INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 17, 2020

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SUBJECT

Idaho College of Osteopathic Medicine Progress Report

REFERENCE

February 2016	Board approved Idaho State University (ISU) to execute a collaborative affiliation agreement with the Idaho College of Osteopathic Medicine, LLC (ICOM).
August 2016	Board approved execution of a Ground Lease for ICOM to build its medical education building on the ISU Meridian campus.
February 2017	Board approved amendment of ISU's six-year plan and authorized the university to begin engineering and cost-estimating for expansion of the Anatomy and Physiology (A/P) Lab Building Addition on the ISU Meridian campus.
August 2017	Board approved License Agreement between ISU and ICOM for the use of A/P Lab space.
April 2017	Board authorized ISU to enter into an Institution Review Board MOU with ICOM and to proceed with negotiations on an IRB Authorization Agreement.
October 2017	Board approved amendment to the License Agreement for Space between ISU and ICOM for use of the ISU A/P Lab space.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.J. and V.I.5.

BACKGROUND / DISCUSSION

In a February 25, 2016 special meeting, at the direction of then Governor Otter, the Board authorized ISU to execute a Collaborative Affiliation Agreement between ISU and ICOM, for the creation of a college of osteopathic medicine on the ISU-Meridian campus. The term of the Agreement is for an initial period of forty (40) years, with the opportunity to extend the lease for two (2) additional (10) year periods. The affiliation agreement memorialized the public-private partnership between ISU and ICOM, a private, for-profit college of osteopathic medicine.

The Agreement provides that two positions on the ICOM Board of Trustees will be designated for individuals who are employees or otherwise affiliated with the ISU. President Satterlee and Dr. Rex Force are ISU's current designees on the ICOM Board of Trustees. In August 2016, the Board authorized ISU to enter into a Ground Lease Agreement with ICOM for 2.8 acres on ISU's Meridian campus as the site for the construction of a building to house the osteopathic school. The term of the lease is for an initial period of forty (40) years, with the opportunity to extend the lease for two (2) additional (10) year periods.

ICOM "agreed to create a significant fund to stimulate and assist sponsoring institutions to evaluate and pursue the creation of new graduate medical education residencies in Idaho, Montana, North Dakota, South Dakota and Wyoming." (Governor Otter New Release, February 25, 2016)

ICOM received a $3.85M tax reimbursement incentive from the state. In October 2016, ICOM announced proceeds from this business tax break will be split between "annual scholarships and contributions to a scholarship endowment established by ICOM and the Idaho State University Foundation…Scholarships and endowment contributions will begin once ICOM achieves accreditation…Students who complete their undergraduate degrees at Idaho State University will be given preference for the scholarships." (https://www.idahostatesman.com/news/business/article107776557.html)

"ICOM received pre-accreditation status with the ability to recruit in December 2017 from the American Osteopathic Association Commission on Osteopathic College Accreditation (COCA). Pre-accreditation status is reviewed annually to assess the academic progress of the first, second and third year classes through graduation. Full accreditation is typically granted prior to when a new school graduates its first class." (https://www.idahocom.org/about/faq/)

ICOM's inaugural class of 162 students (42 from Idaho) began in August 2018. Students complete their first two years of didactic training at ICOM, followed by their final two years of clinical rotations through regional sites – primarily in ID, MT, ND, SD and WY.

IMPACT

This progress report serves to inform the Board of the growth and advancement of ICOM in the Treasure Valley.

ATTACHMENTS

Attachment 1 – ICOM Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

Dr. Tracy Farnsworth, President and CEO, and Dr. Thomas Mohr, Dean and Chief Academic Officer, will provide an overview of ICOM's major milestones to date, including the status of ICOM's affiliation agreement with ISU; profiles of student applicants and matriculants comprising the Classes of 2022, 2023, 2024, and 2025; a summary of overall student academic performance to date; an overview of clinical clerkship affiliations; and ICOM's plans to help grow graduate medical education in Idaho and beyond.

BOARD ACTION

This item is for informational purposes.

ICOM
Idaho College of Osteopathic Medicine

Dr. Tracy J. Farnsworth
President & CEO

Dr. Thomas J. Mohr
Dean & CAO

Progress & Status To Date

Why ICOM?

ICOM WAS ANNOUNCED ON FEBRUARY 25, 2016 BY GOVERNOR C.L. "BUTCH" OTTER AND IDAHO STATE UNIVERSITY PRESIDENT ART VAILAS IN RESPONSE TO THE ACUTE AND GROWING SHORTAGE OF PHYSICIANS IN IDAHO AND THE MOUNTAIN WEST.

ICOM HAS AN INTENDED FOCUS ON PRIMARY CARE IN RURAL IDAHO AND BEYOND.

Timeline

ICOM ANNOUNCED

February 2016

PRE-ACCREDITATION GRANTED BY COCA

April 2017

GROUNDBREAKING

May 2017

PROPRIETARY SCHOOL REGISTRATION GRANTED BY SBOE

May 2017

CLASS OF 2022 MATRICULATES

August 2018

RIBBON CUTTING CEREMONY

September 2018

CLASS OF 2023 MATRICULATES

July 2019

CLASS OF 2024 MATRICULATES

July 2020

CLASS OF 2022 BEGINS CLINICAL ROTATIONS

July 2020

CLASS OF 2025 MATRICULATES

July 2021

FULL COCA ACCREDITATION (PROJECTED)

April 2022

INAUGURAL COMMENCEMENT CEREMONY

May 2022

ICOM & Idaho State University

PUBLIC/PRIVATE PARTNERSHIP

ICOM located on ISU-Meridian Campus

ISU President Kevin Satterlee serves on ICOM Board

ISU Vice Provost Rex Force serves on ICOM Board

Treasure Valley Anatomy & Physiology Lab (TVAPL)

Interprofessional Education

Research Collaboratives

DO/MHA/MPH Degree Options

Student Profile

NUMBER FROM IDAHO

Across Cohorts 2022, 2023 & 2024 102 (22%) students are from Idaho.

NUMBER FROM REGION

Across Cohorts 2022, 2023 & 2024, 142 (30%) students are from ICOM's five-state region.

RECRUITMENT OUTLOOK

- 4,374 Designations for Class of 2025
- 2,870 Applications for Class of 2025
- 600-900 Interviews

ARTICULATION AGREEMENTS

- Idaho State
- Boise State
- College of Idaho
- Lewis & Clark State
- Northwest Nazarene

40+ States Represented and MCAT 65th Percentile

Academic Performance

Overall student performance remains strong and at expected levels for a new college of osteopathic medicine.

ICOM earned a 93% first-time pass rate on COMLEX Level 1.

As of September 1, ICOM maintained a 98% student retention rate.

Clinical Placements

93 students completing rotations in Idaho.

40 students completing rotations in Montana, North Dakota and South Dakota.

17 students completing rotations outside of ICOM's 5-state region - (12 NY; 5 MS).

Saint Alphonsus
Albert O. L. Nakayama
MEDICAL STUDENT

Graduate Medical Education (GME)

- Develop ICOM GME strategic plan
- Create ICOM Office of GME/CME
- Launch the Mountain States Institute for Graduate Medical Education
- Seek and provide funding for partner GME institutions

