

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

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3	BOISE STATE UNIVERSITY – PUBLIC HEALTH CERTIFICATE	Action Item
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BOISE STATE UNIVERSITY

SUBJECT

Online, Communication Management Certificate

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new certificate in Communication Management that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. BSU currently offers an online Bachelor of Arts in Public Relations. The proposed program will utilize existing online courses by providing an additional certification for students who want to enhance their professional careers or begin a new career.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to either change careers or enhance their careers in the public relations sector. The program will focus on communication technology, and management of internal and external communications of a business entity, government agency or nongovernmental organization.

The Communication Management Certificate is not intended to be sustainable as a standalone program. The program is designed to complement the previously approved Online Bachelors of Arts in Public Relations. Since certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Relations and will be utilizing services (enrollment, advising, administration) that are already in place, the only anticipated additional resources for the certificate program are additional instruction costs due to increased enrollment.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 19 students by the sixth year, graduating approximately 26 students per year once the program is up and running.

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The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R.3.a.x. BSU will initially charge \$350 per credit hour, which aligns with the majority of our current online undergraduate programs. For the 17 credits required for completion of the proposed program, students will pay \$350 per credit; the total cost of those 17 credits totals \$5,950.

ATTACHMENTS

Attachment 1 – Proposal for Certificate in Communication Management

STAFF COMMENTS AND RECOMMENDATIONS

BSU anticipates a projected enrollment of 5 students initially, which will be scaled to demand for the program as provided in their program proposal. If enrollments are not met, BSU will adjust expenses to reflect actual activity and will be evaluated annually. If it is not fiscally sustainable, the program will be discontinued.

BSU's proposed certificate in Communication Management is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for communications and public relations programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

Staff raised questions regarding industry need and demand. In response, BSU indicated due to the online modality, the program will be able to serve a placebound clientele and will benefit rural communities.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). BSU proposes to charge \$350 per credit for a total program cost of \$5,950 for 17 required credits. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was shared with the Council on Academic Affairs and Programs (CAAP) on November 18, 2019; to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 26, 2019; and to the Business Affairs and Human Resources Committee on December 3, 2019.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, certificate in Communication Management as presented in Attachment 1.

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Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: Communication Management certificate (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.

The proposed online Communication Management Certificate focuses on managing professional processes and relationships. The proposed certificate is intended both for current students who are looking to supplement their degree (especially Multidisciplinary Studies or Bachelor of Applied Science students) and for adult learners who are looking to enhance their skills. At the completion of the certificate, students will be prepared for both internal and external communication such as employee communication, collaboration, business communication, and community relations.

Concise and effective communication that informs the audience of the issues at hand, relays key information, notes important changes, or puts forward the questions to be answered, is a valuable and crucial skill for all businesses, government agencies, and organizations. By creating the proposed certificate in Communication Management, Boise State University can offer students across campus the opportunity to take a set of courses that will credential them and demonstrate to employers that they will bring this valuable skillset to the workplace.

The certificate in Communication Management does not map perfectly to the job titles in the Department of Labor databases, however, the skills and knowledge students will gain in the proposed certificate are utilized in every industry and in a variety of employment titles.

2. Program Prioritization

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

The creation of the certificate in Communication Management does not require additional university resources. The creation of the new certificate will increase the enrollment in existing coursework currently offered for the BA in Public Relations, thus maximizing efficiency.

Lastly, the Department of Communication and Media's BA in Communication was placed in the 2nd quintile during Boise State's Program Prioritization process in 2013-2014. Due to high interest in Communication programs, the department worked with eCampus to create a wholly online BA in Public Relations which launched Fall 2019.

3. Credit for Prior Learning

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

Credit for Prior Learning experience will be considered on a case by case basis. Students with work experience may 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.

Whenever possible, the Department of Communication and Media strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. The online

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ATTACHMENT 1

delivery method of the program allows numerous Boise State students who are place-bound to access programming that is of interest to their personal or career aspirations.

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 creation the certificate in Communication Management as all coursework associated with the program is currently offered as part of the online BA in Public Relations 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.

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.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Communication	719	673	542	481	207	198	201	180
BA Media Arts	81	175	243	277	n/a	n/a	9	35
BA Public Relations (online)	n/a	n/a	n/a	14	n/a	n/a	n/a	n/a

9. Enrollment/Graduates of Similar Programs and Proposed Program

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

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	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		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU									5	1	11	18	13	22	15	24
ISU																
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

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Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Undergraduate Certificate

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Arts and Sciences

Name of Department or Area: Communication and Media

Program Identification for Proposed New or Modified Program:

Program Title Communication Management

CIP code (consult IR / Registrar): 09.0100 - Communication, General.

Proposed Starting Date: 8/3/2020

Degree: Undergraduate

Indicate if Online Program:

Support Fund: Online Program Fee

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



10/7/2019

College Dean (Institution)

Date

Vice President for
Research (Institution; as
applicable)

Date

Graduate Dean or other
official (Institution; as
applicable)

Date



11/13/2019

Academic Affairs Program
Manager, OSBE

Date



10/9/2019

Chief Financial Officer,
OSBE

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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ATTACHMENT 1

11/15/2019

OSBE Program Submission System

FVP/Chief Fiscal Officer
(Institution)

Date

Tony Roark

10/8/2019

Provost/VP for Instruction
(Institution)

Marlene Tromp

Date

10/9/2019

President

Date

Jonathan Lashley

Chief Academic Officer,
OSBE

11/12/2019

Date

SBOE/Executive Director
Approval

Date

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

Rationale for Creation or Modification of the Program

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

Boise State University proposes the creation of a wholly online certificate program that will award a Communication Management Certificate. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The certificate consists entirely of existing online courses from the online BA in Public Relations.

The proposed online Communication Management Certificate focuses on managing professional processes and relationships. The proposed certificate is intended both for current students who are looking to supplement their degree and for adult learners who are looking to enhance their skills. At the completion of the certificate, students will be prepared for both internal and external communication such as employee communication, collaboration, business communication, and community relations.

Concise and effective communication that informs the audience of the issues at hand, relays key information, notes important changes, or puts forward the questions to be answered, is a valuable and crucial skill for all businesses, government agencies, and organizations. Students and graduates from all disciplines are expected to utilize or strengthen these skills in the workplace. By creating the proposed certificate in Communication Management, Boise State University can offer students across campus the opportunity to take a set of courses that will credential them and demonstrate to employers that they will bring this valuable skillset to the workplace. Working professionals switching careers, or those looking to expand their skillset will also benefit from the certificate offering.

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.

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11/15/2019

OSBE Program Submission System

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 certificate in Communication Management does not map perfectly to the job titles in the Department of Labor databases. The skills and knowledge students will gain in the proposed certificate are utilized in every industry and in a variety of employment titles. Three job titles and associated SOC codes were used to provide a small (and by no means representative) example of employment openings that utilize the certificate's skill set.

