment.

Nationwide Recruitment – Given the program will be offered online, recruitment efforts will also be nationwide. We will recruit across the United States by attending prominent Health Informatics conferences, posting via social media, etc. The American Medical Informatics Association (AMIA) has numerous conferences including the AMIA Annual Symposium, Clinical Informatics Conference, Informatics Summit and the American College of Medical Informatics. ISU representatives will attend conferences hosted by the American Health Information Management Association (AHIMA), Healthcare Information and Management Systems Society (HIMSS) and the International Medical Informatics Association (IMIA) organizations. In addition, recruitment will take place at conferences hosted by organizations associated with tangential healthcare disciplines including Nursing Informatics, Public Health Informatics, etc.

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

The Health Information Technology for Economic and Clinical Health (HITECH) Act, part of President Obama's economic stimulus bill and American Recovery and Reinvestment Act (ARRA), was passed into law in 2009. This act, designed to promote the implementation and meaningful use of Electronic Health Record (EHR) systems and supporting technology within healthcare organizations, has considerably increased the amount of electronic information healthcare organizations collect and are required to manage. In addition, in order to qualify for reimbursement from payers such as the Center for Medicare and Medicaid Services (CMS) for patient care services, providers and healthcare organizations are required to report clinical performance measures across numerous quality and patient safety categories.

In order to meet the demands of these regulations and mandates, healthcare organizations will be required to employ qualified Health Informatics experts. Hiring Health Informatics professionals trained and skilled in health informatics and data analytics will enable Idaho healthcare organizations to meet demands of Federal regulations more efficiently and receive reimbursement more expediently. Employing Health Informaticists will also enable Idaho healthcare organizations to analyze data to determine services that are not cost effective and identify areas to reduce costs for healthcare organizations.

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

The average median salary for Computer and Information Research Scientists is $114,520 per year. These high paying occupations will not only stimulate the economy, but also benefit society through purchasing goods and services, real estate, and personal investments. Obtaining a graduate-level degree will also enhance the skill set and competencies of healthcare workers, thus elevating the quality of patient care.

Furthermore, patients will benefit from research, data analysis, and cost benefit analyses performed by Health Informaticists who identify areas where healthcare costs could be reduced through processes that are more efficient. With healthcare costs accounting for 17.9% GDP, reaching $3.3 trillion in 2016 (approximately $10,348 per person) and expecting to reach $5.7 trillion by 2026 (CMS, 2018), identifying factors to reduce costs and enhance patient care and patient safety will benefit healthcare organizations and citizens living in Idaho and beyond.

e. If Associate's degree, transferability:

NA

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

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
BSU Boise State University	Bachelor of Science (BS)	Health Science Studies - General Emphasis - Science Emphasis - Health Informatics & Information Management Emphasis
ISU Idaho State University	Bachelor Business Administration (BBA)	BBA-Health Informatics (on-ground degree). Discontinued for new students by fall 2019. Current students are in teach-out and most plan to feed into proposed online MSHI
BSU Boise State University	Master's	Health Sciences - Health policy emphasis - Health promotion emphasis - Health leadership emphasis Courses offered late afternoon, evenings and online Website does not specify whether degree can be completed online

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Master of Science (MS)	Health Infomatics

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
Stanford University	Master of Science (MS)	Biomedical Informatics (not offered online)
University of Washington	Master of Science (MS)	Biomedical Data Science (not offered online)
Oregon Health & Science University	Master's; Master of Science (MS)	Biomedical Informatics (offered online); Clinical Informatics (not offered online)
University of Utah	Master of Science (MS)	Biomedical Informatics; Applied Clinical Informatics (only track offered online)

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.

Idaho State University is the only university offering a Master's degree in Health Informatics in the State of Idaho or the surrounding states. Master's degrees offered in Utah, Oregon, Washington, and California are Biomedical or Clinical Informatics degrees. Each of these institutions is very competitive, with a high number of applicants and a moderate to high level of non-acceptance.

The Master's program offered at Boise State University is in Health Sciences, with concentrations in health policy, health promotion, and health leadership. This is not a technical degree, and it would not meet the need of students who want to pursue a technical degree in healthcare.

It is to ISU's benefit that the surrounding states have competitive programs, in that students not accepted to these programs could potentially apply to ISU. ISU will also be the only educational institution offering a Rural Health Informatics specialization/track to help serve rural communities in the region and nation.

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

Idaho State University has four core themes including (1) Learning and Discovery; (2) Access and Opportunity; (3) Leadership in the Health Sciences; and (4) Community Engagement and Impact. This request supports these themes as follows showing MSHI's contribution:

Learning and Discovery:
The MSHI curriculum provides students the opportunity to develop skills and competencies needed to excel in

the workforce. Online courses will include creative activities to foster interactivity amongst students and faculty to maximize the online learning experience. Opportunities also exist for students to engage in healthcare related research.

Access and Opportunity:
The MSHI program provides co-curricular opportunities in that MSHI students have the opportunity to complete an internship within a healthcare organization. This will enable students to apply concepts in the real world that they learned in the classroom. ISU offers many student support services including advising, academic support, mentoring, tutoring, counseling, financial assistance, and computer and library services.

Leadership in the Health Sciences:
Instructors developing course material and teaching in the MSHI program are individuals with healthcare experience. Lectures and seminars by prominent healthcare leaders will be incorporated into the MSHI curriculum. Prominent Idaho-based healthcare leaders including CEOs, CIOs, and Vice Presidents of Informatics & Data Analytics have verbalized support of this program and indicated they will participate in development of courses and video lectures, and engage in live virtual classroom sessions.

Community Engagement and Impact:
An area of focus for the proposed MSHI program is Rural Health. ISU will establish research partnerships and educational opportunities with healthcare organizations serving rural communities. Analysis of healthcare data and development of educational materials for rural citizens are specific areas of interest. ISU will establish collaborations with Critical Access Hospitals serving under-served populations and strive to enhance these communities.

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.

ISU will ensure the MSHI program is a high quality program by upholding standards of our current Regional accreditation, seeking program level accreditation, feedback from a Health Informatics Advisory Board.

Accreditation
Since 1918, Idaho State University has been regionally accredited by the Northwest Commission on College and Universities (NWCCU). This accreditation involves rigorous evaluation at the program, course, faculty, and student learning levels at regular intervals to ensure quality.

We plan to seek accreditation for the Health Informatics program from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA), a national advocate for self-regulation of academic quality through accreditation (https://www.chea.org/). This program level accreditation will elevate the status of the ISU MSHI program, ranking us higher than most HI programs in the country. Currently, only fifteen HI Programs - including six exclusively online programs - are CAHIIM accredited (http://cahiim.org/directoryofaccredpgms/programdirectory.aspx). There are no MSHI online programs with CAHIIM accreditation in Idaho, Wyoming, Montana, Utah, Nevada, or Washington. The University of Washington has a Master's degree in Health Informatics and Health Information Management program, although it is not an online program. Oregon Health & Science University has a CAHIIM accredited Master's degree, although it is in Clinical Informatics.

Advisory Board Review

An advisory board consisting of local, state, regional, and nationwide experts in the field of Health Informatics and related disciplines, as well as ISU alumni, will be established to provide objective feedback on the quality of the program.

Live Online Proctoring & Strict Plagiarism Protocols -

To ensure the student seeking the degree is completing the assignments and taking the quizzes/exams, ISU will require students to use a live proctoring service when taking quizzes and exams. To detect plagiarism, written assignments will be set up in Moodle as Turn-It-In assignments. These assignments will automatically be checked for plagiarism against the Internet and all assignments submitted to any educational institutions using the Turn-It-In service. The instructor will review the Turn-It-In report for possible plagiarism. Severe penalties, including assignment point deductions, failing course grades and/or expulsion from the program and/or the university will be applied to repeat offenders.

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 on the Notice of Application Attachments tab.

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?**

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?**

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.

To increase the number of qualified Informatics and STEM individuals in the workforce to meet the healthcare industry's demand in the analysis of electronic health data, ISU needs to extend its offering of the MSHI program to an online format so working adults can pursue the degree. Offering the MSHI program online will also support the Idaho State Board of Education's STEM Education Strategic Plan (https://boardofed.idaho.gov/education-initiatives/stem-education/) and the Complete College Idaho Strategic Initiative to grow talent in the Gem State (https://boardofed.idaho.gov/education-initiatives/complete-college-idaho-a-plan-for-growing-talent/). In addition, offering the program online will place ISU in a position of being competitive with other educational institutions offering online degrees and meet the desire of healthcare employees to advance their careers. Based on inquiries from potential students regarding the ability to complete the MSHI program online, it is anticipated enrollment will increase once the program is offered online.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The CAHIIM accreditation requirements were modified in 2017, after the launch of the MSHI program in Fall 2016. As of January 1, 2018, Master level Health Informatics programs seeking initial accreditation will be required to adhere to the 2017 CAHIIM Standards (http://www.cahiim.org/hi/hi.html). Without restructuring the MSHI curriculum to be in accordance with the new CAHIIM accreditation requirements, ISU will not be able to seek accreditation at the program level.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

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Curriculum, Intended Learning Outcomes, and Assessment Plan

</div>

10. Curriculum for the proposed program and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:	30.00
Credit hours in required courses offered by other departments:	0.00
Credit hours in institutional general education curriculum:	0.00

Credit hours in free electives:	9.00
Total credit hours required for degree program:	39.00

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

Reference Appendix C for the current MSHI curriculum. The proposed MSHI degree will consist of core courses associated with three foundational domains defined by the American Medical Informatics Association (AMIA) and the Commission of Accreditation for Health Informatics and Information Management (CAHIIM), necessary for accreditation. In addition to the core/required courses, students will select an area of specialization (track). Optionally, students can also earn credit for an applied Internship in a healthcare facility and/or complete a thesis or large informatics project. All students will be required to develop a Professional Portfolio that will be evaluated and must be approved by a committee of Informatics and Healthcare faculty in order for the MSHI degree to be conferred. The proposed MSHI curriculum was presented to CEOs and HIM Directors working at hospitals in Southeast Idaho and experts in the fields of Health and Biomedical Informatics. Their feedback has been incorporated into the proposed curriculum. A list of courses sorted by course ID is included in Appendix D.