SUMMARY

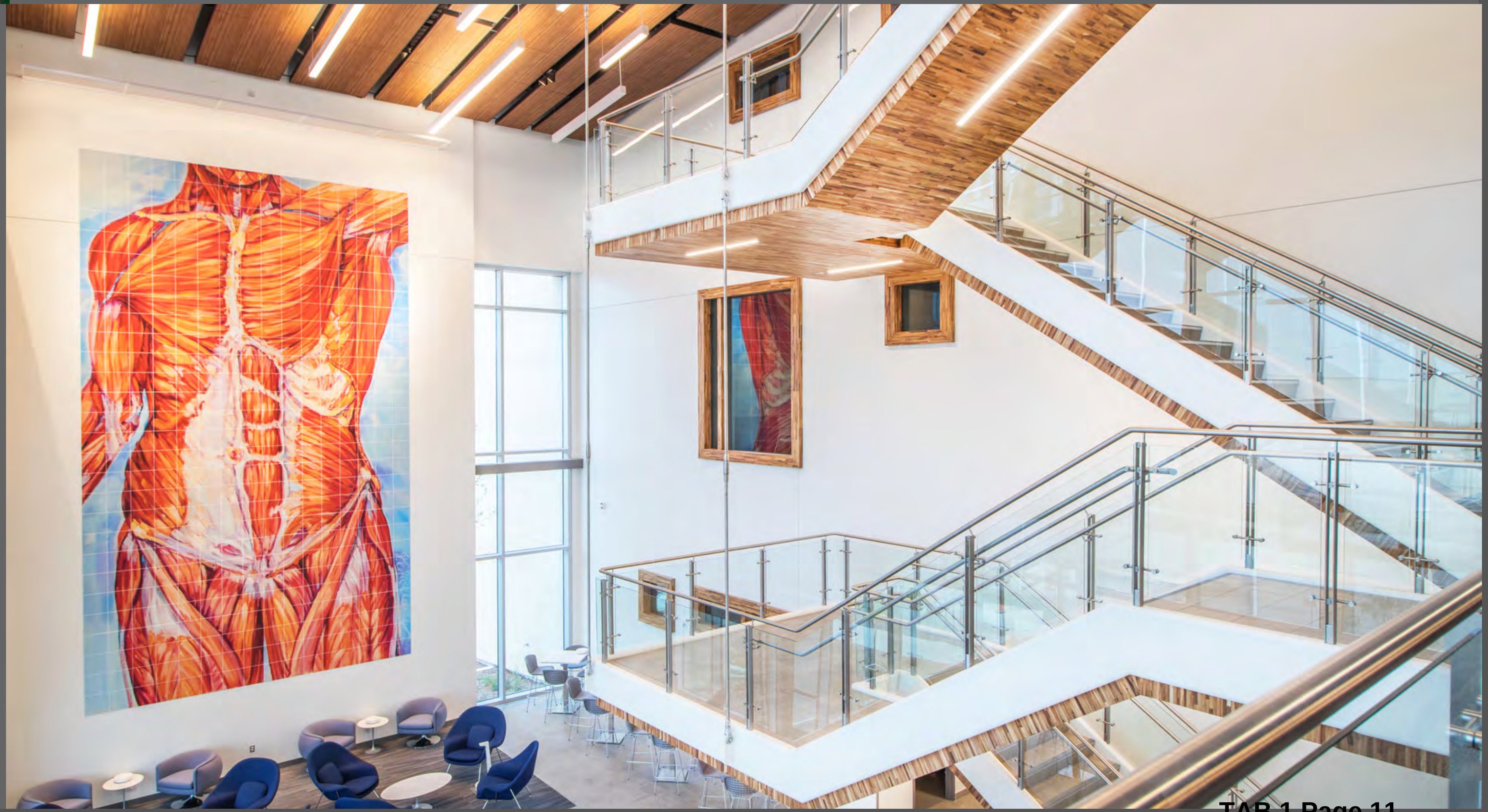
State-of-the-art College of Medicine

Talented Faculty & Staff

Academically Prepared Students

COME VISIT US!

We would like to invite you to visit our campus in Meridian



OUR SOCIAL PAGES

TWITTER

@idahocom

FACEBOOK

@idahoDOcom

INSTAGRAM

@idahocom

SUBJECT

Board Policy III.F, Program Prioritization – First Reading

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Robert Dickeson's prioritization principles,[1] and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
August 2019	The Board approved the first reading of new Board Policy III.F., Program Prioritization.
October 2019	The Board approved the second reading of new Board Policy III.F., Program Prioritization.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B. Budget Policies.
Section 33-113, Idaho Code.

BACKGROUND/DISCUSSION

The Board's Bylaws require any actions that impact the ongoing future behavior at the institutions to be incorporated into Board policy. Board Policy V.B. Budget policies includes a reference to the process adopted by the Board (June 2013) and an annual reporting requirement. At the December 20, 2018 Board meeting, staff were directed to move program prioritization policies to Board Policy Section III Postsecondary Affairs. One such policy included provisions that would require institutions under the Board's governance to integrate program prioritization into their planning and budgeting processes. This policy establishes evaluation criteria for programs and services with specific tangible objectives that align with what was adopted by the Board in 2013.

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[1] *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2nd ed; 2010).

The policy currently requires institutions to integrate program prioritization for academic and non-academic programs, and requires both academic and non-academic programs to be "grouped into quintiles based on relative cost efficiency and effectiveness."

IMPACT

The proposed revisions will change "academic and non-academic" to "instructional and non-instructional" and would clarify that "instructional" programs include both academic and career technical education programs. The proposed changes will also remove the requirement for institutions to group non-instructional programs into quintiles based on relative cost efficiency and effectiveness. Quintiling of instructional programs (including both academic and career technical education) would still be required. Rigorous evaluation of non-instructional programs will also still be required.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

Institutions have reported that placing non-instructional programs into quintiles based on cost efficiency and effectiveness serves little purpose given the nature of most non-instructional programs. Examples of non-instructional programs include Title IX, facilities, human resources, legal counsel, registrar, financial aid, and so forth. These programs are not revenue generating but are critical to the mission of the institution. Some are even required by law. Hence, quintiling these non-instructional programs based on relative cost-effectiveness is not a meaningful exercise. Most institutions have also reported that placing such programs into quintiles serves only to demoralize the people involved. It is usually the case that programs in the lowest quintiles are core non-instructional functions that institutions could not legally or ethically discontinue. All institutions are committed to rigorously evaluating and improving their non-instructional programs, but seek relief from quintiling. Institutions do report finding value in evaluating and quintiling instructional programs, and will continue to do so in compliance with policy as part of their program prioritization efforts.

Board staff support the proposed policy amendments.

BOARD ACTION

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

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: F. Program Prioritization ~~October 2019~~ February 2021

Program Prioritization

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

1. All ~~academic~~ instructional programs, which include academic and career technical programs, shall be evaluated with an emphasis on:
   a. External demand
   b. Quality of outcomes
   c. Costs and other expenses.

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

3. Criteria for evaluation of non-~~academic~~instructional programs may include:
   a. Key objectives and how they are measured
   b. Services provided and to which customers
   c. Position-by-position analysis
   d. Unmet needs and demands
   e. Opportunities for collaboration and restructuring
   f. Opportunities to share skill sets and resources
   g. Opportunities for cross-training
   h. Technological improvements that are cost effective
   i. Process improvements to streamline operations

j. Outsourcing exploration to improve service and cut costs

This criteria may be weighted as each institutions determines appropriate.

4. ~~Academic~~ Instructional and non-~~academic~~instructional programs shall be evaluated as outlined in this policy. ~~and~~Instructional programs shall be grouped into quintiles ~~based on relative cost efficiency and effectiveness~~.

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

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

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

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

SUBJECT

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

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N. establishing the common course index system within the General Education Matriculation framework.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.
October 2019	The Board approved the second reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.
October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The policy currently designates the Chief Academic Officer of the State Board of Education as the chair of the Statewide General Education Matriculation (GEM) Committee. The proposed amendments designate the Executive Director of the Board, or his/her designee, as the chair of the GEM Committee. In addition, the proposed amendments clarify that institutions shall make course transfer information accessible and transparent on their own websites. Amendments also provide minor technical corrections throughout the document.

IMPACT

It is standard practice throughout Board policy to define the Executive Director or their designee as the primary Board functionary. Approval of the amendments will align the policy with this standard practice and provide greater flexibility and effectiveness in administration of general education work throughout the state. The amendments will also improve the readability and accuracy of the policy as well as make the policy more generally applicable to current practices in maintaining and advising course transfer articulations statewide.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

There were no comments or changes between the first and second reading of this policy. Board staff recommends approval.