1. Human Resources Specialists SOC 13-1071
2. Labor Relations Specialists SOC 13-1075
3. Training and Development Specialists SOC 13-1151

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

Job Title
Training and Development Specialists, SOC 13-1151
Labor Relations Specialists, SOC 13-1075
Human Resources Specialists, SOC 13-1071

Region	DOL Type	Description	Other DOL Type
Local (Service Area)	Federal DOL Data	280 openings (.25% of nation)	
State	Federal DOL Data	560 openings (.50% of nation)	
Nation	Federal DOL Data	112,000 openings	
Local (Service Area)	State DOL Data	166 openings (1/2 of state)	
State	State DOL Data	332 openings	

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

This certificate meets employer demand for professionals proficient in communication management for both internal and external communication such as employee communication, collaboration, business communication and community relations.

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.**

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ATTACHMENT 1

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OSBE Program Submission System

The certificate in Communication Management will serve a variety of students, including those already enrolled in various degree programs at Boise State University, as well as working professionals.

Boise State University currently offers a variety of fully online degree programs and it is anticipated that the proposed certificate will appeal to a number of students who are interested in rounding out their educational experience with a credential that is marketable to future employers. Additionally, the proposed certificate will appeal to working professionals who either find themselves in a position that requires an enhanced communication skillset, or those who wish to move into a new role where communication strategy is a key responsibility.

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

N/A

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

Effective communication to the public, key stakeholders, or clients can positively influence the way those groups perceive and interact with an organization, business or agency. For example, how best do you educate the public if there is an increased outbreak of the flu in a community? Ensuring that the community is aware of the increased flu risk and understands and enacts risk reduction strategies is vital to a healthy community. This communication outreach is often handled by departments or units within agencies, organizations, or businesses that are devoted to external communication.

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
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
No records to display.		

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 certificates similar to the focus of the proposed certificate in Communication Management at other Idaho public institutions.

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

Goal 1: Create a signature, high-quality educational experience for all students. -->Boise State's online program development process created a cohesive, consistent, rigorous, outcome-driven educational experience.

Program coursework infuses relevant public relations instruction with innovation, digital best practices, and experiential learning.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population. -->The online delivery of the certificate will enable students with work, life, or other responsibilities to obtain the certificate.

Goal 4: Align university program and activities with community needs. -->Graduates of this certificate will be prepared to lead individuals and organizations in responding to community needs through effective communication management.

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

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

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

Specialized Accreditation: N/A

Program Development Support:

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

Academic Integrity:

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

?Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.

?Academic integrity will be addressed within online student orientation. Programs may require online students to

complete the university's Academic Integrity Online Workshop.

?At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication:

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

?During the admissions process (if interested individual is currently not a student), the university will confirm required official transcripts and other documentation required for admission into the program.

?Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.

?When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.

?Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.

?Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.

Attach the peer review report as Appendix B 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?

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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?

Certificates that consist of 30 credits or less are not required to be listed on institution's three year plans.

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:

Credit hours in required courses offered by other departments:

Credit hours in institutional general education curriculum:

Credit hours in free electives:

Total credit hours required for degree program:

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

Please see attached "Communication Management certificate curriculum" document.

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

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

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

Students will be able to:

1. Manage internal communication processes and relationships
2. Manage external communication processes and relationships.

12. Assessment plans

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

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

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

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

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

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

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

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

Program evaluation takes place using a three-year rotation model that ensures that the entire program is evaluated every three years.

- Evaluation is carried out by the Program Board in collaboration with the Program Coordinator, Master Course Creators and instructors, and an Industry Advisory Board.
- Changes are implemented by eCampus Center Support Team and Master Course Creators.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers

Institution	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:

Communication Management certificate

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2021	
5.00	1.00
FY: 2022	
11.00	18.00
FY: 2023	
13.00	22.00
FY: 2024	
15.00	23.00
FY: 2025	
17.00	24.00
FY: 2026	

	Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
	19.00	25.00

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

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

The anticipated graduates were determined based on conservative new headcount goals of 10 new students in year one, 21 new students in year two, 24 new students in year three and 27 new students in year four. Additionally, we have estimated that students will take either two or three semesters to make their way through the program. Table above shows the projected fall term enrollment only. Students will be able to start this certificate in any semester, including the summer.

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 Communication Management Certificate cannot be a sustainable as standalone program. The program is designed to complement the previously approved Online Bachelors of Arts in Public Relations. Since certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Relations and will be utilizing services (enrollment, advising, administration) that are already in place, the only anticipated additional resources for the certificate program are additional instruction costs due to increased enrollment.

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program’s financial sustainability will be evaluated at least annually.

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

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

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The available space and equipment are acceptable to operate a successful program.

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

No impact.

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

No additional resources are necessary.

18. Library resources

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

Existing library resources are sufficient.

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

No new library resources are required.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The only anticipated additional resources for the certificate program are additional instruction costs (3-4 additional sections annually at maturity) due to increased enrollment. Certificate students will be taking courses already offered as part of the Online Bachelor's of Arts in Public Relations and will be utilizing services

(enrollment and advising services) that are already in place. By year four (FY24), it is anticipated that the program will need as additional 0.6 FTE of instruction. Prior to year three (FY23), we believe there will be acceptable course and instruction capacity to effectively absorb the additional certificate enrollments.

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.

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?

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.

20. Revenue Sources

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

N/A

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

No new appropriation will be required.

c. Non-ongoing sources:

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

There is no one-time funding, other than student fee revenue.

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

d. Student Fees:

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

N/A

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

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge the same per credit fee as the Online Bachelor's of Arts in Public Relations which for FY20 is \$350 per credit hour. For the 17 credits required for completion of the proposed program, the total cost will be \$5,950. We project that by the fourth year of the program, the program will generate 445 SCH, which will yield a total revenue of \$155,750.

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					
	5.56	0.00	10.00	0.00	
FY: 2022					
	10.23	4.26	21.00	5.00	
FY: 2023					
	14.49	7.40	24.00	9.00	
FY: 2024					
	16.28	7.47	27.00	12.00	

Revenues

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

ATTACHMENT 1

11/15/2019

OSBE Program Submission System

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$35,000.00
	Ongoing:	\$0.00
One-time	Total:	\$35,000.00
5. Student Fees		\$35,000.00
Fiscal Year: 2022	One-time:	\$91,263.00
	Ongoing:	\$0.00
One-time	Total:	\$91,263.00
5. Student Fees		\$91,263.00
Fiscal Year: 2023	One-time:	\$137,900.00
	Ongoing:	\$0.00
One-time	Total:	\$137,900.00
5. Student Fees		\$137,900.00
Fiscal Year: 2024	One-time:	\$155,750.00
	Ongoing:	\$0.00
One-time	Total:	\$155,750.00
5. Student Fees		\$155,750.00

Expenditures

Expenditure Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$17,500.00
	Ongoing:	\$0.00
One-time	Total:	\$17,500.00
Other Costs	Total:	\$17,500.00
Other	Indirect costs (overhead)	\$17,500.00
Fiscal Year: 2022	One-time:	\$45,631.00
	Ongoing:	\$0.00
One-time	Total:	\$45,631.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$45,631.00
Other	Indirect Costs (overhead)	\$45,631.00
Fiscal Year: 2023	One-time:	\$120,170.00
	Ongoing:	\$0.00
One-time	Total:	\$120,170.00
Other Costs	Total:	\$68,950.00
Other	Indirect Costs (overhead)	\$68,950.00
Personnel Costs	Total:	\$51,220.00
FringeBenefits		\$11,781.00
Faculty		\$39,439.00
Fiscal Year: 2024	One-time:	\$135,726.00
	Ongoing:	\$0.00
One-time	Total:	\$135,726.00
Other Costs	Total:	\$77,875.00
Other	Indirect Costs (overhead)	\$77,875.00
Personnel Costs	Total:	\$57,851.00
FringeBenefits		\$13,306.00
Faculty		\$44,545.00