Health Informatics Core Courses (30 credits) – Students will take core courses in the following foundational domains based on the CAHIIM accreditation requirements:
- Health (18 credits)
- Information Science & Technology (9 credits)
- Social & Behavioral Science (3 credits)

Tracks / Specialization Courses (9 credits) – Students will obtain specialized knowledge in an area of healthcare by taking courses in a track of their choice, selecting from the available tracks listed below. Tracks will be rolled out in three phases as denoted following:
• General Informatics Track (Phase 1 rollout) – Upon approval of Health Informatics Program Director, students will select three courses (9 credits) from other tracks. Upon completion of this track, students will have broad knowledge of several areas within the Health Informatics discipline.
• Rural Health Informatics Track (Phase 1 rollout) - This track will focus on utilization of informatics theories, concepts, and methodologies to address challenges of providing healthcare to rural areas and providing rural healthcare providers with access to the tools they need to better serve the rural patient population. A large portion of Idaho and the United States is rural. People living in these areas are under-served. Students completing this track will be skilled and prepared to serve as technical specialists and community support consultants in enhancing care for rural communities. This track will differentiate ISU's Health Informatics Master's Program from programs offered by other institutions. No other educational institution is offering a Rural Health Informatics specialization/track.
• Clinical Informatics Track (Phase 1 rollout) – The focus of this track is application of informatics and information technology in the delivery of healthcare services. Emphasis will be placed on utilizing healthcare information to enhance quality of care, increase patient safety, and enhance patient outcomes. Upon completion of this track, students will have the knowledge and skills to work within the clinical environment as a Health Informaticist.
• Data Science & Analytics Track (Phase 1 rollout) - Data science and analytics is an interdisciplinary field devoted to understanding scientific methods, processes, and systems to extract (mine) data in order to develop insights and inferences from healthcare data to enhance healthcare and patient outcomes. Upon completion of this track, students will have acquired data mining and analytical skills necessary to serve as quality data analysts, data scientists, improvement analysts and/or evaluation specialists.
• Consumer (Personal) Health Informatics Track (Phase 2 rollout) – – The consumer health informatics track focuses on use of health informatics by consumers/patients. Emphasis will be placed on techniques and tools to

enable patients and consumers to engage with clinicians, preventative medicine, and monitor and control disease. Upon completion of this track, students will be equipped to serve as an Informaticist in the development, implementation and/or support of tools utilized by patients and family members to manage their healthcare.

• Population Health Informatics Track (Phase 3 rollout) – The focal point of the Population Health Informatics emphasis is application of informatics in areas of public health, including surveillance, prevention, preparedness, and health promotion. This track will prepare students to develop applications and/or analyze healthcare data looking for patterns associated with patient populations.

• Clinical Research Informatics Track (Phase 3 rollout) – The Clinical Research Informatics track focuses on the use of informatics in the discovery and management of new knowledge relating to health and disease. This track will focus on enhancing care and outcomes through evidence-based research. Upon completion of this track, students will be prepared for entry into a Ph.D. program and/or to pursue a career in research.

Professional Portfolio Development (required) – Throughout the MSHI degree, students will be required to develop a professional portfolio demonstrating achievement of core competencies, knowledge, and skill in the three foundational domains essential to Health Informatics. In selected MSHI courses, students will complete assignments that provide the opportunity to acquire such knowledge, skill, and competencies. Deliverables of these key assignments will be added to the professional portfolio. The student will develop the portfolio under the guidance and direction of the Health Informatics Program Director. In the final semester, students will present their portfolio to a committee of faculty to demonstrate their level of knowledge and competency. The faculty committee, comprised of the Health Informatics Program Director and an additional two graduate faculty, will assess the oral defense and the portfolio document and cast a vote regarding their approval of the portfolio; i.e., their view as to whether the student has reached an acceptable level of competency. The student must receive approval from the committee (pass the defense) before the degree is conferred. If the student does not pass the oral defense, under the direction of the Health Informatics Program Director, they will have the opportunity to complete additional assignments and/or courses to increase their level of competency. Students will have two chances at the oral defense of the portfolio.

Thesis or Project (3 optional credits) – Although not required to obtain a MSHI, students may complete a Master's Thesis or a large Health Informatics Project under the direction of the Program Director.

Applied Healthcare Internship (3 optional credits) – Due to the expectation that students enrolled in the MSHI Program will be working in healthcare organizations, an internship is not required. Students who select the internship option will be required to complete a minimum of 180-hour Internship within a healthcare organization. During the internship, the student will complete a large healthcare informatics project under the direction of the HI Program Director and Preceptor.

Degree Options Credits
Health Informatics Core Course Work (required) 30
Track / Specialization (required) 9
Required Course Work (Includes Professional Portfolio) total 39
Course Work plus Internship (optional) 39 + 3 total 42
Course Work plus Thesis or Project (optional) 39 + 3 total 42
Course Work plus Thesis/Project + Internship (opt) 39 + 6 total 45

Proposed Online MSHI Degree Requirements
Course ID Course Name Credits
Health Core Courses (18 credits)
HI 5500 U.S. Health System

(enhance existing course) Waiver available for Clinical Professionals practicing in the U.S. 3
HI 5520 Health Informatics (existing course)
Pre/Co-Requisite: HI 5500 U.S. Health System 3
HCA 5560 Health Quality and Performance Improvement (existing course) 3
HCA 5575 Healthcare Law and Bioethics (existing course) 3
HI 5522 Health Information Governance, Privacy & Security (existing course)
Prerequisite: HI 5520 Health Informatics 3
HI 6650 Managing Health Informatics Projects (enhance existing course)
Pre/Co-Requisite: HI 5520 Health Informatics 3

Information Science & Technology Core Courses (9 credits)
HI 5530 Health Informatics Application Development (enhance existing course) 3
HI 6631
Healthcare Database Design (enhance existing course)
Prerequisite: HI 5530 Health Informatics Applications Development 3
HI 6635 Health Information Systems & Interoperability (new course)
Prerequisite: HI 5520 Health Informatics 3

Social and Behavioral Core Courses (3 credits)
HI 6625 Social and Behavioral Aspects of Healthcare (new course)
Pre/Coreq: HI 5500 U.S. Health System; HI 5520 Health Informatics 3
Total Core Courses 30

Tracks / Specializations
General Health Informatics Track – Customized Track (Phase 1 Rollout)
Upon approval of HI Program Director, students will select three courses (9 credits) from other tracks
HI xxxx General Track Course 1 – Course selected from one of the tracks below 3
HI xxxx General Track Course 2 – Course selected from one of the tracks below 3
HI xxxx General Track Course 3 – Course selected from one of the tracks below 3

Rural Health Informatics Track (Phase 1 Rollout)
Differentiates ISU MSHI – No other Institution is offering a Rural Health Informatics Specialization
HI 5540 Fundamentals of Rural Healthcare (new course)
Prerequisite: HI 5500 U.S. Health System 3
HI 6641 Rural Health Informatics (new course)
Prerequisite: HI 5520 Health Informatics 3
HI 5542 Rural Health Research and Community Enrichment (new course)
Prerequisite: HI 5540 Fundamentals of Rural Health 3

Clinical Informatics Track (Phase 1 Rollout)
HI 6528 Electronic Health Records & Decision Support Systems (existing course)
Prerequisite: HI 5520 Health Informatics 3
HI 5524 Healthcare Workflow Process Analysis and Redesign (existing course)
Pre or Corequisite: HI 5520 Health Informatics 3
HI 6620 Evaluation & Implementation Methods in Healthcare (new course)
Prerequisite: HI 5520 Health Informatics 3

Consumer (Personal) Health Informatics Track (Phase 2 Rollout)
HI 6627 Consumer Health Informatics (new course)

Prerequisite: HI 5520 Health Informatics 3
HI 5528 Consumer Behavior Theory & Approach to Technology (new course)
Prerequisite: HI 5525 Social and Behavioral Aspects of Healthcare 3
HI 5529 Enhancing the Patient Experience & Satisfaction (new course) 3

Data Science & Analytics Track (Phase 1 Rollout)
HI 5526 Health Data Analytics (existing course)
Prerequisite: HI 5520 Health Informatics 3
HI 5531 Data Visualization (enhance existing course) 3
HI 6636 Natural Language Processing (new course)
Prerequisite: HI 5550 U.S. Health System and HI 5520 Health Informatics 3

Population Health Informatics Track (Phase 3 Rollout)
HI 5537 Fundamentals of Population Health (new course) 3
HI 6638 Population Health Informatics (new course)
Prerequisite: HI 5520 Health Informatics 3
MPH 6601 Applications in Epidemiology (existing course) 3

Clinical Research Informatics Track (Phase 3 Rollout)
MPH 6602 Biostatistics (existing course) 3
HI 6610 Qualitative Research Methods in Healthcare (new course) 3
HI 6612 Scientific Writing and Publication (new course) 3
Total Required Credits 39

Health Informatics Thesis or Project (optional)
HI 6650 Health Informatics Thesis (existing course)
Prerequisite: All Core MSHI Required Courses 3
HI 6660 Health Informatics Project (existing course)
Prerequisite: All Core MSHI Required Courses 3
Health Informatics Internship (optional)
HI 6540 Health Informatics Internship (existing course)
Prerequisite: All Core MSHI Required Courses 3
Total Required Credits plus Optional Credits 39 - 45

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.

Students will be required to develop a Professional Portfolio that will be assessed by a faculty committee. Select assignments from multiple courses will be designated as 'portfolio assignments'. For these assignments, students will be required to submit a written report, orally present and defend their solution (virtual presentation). A committee of faculty members will assess the oral presentation and written report. In order for the degree to be conferred, a majority vote of acceptance by the faculty committee will be required.

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.

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

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.

In accordance with NWCCU accreditation requirements, we currently track students' progress and level of competency associated with defined Student Learning Outcomes (SLOs). SLOs and competencies have been mapped to specific course assessments. The Health Informatics Program Director collects assessment data from course instructors annually and assesses overall program performance. Adjustments to course content, assessment measures and the assessment process are made if necessary to ensure Institutional Effectiveness. We review preceptor evaluations when students complete an internship and solicit input from a Health Informatics Advisory Board. We also assess the program from a student perspective through anonymous course evaluations, yearly surveys, and conduct exit interviews with graduates.

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

The Health Informatics Program Director closely monitors assessment data and student competency levels each academic year and works closely with instructors to enhance course material where necessary. The Program Director and faculty teaching within the Health Informatics program review assessment data and collaborate on modifications needed in order to increase student performance. In addition, the Health Informatics Program Director meets with key stakeholders within Idaho's healthcare organizations to determine the level at which ISU alumni are performing, and obtains feedback on areas where ISU HI graduates need a higher level of skill and competency.

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

The American Medical Informatics Association has developed a competency model for Master's degree programs in Health Informatics (https://www.amia.org/sites/default/files/AMIA-Health-Informatics-Core-Competencies-for-CAHIIM.PDF) that ISU used to establish SLOs and assessment measures. We also use the Miller's Pyramid of Assessment used by CAHIIM when evaluating programs for initial and continued accreditation.

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

The Health Informatics Program Director reviews assessment data at the end of each academic year. Student course evaluations are reviewed by the College of Health Professions Dean and the Chair of the Department of Community and Public Health on an annual basis.

NOTE: for the Enrollment and Graduate information below, as of Thurs. 9/12/2019 we are waiting for BSU to provide their program data to us. We will include those data as soon as we receive them.