BOARD ACTION

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

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: N. Statewide General Education ~~October 2019~~December 2020

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

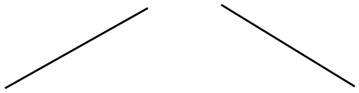
This ~~subsection~~ policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

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

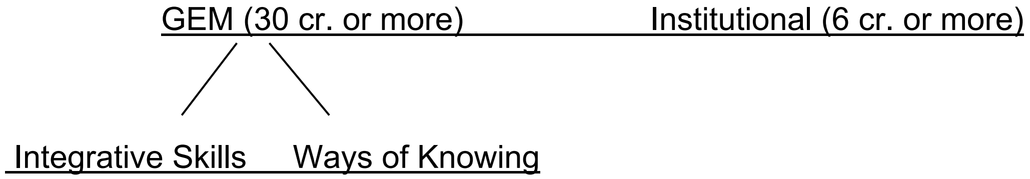
   ~~The general education curricula must be thirty-six (36) credits or more.~~

   a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy~~.~~, and
   b. Six (6) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

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



ATTACHMENT 1



2. The intent of the general education framework is to:

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

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

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

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

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

      i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
      v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
      vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

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

b. Oral Communication~~:~~

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

i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing~~:~~

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

i. Read, interpret, and communicate mathematical concepts.
ii. Represent and interpret information/data.
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing~~:~~

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

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing~~:~~

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

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic and/or humanistic works through the creation of art or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing~~:~~

~~f.~~ Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General ~~e~~Education Requirements

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

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2

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

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

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

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

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

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

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

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

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

b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common

ATTACHMENT 1

course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

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

c. The General Education Matriculation ~~Committee~~ (GEM) Committee~~): The GEM Committee,~~ shall consist of a Board-appointed representative from each of the institutions ~~appointed by the Board~~; a representative from the Division of Career Technical Education~~;~~; ~~as an ex-officio member,~~ ~~as well as~~ a representative from the Idaho Registrars Council, as an ex-officio member; and the Executive Director of the Board, ~~Office of the State Board of Education~~ or designee~~Chief Academic Officer~~, who shall serve as the chair ~~to~~ of the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.

d. The institutions shall identify all general education courses in their curricula and identify them ~~on the state transfer web portal~~ ~~the~~ in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

SUBJECT

Board Policy III.S. Remedial Education – Second Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor’s Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor’s Higher Education Task Force recommendations, which includes Complete College America ‘Game Changer’ strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.
October 2020	The Board approved the first reading of changes to Board Policy III.S. defining additional terms and expanding the definition of “student readiness.”

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Proposed policy amendments restructure the policy for enhanced readability and improved interpretation, update several definitions, provide an expanded definition for “Student Readiness,” and adjust the date of discontinuance of the requirement of remedial courses and other prerequisite courses for students needing additional support by one year. The amendments also provide additional flexibility to institutions regarding acceptable remediation approaches in the College Algebra pathway.

IMPACT

These amendments will clarify for institutions the various levels of student readiness and allow them to better and more flexibly provide students, based on these levels, with options to ensure their long-term college success. Amendments will also promote continued implementation of Complete College America Momentum Pathways strategies and the Board's Complete College Idaho plan, while also being responsive to the difficulties and realities posed by the pandemic. The amendments do not change current reporting requirements, whereby institutions are required to report success rates in corequisite support models and remedial courses annually to the Board.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

There were no comments or changes between the first and second reading of this policy. Board staff recommends approval.

BOARD ACTION

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

Moved by __________ Seconded by __________ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education ~~October 2019~~December 2020

1. Coverage

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

2. Definitions

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

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

~~c.~~b. Co-requisite Support means academic courses or content that supplement~~s~~ the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of co-requisite support include the Co-requisite Course Model, the Embedded Model, and the Emporium Model.

~~d.~~c. Embedded Model means a combined ~~delivery model~~ approach whereby remedial content is delivered as ~~a~~ part of the content ~~delivered through~~ of a gateway course~~s~~.

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

~~f.~~e. Gateway course means ~~the first postsecondary mathematics or English course that a student takes that fulfills the mathematics or English requirement for the student's program of study. Gateway courses shall fulfill general education requirements in Board Policy III.N. Mathematics gateway courses are:~~ an entry-level course in a general education program of study or curriculum pathway. ~~There may be programs that consist of specific gateway courses that are not identified in Board Policy.~~

~~g.~~f. Remedial Course~~s~~ means a course~~s~~ ~~that are~~where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:

i. ~~d~~Designed for students ~~in need of additional support~~ who are academically unprepared ~~-~~to succeed in gateway courses in mathematics or English~~ and~~,

ii. ~~r~~Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,~~.~~ ~~Remedial Courses may take the following forms:~~

iii. ~~courses n~~Numbered below 100,

iv. ~~which s~~Serve as a duplication of secondary curriculum,

~~ii.~~v. ~~or courses~~Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content ~~and are a pre-requisite to enrolling in the college-level mathematics and English course.~~

g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:

i. Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.

ii. Students in Need of Additional Support ~~means~~ are students who have been identified by ~~the~~ an institution's placement process as *underprepared* to take gateway mathematics ~~and~~or English courses without additional academic content or interventions.

~~i.~~iii. Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.

3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society~~;~~, MATH x143 College Algebra~~;~~, ~~and~~ MATH x153 Statistical Reasoning~~.~~, and ~~The gateway course for~~ English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Co~~-~~requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education.

Students enrolling into Co~~-~~requisite Support shall be provided with the option to do so in one of the defined models.

~~i.~~ a. Institutions may ~~also~~ pilot the use of ~~additional~~ alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of~~:~~

~~a. T~~their intent to pilot a new delivery model~~;~~ and

~~ii.~~ ~~b. T~~the results of said pilot.

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

~~3.~~4. Each institution shall maintain a mechanism for ~~diagnostic testing~~ assessing and evaluating student preparedness in mathematics and English language arts ~~and mathematics~~, and provide ~~corrective measures~~ support and interventions for students identified as needing additional support~~s~~ or as academically unprepared.

5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.

   a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.

   b. ~~-~~Effective Fall 202~~1~~2, ~~completion of a non-gateway course~~ students in need of additional support shall not be required ~~for enrollment in~~ to complete a remedial course prior to enrollment in the following gateway courses~~.~~: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.

      i. Students who complet~~ing~~e a co~~-~~requisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

      ii. Co~~-~~requisite gateway courses will not exceed five semester credits nor ~~These courses shall not~~ be made available for dual credit purposes.

ATTACHMENT 1

iii. Success rates in co~~-~~requisite support models, including co-requisite gateway courses, ~~and remedial courses~~ shall be reported annually to the Board.

c. Academically unprepared ~~S~~students ~~determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs~~ may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.

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

ii. Students enrolled in a remedial course who qualify for a co-requisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.

~~v.~~iii. ~~Courses that are not college level~~ Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.

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

~~vii.~~v. Success rates in remedial courses shall be reported annually to the Board.

LEWIS-CLARK STATE COLLEGE

SUBJECT

Graduate Certificate in Nursing Management and Leadership

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3101

Idaho State Board of Education Governing Policies & Procedures, Section III.Z., Planning and Delivery of Postsecondary Programs and Courses

BACKGROUND/DISCUSSION

Prior to the 2020 Legislative Session, Idaho Code §33-3101 limited Lewis-Clark State College (LC State) to instruction in four year college courses in science, arts and literature. Such courses or programs are usually included in liberal arts colleges leading to the granting of a baccalaureate degree, and career technical education courses or programs of less than four years. The passage of H395 (2020) removed the restriction, allowing the college to offer such programs as the State Board of Education may approve.

LC State is Idaho's baccalaureate nursing education provider from McCall to the Canadian border. Articulations and transfer plans are in place for University of Idaho and North Idaho College students to transfer seamlessly into LC State's Bachelor of Science in Nursing tracks.

Two of LC State's primary industry partners, Kootenai Health (Region I) and St. Joseph Regional Medical Center (Region II) have requested additional educational opportunities for their nurses, specifically in the areas of management and leadership. In response to this request, an undergraduate certificate was created in 2018. There remains an unmet need among those nurses already prepared at the Bachelor of Science in Nursing (BSN) level and wishing to move into formal leadership positions.

