

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 17, 2024**

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SUBJECT

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

REFERENCE

August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy, which was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one-year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.
August 26, 2021	The Board approved the second reading of proposed amendments to Board Policy III.G.
December 15, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G., correcting duplicative language and aligning approval roles.
February 17, 2022	The Board approved the second reading of proposed amendments to Board Policy III.G.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
Idaho Code §§ 33-2107A, 33-2202, 33-2205

BACKGROUND/DISCUSSION

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In August 2021, the Board approved a major revision to Board Policy III.G. Postsecondary Program Approval and Discontinuance. This revision restructured the policy to include three levels of review, based on the nature of requested programmatic changes: full proposal, short proposal, and letter of notification. In February 2022, the Board approved amendments to correct an unintended conflict in the policy related to actions requiring a short proposal.

Over the past 2.5 years of implementing the significantly revised policy, Board staff and institutions have noted several minor-to-moderate changes that would further streamline the program review and approval process. The proposed amendments include these changes.

It was also recognized by staff at the Board Office and the Idaho Division of Career Technical Education (Division) that review and approval authority of CTE programs in Policy III.G. is misaligned with Idaho Code. Specifically, Chapter 22, Title 33, Idaho Code, establishes the State Board for Career Technical Education, defines career technical education, and establishes Idaho's career technical education system (secondary through postsecondary). The Chapter further establishes the Division as the agency responsible for administering the system on behalf of, and within state law and the policies of, the State Board for Career Technical Education. Specifically, Idaho Code § 33-2202 authorizes the Board, when serving in its role as the State Board for Career Technical Education, to execute the laws of the state relative to career technical education. Further, Idaho Code § 33-2205 identifies the administrator to the State Board for Career Technical Education as the administrator for the Division and authorizes the administrator to carry into effect the rules of the Board and coordinate all efforts in career technical education.

Additionally, language within Chapter 22 expands the administrator's role in carrying out all federal and state provisions, including the rules adopted by the Board for its own governance (generally referred to as Board policies), related to career technical education. The current language in Board Policy III.G. authorizes the administrator or the Board's executive director to approve career technical education programs. This language does not align with the statutory framework for the administration of career technical programs as that authorization is vested in the administrator for the Division. Idaho Code separates the duties of the Office of the State Board of Education established in Idaho Code § 33-102A and the powers and duties of the administrator for the State Board for Career Technical Education established in Idaho Code § 33-2205.

The proposed changes to Board Policy III.G. regarding the approval of career technical education programs align Board policy with Idaho Code. In addition to the alignment of the program approval process, additional technical changes have been made specific to career technical education programs such as removing the definition of career technical program component, as these programs do not include components.

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The policy is now misaligned with recently updated practices related to the role of the Professional Standards Commission (PSC) in reviewing new educator preparation programs. The PSC no longer reviews such proposals, which will be reviewed, going forward, by the review process approved by the Board at the October 2023 regular Board meeting.

Finally, the current policy requires an external peer review for all doctoral programs before proposal submission to the board. Multiple institutions have indicated that some doctoral programs require specialized accreditation that includes a robust preliminary external peer review by the programmatic accreditor before any students may be enrolled. Proposed amendments would allow for the accreditor's external review to supplant the required external peer review under certain conditions.

IMPACT

Amendments will clarify and streamline the program review and approval process and bring it into alignment with current practice. They will also clearly articulate the differential roles and responsibilities of the Board's executive director and the Division administrator in program review and approval. Amendments will also increase efficiency and reduce duplicative costs for the development of some doctoral programs.

ATTACHMENTS

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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments will improve the program review and approval process, for both Board staff and institutional staff. The amendments will also provide internal clarity regarding the review and approval of career technical programs and provide for more efficient program development processes.

Board staff recommends approval of these amendments.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.G, Postsecondary Program Review and Approval, 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: G. Postsecondary Program Review and Approval [February 2022 June 2024](#)

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

1. Classifications and Definitions

- a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.
- b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.
- c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.
- ~~e. Career Technical Program Component shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course.~~
- ~~f.e.~~ Financial Impact shall mean the total financial ~~resources~~expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. ~~This includes the impact of moving resources from existing programs to proposed programs.~~
- ~~g.f.~~ Full Proposal shall mean a document submitted to the Board Office or Idaho Division of Career Technical Education (IDCTE) that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board, ~~or the Board's Executive Director, of the Board~~ the IDCTE State Administrator (State