Total Expenditures

Year	One Time	Ongoing
2021	\$17,500.00	\$0.00
2022	\$45,631.00	\$0.00
2023	\$120,170.00	\$0.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

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OSBE Program Submission System

Year	One Time	Ongoing
2024	\$135,726.00	\$0.00

Net Income (Deficit)

Year	One Time	Ongoing
2021	\$17,500.00	\$0.00
2022	\$45,632.00	\$0.00
2023	\$17,730.00	\$0.00
2024	\$20,024.00	\$0.00

Communication Management CERTIFICATE Online Program	
Course Number and Title	Credits
PRO 301 Technology for Professionals	2
PRO 303 Public Relations Campaigns	3
PRO 320 Business and Professional Communication	3
Pick 2 courses from list: PRO 310 Interviewing (3) PRO 312 Conflict and Collaboration (3) PRO 321 Applied Research for Professionals (3) PRO 332 Client Relations (3) PRO 333 Community Relations (3)	6
PRO 499 Capstone	3
TOTAL	17

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020

BOISE STATE UNIVERSITY

SUBJECT

Online, Media Content Management Certificate

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new certificate in Media Content Management that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. BSU currently offers an online Bachelor of Arts in Relations. The proposed program will utilize existing online courses by providing an additional certification for students who want to enhance their professional careers or begin a new career.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to either change careers or enhance their careers in the public relations sector. The program will focus on digital content management for websites and social media as well as basic media production skills.

The Media Content Management Certificate is not intended to be sustainable as standalone program. The program is designed to complement the previously approved Online Bachelors of Arts in Public Relations. Since certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Relations and will be utilizing services (enrollment, advising, administration) that are already in place, the only anticipated additional resources for the certificate program are additional instruction costs due to increased enrollment.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 19 students by the sixth year, graduating approximately 25 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. We will initially charge \$350 per credit hour, which aligns with the majority of our current online undergraduate programs. For the 17 credits

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020

required for completion of the proposed program, students will pay \$350 per credit; the total cost of those 17 credits totals \$5,950.

ATTACHMENTS

Attachment 1 – Proposal for certificate in Media Content Management

STAFF COMMENTS AND RECOMMENDATIONS

BSU anticipates a projected enrollment of 5 students initially, which will be scaled to demand for the program as provided in their program proposal. If enrollments are not met, BSU will adjust expenses to reflect actual activity and will be evaluated annually. If it is not fiscally sustainable, the program will be discontinued.

BSU's proposed certificate in Media Content Management is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for communications and public relations programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

Staff raised questions regarding industry need and demand. In response, BSU indicated due to the online modality, the program will be able to serve a placebound clientele and will benefit rural communities.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). BSU proposes to charge \$350 per credit for a total program cost of \$5,950 for 17 required credits. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was shared with the Council on Academic Affairs and Programs (CAAP) on November 18, 2019; to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 26, 2019; and to the Business Affairs and Human Resources Committee on December 3, 2019.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, certificate in Media Content Management as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020

AND

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
PROPOSAL SUMMARY SHEET**

Institution: Boise State University

Program: Media Content Management certificate (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.

The proposed online Media Content Management Certificate focuses on digital content management for websites and social media, as well as basic media production skills. At completion of the certificate, students will have the practical skills to create, produce, and manage content across multiple platforms, and evaluate the legal parameters of media. The proposed certificate is intended both for current students who are looking to supplement their degree (especially Multidisciplinary Studies or Bachelor of Applied Science students) and for adult learners who are looking to enhance their skills.

Businesses, government agencies, and nonprofits increasingly utilize a variety of digital communication strategies to engage with the public, clients, or other key stakeholders. By creating the proposed certificate in Media Content Management, Boise State University can offer students across campus the opportunity to take a set of courses that will credential them and demonstrate to hiring managers that they are experienced and versed in the management of various forms of digital media. Working professionals switching careers, or those looking to expand their skillset will also benefit from the certificate offering.

The certificate in Media Content Management does not map perfectly to job titles in the Department of Labor databases. The skills and knowledge students will gain in the proposed certificate are utilized in every industry and in a variety of employment titles. Numerous Idaho based industries, including industries as varied as dairy to tourism, rely on skilled professionals to create, communicate, and publish media content that helps sell their products, educate the public, and engage with the community.

2. Program Prioritization

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

The creation of the certificate in Media Content Management does not require additional university resources. The creation of the new certificate will allow Boise State to increase the enrollment in existing coursework currently offered for the BA in Public Relations, thus maximizing efficiency.

Lastly, the Department of Communication and Media's BA in Communication was placed in the 2nd quintile during Boise State's Program Prioritization process in 2013-2014. Due to high interest in programs in Communication, the department worked with eCampus to create a wholly online BA in Public Relations which launched Fall 2019.

3. Credit for Prior Learning

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

Credit for Prior Learning experience will be considered on a case by case basis. Students with work experience may apply for credit for experiential learning for some coursework.

8/22/19

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 Communication and Media strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. The online delivery method of the program allows numerous Boise State students who are place-bound to access programming that is of interest to their personal or career aspirations.

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 creation the certificate in Media Content Management as all coursework associated with the program is currently offered as part of the online BA in Public Relations 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.

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.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Communication	719	673	542	481	207	198	201	180
BA Media Arts	81	175	243	277	n/a	n/a	9	35
BA Public Relations (online)	n/a	n/a	n/a	14	n/a	n/a	n/a	n/a

8/22/19

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		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU									5	1	11	18	13	22	15	24
ISU																
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Undergraduate Program

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Arts and Sciences

Name of Department or Area: Communication and Media

Program Identification for Proposed New or Modified Program:

Program Title Media Content Management

CIP code (consult IR / Registrar): 09.0199 - Communication and Media Studies, Other.

Proposed Starting Date: 8/3/2020

Degree: Undergraduate

Indicate if Online Program:

Support Fund: Online Program Fee

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



10/6/2019

College Dean (Institution)

Date

Vice President for
Research (Institution; as
applicable)

Date

Graduate Dean or other
official (Institution; as
applicable)

Date



11/13/2019

Academic Affairs Program
Manager, OSBE

Date



10/9/2019

Chief Financial Officer,
OSBE

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020

ATTACHMENT 1

11/15/2019

OSBE Program Submission System

FVP/Chief Fiscal Officer
(Institution)

Date

Tony Roark

10/7/2019

Provost/VP for Instruction
(Institution)

Marlene Tromp

Date

10/9/2019

President

Date

Jonathan Lashley

Chief Academic Officer,
OSBE

11/12/2019

Date

SBOE/Executive Director
Approval

Date

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

Rationale for Creation or Modification of the Program

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

Boise State University proposes the creation of a wholly online certificate program that will award a Media Content Management Certificate. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The certificate consists entirely of existing online courses from the online BA in Public Relations.