LC State proposes a fully online graduate certificate in Nursing Management and Leadership in response to this unmet need. The certificate will be the initial graduate offering in this area. LC State has plans in place to bring forward a proposal for a full master's in Nursing Management and Leadership in early 2021 and has added this to their three-year plan. No Idaho school offers such a program. The target audience for the proposed certificate is the BSN-prepared nurse seeking advancement into a management or leadership role.

This proposed, 13-credit, online graduate certificate focuses on development of management skills and refinement of supervisory and leadership skills through a combination of business and nursing coursework. At the completion of the certificate, students will be well prepared for various nursing administration and leadership roles, with a more in-depth understanding of human resource policies, personnel management, leadership styles, and budgetary processes.

IMPACT

The proposed certificate will require the creation of three new nursing courses. LC State will utilize existing faculty and adjunct resources to offer the projected new course sections. Graduate students will be charged the same facilities, activity, and technology fees as undergraduate students and will also pay an additional $15 per credit fee to support the Learning Management System. Full-time, in-state students will be charged $9,000 per year ($4,500 per semester), and part-time students will be assessed $450 per credit.

The certificate program capacity is 20 students. The minimum enrollment is five part-time students, typically enrolling in three to nine credits/year. It is expected that most students will attend part-time. It is anticipated that minimum enrollment will be reached in the first year of full implementation of the certificate program. It will likely take two to three years for the program to reach its enrollment capacity. Should enrollment exceed projections, LC State will consider reallocation of resources to support the full complement of students admitted to the program. As LC State anticipates offering a full master’s degree in Nursing Management and Leadership, within which this graduate certificate will eventually be embedded, enrollments in and resource needs of both program offerings will be evaluated together in making any program modifications or decisions.

According to the Bureau of Labor Statistics’ *Employment Projections 2016-2026*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses.

The graduate certificate in Nursing Management and Leadership 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 will prepare them for roles such as Nurse Executive, Nurse Administrator, Nurse Manager, Nursing Program Supervisor, Clinical Director, Chief Nursing Officer, Director of Nursing, Nurse Supervisor, Clinical Manager, Home Health Care Administration, and leadership roles in Veteran Affairs or Department of Health & Human Services.

ATTACHMENTS

Attachment 1 – Graduate Certificate in Nursing Management & Leadership Proposal
Attachment 2 – Written Statements of Support from UI and ISU

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed graduate certificate will be LC State's first graduate offering and is intended to meet a local, urgent need for prepared Registered Nurses as identified by healthcare partners. LC State proposes to offer the program fully online beginning Fall 2021. Graduate tuition and fees will be presented to the Board under the regular tuition and fees process at the April 2021 Board meeting.

Currently, no Idaho institution offers a graduate certificate specifically in nursing leadership and management. LC State offers an undergraduate certificate in nursing management and leadership, which was implemented in 2018. While the proposed graduate certificate is currently not listed on LC's approved three-year plan, it was included in their draft plan submitted in 2020. Due to the pandemic, program planning was postponed.

The proposal completed the program review process by the Council on Academic Affairs and Programs and by the Instruction, Research, and Student Affairs Committee. Given that this is LC State's first graduate program offering, the IRSA Committee requested specific written support for this program proposal from the University of Idaho (as the designated graduate program provider for Regions I and II) and Idaho State University (as the institution with statewide program responsibility for many health sciences graduate programs). These written statements of support are attached.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to offer a Graduate Certificate in Nursing Management and Leadership as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Institutional Tracking No. ____________

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	November 9, 2020
Institution Submitting Proposal:	Lewis-Clark State College
Name of College, School, or Division:	School of Professional Studies
Name of Department(s) or Area(s):	Nursing & Health Sciences Division Business Division

Official Name of the Program:	Certificate in Nursing Leadership and Management					
Implementation Date:	Fall 2021					
Degree Information:	Degree Level: Graduate			Degree Type: Certificate		
CIP code (consult IR /Registrar):	51.3802s					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% online					
Geographical Delivery:	Location(s)			Region(s)	Regions I and II	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee		Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

☐ New Degree Program

☐ Undergraduate/Graduate Certificates (30 credits or more)

☐ Expansion of Existing Program

☐ Consolidation of Existing Program

☐ New Off-Campus Instructional Program

☒ Other (i.e., Contract Program/Collaborative
New Graduate Certificate (13 credits)

11/10/20
College Dean (Institution) Date

11/10/20
Graduate Dean or other official (Institution; as applicable) Date

FVP/Chief Fiscal Officer (Institution) Date

Lori Stinson 11/11/2020
Provost/VP for Instruction (Institution) Date

Vice President for Research (Institution; as applicable) Date

Patty Sanchez 11/16/20
Academic Affairs Program Manager, OSBE Date

Todd J. Kilburn 11/18/20
Chief Financial Officer, OSBE Date

TJ Bliss 11/18/20
Chief Academic Officer, OSBE Date

11/11/2020

President Date

SBOE/Executive Director Approval Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Lewis-Clark State College proposes a fully online graduate certificate in Nursing Management and Leadership. The certificate is the initial graduate offering in this area. LC State will bring forward a full master's in Nursing Management and Leadership in early 2021.The target audience is the BSN-prepared nurse seeking advancement into a management or leadership role.

   This proposed 13 credit online Nursing Management and Leadership Certificate focuses on development of management skills and refinement of supervisory and leadership skills through a combination of business and nursing coursework. At the completion of the certificate, students will be well prepared for various nursing administration and leadership roles, with a more in-depth understanding of human resource policies, personnel management, leadership styles, and budgetary processes.

   While the graduate certificate does not align perfectly to the job titles in the Department of Labor databases, the skills and knowledge gained in this program will be beneficial to any health care facility where nursing management is needed.

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

   Lewis-Clark State College serves Regions I and II as the baccalaureate level, health sciences degree provider. According to the Bureau of Labor Statistics' *Employment Projections* 2016-2026, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses.

   A committee composed of LC State faculty and healthcare partners drove development of the graduate certificate curriculum. The institution has gained support from Representative Paul Amador, and Kootenai Health Systems CEO, Jon Ness. Both recognize the shortage of administratively prepared Registered Nurses and are seeking ways to fill this void. The increasing need for nurses and nurse leaders coupled with industry support reinforces the belief that the program will be viable and sustainable and will grow in the coming years.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The graduate certificate in Nursing Management and Leadership 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 will prepare them for roles such as Nurse Executive, Nurse Administrator, Nurse Manager, Nursing Program Supervisor, Clinical Director, Chief Nursing Officer, Director of Nursing, Nurse Supervisor, Clinical Manager, Home Health Care Administration, and leadership roles in Veteran Affairs or Department of Health & Human Services.

Three job titles and associated SOC codes were used to provide a small (and by no means inclusive) example of employment openings to which the certificate's content applies.
List the job titles for which this degree is relevant:

1. Registered Nurse 29-1141
   US Job openings (BLS.gov)
2. Medical and Health Services Managers 11-9111
   US Job openings (BLS.gov)
3. Chief Executive 11-1010
   US Job openings (BLS.gov)

More support data:
According to the 2018 Idaho Nursing Workforce Report, Idaho faces an anticipated shortage of 6,000 Registered Nurses by 2025. Likely, as of this date and with the COVID crisis, the projected shortage is even higher. Within this projected shortage, a similar lack of qualified nurse leaders is anticipated, specifically at the executive, director, clinical leader, and manager levels.

The demand for qualified healthcare managers in Idaho and throughout the region is significant. According to the Bureau of Labor statistics, nationally, the job outlook for Medical and Health Services Managers (2016-26) is expected to grow much higher than average at 20%. (https://www.bls.gov/ooh/managment/medical-and-health-services-managers.htm)

As of 2018, the northwestern non-metropolitan area of Idaho rated in the median for location quotient of medical and health services managers, with the Lewiston area demonstrating a location quotient of 0.76 (meaning there is opportunity to develop this discipline in the local area). In non-metropolitan northwestern Idaho, the median salary for a health services manager was $87,000.

Rural hospitals and clinics have difficulty recruiting healthcare managers and administrators due to numerous factors, including lack of job opportunities for spouses, reluctance of individuals to move to rural areas, and challenges in offering salaries comparable to urban organizations. For these reasons, preparing healthcare managers and administrators within our own rural communities is anticipated to be more effective.