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	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2015			
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	14	1
FY: 2016			

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	15	1
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0

FY: 2017

9/24/2019   OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	13	0
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	6	0
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0

FY: 2018

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9/24/2019   OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	16	1
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	4	0
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0

FY: 2019

IRSA   **TAB 11 Page 24**

9/24/2019   OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	11	1
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	7	1
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	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:	Masters of Science in Health Informatics

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Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2017	
6.00	0.00
FY: 2018	
4.00	0.00
FY: 2019	
6.00	1.00
FY: 2020	
8.00	3.00
FY: 2021	
13.00	4.00
FY: 2022	
20.00	6.00
FY: 2023	
20.00	6.00

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?

NOTE: Data from FY 16-17, 17-18 and 18-19 are included to show the historical data for the MSHI program. The MSHI program was launched by the College of Business (COB) in the Fall 2016, and the program was moved into the College of Health Professions from the College of Business, effective Fall 2019. In the 2018-19 academic year two additional students (not included in the above numbers) were accepted into the program, but did not register for courses. One student had Visa issues and was unable to come to the U.S. The other deferred enrollment until Fall 2019. Graduation rates are based on the 4 students in the program as of Fall 2017.

Recruiting efforts are discussed in Question 2b. Based on inquiries over the past two years from potential students seeking enrollment in an online MSHI program, and conversations Dr. Velma Payne (Health Informatics Program Director) has had with healthcare executives and employees working in various organizations throughout Idaho, and current ISU undergraduate and graduate students (BBA-HI and students in other disciplines), the table below details the projected number of students from each source discussed in Question

2b.

Source Number of Students
Healthcare Organization Employees
Treasure Valley 6
Magic Valley 2
Eastern Idaho 2
Undergraduate Students
ISU Programs (Pocatello, Meridian, IF, TF)
Reference section 2.6 for specific disciplines 7
BYU-I 2
BSU 2
Graduate Students (Dual Degrees)
ISU Programs
Reference section 2.6 for specific disciplines 2 to 4
Nationwide Recruitment
Conferences, social media, etc. 2
Total 25 to 27

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?

> Since the MSHI program was launched in Fall 2016, the average enrollment in the program has been five students (6 in Year 1, 4 in Year 2). Enrollment in Year 3 currently stands at 6 students. The anticipated date to launch the online program is Fall 2020. Once the online program is launched, we anticipate enrollment in the program will double within a year, and gradually increase in subsequent years.

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?

> If by Year 3 after the launch of the online program enrollment is not at a minimum of 10 students, we will reevaluate recruitment and retention efforts and make changes where appropriate. If the revisions do not result in enrollment levels of 17-20 students by Year 7 after the launch of the online program, we will discontinue accepting new students and teach out students enrolled in the program.

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.

Since this request is to move the MSHI program to an online delivery mode, the need for classrooms and distance learning equipment to support the program will be eliminated. This will make classrooms more available for residential programs.

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 an increase in faculty and student support associated with an online program. Faculty and student services provided by the Instructional Technology Resource Center (ITRC) group will increase. Prior to the launch of the program, the Help Desk and Examity (online proctoring service), will be informed there may be an increase in requests for assistance from faculty and/or students. To minimize impact in these areas, Instructors will provide tutorials to students. In addition, all Health Informatics students will be required to take a brief orientation on how to use Moodle (LMS) and the online proctoring service.

From: Blake
Date: Thu, Apr 4, 2019 at 4:53 PM
Subject: ITRC and eISU Impact Statement for online MSHI
To: Velma L. Payne, PhD

eISU and the ITRC are excited to support the Masters of Science in Health Informatics faculty in preparing and teaching the courses required to deliver this online degree program. We are staffed with a sufficient number of Instructional Designers to support the faculty teaching this new online program and associated courses. We don't anticipate any concerns with the support of Instructional Designers or technology like a Learning Management System, online proctored testing, web conferencing, etc. If there are any additional questions or concerns, please feel free to contact me.

Blake Beck -
Director, eISU and Educational Technologies
Idaho State University
208-282-5760

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.

Reference response to 17a and 17b above

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.

We anticipate no impact on library resources.

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

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There will be no additional library resources needed.

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?

Fourteen new courses will be required for the proposed MSHI program. Most of these courses are associated with the specialization tracks. It is expected that students will not be taking courses within a track until the second year of the program. Therefore, ISU has approximately a year to develop the new courses. In addition, in order to ease the demand of new course development, we will roll out tracks in three phases, rather than offer all tracks upon launch of the online program. Seventeen existing courses will be used in the proposed online MSHI program; five courses will be slightly modified so content will be in line with CAHIIM accreditation requirements.

In addition to the current Health Informatics, Healthcare Administration, and Public Health faculty teaching required courses in the MSHI program, three to five Subject Member Experts (SMEs) will be contracted to develop new courses. To facilitate development of quality courses, SMEs will develop courses prior to the course being offered (i.e., they will not be required to teach during course development). Course development will be a joint venture between the SME, Health Informatics Program Director, and the ISU ITRC group, who will perform rigorous evaluation to ensure each course meets quality standards.

Three to five Adjunct Instructors will be hired to comprise a pool of Adjuncts used for Health Informatics online course instruction. Adjunct instructors will teach courses commensurate with their area of expertise. SMEs may also serve as the Instructor-of-Record and be part of the Adjunct pool. SMEs and Adjuncts will be issued a contract for each course developed/taught (i.e. they will be on a contract-by-contract basis). Therefore, the cost of hiring additional instructors for the proposed online program will be significantly less than hiring full-time faculty. Existing funds obtained from student online fees will be used to pay SMEs to develop new courses. Adjunct Instructors will be paid out of the revenue from the online program fees students pay. The College of Health Professions will include revenue from these fees in their budget and earmark fees from the MSHI program for contracting Health Informatics Adjunct Instructors to carry a portion of the teaching load.

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.

ISU has a fully staffed team of highly qualified Instructional Designers working in the ITRC group who offer faculty support in instructional design, provide support in setting up online courses within Moodle, and support students who need assistance maneuvering Moodle. In addition, the College of Health Professions and the Department of Community and Public Health (where the MSHI program resides) have full-time Administrative Assistants supporting the 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?

With the hiring of additional personnel as described in 19a, there will be no additional load on existing personnel.

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.

> New personnel needs are described in 19a. Per Selena Grace, funds obtained from student online fees (eISU funds) charged in prior semesters would be used for new course development. Once the online MSHI program is launched, students will pay an Online Program Fee. These funds will be used to pay adjunct faculty needed to support this program.

20. Revenue Sources

a. Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

> We do not anticipate a reallocation of state appropriated funds.

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

> We do not anticipate new appropriation.

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?

>> We do not anticipate funding from one-time sources (donations, etc.).

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

>> NA

> **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.

>> Students will pay a per-credit-hour online program fee. It is being proposed this fee be set at $528 per credit. We based this figure on the current $470 graduate tuition rate for AY 2018-19 plus 5% (based on previous years' increase in tuition) and a $35 per credit fee to support eISU. No additional fees will be charged (library, technology, etc.). This program will not charge students professional fees. If MSHI students decide to complete an internship within a healthcare organization (optional for this degree), and if required by the organization, students will be responsible for paying for a background check, immunizations, drug and alcohol testing, etc. As students will only pay the online program fee and no tuition, the anticipated ISU overhead charge is estimated at 25% of that per credit online fee. The online

student fees will also pay for adjunct teaching as well as program operating costs. This is not a self-supporting program. The Program Director/Faculty position is an appropriated line that will continue to be funded in that manner.

Budget Worksheet

21. Using the budget grids below, 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).

Enrollment

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020				
5.00	3.00	5.00	3.00	We anticipate ISU graduates from undergraduate programs (BBA-HI and other disciplines) and ISU students enrolled in graduate programs to feed into MSHI.
FY: 2021				
5.00	8.00	5.00	8.00	FY 2021 figures include 2 ISU Bachelor graduates plus 3 new (external) students.
FY: 2022				
10.00	10.00	10.00	10.00	FY 2022 figures include 5 ISU Bachelor graduates plus 5 new (external) students.
FY: 2023				

IRSA   **TAB 11 Page 31**

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
5.00	15.00	5.00	15.00	Enrollments could increase once dual-degrees with other graduate programs are implemented. Once launched, on average, we anticipate 5 new students entering the MSHI each year.

Revenues

	Revenue Type	Notes	Amount
Fiscal Year: 2020		One-time: Ongoing:	$0.00 $216,020.73
	Ongoing	Total:	$216,020.73
	5. Student Fees		$55,440.00
	2. Institution Funds		$160,579.73
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$1.00
Fiscal Year: 2021		One-time: Ongoing:	$0.00 $306,546.62
	Ongoing	Total:	$306,546.62
	5. Student Fees		$137,448.00
	2. Institution Funds		$169,097.62
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$1.00
Fiscal Year: 2022		One-time: Ongoing:	$0.00 $399,530.55
	Ongoing	Total:	$399,530.55

9/24/2019   OSBE Program Submission System

Revenue Type	Notes	Amount
6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$1.00
5. Student Fees		$225,030.00
2. Institution Funds		$174,499.55

Fiscal Year: 2023	One-time: Ongoing:	$0.00 $406,540.53
Ongoing	Total:	$406,540.53
6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$1.00
5. Student Fees		$226,500.00
2. Institution Funds		$180,039.53

Expenditures

Expenditure Type	Notes	Amount
Fiscal Year: 2020	One-time: Ongoing:	$4,500.00 $230,597.72
One-time	Total:	$4,500.00
Capital Outlay	Total:	$4,500.00
Equipment	The $4,500 one time expense is $2,000 for a computer and $2,500 for office furniture.	$4,500.00
Ongoing	Total:	$230,597.72
Operating Expenditures	Total:	$5,076.00
Materials and Supplies		$1,500.00
Communications		$576.00

IRSA   **TAB 11 Page 33**

Expenditure Type	Notes	Amount
Travel		$3,000.00
Other Costs	Total:	$5,565.00
Other	These amounts represent what we would collect from students for the $35.00 per credit eISU fee that is included in the student fee revenues above.	$5,565.00
Personnel Costs	Total:	$219,956.72
Other	Overhead Charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	$12,941.25
FringeBenefits		$40,766.47
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	$123,635.20
Adjunct Faculty		$42,612.80
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$1.00

Fiscal Year: 2021	One-time:	$0.00
	Ongoing:	$277,600.65
Ongoing	Total:	$277,600.65
Operating Expenditures	Total:	$5,076.00
Materials and Supplies		$1,500.00
Communications		$576.00
Travel		$3,000.00
Other Costs	Total:	$8,715.00

Expenditure Type	Notes	Amount
Other	These amounts represent what we would collect from students for the $35.00 per credit eISU fee that is included in the student fee revenues above.	$8,715.00
Personnel Costs	Total:	$263,809.65
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	$32,183.25
FringeBenefits		$60,389.96
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	$127,344.26
Adjunct Faculty		$43,891.18
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$1.00