The proposed online Media Content Management Certificate focuses on digital content management for websites and social media, as well as basic media production skills. At completion of the certificate, students will have the practical skills to create, produce, and manage content across multiple platforms, and evaluate the legal parameters of media. The proposed certificate is intended both for current students who are looking to supplement their degree and for adult learners who are looking to enhance their skills.

Businesses, government agencies, and nonprofits increasingly utilize a variety of digital communication strategies to engage with the public, clients, or other key stakeholders. Graduates from all disciplines often find themselves tasked with these responsibilities in a new job, or find while searching for job opportunities that previous experience or know-how in managing websites, social media, or media production is a sought-after skillset. By creating the proposed certificate in Media Content Management, Boise State University can offer students across campus the opportunity to take a set of courses that will credential them and demonstrate to hiring managers that they are experienced and versed in the management of various forms of digital media. Working professionals switching careers, or those looking to expand their skillset will also benefit from the certificate offering.

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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

ATTACHMENT 1

11/15/2019

OSBE Program Submission System

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 certificate in Media Content Management does not map perfectly to job titles in the Department of Labor databases. The skills and knowledge students will gain in the proposed certificate are utilized in every industry and in a variety of employment titles. Three job titles and associated SOC codes were used to provide a small (and by no means representative) example of employment openings that utilize the certificate's skillset.

1. Librarians, Curators, and Archivists SOC 25-4000
2. Media and Communication Workers SOC 27-3000
3. Miscellaneous Media and Communication Workers SOC 27-3090

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

Job Title
Miscellaneous Media and Communication Workers, SOC 27-3090
Media and Communication Workers, SOC 27-3000
Librarians, Curators and Archivists, SOC 25-4000

Region	DOL Type	Description	Other DOL Type
Local (Service Area)	Federal DOL Data	329 (.25% of nation)	
State	Federal DOL Data	658 (.50% of nation)	
Nation	Federal DOL Data	131,700	

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

This certificate meets employer demand for professionals proficient in digital content management for websites and social media, as well as basic media production skills.

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 certificate in Media Content Management will serve a variety of students, including those already enrolled in various degree programs at Boise State University as well as working professionals.

Boise State University currently offers a variety of fully online degree programs and it is anticipated that the proposed certificate will appeal to a number of students who are interested in rounding out their educational experience with a credential that is marketable to future employers. Additionally, the proposed certificate will

appeal to working professionals who either find themselves tasked with managing digital media communication strategies for their employer, or those who wish to move into a new role where media content management is a key responsibility.

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

Numerous Idaho based industries, including industries as varied as dairy to tourism, rely on skilled professionals to create, communicate, and publish media content that helps sell their products, educate the public, and engage with the community. The success of these industries, relies just as much on the high-quality products produced as it does on the ability to communicate with the wider-world about these products or services. With more companies moving into the state each year, the Idaho economy depends upon being able to offer these employers a pool of talent that has 21st century skillsets like media content management.

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

The power of a successful media campaign to highlight an important cause, increase awareness of a particular issue, or raise needed funds cannot be underestimated. Increasingly nonprofits have a dedicated staff member or team tasked with donor engagement, much of this done through various digital media communication channels, such as interactive emails, social media campaigns, or the publication of short media clips.

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
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
No records to display.		

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

Not applicable.

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

Goal 1: Create a signature, high-quality educational experience for all students --> Boise State's online program development process created a cohesive, consistent, rigorous, outcome-driven educational experience. Program coursework infuses relevant public relations instruction with innovation, digital best practices, and

experiential learning.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population. -->The online delivery of this certificate will enable students with work, life, or other responsibilities to obtain this certificate.

Goal 4: Align university program and activities with community needs. -->Individuals who complete this certificate will be prepared to lead individuals and organizations in responding to community needs through digital content.

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

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

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

Specialized Accreditation: N/A

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

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

- Through various opportunities provided by the eCampus Center and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

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

mechanisms:

?During the admissions process (if currently not a student), the university will confirm required official transcripts and other documentation required for admission into the program.

?Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.

?When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.

?Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.

?Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.

Attach the peer review report as Appendix B 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?

Certificates that consist of 30 credits or less are not required to be listed on institution's three year plans.

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:	<input type="text" value="17.00"/>
Credit hours in required courses offered by other departments:	<input type="text" value="0.00"/>
Credit hours in institutional general education curriculum:	<input type="text" value="0.00"/>
Credit hours in free electives:	<input type="text" value="0.00"/>
Total credit hours required for degree program:	<input type="text" value="17.00"/>

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

Please see the attached "Media Content Management certificate curriculum" document.

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

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

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

Students will be able to:

1. Produce public relations content using cutting-edge communications technologies.
2. Manage digital content and social media.
3. Evaluate the ethical and legal parameters of media.

12. Assessment plans

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

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

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

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

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

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

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

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

Program evaluation takes place using a three-year rotation model that ensures that the entire program is evaluated every three years.

- Evaluation is carried out by the Program Board in collaboration with the Program Coordinator, Master Course Creators and instructors, and an Industry Advisory Board.
- Changes are implemented by eCampus Center Support Team and Master Course Creators.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers

Institution	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:

Media Content Management certificate

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2021	
5.00	1.00
FY: 2022	
11.00	18.00
FY: 2023	
13.00	22.00
FY: 2024	
15.00	23.00
FY: 2025	
17.00	24.00
FY: 2026	

	Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
	19.00	25.00

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

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

The anticipated graduates were determined based on conservative new headcount goals of 10 new students in year one, 21 new students in year two, 24 new students in year three and 27 new students in year four. Additionally, we have estimated that students will take either two or three semesters to make their way through the program. Table above shows the projected fall term enrollment only. Students will be able to start this certificate in any semester, including the summer.

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 Media Content Management Certificate cannot be sustainable as a stand-alone program. The program is designed to complement the previously approved Online Bachelors of Arts in Public Relations. Certificate students will take courses already offered as part of the Online Bachelors of Arts in Public Relations and will be utilize services (enrollment, advising, administration) that are already in place, the only anticipated additional resources for the certificate program are additional instruction costs due to increased enrollment.

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

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

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

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

The available space and equipment are acceptable to operate a successful program.

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

No impact.

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

Existing resources are sufficient.

18. Library resources

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

Existing resources are sufficient.

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

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 only anticipated additional resources for the certificate program are additional instruction costs (3-4 additional sections annually at maturity) due to increased enrollment. Certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Relations and will be utilizing services (enrollment and advising services) that are already in place. By year three (FY23), it is anticipated that the program will need as additional 0.6 FTE of instruction. Prior to year three (FY23), we believe there will be acceptable course and instruction capacity to effectively absorb the additional certificate enrollments.

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.

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?

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.

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.

No new appropriation will be required.

c. Non-ongoing sources:

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

There is no one-time finding other than student fee revenue.

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

d. Student Fees:

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

Not applicable.

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

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge the same per credit fee as the Online Bachelors of Arts in Public Relations which for FY20 is \$350 per credit hour. For the 17 credits required for completion of the proposed program, the total

cost will be \$5,950.

We project that by the fourth year of the program, the program will generate 445 SCH, which will yield a total revenue of \$155,750.