With the current rise in healthcare personnel shortages and continued declining hire rates for RN positions, there is need to create solid management and leadership practice structure that helps develop and recruit the next generation of nurse leaders. By creating the proposed graduate certificate in, Lewis-Clark State College can offer graduate nursing students the opportunity to take a set of courses that will prepare them for the dynamic field of healthcare administration.

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.) Provide evidence of student demand/ interest from inside and outside of the institution.

The source of students would be registered nurses with a BSN degree who aspire to move into a management role, and currently enrolled BSN students. The skills and knowledge students will gain prepare them for roles such as Nurse Manager, Executive, Nursing Program Supervisor, Clinical Director, Chief Nursing Officer, Home Health Care Administration, and Leadership roles in Veteran Affairs or Department of Health & Human Services. There is no master's level nursing education programming focused on management and leadership within the broader region or the state of Idaho.

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

Management and leadership skill development can positively influence the way nurses interact with one another and with the healthcare system. In the healthcare industry, clear and succinct communication is of utmost importance; it is critical that leaders and managers have an in-depth understanding of how to best interact and collaborate with employees, patients, and the general population. Healthcare is a fundamental community need – having sufficient trained nurses and nurse leaders helps ensure a strong health system and improves patient outcomes.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

The Nursing & Health Sciences and the Business divisions both ranked in either the 1st or 2nd quintile in LCSC's recent Program Performance (program prioritization) process. Due to continued strong growth in healthcare, the divisions have collaborated to provide specific healthcare management skills to address a shortage of credentialed nursing leaders. All online programs delivered through LC State follow the *Quality Matters* standard, ensuring high quality program development and delivery.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The certificate program will include 8 week condensed online courses through the Canvas learning management system. This will allow students the flexibility of holding a full-time job while completing the certificate program, thus keeping costs relatively low.

Enrollments and Graduates

6. **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 for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
	N/A								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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

8. **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**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
5	8	8	10	12		0	4	6	6	10	

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

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

Program capacity is 20. This number is based on current resources aligned with faculty loads. If capacity numbers are reached, the institution will utilize additional adjunct faculty or reallocate institutional resources to offset advising and teaching loads for the program.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

    The minimum enrollment for the Nursing Management and Leadership Graduate certificate is five (5) part-time students, enrolled in six (6) credits / year, as demonstrated in the budget sheet. It is anticipated that this minimum number will be reached the first year of full implementation of the certificate. A minimum of five (5) part-time students is necessary to assure program sustainability.

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

    It is anticipated to take two (2) to three (3) years for the program to reach its enrollment capacity. Should enrollment exceed projections, LC State will consider reallocation of resources to support the full complement of students admitted to the program. LC State anticipates offering a full master's degree in Nursing Leadership and Management in addition to the certificate. Enrollments in and resources needs of both program offerings will be evaluated together in making any program modifications or decisions.

11. **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 a high-quality program:
Regional Institutional Accreditation: Lewis-Clark State College is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The certificate program will engage in program review/ assessment and participate in Program Performance (prioritization) according to the college Assessment Plan protocols and timelines.

As a fully online program, all courses are aligned with the Quality Matters standards.

12. **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 A**.

Not Applicable

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No X

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

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X____

In the March 2020 3-Year plan draft submitted to OSBE, the graduate certificate was listed. Approval of 3-year plan was waived by SBOE due to COVID-19.

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

As noted above, regional industry partners reached out to LC State to request assistance in meeting their needs for nurses qualified to serve as leaders and managers. As LC State is the regional provider of baccalaureate level nursing education and seeks to become the graduate nursing education provider in Regions I and II.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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

Credit hours in required courses offered by the department (s) offering the program.	Nursing & Health Sciences: 7 credits Business: 6 credits
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:	13 credits

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Coursework will include

- Two (2) existing Business courses
  - BUS 412/512 Human Resource Management (3 cr)
  - BUS 413/513 Organization Behavior or BUS 360/560 Leadership (3 cr)
- Three (3) new Nursing courses
  - NU 582 Healthcare Policy (2 cr)
  - NU 584 Healthcare Economics (2 cr)
  - NU 594 Internship in Nursing (3 cr)

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.

This culminating internship course provides students the opportunity to integrate the skills and knowledge acquired in all previous coursework. Students will engage in practical experience shadowing a healthcare manager, including the design, execution, and presentation of a healthcare management capstone project. Additionally, students will participate in service learning for their community; evaluate and discuss ethical issues in collaboration with their colleagues; and synthesize prior learning with a formal research paper on the future of healthcare management.

Course Intended Learning Outcomes:

1. Integrate and apply accumulated knowledge of healthcare management in diverse settings.
2. Demonstrate self-reflection and broadened perspective by exploring ethical issues.
3. Use writing, discussion, research, and collaboration to analyze and understand how healthcare is influenced by healthcare managers.
4. Synthesize prior learning through the evaluation of critical problems and articulation of appropriate solutions for the future of healthcare management.

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Program Learning Outcomes:
The Graduate Certificate in Nursing Management and Leadership prepares the

successful student to:

- Integrate leadership principals into nursing practice.
- Apply concepts of organizational and systems leadership in decision making in the health care environment.
- Apply research evidence in nursing leadership and practice to enhance care and improve outcomes of patients.
- Intervene at the systems level through policy, fiscal management, and advocacy to influence the health care environment.
- Communicate and collaborate as a member and leader of inter-professional teams to optimize health care delivery.
- Evaluate personal growth as a professional nurse leader.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

As noted above, the certificate program will participate in program review and assessment processes, including program prioritization, per institutional timelines and protocols, along with all other programs at the College.

Programmatic assessment includes a review of quantitative and qualitative data points to assure course and program outcomes are being met. The capstone (internship) course (NU 594) requires a portfolio which addresses the six (6) program learning outcomes. Review of the portfolio, coupled with self-assessment, and an external assessment by the assigned agency preceptor will be centered on achievement of the established learning outcomes. Additional metrics such as completion and placement rates, and employer satisfaction will provide important data on the quality of graduates and the usefulness of the program in assisting nurses to advance on the career ladder. Graduate satisfaction will be assessed through an end of program survey and in an exit interview. To close the feedback loop, data will be reviewed and used at least annually, to refine or modify course outcomes/ expectations, assignments, content of courses, and preceptorship experiences.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

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

Existing resources will be utilized for this proposed 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?

Very little impact is expected. Students in the graduate certificate in Nursing Management and Leadership program will enroll in existing Business courses; three (3) new nursing courses have been developed. Existing adjunct funds are sufficient to meet the program delivery needs; additional resources may be needed once the full master's degree is approved and launched.

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

No additional resources are required to implement this graduate certificate.

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources.

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

Current library resources are sufficient to meet the needs of the graduate certificate program. As existing eJournals and databases are electronic, they are readily accessible to all students. After the first year, the library needs will be assessed and any necessary requests/adjustments to ensure adequacy of resources, will be made. Additional graduate level library reference materials may be needed with the implementation of the full master's degree.

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.

N/A

20. **Faculty/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?

Current faculty and adjunct funds are sufficient to offer projected new course sections each semester. As enrollments grow, resources will be reallocated to the certificate program as needed.

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

The graduate certificate fits into two existing instructional Divisions, Nursing & Health Sciences and Business. Each has a full-time administrator and administrative support staff. Other campus departments are prepared to absorb any additional workload associated with graduate programs.

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?

It is anticipated that the certificate program will augment the offerings in Nursing & Health Sciences. In addition to attracting registered nurses, the program will provide an additional educational opportunity for students in the BSN program.

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

No new personnel are needed until program enrollments increase.

21. **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?

At present, existing resources are sufficient to support the graduate nursing certificate without impacting other LC State programs.

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

c) **Non-ongoing sources**:

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

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

d) **Student Fees**:

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

LC State graduate studies students will pay the same facilities, activity and technology fees as undergraduate students. Student will pay an additional per credit charge to support the learning management system.

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

There is no professional fee attached to this program; this is not a self-support program.