Fiscal Year: 2022	One-time:	$16,000.00
	Ongoing:	$310,834.16
One-time	Total:	$16,000.00
Operating Expenditures	Total:	$16,000.00
Miscellaneous	This is the one time cost for the Initial Accreditation fee in the amount of $16,000.00 that would potentially occur in FY2022.	$16,000.00
Ongoing	Total:	$310,834.16
Operating Expenditures	Total:	$5,076.00
Materials and Supplies		$1,500.00
Communications		$576.00
Travel		$3,000.00

Expenditure Type	Notes	Amount
Other Costs	Total:	$13,650.00
Other	These amounts represent what we would collect from students for the $35.00 per credit eISU fee that is included in the student fee revenues above.	$13,650.00
Personnel Costs	Total:	$292,108.16
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	$52,845.00
FringeBenefits		$62,889.66
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	$131,164.58
Adjunct Faculty		$45,207.92
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$1.00

Fiscal Year: 2023	One-time:	$0.00
	Ongoing:	$321,375.78
Ongoing	Total:	$321,375.78
Operating Expenditures	Total:	$7,826.00
Materials and Supplies	This is $2,750 for the annual accreditation fee that the program would have to cover and would start in FY2023, assuming that we received our accreditation in FY2022. Added to the 1,500 budget for the materials and supplies.	$4,250.00
Communications		$576.00
Travel		$3,000.00
Other Costs	Total:	$13,125.00

Expenditure Type	Notes	Amount
Other	These amounts represent what we would collect from students for the $35.00 per credit eISU fee that is included in the student fee revenues above.	$13,125.00
Personnel Costs	Total:	$300,424.78
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	$53,343.75
FringeBenefits		$65,416.35
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	$135,099.52
Adjunct Faculty		$46,564.16
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$1.00

Total Expenditures

Year	One Time	Ongoing
2020	$4,500.00	$230,597.72
2021	$0.00	$277,600.65
2022	$16,000.00	$310,834.16
2023	$0.00	$321,375.78

Net Income (Deficit)

Year	One Time	Ongoing
2020	-$4,500.00	-$14,576.99

Year	One Time	Ongoing
2021	$0.00	$28,945.97
2022	-$16,000.00	$88,696.39
2023	$0.00	$85,164.75

IDAHO STATE UNIVERSITY

SUBJECT
  Master of Counseling, Clinical Rehabilitation Counseling

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN
  Goal 4: Workforce Readiness, Objective A: Workforce Alignment and Objective B: Medical Education.

BACKGROUND/DISCUSSION
  Idaho State University (ISU) seeks to add a new special program, Clinical Rehabilitation Counseling to the existing Masters of Counseling (MCOUN). The current MCOUN has four specialties (School Counseling; Student Affairs Counseling; Clinical Mental Health Counseling; and Marriage, Couple, and Family Counseling). All four specialties are offered in Pocatello, with the Clinical Mental Health Counseling program also offered in Meridian. ISU's average retention for our current programs is 83%.

  The proposed MCOUN in Clinical Rehabilitation Counseling will be offered in Meridian and available to students in Pocatello via distance learning technology. ISU is proposing to offer this program in Meridian to meet statewide needs and as a direct result of the University of Idaho-Boise no longer offering this program due to accreditation changes. Accreditation of the University of Idaho's rehabilitation counseling program will expire in 2023, and they will teach out the current cohort of students who will graduate in 2020. Two accrediting bodies of the counseling profession recently merged, and in the course of the merger, created a new specialty program option: Clinical Rehabilitation Counseling. The proposed program will be the only available clinical rehabilitation counseling option in the Pacific Northwest.

IMPACT
  With the closure of the University of Idaho-Boise program, Idaho will be without a rehabilitation counseling program. Accreditation standards establish a 1:12 faculty to student ratio. The University of Idaho-Boise program enrolled 20 students. The MCOUN in Clinical Rehabilitation Counseling will require two new faculty hires and one administrative support position, to add 24 new students to the program. ISU proposes to hire one faculty member the first year to teach the additional cohort of 12 students, then add another faculty member in the next year adding an additional 12 students, bringing the total enrollment to 24 students in the program. The Current clinical director is at .375 FTE, and this proposal will request this line be increased to .75 FTE. Revenue generated from tuition, student professional fees, and ISU reserves will support the program.

The proposed program will include professional fees, which are already in place for all accredited programs offered in the Department of Counseling. The revenue generated from increased tuition and professional fees will support the expansion of the MCOUN specialty in Clinical Rehabilitation Counseling.

ATTACHMENTS

Attachment 1 – Proposal for the MCOUN in Clinical Rehabilitation Counseling

STAFF COMMENTS AND RECOMMENDATIONS

ISU anticipates 12 enrollments once new faculty are in place with capacity of 24 enrollments at any one time. No minimum number of enrollments or graduates were provided; however, ISU indicates if the program does not consistently maintain 6 enrollments after three consecutive years, ISU will re-examine this program offering and explore additional marketing plans.

ISU's proposed program is consistent with their Regional Program Responsibilities and their Three-Year Plan for Delivery of Academic Programs. Due to changes with program accreditation requirements, the University of Idaho will be phasing out their rehabilitation counseling program offered in Boise and will submit a proposal to formally discontinue the program. The University of Idaho is currently working on teaching out the current cohort of students who will graduate in 2020.

ISU's Master of Counseling program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of $550 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and to the Business Affairs and Human Resources Committee. Board staff recommends approval. As no sunset date is provided, the Board may want to request ISU adopt a phase-out discontinuation date if enrollment projections are not met.

BOARD ACTION

I move to approve the request by Idaho State University to add an Masters in Counseling in Clinical Rehabilitation Counseling as presented, and to include a professional fee of $550 per semester, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Idaho State University

Program: MCOUN in Rehabilitation Counseling

1. **Program Description and Need**
    Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

This program is being proposed as a direct result of the University of Idaho no longer offering this program due to accreditation changes. ISU's proposed program would be the only available clinical rehabilitation counseling option in the Pacific Northwest. Bureau of Labor Statistics data indicate 13% growth for this occupation; however, this growth may be larger due to an increase in veterans and a growing elderly population. In the Boise area, 15-18 students are employed on a yearly basis; demand is so high that a number of students are hired prior to graduation.

2. **Program Prioritization**
    Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

ISU currently offers four specialty areas in the Master's of Counseling program, with an average retention rate of 83%. In partnership with the University of Idaho, ISU agreed to meet state demand for this program.

3. **Credit for Prior Learning**
    Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

4. **Affordability Opportunities**
    Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The proposed program will be consistent with other specialty programs offered by the Department of Counseling. Across all specialty programs, including the proposed Clinical Rehabilitation Counseling (CRC) Program, some classes offer faculty-developed handbooks for course readings, as well as integration of journal articles for course readings. Both are free resource options for students.

The proposed Clinical Rehabilitation Counseling specialty program, unlike all others offered by the Department, will have access to federal grant funding to offset graduate school costs. Numerous CRC programs across the country receive 5-year $1,000,000 Rehabilitation Training grants from the U.S. Department of Education Office of Special Education and Rehabilitative Services - Rehabilitation Services Administration (RSA). Idaho State University's Department of Counseling will make applying for such student financial support a priority during the first years of operation.

5. **Math Requirements**
    For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

8/22/19

6. **Resources/Allocation**

   If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

   ISU proposes to hire one faculty member the first year of the program to teach an additional cohort of 12 students. In the second year, the program will add another faculty member to support another cohort of 12 students, bringing the total enrollment to 24 students in the program. The Current clinical director is at .375 FTE, and this proposal will request this line be increased to .75 FTE. Revenue generated from tuition, student professional fees, and ISU reserves will support the program.

7. **Sunset**

   What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

   If after three consecutive years of recruiting and admitting no more than six students we would explore additional means of marketing the program.

8. **Associated Programs**

   Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)

No undergraduate programs are offered by the Department of Counseling.

9. **Enrollment/Graduates of Similar Programs and Proposed Program**

   What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU																
ISU									12	0	24	10	24	10	24	10
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

The University of Idaho is closing its program due to changes in accreditation and current students will be taught out by spring 2020.

8/22/19

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Graduate Program

Institution Submitting Proposal: ISU Idaho State University

Name of College, School, or Division: Health Sciences/Health Professions

Name of Department or Area: Counseling

Program Identification for Proposed New or Modified Program:

Program Title MCOUN Clinical Rehabilitation Counseling

CIP code (consult IR / Registrar): 51.2310 - Vocational Rehabilitation Counseling/Counselor.

Proposed Starting Date: 8/17/2020

Degree: Graduate

Indicate if Online Program: ☐

Support Fund: Professional Fee

Indicate (X) if the program is: ☑ Regional Responsibility

☐ Statewide Responsibility

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
Glen R. Nelson	8/1/2019	Chief Financial Officer, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date		

IRSA   **TAB 12 Page 3**

8/22/2019   OSBE Program Submission System

Laura Woodworth-Ney   7/31/2019   Chief Academic Officer,   Date
                                                           OSBE

Provost/VP for Instruction   Date   SBOE/Executive Director   Date
(Institution)   Approval

Kevin Satterlee   7/31/2019

President   Date

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

Rationale for Creation or Modification of the Program

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

The Department of Counseling seeks to add a new specialty program – Clinical Rehabilitation Counseling (CRC) – to our pre-existing Master's program that includes four specialties (School Counseling; Student Affairs Counseling; Clinical Mental Health Counseling; and Marriage, Couple, and Family Counseling). All four are offered on the Pocatello campus, with only the Clinical Mental Health Counseling Program offered on the Meridian campus. The proposed Clinical Rehabilitation Counseling specialty program will be offered in Meridian, and available to Pocatello students, if interested, via Distance Learning (DL).

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.

Student: The counseling profession has recently formalized a significant merger of two accrediting bodies: the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council for Rehabilitation Education (CORE) in 2017. As part of this merger CACREP created a new specialty program option – Clinical Rehabilitation Counseling. Students will now have an additional specialty program option, the only available clinical rehabilitation counseling option in the Pacific Northwest.

Statewide: Idaho State University finds itself, and this proposal, in a unique time of opportunity. Not only is there national change leading to this proposal, but the only other accredited rehabilitation counseling program in the state of Idaho (University of Idaho) will be losing its accreditation during the next re-accreditation cycle. The University of Idaho received re-accreditation of its CORE accredited rehabilitation counseling program prior to the merger mentioned above. Their accreditation will expire in 2023 as they no longer meet the new accrediting body's (CACREP) requirement of a program having a minimum of 3 core faculty. Recent conversation between Dr. Patty Marincic and Mary Barros-Bailey, Ph.D., of Intermountain Vocational Services, Inc. of Boise, who serves as a site supervisor for University of Idaho rehabilitation counseling students at U of I's Boise campus, confirmed that U of I will teach out through the current cohort of students who will graduate in spring of 2020. University of Idaho administration, and Dr. Barros-Bailey, have been aware that ISU has had the development of

a CRC specialty program on its long range plan. Dr. Barros-Bailey has communicated to Dr. Marincic of her willingness to help ISU link with resources in the disability community in the Boise area as these resources are very interested in maintaining the availability of training for rehabilitation counselors in Idaho.