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					
	5.56	0.00	10.00	0.00	
FY: 2022					
	10.23	4.26	21.00	5.00	
FY: 2023					
	14.49	7.40	24.00	9.00	
FY: 2024					
	16.28	7.47	27.00	12.00	

Revenues

	Revenue Type	Notes	Amount

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

ATTACHMENT 1

11/15/2019

OSBE Program Submission System

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$35,000.00
	Ongoing:	\$0.00
One-time	Total:	\$35,000.00
5. Student Fees		\$35,000.00
Fiscal Year: 2022	One-time:	\$91,263.00
	Ongoing:	\$0.00
One-time	Total:	\$91,263.00
5. Student Fees		\$91,263.00
Fiscal Year: 2023	One-time:	\$137,900.00
	Ongoing:	\$0.00
One-time	Total:	\$137,900.00
5. Student Fees		\$137,900.00
Fiscal Year: 2024	One-time:	\$155,750.00
	Ongoing:	\$0.00
One-time	Total:	\$155,750.00
5. Student Fees		\$155,750.00

Expenditures

Expenditure Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$17,500.00
	Ongoing:	\$0.00
One-time	Total:	\$17,500.00
Other Costs	Total:	\$17,500.00
Other	Indirect Costs (overhead)	\$17,500.00
Fiscal Year: 2022	One-time:	\$45,631.00
	Ongoing:	\$0.00
One-time	Total:	\$45,631.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$45,631.00
Other	Indirect Costs (overhead)	\$45,631.00
Fiscal Year: 2023	One-time:	\$120,170.00
	Ongoing:	\$0.00
One-time	Total:	\$120,170.00
Other Costs	Total:	\$68,950.00
Other	Indirect Costs (overhead)	\$68,950.00
Personnel Costs	Total:	\$51,220.00
FringeBenefits		\$11,781.00
Faculty		\$39,439.00
Fiscal Year: 2024	One-time:	\$135,726.00
	Ongoing:	\$0.00
One-time	Total:	\$135,726.00
Other Costs	Total:	\$77,875.00
Other	Indirect Costs (other)	\$77,875.00
Personnel Costs	Total:	\$57,851.00
FringeBenefits		\$13,306.00
Faculty		\$44,545.00

Total Expenditures

Year	One Time	Ongoing
2021	\$17,500.00	\$0.00
2022	\$45,631.00	\$0.00
2023	\$120,170.00	\$0.00

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OSBE Program Submission System

Year	One Time	Ongoing
2024	\$135,726.00	\$0.00

Net Income (Deficit)

Year	One Time	Ongoing
2021	\$17,500.00	\$0.00
2022	\$45,632.00	\$0.00
2023	\$17,730.00	\$0.00
2024	\$20,024.00	\$0.00

MEDIA CONTENT MANAGEMENT CERTIFICATE Online Program	
Course Number and Title	Credits
PRO 301 Technology for Professionals	2
PRO 304 Public Relations Writing	3
PRO 323 Media Law	3
Pick 2 courses from list: PRO 311 Multimedia Storytelling (3) PRO 313 Public Relations Ethics (3) PRO 322 Media and Social Media Strategies for Professionals (3) PRO 330 Global Public Relations (3) PRO 332 Client Relations (3)	6
PRO 499 Capstone	3
TOTAL	17

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 13, 2020

BOISE STATE UNIVERSITY

SUBJECT

Online, Public Health Certificate

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes the creation of a completely online certificate in Public Health. The program will operate under the guidelines of SBOE Policy V.R. as they pertain to wholly online programs.

Currently, Boise State offers a BA in Public Health (online), and the addition of this online undergraduate certificate in Public Health will provide students who are interested in public health a flexible path of study that will complement their areas of focus within their majors. Many of the students who enter the program are expected to be working adults with some prior college experience who want to enhance their careers in the health sector. In particular, students in the online Multidisciplinary Studies (MDS) and Bachelor of Applied Science (BAS) programs have shown interest in gaining knowledge in public health and requested a certificate option in Public Health. A certificate will allow these students gain a credential in Public Health within their majors. Also, the certificate will be available to working professionals with associate and bachelor's degrees for skill-enhancement and life-long learning.

The proposed program will prepare students to be engaged and educated citizens who can address community health-related challenges. The program will focus on building collaborative leadership skills and knowledge of public health to promote positive social change.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of about 21 students by the sixth year, graduating approximately 19 students per year.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. We will initially charge \$350 per credit hour, which aligns with the majority of our current online undergraduate programs. For the 15 credits required for completion of the proposed program, students will pay \$350 per credit; the total cost of those 15 credits totals \$5,250.

ATTACHMENTS

Attachment 1 – Proposal to create a new Public Health Certificate

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

STAFF COMMENTS AND RECOMMENDATIONS

BSU anticipates a projected enrollment of six students in year one and reaching enrollment of about 20 students starting in year 3, which may be scaled to demand for the program as provided in their program proposal. If enrollments are not met, BSU will adjust expenses to reflect actual activity and will be evaluated annually. If the certificate does not have any enrollments for three years, program will be discontinued.

BSU's proposed certificate in Public Health is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. While there are no undergraduate certificates in Public Health offered at Idaho public institutions, Idaho State University currently offers a graduate certificate in Public Health. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

The Public Health Certificate is not intended to be a standalone program. The program is a subset of and designed to complement the previously approved Online Bachelors of Arts in Public Health.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). BSU proposes to charge \$350 per credit for a total program cost of \$5,250 for 15 required credits. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was shared with the Council on Academic Affairs and Programs (CAAP) on November 18, 2019; to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 26, 2019; and to the Business Affairs and Human Resources Committee on December 3, 2019.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a certificate in Public Health to be offered wholly online.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for students enrolled in the wholly online Certificate in Public Health program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: Online, Public Health 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 program will prepare students to be engaged and educated citizens who can address community health-related challenges. The program will focus on building collaborative leadership skills and knowledge of public health to promote positive social change.

Currently, Boise State offers a BA in Public Health (online), and the addition of this online undergraduate certificate in Public Health will provide students who are interested in public health a flexible path of study that will complement their areas of focus within their majors. In particular, students in the online Multidisciplinary Studies (MDS) and Bachelor of Applied Science (BAS) programs have shown interest in gaining knowledge in public health and requested a certificate option in Public Health. A certificate will allow these students gain a credential in Public Health within their majors. Also, the certificate will be available to working professionals with associate and bachelor's degrees for skill-enhancement and life-long learning.

Because this is a certificate that will *add to the* skill set of a student within various majors, a broad range of career paths is likely available to graduates with diverse skills, including Public Health skills. Regardless of their career paths, graduates with some public health training benefit society in many ways. Students gain understanding of the complex nature of social problems and ways to address them.

2. Program Prioritization

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

The creation of the certificate in Public Health does not require additional university resources. The creation of the new certificate will allow Boise State to increase the enrollment in existing coursework, thus maximizing efficiency.

Lastly, the Department of Community and Environmental Health's BS in Health Science Studies was placed in the 1st quintile during Boise State's Program Prioritization process in 2013-2014. The creation of the face-to-face BS in Public Health, followed by the wholly online BA in Public Health, and now the wholly online certificate in Public Health has been the result of strategic investment by the College of Health Sciences and the Department of Community and Environmental Health, as well as the reallocation of resources within the College to develop programming that serves growing student interest and builds on a strong foundation of excellent academic programming.