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

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

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	8	8	8	8	10	10
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	8	10	8	10	10	12

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$26,178.75	$0.00	$41,886.00	$0.00	$41,886.00	$0.00	$52,357.50	$0.00
5. Student Fees	$3,071.25	$0.00	$4,914.00	$0.00	$4,914.00	$0.00	$6,142.50	$0.00
6. Other (i.e., Gifts)								
Total Revenue	$29,250	$0	$46,800	$0	$46,800	$0	$58,500	$0

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

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

III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty Business co-listed courses	$900.00		$900.00		$900.00		$900.00	
3. Adjunct Faculty	$10,255		$10,255		$10,255		$10,255	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	2225.45		2286.78		2286.78		2286.78	
9. Other:								
Total Personnel and Costs	$13,380	$0	$13,442	$0	$13,442	$0	$13,442	$0

	FY ____		FY ____		FY ____		FY ____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY ____		FY ____		FY ____		FY ____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$13,380	$0	$13,442	$0	$13,442	$0	$13,442	$0
Net Income (Deficit)	$15,870	$0	$33,358	$0	$33,358	$0	$45,058	$0

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

I.A.B.	

Idaho State University

December 3, 2020

Dr. TJ Bliss
Chief Academic Officer
State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear TJ,

Idaho State University supports LCSC's proposal for a Graduate Certificate in Nursing Management and Leadership. Idaho State looks forward to continuing to work with LCSC as a partner in providing nursing education to the State of Idaho. LCSC's program will meet a demonstrated need.

Idaho State would like to note, however, that a statewide approach to clinical placements is needed, as the continuing pressure on clinical placements is the key limiting factor in providing healthcare program expansions in Idaho.

Please do not hesitate to contact me if you have questions.

Sincerely,

Laura Woodworth-Ney

Laura Woodworth-Ney, PhD
Executive Vice President and Provost | Division of Academic Affairs
Idaho State University
Administration Building | Room 229
921 South 8th Ave., Stop 8055 | Pocatello, ID 83209-8055
(208) 282-4024 | woodlaur@isu.edu

Division of Academic Affairs
921 South 8th Avenue, Stop 8063 | Pocatello, ID 83209-8063 | (208) 282-2171 | isu.edu/academicaffairs/

University of Idaho

OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT

875 Perimeter Drive MS 3152
Moscow ID 83844-3152

208-885-6448
208-885-6558 [FAX]
provost@uidaho.edu
provost.uidaho.edu

December 8, 2020

Dr. TJ Bliss
Chief Academic Officer
State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Dr. Bliss,

The University of Idaho supports LCSC's proposal to add a new graduate certificate in Nursing Management and Leadership.

As I expressed in our recent CAAP meeting, we do have concerns with expansion into other graduate offerings, but we are in the midst of productive conversations with LCSC leadership.

Sincerely,

Torrey Lawrence

Torrey Lawrence, D.M.A.
Provost and Executive Vice President & Professor of Music

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

BOISE STATE UNIVERSITY

SUBJECT

Approval of Institute for Pervasive Cybersecurity

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to create a new Institute for Pervasive Cybersecurity (IPC). IPC is designed to meet the overwhelming need for a cyber-competent workforce. The vision of IPC is to help establish Boise State University and the State of Idaho as a cybersecurity education and research resource that is responsive to its students, community, and nation. In support of the vision and mission of IPC, the goals of the institute are to:

- Produce 21st century learners with core cybersecurity knowledge;
- Enable cybersecurity graduates with competency-based learning overlays to traditional learning; and
- Contribute to solving the complex cybersecurity problems facing all businesses, industries, and critical infrastructure.

In order to implement the goals noted above, IPC will achieve the following objectives in support of innovation in cybersecurity education, training, and research:

- Education – Coordinate cybersecurity-related education on the Boise State campus and with Idaho colleges and universities, focusing on developing curriculum that will prepare all students to be “cybersecurity competent;”
- Training – Cultivate corporate partnerships to ensure graduates have the right skills for the workforce; and
- Research – Advance research on the most pervasive and vexing cybersecurity problems in infrastructure, industry, business, and society at large.

IPC connects with the Idaho State Board of Education’s statewide cybersecurity initiative through the following direct and indirect support models: The Director of IPC is the Boise State representative on the statewide cybersecurity steering committee. IPC's competency enabling platforms (e.g. the Cyberdome) are intended to be inclusive and supportive of all Idaho public higher education institutions. Lastly, IPC's economic development efforts intend to align education and training with industry needs. Doing so will show validation of the efforts to align cybersecurity pathways developed by the statewide cybersecurity initiative.

IMPACT

IPC intends to ensure that all students at Boise State University receive basic cybersecurity fundamental training to take with them into the marketplace. IPC will work with Idaho employers in need of cybersecurity workers. This includes large enterprise employers, including the State of Idaho, as well as small businesses. The need for a trained cybersecurity workforce is pervasive across industry, irrespective of business size.

Boise State University and its Division of Research and Economic Development have both committed to ongoing support for IPC. Funding has been dedicated to a 1.0 FTE non-academic Director role, as well as a one-time budget of $100,000 associated with institutional resource startup needs. These funds enable 1.5 FTE for various functions such as conducting industry partner outreach, research, and proposal development. Funds are expected to be utilized as stipends for graduate students and interns to assist with these efforts. Additionally, IPC will develop its own research agenda and seek funding via both public and private funding agencies (National Science Foundation, U.S. Department of Energy, U.S. Department of Defense, J.A. and Kathryn Albertson Family Foundation, etc.). Two grant proposals will be completed and submitted within the first year of operation (2020-2021).

ATTACHMENTS

Attachment 1 – Proposal to create new Institute for Pervasive Cybersecurity

STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, the proposed research institute aims to support regional and national cybersecurity workforce and research needs, meet demands of employers, and foster partnerships with industry and government that will drive research and project funding. The new institute will also serve as a resource to guide curriculum development and instruction.

The proposal went through the review process and was presented to the Council on Academic Affairs and Programs on November 5, 2020 and to the Instruction, Research, and Student Affairs committee on December 3, 2020. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an Institute for Pervasive Cybersecurity as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Idaho State Board of Education

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1 https://cybersecurityventures.com/jobs/

2 https://www.nist.gov/news-events/news/2018/11/new-data-show-demand-cybersecurity-professionals-accelerating

3 https://www.gartner.com/en/newsroom/press-releases/2020-07-14-gartner-survey-reveals-82-percent-of-company-leaders-plan-to-allow-employees-to-work-remotely-some-of-the-time

4 https://www.mckinsey.com/business-functions/risk/our-insights/cybersecuritys-dual-mission-during-the-coronavirus-crisis

5 https://www.nist.gov/cyberframework/framework

6 https://niccs.us-cert.gov/workforce-development/cyber-security-workforce-framework

7 https://cybersecurityventures.com/security-awareness-training-report/

8 https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/Risk/Our%20Insights/COVID%2019%20crisis%20shifts%20cybersecurity%20priorities%20and%20budgets/COVID-19-crisis-shifts-cybersecurity-priorities-and-budgets.pdf

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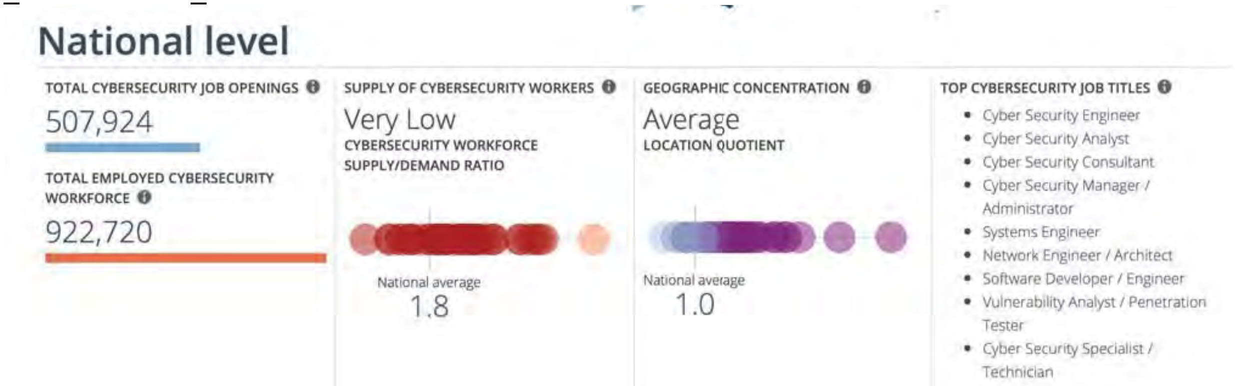
National level