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Administrator), or designee, as specified in this policy. The Full Proposal template is developed and maintained by the Executive Director, State Administrator, or designee-Board Office in collaboration with IDCTE as appropriate.

h.g. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.

i.h. Letter of Notification shall mean a letter from the institution to the Executive Director, IDCTE-State Administrator or designee, notifying the Board Office or IDCTE as appropriate of changes to academic or career technical education programming or administration that do not require advanced approval by the Board, ~~or the~~ Executive Director, State Administrator, or designee, as specified in this policy.

j.i. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.

k.i. Short Proposal shall mean a document submitted to the Board Office or IDCTE that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director, State Administrator, or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate.~~Executive Director, State Administrator, or designee as applicable to the type of program.~~

2. Roles and Responsibilities

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

a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.

b. The Council on Academic Affairs and Programs (CAAP) shall review ~~new~~ program proposals and discontinuation requests ~~shall be reviewed by the Council on Academic Affairs and Programs (CAAP)~~. CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

- c. ~~The State Administrator of IDCTE shall approve academic microcredentials developed by the institutions, in consultation with Board Staff, in addition to career technical microcredentials. The Idaho Division of Career Technical Education~~The State Administrator shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to ~~their IDCTE's~~ roles and responsibilities. ~~The State Administrator of the Idaho Division of Career Technical Education is authorized to approve academic microcredentials developed by the institutions in addition to career technical microcredentials.~~

~~The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs for educator certification purposes. Educator preparation program approval for state certification purposes is governed by Administrative Code through a separate process. The processes for earning approval for certification should be conducted concurrently with the program approval process when practicable.~~

3. Procedures for Review and Approval of Changes to Academic Programming and Administration ~~Proposal Submission and Approval~~

Proposed changes to academic programs and administration at the institutions shall be submitted to the Board for one of three levels of review: a Full Proposal, a Short Proposal, or a Letter of Notification. Institution staffs shall ~~are strongly encouraged to consult with Board staff to determine the appropriate level of review before submitting proposed changes to the Board office.~~

- a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated, and shall be submitted by the institution as a Full Proposal. There are three different types of Full Proposal forms: a form for a discontinuation of a program, a form for new instructional/administrative units, and a form for all other actions requiring a Full Proposal.

- i. The following actions require approval by the Board:

- 1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and

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administrative organization; and has its own budgetary and hiring authority. Subsection 3.a.i.1 does not apply to ~~the~~ community colleges.

- 2) Establishment of any new academic undergraduate or graduate program with a financial impact of \$250,000 or more per fiscal year.

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

- i. For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as described in this paragraph, and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

b) New educator preparation programs must utilize the Board approved new education preparation program approval process and require ~~concurrent~~ submission of a Full Proposal to the Executive Director or designee ~~and the Professional Standards Commission (PSC),~~ regardless of financial impact. The ~~PSC new education preparation program approval process~~ ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established by rule in Administrative Code pursuant to Section 33-1254 Idaho Code. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

- 3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A, Idaho Code.

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- 4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
 - 5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.
- ii. The following actions require approval by the Executive Director or designee:
- 1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than \$250,000 per fiscal year.
 - 2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
 - 3) Establishment of any new instructional or administrative unit.
 - 4) Establishment of any new or discontinuation of any existing academic undergraduate and graduate certificates consisting of more than 30 credits and with a financial impact of \$250,000 or more per fiscal year.
 - 5) Expansion of an existing program outside an institution's Designated Service Region, with the exception of programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.
 - 6) Conversion of a program option into a stand-alone program with a financial impact of \$250,000 or more per fiscal year.
 - 7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of \$250,000 or more per fiscal year.
 - 8) Consolidation of two or more graduate programs into one program.
 - 9) Splitting of a graduate program into two or more programs.
 - 10) Addition of an academic undergraduate, graduate, or specialized certificates ~~or degrees~~ to an existing programs with a financial impact of \$250,000 or more per fiscal year.