Regional: As communicated above, there are presently no CACREP accredited Clinical Rehabilitation Counseling programs in the greater northwest region of the US. The development of a CRC specialty program based on ISU's Meridian campus will provide a regional option for interested students from multiple neighboring states of Idaho.

More broadly, developing the CRC specialty program at the master's level allows ISU's Ph.D. program in Counselor Education and Supervision to market another specialty option for doctoral students to emphasize during their doctoral training, as it focuses on the education and supervision of counselors across the various masters level specialty programs offered at ISU. Ultimately, this provides better preparation for Ph.D. graduates to secure faculty positions in CRC programs across the nation upon graduation. This will enhance recruitment of applicants to the doctoral program.

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.

State Data:
In Boise area, 15-18 students are employed on a yearly basis. Demand is so high that a number of students get hired prior to graduation

Federal/National Data:
Data from the Bureau of Labor Statistics indicates a growth rate of 13% above the average rate of growth across all professions. Growth may very well exceed this percentage due to increased population of veterans, and a growing elderly population.
Data Source: https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm

Other data source: Mary Barros-Bailey, PhD, CRC, NCC
Intermountain Vocational Services, Inc., Boise, ID

List the job titles for which this degree is relevant: ☐**N/A**

Job Title
Licensed Professional Counselor
Clinical Rehabilitation Counselor

Region	DOL Type	Description	Other DOL Type

8/22/2019   OSBE Program Submission System

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Data from the Bureau of Labor Statistics indicates a growth rate of 13% above the average rate of growth across all professions. Growth may very well exceed this percentage due to increased population of veterans, and a growing elderly population.	Bureau of Labor Statistics
State	Other data source	In the Boise area, 15-18 students are employed on a yearly basis. Demand is so high that a number of students get hired prior to graduation.	Intermountain Vocational Services, Inc., Boise, ID

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

With the University of Idaho program dissolving as of May 2020, Idaho State University can expect upwards of 20-30 applicants for the clinical rehabilitation counseling specialty program each year which will provide an excellent opportunity to admit 12 highly qualified students after both new faculty are in place. These numbers come from the typically size of University of Idaho's cohort, and personal communication with Dr. Mary Barros-Bailey, PhD, CRC, NCC.

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.**

Given the above mentioned sunsetting of University of Idaho's rehabilitation counseling program in 2020, prospective students and employment settings have been worried about the future of rehabilitation counselor training in the state of Idaho and a concern for future pools of well-trained applicants (personal communication w/ Dr. Mary Barros-Bailey, April 2, 2019). The University of Idaho-Boise Center was admitting cohorts of approximately 20 students on a yearly basis with 15-18 graduating due to typical attrition (personal communication Dr. Barros-Bailey, April 2, 2019). Dr. Barros-Bailey works for Intermountain Vocational Services, has been affiliated with U of I's program since 1995, and presently serves as a clinical site supervisor. She has communicated that "the disability community is anxious for rehabilitation counselor education to continue in Idaho." Her letter of support for this proposed program is attached to this proposal.

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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 CRC program will work in a variety of settings such as vocational rehabilitation (Idaho Division of Vocational Rehabilitation, Commission for the
Blind and Visually Impaired), certified rehabilitation providers like Community Partnership Of Idaho, various mental health agencies, the Veterans Administration, disability student services with various academic institutions, integrated behavioral health, nonprofits, and private practice. All such settings work to enhance the work contributions of those served. Likewise, there is significant federal grant potential for research in all these settings, more federal money than any other current master's specialty program.

Federal grants, more available than to any of our present specialty programs, will be available to the new clinical rehabilitation counseling faculty. For example, there are training grants that can go toward funding master's students. Penn State U has recently been awarded a $1 million dollar grant from the DOE (https://ed.psu.edu/news/2015-jan-march-news/rsa-grant). Likewise, research funding is more easily accessible via a clinical rehabilitation program, and program faculty (University of Memphis recently received two grants, one for $2.5 million for research, and a HRSA grant for $1.9 million). Numerous other examples abound.

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

The societal benefits of clinical rehabilitation counselors is far reaching. The unique knowledge and skill set facilitates those living with a disability (be it cognitive, physical, or emotional) due to genetics, natural aging, or the consequences of military service, to find ways to be productive members of society and role models of resilience for all of us.

e. If Associate's degree, transferability:

NA

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

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Masters of Counseling (MCOUN)	Proposed Program: Clinical Rehabilitation Counseling
UI University of Idaho	Rehabilitation Counseling Masters	Rehabilitation and Human Services. This program will be sunsetted in May of 2020 as accreditation will be lost in 2023 due to lack of resources.

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted

Institution Name	Degree name and Level	Program Name and brief description if warranted
Western Washington University	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Western Oregon University	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Montana State University-Billings	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Utah State University	Rehabilitation Counseling Masters	Program is CACREP accredited through the summer of 2019 as per their dept website description. (reh.sper.usu.edu) Review of cacrep.org does show USU's program expiring 10/31/2019

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.

As stated above the only in-state duplication is with the University of Idaho. Their program is being discontinued due to not meeting minimum faculty requirements for their accreditation body. Current students at U of I will be taught out by spring 2020, and the program will then cease operations. The state of Idaho will be without a rehabilitation counseling program, leaving future Idaho students interested in a master's degree in clinical rehabilitation counseling to seek programs out of state. The next closest program is Utah State and by their own communication on their website, their program will end its accreditation in October of 2019.

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

Core Theme One: Learning and Discovery
The addition of a CRC specialty program allows a broader array of learning opportunities for master's students. Likewise, it offers the other specialty programs (i.e. School Counseling, Student Affairs Counseling, Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling) to learn about another counseling specialty and ways to work collaboratively in meeting the needs of clients seeking counseling.

Core Theme Two: Access and Opportunity
The addition of the proposed CRC program at ISU will allow Idaho residents the only in-state option for such a master's degree.

Core Theme Three: Leader in the Health Sciences.
The addition of the clinical rehabilitation counseling specialty program at ISU will directly meet the mission to be a leader in the health sciences. If approved, ISU will house the only clinical rehabilitation counseling program in the state, and have the only Ph.D. program in Counselor Education and Supervision in the State of Idaho to offer doctoral students the opportunity to be prepared to become a faculty member in a counseling department

offering a clinical rehabilitation counseling program.

Core Theme Four: Community Engagement and Impact
The addition of the proposed CRC specialty program will expand counseling internship opportunities, expand the clinical services offered through the department's counseling clinics, and provide new grant funding opportunities for the Department of Counseling. Increasing the array of internship settings, as well as services provided, allows ISU to provide a broader array of counseling services to the citizens of Idaho. New grant opportunities equate not simply to new revenue sources and research opportunities for department faculty, but expands interdisciplinary research opportunities across the KDHS, and across state agencies.

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.

All Department of Counseling program offerings are accredited by CACREP. In fact, ISU's counseling program was the first, and thus longest, continuously accredited counseling program in the country. Our history of excellence through accreditation will continue with the CRC program as we will seek accreditation as soon as is possible. CACREP standards call for an assessment plan facilitating yearly student and program review by program faculty.

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 on the Notice of Application Attachments tab.

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?**

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?**

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 recent changes to teacher certification/endorsement requirements?

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 fields.

Credit hours in required courses offered by the department(s) offering the program:	60.00
Credit hours in required courses offered by other departments:	0.00
Credit hours in institutional general education curriculum:	0.00
Credit hours in free electives:	0.00
Total credit hours required for degree program:	60.00

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

Specific Major Requirements
COUN 6615 Foundations of Clinical Rehab. Counseling 3 credits
COUN 6616 Issues in Clinical Rehabilitation Counseling 3 credits
COUN 6697 Practicum in Counseling 2 credits
COUN 6697L Lab (Group Supervision) 0 credits
COUN 6698 Internship in Counseling 18 credits
COUN 6698L Lab (Group Supervision) 0 credits

General Degree Requirements
Total Credits Curriculum Electives
COUN 6611 Applied Statistics and Research 2 credits
COUN 6612 Psychological Testing for Counselors 2 credits
COUN 6614 Human Growth and Development 1 credit
COUN 6621 Professional Orientation and Ethics 2 credits
COUN 6623 Lifestyle and Career Development 2 credits
COUN 6624 Cultural Counseling 3 credits
COUN 6625 Crisis Intervention and Trauma 2 credits
COUN 6627 Conceptualizing Counseling Theory 2 credits
COUN 6628 Applications of Counseling Theory 2 credits
COUN 6630 Addictions Counseling 2 credits
COUN 6660 Theories of Family and Couple Counseling 3 credits
COUN 6676 Small Group Activity 1 credits
COUN 6677 Group Counseling Techniques 3 credits
COUN 6694 Psychodiagnosis and Psychotropic Drugs 2 credits
COUN 6696 Pre-practicum Counseling Techniques 3 credits
COUNSELING ELECTIVES 2 credits

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.

CACREP standards require a minimum of a 100 hour practicum and a 600 hour internship. Like current ISU accredited specialty programs, the proposed CRC will include COUN 6697 Counseling Practicum (2 credits), and 900 hours of internship (COUN 6698) as listed above. The Department of Counseling has chosen to exceed standards, and have graduates accrue 1000 total clinical hours so they can apply for licensure as a professional counselor in the State of Idaho upon graduation.

CRC students, like all other specialty program students, will take a comprehensive exam, and a final oral poster presentation highlighting a clinical case as is standard for all other students in the other current programs.

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.

Core Counseling Program Curriculum Objectives:
1. Students will have knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable about and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and

evaluation.

7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments, and program evaluation.

8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

Clinical Rehabilitation Counseling Specialty Curriculum Objectives

Foundational Dimensions
Students will understand and apply the following knowledge to clinical rehabilitation contexts:
1. history and development of rehabilitation counseling
2. theories and models related to rehabilitation counseling
3. social science theory that addresses psychosocial aspects of disability
4. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
6. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
7. screening and assessment instruments that are reliable and valid for individuals with disabilities

Contextual Dimensions
Students will understand and apply the following contextual dimensions of clinical rehabilitation counseling into clinical contexts:
1. roles and settings of rehabilitation counselors:
2. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
3. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
4. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
5. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
6. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
7. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
8. impact of crisis and trauma on individuals with disabilities
9. impact of biological and neurological mechanisms on disability
10. effects of co-occurring disabilities on the client and family
11. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
12. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
13. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
14. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
15. role of family, social networks, and community in the provision of services for and treatment of people with disabilities

16. environmental, attitudinal, and individual barriers for people with disabilities
17. assistive technology to reduce or eliminate barriers and functional limitations
18. legislation and government policy relevant to rehabilitation counseling
19. cultural factors relevant to rehabilitation counseling
20. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
21. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
22. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
23. legal and ethical considerations specific to clinical rehabilitation counseling

Practice Dimensions
Students will demonstrate competence in the delivery of the following skills of the clinical rehabilitation counselor:
1. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
2. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
3. strategies to advocate for persons with disabilities
4. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
5. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

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.