TOTAL CYBERSECURITY JOB OPENINGS
507,924

TOTAL EMPLOYED CYBERSECURITY WORKFORCE
922,720

SUPPLY OF CYBERSECURITY WORKERS
Very Low
CYBERSECURITY WORKFORCE SUPPLY/DEMAND RATIO
National average 1.8

GEOGRAPHIC CONCENTRATION
Average
LOCATION QUOTIENT
National average 1.0

TOP CYBERSECURITY JOB TITLES
- Cyber Security Engineer
- Cyber Security Analyst
- Cyber Security Consultant
- Cyber Security Manager / Administrator
- Systems Engineer
- Network Engineer / Architect
- Software Developer / Engineer
- Vulnerability Analyst / Penetration Tester
- Cyber Security Specialist / Technician

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9 https://krebsonsecurity.com/2015/09/inside-target-corp-days-after-2013-breach/
10 https://www.npr.org/2016/07/18/486464177/zero-days-documentary-exposes-a-looming-threat-of-the-digital-age
11 https://www.databreachtoday.com/breach-aftermath-target-ceo-steps-down-a-6811 and https://www.usatoday.com/story/money/2017/05/23/target-pay-185m-2013-data-breach-affected-consumers/102063932/

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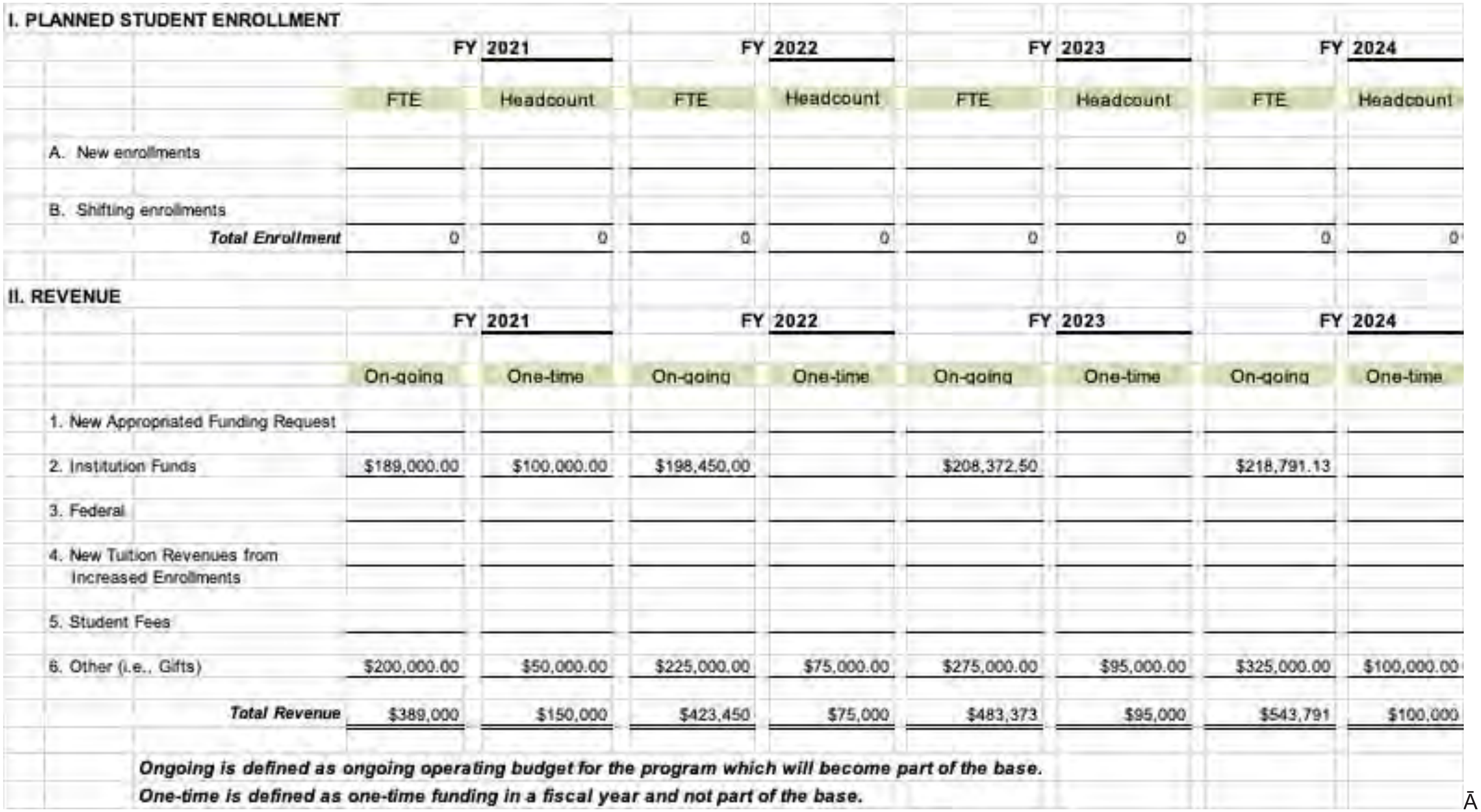

I. PLANNED STUDENT ENROLLMENT

	FY 2021		FY 2022		FY 2023		FY 2024	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 2021		FY 2022		FY 2023		FY 2024	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$189,000.00	$100,000.00	$198,450.00		$208,372.50		$218,791.13	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)	$200,000.00	$50,000.00	$225,000.00	$75,000.00	$275,000.00	$95,000.00	$325,000.00	$100,000.00
Total Revenue	$389,000	$150,000	$423,450	$75,000	$483,373	$95,000	$543,791	$100,000