3. Credit for Prior Learning

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

Credit for Prior Learning experience will be considered on a case by case basis. Students with work experience may apply for credit for experiential learning for some coursework.

8/22/19

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Undergraduate Certificate

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: School of Allied Health

Name of Department or Area: Community and Environmental Health

Program Identification for Proposed New or Modified Program:

Program Title Public Health Certificate

CIP code (consult IR / Registrar): 51.2201 - Public Health, General.

Proposed Starting Date: 8/3/2020

Degree: Undergraduate

Indicate if Online Program:

Support Fund: Online Program Fee

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

Tim Dunnagan

10/2/2019

College Dean (Institution)

Date

Vice President for
Research (Institution; as
applicable)

Date

Graduate Dean or other
official (Institution; as
applicable)

Date

Patty Sanchez

11/8/2019

Academic Affairs Program
Manager, OSBE

Date

Mark J Heil

10/4/2019

Chief Financial Officer,
OSBE

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020

ATTACHMENT 1

1/21/2020

OSBE Program Submission System

FVP/Chief Fiscal Officer
(Institution)

Date

Tony Roark

10/2/2019

Provost/VP for Instruction
(Institution)

Marlene Tromp

Date

10/7/2019

President

Date

Jonathan Lashley

Chief Academic Officer,
OSBE

11/8/2019

Date

SBOE/Executive Director
Approval

Date

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

Rationale for Creation or Modification of the Program

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

Boise State University proposes the creation of a completely online Public Health Certificate. The program will operate under the guidelines of SBOE Policy V.R. as they pertain to wholly online programs.

The proposed program will prepare students to be engaged and educated citizens who can address community health-related challenges. The curriculum will explore issues that affect populations of people, and develop analysis, critical thinking, and communication skills to provide a flexible skill set that enables students to effectively adapt with the quickly changing public health landscape. The program will focus on building collaborative leadership skills and knowledge of public health to promote positive social change.

Currently, Boise State offers a BA in Public Health (online), and the addition of this online undergraduate certificate in Public Health will provide students who are interested in public health a flexible path of study that will complement their areas of focus within their majors. In particular, students in the online Multidisciplinary Studies (MDS) and Bachelor of Applied Science (BAS) programs have shown interest in gaining knowledge in public health and requested a certificate option in Public Health. A certificate will allow these students gain a credential in Public Health within their majors. Also, the certificate will be available to working professionals with associate and bachelor's degrees for skill-enhancement and life-long learning.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 13, 2020**

ATTACHMENT 1

1/21/2020

OSBE Program Submission System

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.

Because this is a certificate that will add to the skill set of a student within various majors, a broad range of career paths is likely available to graduates with diverse skills, including Public Health skills. The most relevant job titles that focus on public health related skills include:

- ? Health Educators, SOC 21-1091
- ? Community Health Workers, SOC 21-1094

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

Job Title
Community Health Workers, SOC 21-1094
Health Educators, SOC 21-1091

Region	DOL Type	Description	Other DOL Type
Local (Service Area)	Federal DOL Data	35 (.25% of nation) annual openings	
State	Federal DOL Data	71 (0.5% of nation) annual openings	
Nation	Federal DOL Data	14,200 annual openings	
Local (Service Area)	State DOL Data	80 (1/2 of state total) annual openings	
State	State DOL Data	161 annual openings	

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**.

Students select online programs to overcome time and/or geographical constraints. The certificate will allow a flexible option to students who want to focus on Public Health skills within their current majors or to working professionals with associate and bachelor's degrees for skill-enhancement. The curriculum will increase students' understanding of and ability to act on factors impacting the quality of life in their community or region, allowing them to better support efforts improving community health. The proposed certificate will help provide rural students more employment options.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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OSBE Program Submission System

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

N/A

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

Regardless of their career paths, graduates with some public health training benefit society in many ways. Students gain understanding of the complex nature of social problems and ways to address them. For example, as Idaho communities struggle to deal with the obesity epidemic, graduates with public health training will be prepared to see communities as systems and that addressing these issues requires cross-sector collaboration. Individuals cross-trained in public health can contribute to assessing the resources and assets of the community or region to identify gaps in services and help navigate the intricacies of healthcare for various populations, including the growing number of Idahoan seniors.

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
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
No records to display.		

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.

While there are no undergraduate certificates in Public Health offered at Idaho public institutions, Idaho State University currently offers a graduate certificate in Public Health. The proposed undergraduate certificate in Public Health is different in focus since it is largely designed to provide current Boise State students who are interested in public health a flexible path of study that will complement their majors. In particular, students in the online Multidisciplinary Studies (MDS) and Bachelor of Applied Science (BAS) programs have shown interest in gaining knowledge in public health and requested a certificate option in Public Health. Certificate will allow these students gain a credential in Public Health within their majors. Also, this undergraduate certificate will be available to working professionals with associate degrees for skill-enhancement unlike the graduate certificate.

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

Goals of Institutional Strategic Plan

Goal 1: Create a signature, high-quality educational experience for all students. Proposed Program Plans to Achieve the Goal: Boise State's online program development process created a cohesive, consistent, rigorous, and outcome-driven educational experience.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population. Proposed Program Plans to Achieve the Goal: The online delivery of this certificate will enable students with work, life, or other responsibilities to complete the certificate requirements.

Goal 4: Align university program and activities with community needs. Proposed Program Plans to Achieve the Goal: Individuals credentialed with this certificate will be prepared to tackle issues that affect wellness in their 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.

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

1. Regional Institutional Accreditation:

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

2. Program Review:

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

3. Program Development Support:

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

4. Academic Integrity:

Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for

designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

?During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)

?Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.

?Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.

?At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

5. Student Authentication:

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

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

?Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.

?When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.

?Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.

?Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.

Attach the peer review report as Appendix B 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?

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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?

Certificates do not need to be listed on the 3 year plan.

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:

15.00

Credit hours in required courses offered by other departments:

0.00

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Credit hours in institutional general education curriculum:	<input type="text" value="0.00"/>
Credit hours in free electives:	<input type="text" value="0.00"/>
Total credit hours required for degree program:	<input type="text" value="15.00"/>

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

Please see the attached "Public Health (online) certificate curriculum" document.

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.

N/A

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.

Credentialed students will:

1. Connect the history, philosophy, and core concepts of public health to current issues.
2. Employ the essential components of an effective public health program including assessment, planning, implementation, and evaluation.
3. Propose solutions for health promotion and disease prevention through public health systems.
4. Apply research, epidemiologic, and statistical methods for evidence-based decision-making.
5. Use effective communication and teamwork strategies to inform and engage colleagues, policy makers, and community members to address pertinent public health issues.

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 Department of Community and Environmental Health will review both qualitative evaluation-based information and quantitative academic-based data provided by students who are either actively enrolled in the program or have graduated. The department faculty will use this information to adjust key courses and overall program objectives or requirements.

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

Information obtained from both qualitative and quantitative assessments will be presented to department faculty during planned meetings as needed during the semester as well as immediately following each semester. Changes will be made to course and program curriculum as warranted.