As an introduction, our accrediting body, CACREP ((i.e., Council for the Accreditation of Counseling and Related Educational Programs), has specific standards that address each of the areas below (a-d). Our response will provide an overview of each section and we will also include the Assessment section of our most recent successful re-accreditation self study report in an appendices.

Aggregate Student Data: The Department tracks individual and aggregate student data related to knowledge and skill outcomes via each course's KPIs (i.e., Key Performance Indictors). The KPIs are based upon knowledge and skill standards of our accrediting body CACREP (i.e., Council for the Accreditation of Counseling and Related Educational Programs). Upon entry into the program students are required to purchase a license for Taskstream. Taskstream is a web-based electronic portfolio, assessment management, and standards-based instruction platform. It allows students to upload assignments from each core course into their program of study, and submit that assignment for evaluation. Faculty review and assess assignments and input their evaluation via Taskstream. Faculty can run individual and aggregate reports on students' progress across the knowledge and skill standards that faculty have identified as components of the KPIs.

A two-year license costs students approximately $70.

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

Accreditation standards require that programs communicate how the results of student assessment, in aggregate form, are used for program review and improvement. Faculty hold faculty meetings at the end of each year to review aggregate reports of student success on our KPI measures. Such review addresses knowledge and skill areas that show students are at least minimally meeting department expectations for the various knowledge and skill standards. During these reviews the assessment tools are discussed, re-examined, alterations proposed, or new assessment tools developed.

Another typical area of discussion is around the instructional theory/methods used in a given area. A similar process unfolds in these faculty meetings. Instructional methods are discussed, reviewed, altered, and new methods developed to better facilitate student learning. Evidence of this process is gathered and communicated to our accrediting body during mid-cycle reviews, and when applying for re-accreditation.

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

Our accrediting body requires programs to show in their Assessment plan not only what standards are measured as part of a KPI, but also to show the assessment tools connected to each KPI. Given our KPIs measure a combination of knowledge and skills, our assessment tools, or measures, are vast and varied.

For knowledge standards, the assessment tools include the following: multiple choice exams, research papers, small group projects, service-based learning projects, and case study analyses.

For skill-based standards, the assessment tools include the following: service-based learning, case study analyses, and clinical simulation role plays. When students enter clinical internship experiences, faculty have either selected pre-existing counselor skill assessment measures, or developed our own for use by faculty, doctoral level supervisors, and clinical site supervisors.

In terms of indirect methods, faculty meetings always have a student review section where faculty can provide feedback/commentary on a student's progress to that student's major advisor, and to other faculty who may be currently working with a student in one of their classes.

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

Assessment activities related to specific KPIs within specific courses, occurs consistently throughout the semester of a given class. Students are given formative and summative feedback in every class throughout the program. Feedback is given by the instructor of record, and the student's advisor reviews such progress through the program on a semester by semester basis.

Accreditation standards require that programs review all students, and the program as a whole, on a yearly basis. For students, as communicated above, our faculty meetings (which occur 2x/month) have student review built in to every meeting. Any faculty can air a concern or inquiry about any student in the program. Likewise, we have a formal end of the semester faculty meeting for an all student review. The intent of these meetings is for collective commentary on student progress for the purpose of informing the student's advisor and other masters committee member, to better inform future advising and explore if an educational intervention is necessary to ensure student success. The timing and frequency of our student assessment exceeds the standards of our accrediting body.

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	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2016			
UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	23	15
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	33	31
FY: 2017			
UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	22	2

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	35	27

FY: 2018

UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	18	20
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	35	35

FY: 2019

UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	20	18

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	36	29

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: Clinical Rehabilitation Counseling

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2020	
12.00	0.00
FY: 2021	
24.00	10.00
FY: 2022	
24.00	10.00
FY: 2023	
24.00	10.00
FY: 2024	
24.00	10.00
FY: 2025	
24.00	10.00

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?

Enrollment is determined by the number of consistent enrollees in the University of Idaho's rehabilitation counseling program – Boise Center (n= 20). ISU's enrollment number of 12 new students per year equals the faculty to student ratio set by our accrediting body, CACREP (i.e.,1:12). Thus, adding two new faculty lines will equal the ability to add a total of 24 students to the Program. One faculty member will be hired the first year to teach the initial cohort of 12 students, then another faculty member will be added the next year as the second cohort of 12 brings the total enrollment to 24 students in the Program. The graduation rate was determined by our average retention rate of 83%.

Recruitment efforts will involve all Idaho institutions that offer 4-year degrees. There are no undergraduate curricular prerequisites so we can cast a broad net to all undergraduate students. However, focused efforts of personal contact will be made to those institutions with undergraduate majors related to psychology, human services, sociology, social work, and other health professions. We will additionally reach out to similar programs in surrounding states, such as Eastern Oregon University, and we will seek WRGP recognition of the CRC program to cast an even broader out-of-state net.

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?

Given the knowledge of the University of Idaho sunsetting their program and teaching out students by spring of 2020, and the consistent enrollment numbers in their program, we do not foresee any issue with attracting students to ISU's Clinical Rehabilitation Counseling program. Likewise, federal data (as cited above) indicates a projected growth of CRC 13% faster than growth in all other professions. We will not only be the only such program in the state, but the only CRC program in the Pacific Northwest. Additionally, given the history, stature, and familiarity of ISU's counseling program across the country, we expect consistent numbers. Thus, a minimum number has not yet been set.

　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?

If we were to go through three consecutive years of recruiting and admitting no more than 6 students we would re-examine this offering, and explore additional means of marketing the program.

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 Department of Counseling presently has office space on the Meridian campus to house new faculty members, as verified by Dr. Patty Marincic (AVP-KDHS). Likewise, we would use the current classrooms used for the Clinical Mental Health students on the Meridian campus for the specific clinical rehabilitation counseling classes. These rooms have Distance Learning capability if we have CRC students residing in the Pocatello area.

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?

Each semester (fall and spring) a CRC specialty class will be taught. The ISU Meridian Center has numerous classroom options to accommodate the increase in course delivery. The new CRC program will add up to 24 students to the core classes also being taken by the clinical mental health counseling students. However, current Meridian classrooms are of sufficient size to accommodate these larger classes.

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.

Current space and Distance Learning equipment is presently available to accommodate the new program. No other equipment or space will be necessary.

18. Library resources

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

Current library holdings related to the counseling profession will meet the majority of needs of the CRC student. One new journal, the Rehabilitation Counseling Bulletin, will need to be added to ISU's holdings. All such resources are accessible via electronic means. All library resources are now easily accessible online.

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.

One new journal, the Rehabilitation Counseling Bulletin, will need to be added to ISU's holdings at a cost of $255 dollars/ year for the electronic version.

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?

Personnel resources for the new program are necessary for the two new classes of the CRC major (COUN 6615, COUN 6616), two sections of practicum, and additional faculty assistance for advising loads. The two new classes will be added to meet accreditation standards of the new CRC program. One class offered in the fall, and one offered in the spring. This equals a 0.3 FTE per semester. There will need to be four new sections of practicum, and for this semester that will equal 1.2 FTE. Advising duties for new CRC faculty would fill out the remainder of their new classes at .4 FTE per semester. Advising load would impact new faculty lines, and

existing faculty. No additional sections of didactic courses necessary. New faculty will additionally teach core masters level counseling courses, and as appropriate, doctoral level courses (current teaching load goals for Dept faculty is a 3-2 load, or 15 credits per year).

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 current instructional support, in terms of other faculty, is sufficient to meet the needs of the core curricular needs of the CRC students. Adding another specialty program to the Meridian campus will strain present administrative staff resources that are 1.5, and reside in Pocatello. Thus, the proposal includes funding for a 1.0 administrative support person to work on the Meridian campus (Note: For the first year, 2020, the support is figured at 50% as the position will start later in the fiscal year). Our accreditation standards require each specialty program to have a designated program coordinator. One of the new faculty hires would hold this administrative role, and title.

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 proposal includes 2 new faculty hires which will absorb the majority of duties related to the new program. The only area where current faculty will be impacted is during practicum, with more students requiring faculty supervision. This impact will be absorbed by spreading the new program's practicum students across existing faculty.

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.

New personnel include: 2 FTE tenure track faculty; and one 1.0 FTE administrative support person. Expansion of clinical services offered through the Department's Meridian Counseling Clinic will require additional time and oversight by current clinical director. The current clinical director is at 0.375 FTE paid for out of an existing budget. This proposal requests the line be increased by 0.375 (as included in personnel budget) for a total 0.75 FTE. ISU's Meridian Counseling Clinic will be able to expand the counseling services offered to address those suited to the specialty training of clinical rehabilitation counselors.

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?

We will not be reallocating funds.

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.

Revenue generated from increased tuition, student professional fees and ISU reserves will support the ongoing program.

c. Non-ongoing sources:

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   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?

> NA

   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?

> NA

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

> The proposed program will include professional fees. These professional fees are already in place for all accredited programs currently offered in the Department of Counseling. The degree program holds specialty accreditation by CACREP, and all graduates must obtain the appropriate credentials in the state of Idaho to practice (e.g. all students seek the LPC (Licensed Professional Counselor credential; and School Counseling graduates additionally must seek the school
> counseling personnel certificate to practice in the state of Idaho). Students in the proposed CRC program will be required to obtain the LPC in order to practice counseling in the State of Idaho.

   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.

> All current students in the Department pay $555 per semester, or $1110 per year for professional fees. For the proposed CRC program, which will be a 2 year, full time program, students will pay a total of $2255 across their time in the program. With 24 students added with the 2 new faculty lines, new professional fee revenue would be $28,262 annually.
>
> It is anticipated that professional fees will increase by 3% per year. This increase is reflected in subsequent years on the budget form.