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

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

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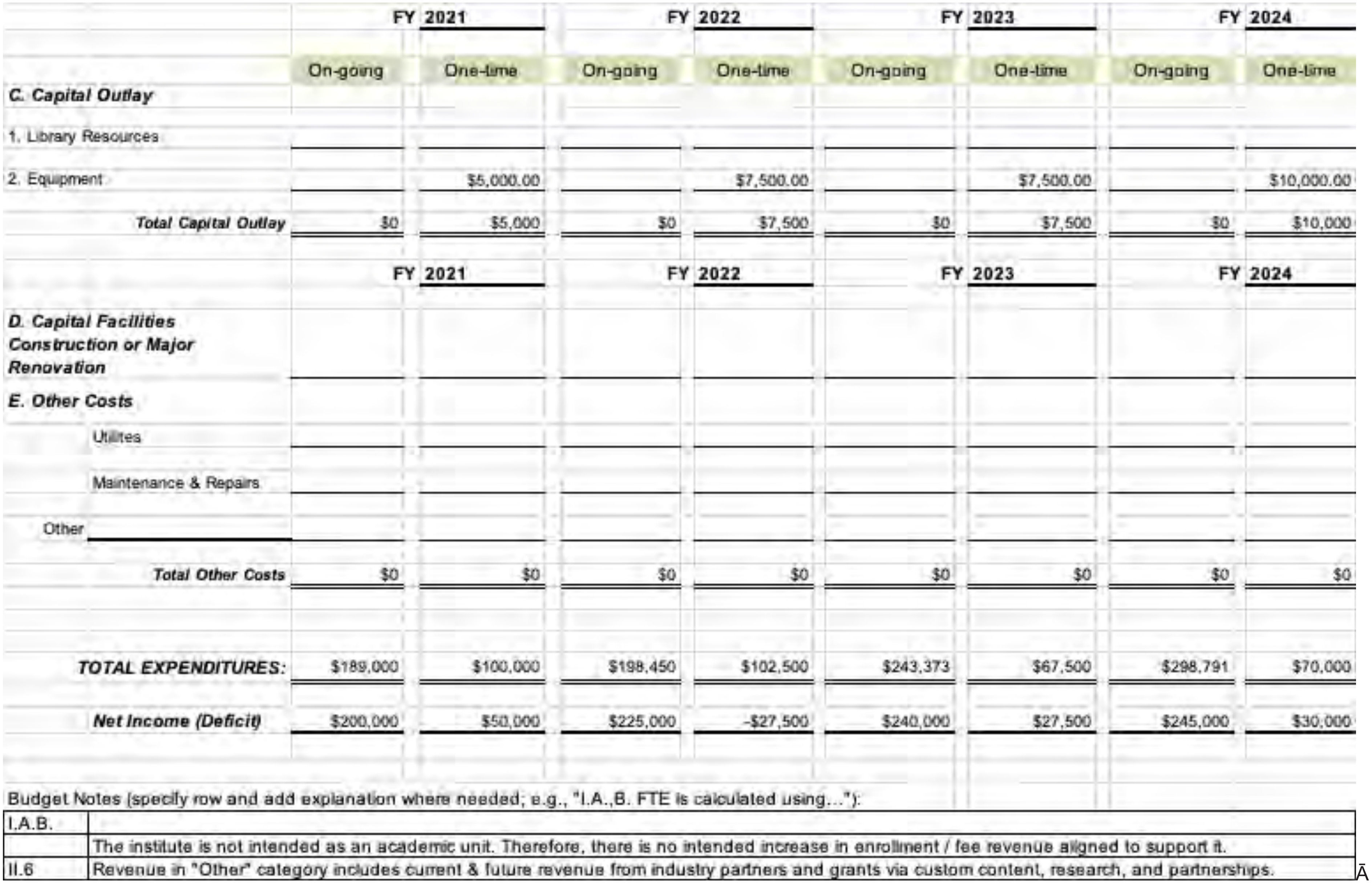
III. EXPENDITURES

	FY 2021		FY 2022		FY 2023		FY 2024	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.0	1.50	1.0	1.50	1.5	1.50	1.5	1.50
2. Faculty (Buyout)	$0.00	$0.00	$0.00		$0.00		$0.00	
3. Adjunct Faculty	$0.00	$12,500.00	$0.00	$12,500.00	$0.00		$0.00	
4. Graduate/Undergrad Assistants	$0.00	$32,500.00	$0.00	$32,500.00	$35,000.00		$35,000.00	$0.00
5. Research Personnel	$0.00	$20,000.00	$0.00	$20,000.00		$30,000.00	$45,000.00	$30,000.00
6. Directors/Administrators	$135,000.00		$141,750.00		$148,837.50		$156,279.38	
7. Administrative Support Personnel		$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$10,000.00
8. Fringe Benefits	$54,000.00		$56,700.00		$59,535.00		$62,511.75	
9. Other:	$0.00		$0.00		$0.00		$0.00	
Total Personnel and Costs	$189,000	$75,000	$198,450	$75,000	$243,373	$40,000	$298,791	$40,000

	FY 2021		FY 2022		FY 2023		FY 2024	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel		$20,000.00		$20,000.00		$20,000.00		$20,000.00
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$20,000	$0	$20,000	$0	$20,000	$0	$20,000



	FY 2021		FY 2022		FY 2023		FY 2024	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$5,000.00		$7,500.00		$7,500.00		$10,000.00
Total Capital Outlay	$0	$5,000	$0	$7,500	$0	$7,500	$0	$10,000
	FY 2021		FY 2022		FY 2023		FY 2024	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$189,000	$100,000	$198,450	$102,500	$243,373	$67,500	$298,791	$70,000
Net Income (Deficit)	$200,000	$50,000	$225,000	-$27,500	$240,000	$27,500	$245,000	$30,000

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

I.A.B.	
	The institute is not intended as an academic unit. Therefore, there is no intended increase in enrollment / fee revenue aligned to support it.
II.6	Revenue in "Other" category includes current & future revenue from industry partners and grants via custom content, research, and partnerships.

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Certificate Of Completion

Envelope Id: F26429688F7041BBB0B960D88E899C95		Status: Completed
Subject: Please DocuSign: Proposal for new Institute for Pervasive Cybersecruity		
Source Envelope:		
Document Pages: 9	Signatures: 4	Envelope Originator:
Certificate Pages: 5	Initials: 0	Holly Mikesell
AutoNav: Enabled		1910 University Dr.
EnvelopeId Stamping: Enabled		Boise, ID 83725
Time Zone: (UTC-08:00) Pacific Time (US & Canada)		hollymikesell@boisestate.edu
		IP Address: 132.178.207.22

Record Tracking

Status: Original 8/27/2020 11:09:55 AM	Holder: Holly Mikesell hollymikesell@boisestate.edu	Location: DocuSign

Signer Events	Signature	Timestamp
Harold Blackman haroldblackman@boisestate.edu Interim Vice- President for Research and Economic Development Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 8/27/2020 1:11:19 PM ID: 23979b22-cd8f-47e4-8306-5d566c020f41	DocuSigned by: Harold Blackman EFC23C40EB5742B... Signature Adoption: Pre-selected Style Using IP Address: 24.117.202.232	Sent: 8/27/2020 11:24:20 AM Viewed: 8/27/2020 1:11:19 PM Signed: 8/27/2020 1:11:28 PM
Tony Roark troark@boisestate.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 6/4/2020 7:16:03 AM ID: 4abc8606-3474-4b1a-9481-2f359e80bc6c	DocuSigned by: A835A6C51CCE432... Signature Adoption: Drawn on Device Using IP Address: 132.178.133.20	Sent: 8/27/2020 1:11:29 PM Viewed: 8/27/2020 7:30:23 PM Signed: 8/28/2020 8:16:43 AM
Mark Heil markheil@boisestate.edu Vice President and Chief Financial Officer Boise State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 4/9/2020 7:27:01 AM ID: de2fdefd-f7c0-4851-a5c4-f834a316302d	DocuSigned by: 5BCB8035ED1D44C... Signature Adoption: Uploaded Signature Image Using IP Address: 132.178.135.32	Sent: 8/28/2020 8:16:44 AM Viewed: 9/11/2020 8:12:21 AM Signed: 9/11/2020 8:12:32 AM
President Marlene Tromp melissajensen@boisestate.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 6/1/2020 10:25:53 AM ID: 90cd1a94-8d77-4fe9-a7c3-45abc88b07ee	DocuSigned by: AFFACAFF49FD495... Signature Adoption: Uploaded Signature Image Using IP Address: 160.3.195.91	Sent: 9/11/2020 8:12:36 AM Viewed: 9/15/2020 1:20:31 PM Signed: 9/15/2020 1:21:16 PM

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Alicia Estey aliciaestey@boisestate.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 9/11/2020 8:12:34 AM
President Boise State University president@boisestate.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 9/11/2020 8:12:35 AM Viewed: 9/11/2020 2:11:11 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	9/11/2020 8:12:36 AM
Certified Delivered	Security Checked	9/15/2020 1:20:31 PM
Signing Complete	Security Checked	9/15/2020 1:21:16 PM
Completed	Security Checked	9/15/2020 1:21:16 PM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

Electronic Record and Signature Disclosure created on: 4/2/2020 3:54:52 PM

Parties agreed to: Harold Blackman, Tony Roark, Mark Heil, President Marlene Tromp

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

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At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Boise State University - Main Account:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: ashleeanderson1@boisestate.edu

To advise Boise State University - Main Account of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at ashleeanderson1@boisestate.edu and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from Boise State University - Main Account

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to ashleeanderson1@boisestate.edu and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with Boise State University - Main Account

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to ashleeanderson1@boisestate.edu and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to ‘I agree to use electronic records and signatures’ before clicking ‘CONTINUE’ within the DocuSign system.

By selecting the check-box next to ‘I agree to use electronic records and signatures’, you confirm that:

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- Until or unless you notify Boise State University - Main Account as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by Boise State University - Main Account during the course of your relationship with Boise State University - Main Account.