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

Below are some general examples of assessment measures anticipated throughout the program:

- Course specific assessment measures will be used to assess the course-specific objectives. Assessment measures may include quizzes, tests, assignments, or course-specific projects.
- Assessment measures will vary to ensure students demonstrate various communication methods with course-specific content.
- Graduate exit survey to be conducted at the end of students' final semester.

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

- Course specific assessments will occur throughout each course, as well as at the end of each course when offered.
- The department will informally review course related data every semester and formally review data annually.
- The department will conduct surveys for students participating in the certificate program.

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:

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2021	
6.00	1.00
FY: 2022	
15.00	12.00

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Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2023	
21.00	18.00
FY: 2024	
21.00	19.00
FY: 2025	
21.00	19.00
FY: 2026	
21.00	19.00

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

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

16. Minimum Enrollments and Graduates.

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

The Public Health Certificate is not intended to be sustainable as a standalone program. The program is a subset of and designed to complement the previously approved Online Bachelors of Arts in Public Health. Since certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Health program and will be utilizing services (enrollment, advising services, administration) that are already in place, the only anticipated additional resources for the certificate program are additional instruction costs due to increased enrollment.

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

- 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 courses offered in the certificate are also part of the online BA in Public Health, therefore the courses in the Public Health certificate would continue to be taught as long as the online BA in Public Health has a healthy enrollment. Should the certificate have no enrollments for three years, the program would 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.

The available space and equipment is acceptable to operate a successful program.

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

No impact.

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

No impact.

18. Library resources

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

Existing resources are sufficient.

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

No new resources are required.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The only anticipated additional resources for the certificate program are additional instruction costs (2-3 additional sections annually at maturity) due to anticipated increased enrollment. Certificate students will be taking courses already offered as part of the Online Bachelors of Arts in Public Health and will be utilizing services (enrollment and advising services) that are already in place. By year three (FY23), it is anticipated that the program will need additional 0.4 FTE of instruction. Prior to year three (FY23), we believe there will be acceptable course and instruction capacity to effectively absorb the additional certificate enrollments.

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.

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?

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.

20. Revenue Sources

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

N/A

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

No new appropriation will be required.

c. Non-ongoing sources:

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

There is no one-time funding other than student fee revenue.

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:

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

N/A

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

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge the same per credit fee as the Online Bachelors of Arts in Public Health which for FY20 is \$350 per credit hour. For the 15 credits required for completion of the proposed program, the total cost will be \$5,250. We project that by the fourth year of the program, the program will generate 315 SCH, which will yield a total revenue of \$110,250.

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					
	3.25	0.00	6.00	0.00	
FY: 2022					
	6.70	2.34	15.00	5.00	
FY: 2023					
	11.53	4.80	21.00	9.00	

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New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2024				
11.05	6.02	21.00	12.00	

Revenues

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$20,475.00
	Ongoing:	\$0.00
One-time	Total:	\$20,475.00
5. Student Fees		\$20,475.00
Fiscal Year: 2022	One-time:	\$56,963.00
	Ongoing:	\$0.00
One-time	Total:	\$56,963.00
5. Student Fees		\$56,963.00
Fiscal Year: 2023	One-time:	\$102,900.00
	Ongoing:	\$0.00
One-time	Total:	\$102,900.00
5. Student Fees		\$102,900.00
Fiscal Year: 2024	One-time:	\$110,250.00
	Ongoing:	\$0.00
One-time	Total:	\$110,250.00
5. Student Fees		\$110,250.00

Expenditures

Expenditure Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$10,238.00
	Ongoing:	\$0.00
One-time	Total:	\$10,238.00

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OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$10,238.00
Other	Indirect costs (overhead)	\$10,238.00
Fiscal Year: 2022	One-time:	\$28,481.00
	Ongoing:	\$0.00
One-time	Total:	\$28,481.00
Other Costs	Total:	\$28,481.00
Other	Indirect costs (overhead)	\$28,481.00
Fiscal Year: 2023	One-time:	\$89,670.20
	Ongoing:	\$0.00
One-time	Total:	\$89,670.20
Other Costs	Total:	\$51,450.00
Other	Indirect costs (overhead)	\$51,450.00
Personnel Costs	Total:	\$38,220.20
FTE		\$0.20
FringeBenefits		\$8,791.00
Faculty		\$29,429.00
Fiscal Year: 2024	One-time:	\$96,076.40
	Ongoing:	\$0.00
One-time	Total:	\$96,076.40
Other Costs	Total:	\$55,125.00
Other	Indirect costs (overhead).	\$55,125.00
Personnel Costs	Total:	\$40,951.40
FTE		\$0.40
FringeBenefits		\$9,419.00

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Expenditure Type	Notes	Amount
Faculty		\$31,532.00

Total Expenditures

Year	One Time	Ongoing
2021	\$10,238.00	\$0.00
2022	\$28,481.00	\$0.00
2023	\$89,670.20	\$0.00
2024	\$96,076.40	\$0.00

Net Income (Deficit)

Year	One Time	Ongoing
2021	\$10,237.00	\$0.00
2022	\$28,482.00	\$0.00
2023	\$13,229.80	\$0.00
2024	\$14,173.60	\$0.00

Public Health (Online) Certificate	
<i>Course Number and Title</i>	<i>Credits</i>
PUBH 303 Foundations of Public Health	3
PUBH 310 Evidence-based Public Health	3
PUBH 382 Research Methods in Health	3
Two (2) courses chosen from the following: PUBH 315 Health Policy and Ethics PUBH 355 Human Health and Disease PUBH 365 Quality Improvement & Performance Management PUBH 418 Advanced Public Health Analysis PUBH 419 Public Health Communications PUBH 420 Strategic Planning and Project Management PUBH 460 Determinants of Health PUBH 470 Collaborating for Change	6
Total	15
The certificate will be awarded following completion of an associate or baccalaureate degree.	

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SUBJECT

Board Policy III.L, Prior Learning – First 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.
October 2019	The Board approved the second reading of Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The purpose of Board Policy III.L, Continuing Education and Prior Learning is to provide the foundation by which institutions will provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning. This policy also includes minimum standards for providing continuing education activities such as workforce training, certification programs, and professional development opportunities.

The Council on Academic Affairs and Programs (CAAP) evaluated the policy and determined that the function of continuing education did not fit within the scope of credit for prior learning activity. The proposed amendments would remove continuing education from the policy and add a section on crosswalks, including provisions for Advanced Placement, College Level Examination Program (CLEP), and military training. Continuing education is a broad term that covers programs such as non-credit bearing courses for enrichment (e.g., gardening), non-credit-bearing courses that count as continuing education units (CEUs, such as those earned by in-service teachers for professional development), and credit-bearing courses that may be applied to a degree or certificate program. Policies governing these programs are subject to national standards and institutional policies. The reference in Board policy is thus unnecessary and does not add to the programs.

Other amendments include updating and clarifying the definition of prior learning assessments, clarifying the language around fees to ensure compliance with Board

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Policy V.R., and streamlining the standards for prior learning assessments.