Each Full Proposal shall be reviewed by ~~the Council on Academic and Affairs and Programs~~ CAAP within thirty (30) days of receipt ~~submission to the Board Office~~. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. To ensure review by the full Board, the 30-day review must end at least fifteen (15) calendar days before the agenda material submission deadline for the targeted regular Board meeting. ~~Requests requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.~~

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or

units require approval by the Executive Director or designee and shall be submitted by the institution as a Short Proposal:

- i. Establishment of a new or discontinuation of any existing academic undergraduate or graduate certificate consisting of more than 30 credits with a financial impact of less than \$250,000 per fiscal year.
- ii. Addition of an [academic undergraduate, graduate, or specialized certificate or degree](#) to an existing program with a financial impact of less than \$250,000 per fiscal year.
- iii. Splitting of an undergraduate program into two or more undergraduate programs.
- iv. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than \$250,000 per fiscal year.
- v. Conversion of one program option into a stand-alone program with a financial impact of less than \$250,000 per fiscal year.
- vi. Conversion or transition of a degree type (e.g., Bachelor of Arts to Bachelor of Science).
- vii. Conversion or transition of a certificate type (e.g., Technical Certificate of Completion to Basic Technical Certificate).
- viii. Deviation from [certificate or degree](#) program credit definitions [as provided in Board Policy III.E](#).
- ix. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
- x. Establishment of new programs consisting of multiple certificates with similar coursework.
- xi. Establishment of a dual degree from existing programs with a financial impact of less than \$250,000 per fiscal year.
- xii. Modification to existing academic instructional or administrative units.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and [within at least](#) 30 days [after before](#) implementation, institutions shall notify the Executive Director or designee of the following actions related to academic programs or units via a Letter of Notification:

- i. Establishment of a new, modification to, or discontinuation of an academic program component.
- ii. Establishment of a new or discontinuation of any existing academic undergraduate or graduate certificate consisting of fewer than thirty (30) credits.

- iii. [Expansion of an existing Pprogram expansion](#) within an institution's Service Region as defined in Board Policy III.Z.
- iv. [Expansion of an existing statewide program offered by an institution with Statewide Program Responsibilities as defined in Board Policy III.Z.](#)
- ~~iv. A change from clock hours to credit hours for an academic program.~~
- v. Addition of an online option to an existing academic program.
- vi. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- vii. Transition of an academic program to an exclusively online format.
- viii. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
- ix. A change in name or title of any academic program or instructional or administrative unit.
- x. A change of Classification of Instructional Program (CIP) code for any academic program.
- xi. A ~~credit~~ change to [the total number of credits required to earn a certificate or degree to](#) an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

- d. [Other Mminor content](#) changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.
- ~~d.e.~~ [Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a templated developed by IDCTE.](#)

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes to career technical programs or units identified in this subsection require approval by the State Administrator ~~or the Executive Director~~ or designee and shall be submitted by the institution as a Full Proposal.

- i. Establishment of a new career technical education program or certificate. New career technical programs or certificates with a financial impact of \$250,000 or more per fiscal year require approval by the full Board.
- ii. Discontinuation of career technical programs ~~and components~~.
- iii. Establishment of new career technical administrative or instructional units.

- iv. Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
- v. Consolidation of two or more career technical programs into one career technical program with a financial impact of \$250,000 or more per fiscal year.
- vi. Conversion of one [certificate or degree option within a](#) career technical program ~~option~~ into a stand-alone career technical program with a financial impact of \$250,000 or more per fiscal year.
- vii. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of \$250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile ~~Attachment B~~ is required. Each Full Proposal shall be reviewed by ~~the Council on Academic and Affairs and Programs~~ [CAAP](#) within 30 days of ~~receipt.~~ [submission to IDCTE](#). At the sole discretion of the State Administrator ~~or Executive Director~~ or designee, any Full Proposal may be referred to the Board for review and approval. [To ensure review by the full Board, the 30-day review must end at least fifteen \(15\) calendar days before the agenda material submission deadline for the targeted regular Board meeting.](#)

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the State Administrator ~~or Executive Director~~ or designee and shall be submitted by the institution as a Short Proposal.

- i. Splitting of a career technical program into two or more career technical programs.
- ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than \$250,000 per fiscal year.
- iii. Conversion of one [certificate or degree option within a](#) career technical program ~~option~~ into a stand-alone career technical program with a financial impact of less than \$250,000 per fiscal year.
- iv. Addition of career technical certificates, [specialized certificates](#), or degrees to existing career technical programs with a financial impact of less than \$250,000 per fiscal year.
- v. [Inactivation of a career technical program \(refer to paragraph 8 of this policy\).](#) ~~Inactivation of a career technical program. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the program shall be discontinued pursuant to paragraph 7 of this policy.~~

- vi. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.
- vii. Modification to existing career technical instructional or administrative units.
- viii. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
- ix. Transition of a career technical program to an exclusively online format.
- x. Addition of an online option to an existing career technical program.
- xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