> ## Budget Worksheet

21. Using the budget grids below, 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).

Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020					
	12.00	0.00	12.00	0.00	
FY: 2021					
	12.00	12.00	12.00	12.00	
FY: 2022					
	12.00	12.00	12.00	12.00	
FY: 2023					
	12.00	12.00	12.00	12.00	

Revenues

	Revenue Type	Notes	Amount
Fiscal Year: 2020		One-time:	$0.00
		Ongoing:	$155,513.48
	Ongoing	Total:	$155,513.48
	5. Student Fees		$13,719.60
	4. New Tuition Revenues from increased Enrollments		$141,792.00
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$1.88
Fiscal Year: 2021		One-time:	$0.00
		Ongoing:	$325,961.76
	Ongoing	Total:	$325,961.76
	4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	$297,696.00

Revenue Type	Notes	Amount
5. Student Fees	Increased professional fees by 3% per year.	$28,262.38
6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$3.38

Fiscal Year: 2022	One-time:	$0.00
	Ongoing:	$341,593.63

Ongoing	Total:	$341,593.63
4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	$312,480.00
5. Student Fees	Increased professional fees by 3% per year.	$29,110.25
6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$3.38

Fiscal Year: 2023	One-time:	$0.00
	Ongoing:	$358,066.93

Ongoing	Total:	$358,066.93
4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	$328,080.00
5. Student Fees	Increased professional fees by 3% per year.	$29,983.55
6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	$3.38

Expenditures

Expenditure Type	Notes	Amount

Fiscal Year: 2020	One-time:	$9,000.00
	Ongoing:	$142,566.46

One-time	Total:	$9,000.00
Capital Outlay	Total:	$9,000.00
Equipment	$2,000 for computer & $2,500 for desk, furniture, setup each for two new employees.	$9,000.00

IRSA   **TAB 12 Page 23**

8/22/2019   OSBE Program Submission System

Expenditure Type	Notes	Amount
Ongoing	Total:	$142,566.46
Capital Outlay	Total:	$255.00
Library Resources	annual cost of online journal	$255.00
Operating Expenditures	Total:	$5,352.00
Materials and Supplies	$1,000 per year for accreditation annual fees is included in the materials and supplies.	$2,200.00
Communications		$1,152.00
Travel		$2,000.00
Personnel Costs	Total:	$136,959.46
FringeBenefits	Health insurance for the first year (FY 2020) is calculated at $11,650 per FTE.	$38,375.98
Administrative Support Personnel	Administrative support is figured at 50% for the first year (FY 2020) as the position will start in the middle of that year. Subsequent years are 1.0 FTE.	$13,832.00
Directors/Administrators	Program Director's salary figured at 0.375 FTE. Salary increase of 3% estimated per year going forward.	$25,740.00
Faculty	1.0 FTE faculty for the first year (FY 2020)	$59,009.60
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$1.88
Fiscal Year: 2021	One-time: Ongoing:	$4,500.00 $283,100.45
One-time	Total:	$4,500.00
Capital Outlay	Total:	$4,500.00
Equipment	$2,000 for computer & $2,500 for desk, furniture, setup for one new employees.	$4,500.00

IRSA   **TAB 12 Page 24**

8/22/2019   OSBE Program Submission System

Expenditure Type	Notes	Amount
Ongoing	Total:	$283,100.45
Capital Outlay	Total:	$255.00
Library Resources		$255.00
Operating Expenditures	Total:	$9,128.00
Materials and Supplies	$1,000 per year for accreditation annual fees is included in the materials and supplies.	$3,400.00
Communications		$1,728.00
Travel		$4,000.00
Personnel Costs	Total:	$273,717.45
FringeBenefits	Health insurance for the second year is calculated at $15,700 per FTE, and increased $800 per FTE every year thereafter.	$98,918.46
Directors/Administrators		$26,512.20
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$3.38
Administrative Support Personnel		$28,493.92
Faculty	Additional 1.0 FTE faculty to be hired in the second year. Salary is increased by 3% each year.	$119,789.49
Fiscal Year: 2022	One-time: Ongoing:	$0.00 $292,627.88
Ongoing	Total:	$292,627.88
Capital Outlay	Total:	$255.00
Library Resources		$255.00
Operating Expenditures	Total:	$9,128.00

IRSA   **TAB 12 Page 25**

Expenditure Type	Notes	Amount
Materials and Supplies	$1,000 per year for accreditation annual fees is included in the materials and supplies.	$3,400.00
Communications		$1,728.00
Travel		$4,000.00
Personnel Costs	Total:	$283,244.88
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$3.38
FringeBenefits		$103,202.02
Directors/Administrators		$27,307.57
Administrative Support Personnel	AA1 is figured at 50% for the first year (2020) as the position will be part of the fiscal year. Subsiquent years are 1.0 FTE.	$29,348.74
Faculty	Salary estimate is increased by 3% each year.	$123,383.17

Fiscal Year: 2023	One-time:	$0.00
	Ongoing:	$302,345.12
Ongoing	Total:	$302,345.12
Capital Outlay	Total:	$255.00
Library Resources		$255.00
Operating Expenditures	Total:	$9,128.00
Materials and Supplies	$1,000 per year for accreditation annual fees is included in the materials and supplies.	$3,400.00
Communications		$1,728.00
Travel		$4,000.00
Personnel Costs	Total:	$292,962.12
FringeBenefits		$107,518.08

Expenditure Type	Notes	Amount
Directors/Administrators		$28,126.79
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	$3.38
Administrative Support Personnel		$30,229.20
Faculty		$127,084.67

Total Expenditures

Year	One Time	Ongoing
2020	$9,000.00	$142,566.46
2021	$4,500.00	$283,100.45
2022	$0.00	$292,627.88
2023	$0.00	$302,345.12

Net Income (Deficit)

Year	One Time	Ongoing
2020	-$9,000.00	$12,947.02
2021	-$4,500.00	$42,861.31
2022	$0.00	$48,965.75
2023	$0.00	$55,721.81

IDAHO STATE UNIVERSITY
Resource Allocation and Impact Summary

PROGRAM IDENTIFICATION 2019-10 MCOUN in Clinical Rehabilitation Counseling

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

	FY2020 FTE	FY2020 Headcount	FY2021 FTE	FY2021 Headcount	FY2022 FTE	FY2022 Headcount	FY2023 FTE	FY2023 Headcount	Cumulative Total FTE	Cumulative Total Headcount
A. New enrollments	12	12	12	12	12	12	12	12	48	48
B. Shifting enrollments	0	0	12	12	12	12	12	12	36	36
Total Enrollment	12	12	24	24	24	24	24	24	84	84

II. REVENUE

	FY2020 On-going	FY2020 One-time	FY2021 On-going	FY2021 One-time	FY2022 On-going	FY2022 One-time	FY2023 On-going	FY2023 One-time	Cumulative Total On-going	Cumulative Total One-time
1. New Appropriated Funding Request									$0.00	$0.00
2. Institution Funds									$0.00	$0.00
3. Federal									$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$141,792.00		$297,696.00		$312,480.00		$328,080.00		$1,080,048.00	$0.00
5. Student Fees	$13,719.60		$28,262.38		$29,110.25		$29,983.55		$101,075.78	$0.00
6. Other: (Specify)									$0.00	$0.00
Total Revenue	$155,511.60	$0.00	$325,958.38	$0.00	$341,590.25	$0.00	$358,063.55	$0.00	$1,181,123.78	$0.00

On-going is defined as on-going 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

	FY2020 On-going	FY2020 One-time	FY2021 On-going	FY2021 One-time	FY2022 On-going	FY2022 One-time	FY2023 On-going	FY2023 One-time	Cumulative Total On-going	Cumulative Total One-time
A. Personnel Costs										

	FY2020 On-going	FY2020 One-time	FY2021 On-going	FY2021 One-time	FY2022 On-going	FY2022 One-time	FY2023 On-going	FY2023 One-time	Cumulative Total On-going	Cumulative Total One-time
1. FTE	1.88		3.38		3.38		3.38		12.00	0.00
2. Faculty	$59,009.60		$119,789.49		$123,383.17		$127,084.67		$429,266.93	$0.00
3. Adjunct Faculty	$0.00		$0.00		$0.00		$0.00		$0.00	$0.00
4. Graduate/Undergrad Assistants										$0.00
5. Research Personnel										$0.00
6. Directors/Administrators	$25,740.00		$26,512.20		$27,307.57		$28,126.79		$107,686.56	$0.00
7. Administrative Support Personne	$13,832.00		$28,493.92		$29,348.74		$30,229.20		$101,903.86	$0.00
8. Fringe Benefits	$38,375.98		$98,918.46		$103,202.02		$107,518.08		$348,014.53	$0.00
9. Other:										$0.00
Total Personnel and Costs	$136,957.58	$0.00	$273,714.07	$0.00	$283,241.49	$0.00	$292,958.74	$0.00	$986,871.88	$0.00

B. Operating Expenditures

	FY2020 On-going	FY2020 One-time	FY2021 On-going	FY2021 One-time	FY2022 On-going	FY2022 One-time	FY2023 On-going	FY2023 One-time	Cumulative Total On-going	Cumulative Total One-time
1. Travel	$2,000.00		$4,000.00		$4,000.00		$4,000.00		$14,000.00	$0.00
2. Professional Services									$0.00	$0.00
3. Other Services									$0.00	$0.00
4. Communications	$1,152.00		$1,728.00		$1,728.00		$1,728.00		$6,336.00	$0.00
5. Materials and Supplies	$2,200.00		$3,400.00		$3,400.00		$3,400.00		$12,400.00	$0.00
6. Rentals									$0.00	$0.00
7. Materials & Goods for Manufacture & Resale									$0.00	$0.00
8. Miscellaneous - Accreditation Fees										
Total Operating Expenditures	$5,352.00	$0.00	$9,128.00	$0.00	$9,128.00	$0.00	$9,128.00	$0.00	$32,736.00	$0.00

C. Capital Outlay

	FY2020 On-going	FY2020 One-time	FY2021 On-going	FY2021 One-time	FY2022 On-going	FY2022 One-time	FY2023 On-going	FY2023 One-time	Cumulative Total On-going	Cumulative Total One-time
1. Library Resources	$255.00		$255.00		$255.00		$255.00		$1,020.00	$0.00
2. Equipment		$9,000.00		$4,500.00		$0.00		$0.00	$0.00	$13,500.00

Total Capital Outlay	$255.00	$9,000.00	$255.00	$255.00	$0.00	$255.00	$1,020.00	$13,500.00
D. Capital Facilities Construction or Major Renovation	$0.00						$0.00	$0.00
E. Information Technology Support	$0.00		$0.00	$0.00		$0.00	$0.00	$0.00
F. Other Costs								
1. Utilities						$0.00	$0.00	$0.00
2. Maintenance & Repairs						$0.00	$0.00	$0.00
3. Other:						$0.00	$0.00	$0.00
Total Other Costs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTAL EXPENDITURES:	$142,564.58	$9,000.00	$283,097.07	$292,624.49	$0.00	$302,341.74	$1,020,627.88	$13,500.00
Net Income (Deficit)	$12,947.02	-$9,000.00	$42,861.31	$48,965.75	$0.00	$55,721.82	$160,495.90	-$13,500.00

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

II.4	Increased gradution tuition by 5% per year
II.5	Increased professional fees by 3% per year
III.A.2	Salary is increased by 3% each year. Health insurance is calculated on $11,650 first year, 2nd year 15,700 and $800.00 increase every year after.
III.A.7	AA1 is figured at 50% for the first year (2020) as the position will be part of the fiscal year. Subsiquent years are 1.0 FTE
III.B.5	$1,000 per year for accreditation annual fees is included in the materials and supplies
III.C.2	$2,000 for computer & $2,500 for desk, furniture, setup for three employees

The Council for Accreditation and Related Educational Programs (CACREP) has specific standards related to assessment of student learning, as well as program objectives. The Department of Counseling went through re-accreditation in 2017 and the assessment plan received numerous compliments, and in fact has been used as an exemplar by CACREP at national trainings on writing a self-study. The following table and narrative outline the most current formal assessment plan.