IMPACT

The proposed amendments will support non-traditional and returning students, especially military veterans, by significantly reducing the time and expense associated with earning a postsecondary degree in Idaho by recognizing the advanced skills that these learners bring to our institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.L, Prior Learning – First 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, including how prior learning assessments are administered and how different forms of credit are awarded to meet degree requirements. This can help non-traditional students such as returning 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.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the January 30, 2020 IRSA meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. L., Prior Learning as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. ~~Continuing Education and~~ Prior Learning ~~October 2019 April 2020~~

~~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 establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies through established assessment processes to earn credit for prior learning. 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.~~
- a. Crosswalk: An equivalency table that identifies how credit for prior learning articulates to direct course equivalencies and general education requirements as provided in Board Policy III.N General Education.
- 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. The process by which an individual's prior learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training. There are four generally accepted approaches to PLA and, when properly conducted, all ensure academic quality:
 - i. ~~Standardized assessments~~ National standardized exams in specific disciplines, including but not limited to:
 - a) College Level Examination Program (CLEP)
 - b) DANTES Subject Standardized Test
 - c) ~~UExcel~~ Excelsior College Exams (UExcel)
 - d) Advanced Placement (AP)

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- 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)~~

- ii. Challenge exams for local courses at the student's college or university

- iii. Faculty developed assessments, Individualized assessments or experiential learning, particularly portfolio-based assessments whereby students demonstrate learning acquired through experiences including but not limited to:
 - a) Technical competency credit, consistent with Board Policy III.Y Work or employment
 - b) Course specific challenge exams Employer training programs
 - c) Locally evaluated industry and workplace education/training programs Independent study
 - d) Portfolio Non-credit courses
 - e) Volunteer or community service
 - f) Travel
 - g) Non-college courses or seminars
 - h) Apprenticeships

- iv. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of: Evaluated non-college programs, such as:
 - a) Course specific challenge exams The National College Credit Recommendation Service (NCCRS)
 - b) Portfolio assessments The American Council on Education's ACECREDIT service and evaluations of corporate and military training

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:~~

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- ~~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:~~

- ~~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.~~

~~a. Institutional Policies~~

- ~~i. Institutions are Each institution is responsible for determining how best to implement PLAs and should do so within the context of its mission, culture, student needs, and academic programs, and career technical education programs.~~
- ~~ii. Institutions shall Each institution will ensure students have access to the most appropriate and current prior learning assessment PLA methods as deemed appropriate by its faculty.~~

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- iii. ~~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 will provide professional development for faculty members, administrators, and staff working with students to ensure transparency and consistency in evaluating and awarding credit through PLA.~~
 - iv. ~~Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.~~
 - v. ~~Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.~~
 - vi. ~~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.~~
 - vii. ~~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.~~
 - viii. ~~Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.~~
 - iv. 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
 - v. Each institution will track PLA data, including student demographics, credits earned, type of PLA awarded, and associated costs to students.
- b. Student Eligibility
- i. To be eligible to earn PLA credits, undergraduate students must be admitted and enrolled in a public Idaho college or university.
- c. Awarding Credit
- i. Credit is awarded when a student successfully demonstrates evidence of college-level learning. Credit will be identified on the student's transcript as credit for prior learning.
 - ii. PLA credit will count as course credit and may be applied toward a degree, certificate, or other credential.

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- iii. Each institution shall include in its written policy on PLA the maximum number of credits earned through PLA that can be counted toward a degree or certificate.

d. Transferability

- i. Once recorded on a student's transcript, PLA credit is transferable among Idaho institutions on the same basis as if the credit had been earned as a regular student at the awarding institution.

e. Fees

- i. Fees for ~~continuing education and~~ credit for prior learning shall be assessed consistently 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. Transcription fees are allowed for Workforce Training courses pursuant to Board Policy Section V.R.
- ii. 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 is awarded may satisfy course and degree requirements.

3. Crosswalks

- a. Each institution will make available to students crosswalks identifying how credit for AP exams, CLEP exams, or military training will be awarded for common indexed general education courses. Where applicable, institutions will work together to identify areas within the crosswalks where credit for AP exams, CLEP exams, and military training can be applied consistently across institutions for meeting general education requirements. Crosswalks for AP exams, CLEP exams, and military training will include how exams and training are articulated to general education requirements and common indexed courses as provided in Board Policy III.N. For AP and CLEP exams, crosswalks will include minimum scores necessary for awarding credit across all institutions and will adhere to the AP exam credit requirement established in Board policy III.Y. For military training, crosswalks will include how equivalent college credit will be awarded.

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UNIVERSITY OF IDAHO

SUBJECT

Approval of institution program review policies and procedures.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.H.4., III.G.2.a, and III.F.

BACKGROUND/DISCUSSION

The University of Idaho (UI) is undertaking an institution-wide approach to realigning academic and operational programs to revenues. The goals are to eliminate the current structural deficit in the operating budget while maintaining and advancing UI's missions of education, research, and outreach in an efficient manner. As part of this process, UI will apply quantitative and qualitative metrics across the institution to identify essential and non-essential academic programs along with program strengths and weaknesses. Essential programs will be retained and where necessary strengthened while non-essential programs will be eliminated allowing transfer of resources to address the structural deficit and enhance the mission-driven, strategic programs. UI expects students will see stronger programs and a better education, thus enhancing UI's ability to recruit and retain future students.

The UI's program prioritization process of 2017 is being updated and improved within the shared governance structure of the UI. Faculty, staff, students, and administration have had and continue to have a role in shaping and implementing UI's program prioritization process ever since the State Board of Education mandated this process in 2013. The new process will be a two-step evaluation to place programs into quintiles. The first step will evaluate mission essentiality of programs and combine that with an assessment of return on budget allocated (or RBA) to arrive at the initial placement of programs into quintiles. Programs in the bottom two quintiles will be further evaluated in the second step to clarify which programs are in the fourth versus fifth quintile. This sequential approach allows the institution to go deeper for those programs that are being considered for consolidation or discontinuance. For these lowest two quintile programs, the second step will focus on additional criteria as spelled out in Board Policy III.F.3 such as quality of inputs and processes, quality of outcomes and opportunity analysis to name a few. Fifth quintile programs that are recommended for modification or discontinuance will be forwarded by the Institutional Planning and Effectiveness Committee (IPEC) to the University President for consideration. Programs recommended for modification or discontinuance by IPEC will be notified in parallel. Such decisions may be appealed to the President for reconsideration.

IMPACT

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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The process described above will likely result in identification of programs for modification or discontinuance. Requests for approval to modify or discontinue programs will be presented to the Board later in compliance with Board Policy III.G. Board Policy III.H. (Referenced in Policy III.G.2.a) requires Board approval for institution policies and procedures for evaluating programs proposed for consolidation, relocation or discontinuance.

ATTACHMENTS

Attachment 1 – University of Idaho Program Prioritization Process

STAFF COMMENTS AND RECOMMENDATIONS

In October 2019, the Board adopted a new policy that requires institutions to integrate program prioritization into their respective strategic planning, program, and budgeting processes. Program prioritization requires institutions to evaluate programs and services with specific and tangible objectives and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. This process provides a method to objectively review program efficiency and effectiveness. The University of Idaho is updating their program prioritization process to comply with requirements set forth in the Board's recent adoption of Board Policy III.F, Program Prioritization.

Board staff recommends approval.

BOARD ACTION

I move to approve the University of Idaho's program prioritization process, described in Attachment 1, as an approved program review process for evaluating programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**UNIVERSITY OF IDAHO
PROGRAM PRIORITIZATION PROCESS
January 2020**

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