1

ISU DEPARTMENT OF COUNSELING ASSESSMENT PLAN				
	Data	**Procedure (How and When Collected?)**	**Analyzed (How?)**	**How use Data (Program/Curricular Improvement)**
Aggregate Student Data (knowledge, skills, dispositions)	- KPIs (Key Performance Indicators) - Classes/ Clinical Exp. (knowledge & skills) - Core Disposition. Eval.	-KPIs are assessed ongoing basis according to sequence in program. -Students upload KPI to Taskstream.	-Analyzed via Taskstream -Reviewed in Faculty meetings.	-Post faculty review decision where/how to improve curricular material and/or its delivery.
Demographic Data	-Applicants: -GRE/MAT scores -Gender -Ethnicity -Age -Idaho Resident -Students: -CACREP Vital Stats - Contact Info. -GPA by semester -Graduates: -year graduated -major -New Contact info. -Employer contact info.	Applicants: - Dept./Univ. Application -between March and January of each year. Students: -Dept. gathers on semester basis -University registrar reports Graduates: -Dept. follow up upon graduation.	Applicants/Students/Graduates: -Reviewed by faculty via email and/or faculty meeting.	Applicants/Students/Graduates: -Post faculty review decision where/how to improve marketing materials and/or its delivery.
Follow up Studies (graduates, site supervisors, employers)	Survey Results	Graduates: 6 months' post-graduation via Qualtrics Site Supervisors: - ICRF Employers: 6 months post-graduation via Qualtrics	-Analyzed via Qualtrics -Reviewed in Faculty meetings.	Post faculty review decision where/how to improve curricular material and/or its delivery.
Site Feedback: Advisory Board Meeting	Verbal feedback	-Yearly Advisory board meeting held with representatives of each major.	-Theme identification conducted by faculty.	-Post advisory board faculty discussion. Changes considered for improving course/internship experiences.

2

Aggregate Student Data:

The Department tracks aggregate student data related to knowledge and skill outcomes via each course's KPIs. Upon entry into the program students are required to purchase a license for Taskstream. Taskstream is a web-based electronic portfolio, assessment management, and standards-based instruction platform. It allows students to upload assignments from each core course into their program of study, and submit that assignment for evaluation. A two-year license costs students approximately $70.

- How and when collected: Once students have uploaded their assignments, faculty can access, evaluate, and send feedback to the student.

- How analyzed: Taskstream has the ability to provide individual and aggregate data assessment and the generation of various reports. For example, in COUN 6621: Professional Orientation and Ethics, there are four standards measured in one assignment, the Ethics Exam. With Taskstream we can track aggregate student success across these four standards (KPIs) via one measure (i.e., Ethics Exam).

- How used: This can provide the faculty feedback as to which standards may need additional instructional time, or a change in pedagogy, for example, to increase student success on the standard.

Aggregate student data is also analyzed for practicum and internship. For example, in COUN 6697: Practicum in Counseling the CCS-R (_Counselor Competency Scale-Revised_, Contributing Authors, 2008), and in COUN 6698: Internship in Counseling, the ICRF (_Internship Clinical Rating Form_, Dept. of Counseling, 2015) are used to measure basic counseling skills; and advanced, major specific counseling skills, respectively.

- How and when collected: Faculty, and/or site supervisor's complete mid-term and end of semester evaluations for students in practicum, and internship.

- How analyzed: Student clinical skill is analyzed for individual students, by the student's major advisor; or aggregate clinical skills performance can be analyzed across all students in practicum/internship. For example, one skill measured by the CCS is "reflection of feelings." We can look at aggregate scores for students across this specific skill, or of course, across all the skills measured by the CCS.

- How used: Department faculty are then able to see which skills are most highly rated and which skills may require additional attention in supervision or skills classes.

Core dispositions are also evaluated for each student from point of entry into the program through graduation. During the 2012-2013 school year faculty developed core dispositions that were deemed essential to being a successful professional counselor.

- How and when collected: Core dispositions are evaluated by the student and their advisor during the first year of the program. In the second year, on-site supervisors also assess the core dispositions.

- How analyzed: Via Taskstream we can see aggregate data on each core disposition.

3

- How used: We may find, as in the example, that scores on the core disposition is lower than the rest. We as a faculty will talk about this disposition and attempt to understand what may lead to its lower rating and make necessary changes to the master's orientation and/or the master's manual.

Demographic Data

The Department also gathers demographic data on applicants, current students, and recent graduates. For applicants to the Department we collect the following information: GRE/MAT scores, Gender, Ethnicity, Age, and Idaho Residency.

- How and when collected: We gather this data via the Graduate School and Department of Counseling's application materials. The Department chair tracks ethnicity, age, and Idaho residency in particular.

- How analyzed and used: The Department is attending to student diversity within the program and such data informs full faculty discussion on increasing the diversity of students in the program. Idaho residency is a requirement of ISU as our focus is to attend to Idaho residents. We use such data to ensure we are meeting State Board of Education expectations. The Department does accept out of state students and in fact has become a member of the WRGP (Western Region Graduate Programs) to attract more out of state students.

The Department also gathers information on current students. We complete CACREP's vital statistic forms each year to be in compliance with CACREP. We also gather current contact information, and semester by semester GPA. Our administrative assistant receives a report from the Registrar at the beginning of each semester alerting us to any graduate student whose last semester GPA fell below a 3.0.

- How and when collected: The Department receives such demographic data on students that have been accepted into the program via a Graduate school form (i.e., "snap out") which provides us with basic data for Idaho residency, gender, and ethnicity. Semester by semester GPA data is accessed by a student's major advisor via ISU's Bengal Web information portal.

- How used: The most important data while in the program is related to GPA, as a cumulative GPA less than 3.0 is grounds for dismissal. Faculty can be alerted if a student has a semester GPA of less than 3.0 and set up advising meetings to address the issue.

We also gather demographic data on graduates. What gathered: The most important data is related to employment status, employer contact information, and any change in recent graduate contact information

- How and when collected: Our administrative assistant sends out letters to recent graduates requesting the demographic information mentioned above.

- How used: The Department uses this information to generate mailing lists for alumni, and employer surveys.

4

Follow-up data

The Department gathers follow-up data of two varieties. First, we gather data from on-site supervisors related to supervisee assessment. Likewise, we gather data from current students after each semester in the program. The second variety of data relates to gathering information from alumni and employers of alumni. We gather data from on-site supervisors related to their assessment of our current students, and overall attitudes/feedback toward the program.

- How, and when, collected: We gather site-supervisor assessment of practicum/internship students via the ICRF at the end of each semester in which they served as site supervisor. We also hold a yearly Advisory Board meeting at the end of each school year. The Advisory board is comprised of site supervisors representing each major.

- How analyzed: Site supervisors complete the ICRF and submit via Taskstream. We then can run various analyses of site supervisor aggregate data. Data from the Advisory Board meeting is captured in writing and corresponds to verbal feedback given in the meeting.

- How utilized: Such aggregate supervisor data provides us program-wide data on the quality of our advanced counseling skill and theory training. Modifications to supervision and curricular materials and experiences are possible outcomes.

5

Mary Barros-Bailey, PhD, CRC, CLCP, NCC, D/ABVE

11 April 2019

Kevin Satterlee, JD
President
Idaho State University
921 S. 8TH Ave.
Pocatello, ID 83209

RE: ISU Clinical Rehabilitation Counseling Program

Dear President Satterlee:

It is with excitement that I support Idaho State University's development of a rehabilitation counseling program in Meridian.

I have been affiliated with the sunsetting University of Idaho's Rehabilitation Counseling Education (RCE) program since 1995. I serve as Vice Chair of its Advisory Council and as adjunct faculty in clinical supervision and content courses in Boise and Coeur d'Alene.

The need for a rehabilitation counseling program in Idaho, and in the Treasure Valley, is great. Idaho State University in best positioned to fill the void created by UI given ISU's health focus and rehabilitation counseling's membership as an allied health profession serving people with disabilities across the lifespan.

I have seen the UI RCE program flourish over the last seven years after it was relocated from Moscow to Boise as employers across the state try to hire qualified rehabilitation counselors from its student ranks. The need is so severe that the RCE received a $1M training grant from the US Department of Labor's Rehabilitation Services Administration to help fill that need. I cannot think of a student from the RCE who was not placed before or soon after graduation with a public (e.g., Idaho Division of Vocational Rehabilitation, Industrial Commission Rehabilitation Division, Commission for the Blind and Visually Impaired), non-profit (e.g., Community Partnerships, ARC), or private employer (e.g., mental health agencies, private practice).

Our graduates were not only qualified to obtain their Idaho license as LPCs, but also to become Certified Rehabilitation Counselors (CRC) that identify them as specializing in working with individuals with disabilities. With the present cohort, we had 40% more students apply than the program had the capacity to take. Although the program is closing, we continue to regularly receive calls from potential students and have been referring them to accredited online programs or the RCE at Utah State University.

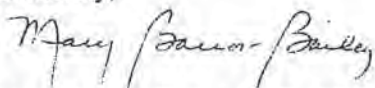| *Bilingual Rehabilitation Counselor, Vocational Expert & Life Care Planner* | P.O. Box 7511, Boise, Idaho 83707-1511 | PH..............208.229.8484
FX..............208.279.6830
barrosm2002@gmail.com | INTERMOUNTAIN
VOCATIONAL SERVICES |

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My experience as Chair of the Commission on Rehabilitation Counselor Certification, the international credentialing organization for over 17,000 CRCs, and member on the last board of the Council on Rehabilitation Education (CORE) that merged with CACREP in 2017, allowed me to experience rehabilitation counseling nationally. Internationally, two of our students interned in a school-to-work transition program in Cusco, Peru. Recently, I was a member on a doctoral committee for a student in forensic rehabilitation counseling at the University of Sydney, NSW Australia. Thus, I understand the growth of opportunities of the counseling specialty at all geographical levels for those students who are not only qualified as counselors, but also in serving the needs of individuals physical, mental, or cognitive disabilities.

In sum, I fully support ISU's effort to develop an RCE. I would be happy to make myself available should you have questions.

Sincerely,

Mary Barros-Bailey, PhD, CRC, CLCP, NCC, D/ABVE
Bilingual Rehabilitation Counselor

American Board of Vocational Experts, Diplomate
Certified Life Care Planner
Certified Rehabilitation Counselor
Forensic Vocational Expert, Registered
National Counselor Certificate

| Bilingual Rehabilitation Counselor, Vocational Export & Life Care Planner | P.O. Box 7511, Boise, Idaho 83707-1511 | PH...........208.229.8484 FX...........208.279.6830 barrosm@ctcweb.net | INTERMOUNTAIN VOCATIONAL SERVICES |