For the addition or modification of career technical programs or certificates, a Program Profile ~~Attachment B~~ is required. Upon the recommendation of the State Administrator or at the discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days ~~after~~ before implementation, institutions shall notify the State Administrator ~~or the Executive Director~~ or designee of the following changes to career technical programs or units via a Letter of Notification and Program Profile as appropriate:

- ~~i. Establishment of a new, modification to, or discontinuation of a career technical program component.~~
- ~~ii.i.~~ Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
- ii. Re-activation of a career technical program within three years from inactivation.
- iii. A change from clock hours to credit hours for a career technical program.
- iv. A change in the name or title of any career technical program or instructional or administrative unit.
- v. A change of Classification of Instructional Program (CIP) code for any career technical program.
- vi. A ~~credit~~ change to the total number of credits required to earn a certificate or degree to an existing career technical program.
- vii. Minor changes to career technical courses. ~~Requires a program profile Attachment B and letter.~~

Upon the recommendation of the State Administrator ~~or at the discretion of the Executive Director~~ or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

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- d. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template developed by ~~the Division of Career Technical Education~~ IDCTE.
- e. Requests requiring new state appropriations shall be included in the annual budget request of ~~the Idaho Division of Career Technical Education~~ IDCTE for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board, ~~or~~ Executive Director, ~~or State Administrator~~ Administrator must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Executive Director, State Administrator, or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

6. Academic and Career Technical Program Proposal Review Timeline and Denial Procedures

- a. The Executive Director, State Administrator, or designees shall act on any Full Proposal or Short Proposal within ~~thirty~~ forty-five (~~30~~ 45) days ~~from proposal submission~~.
- b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

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

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

8. Career Technical Program Reduction, ~~or~~ Termination, Prioritization, and Inactivation

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by Idaho Division of Career Technical Education|DCTE.

a. Conditions for Reduction or Termination

A program is subject to reduction or termination when ~~one~~ two or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

- i. Inadequate Job Opportunities
- ii. Inadequate Student Enrollment
- iii. Inadequate Positive Placement
- iv. Inadequate Completion Rate
- v. Inadequate Finances

b. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does

not resume within three years following approved inactivation, the institution shall submit a discontinuation full proposal pursuant to paragraph 4 of this policy.

b.c. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

9. Reporting

- a. ~~The Executive Director or designee shall report s~~Semi-annually all approved program changes shall be reported to the Board ~~regarding all program proposals approved by the Executive Director or designee.~~
- b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

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SUBJECT

Board Policy III.Q., Admission Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND / DISCUSSION

In Spring 2024, postsecondary admissions representatives convened for several meetings to consider adopting consistent statewide measures for the Direct Admissions program that include use of students' high school Idaho Standard Achievement Test (ISAT) scores as part of the criteria. To support the group's deliberations, Board research staff provided data demonstrating the postsecondary outcomes of a specific cohort of students based on their ISAT scores, GPA, and SAT scores. This work resulted in approval of a Direct Admissions policy that expands to include grade point average and/or ISAT as direct admissions criteria. It also creates more specific criteria for Lewis-Clark State College and Idaho State University.

The proposed changes update and streamline this policy in multiple ways. First, the additional Direct Admissions descriptions will result in students receiving more tailored admissions communications. Secondly, the high school course requirements are clarified through removing specific course limitations that are no longer appropriate. Third, changes to Career Technical Education (CTE)

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program admissions clarify CTE admission procedures and remove descriptions of advising processes that are better described elsewhere. Fourth, revisions to the provisional (proposed “alternative”) admissions process better reflect options for admitting and serving students, and in particular, high-achieving students from high schools without high school accreditation from a Board-recognized accreditor.

IMPACT

Approval of the policy amendments will improve readability and interpretability of the policy. Additionally, amendments provide clearer guidance to Board staff and institutions on direct admissions decisions and to institutional admissions offices on acceptable approaches for high school admission.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Board heard a first reading of some of most of the proposed amendments at the February 2024 Board meeting and expressed no concerns. The Direct Admissions work concluded much earlier than anticipated, so staff are bringing the policy back to the Board for another first reading to incorporate the Direct Admissions policy language into the previously read version of the policy. This will eliminate the need for another round of readings to incorporate the Direct Admissions policy in the future.

The proposed policy amendments were reviewed by Board staff, enrollment/admissions staff at all eight institutions, career technical college deans, the Council on Academic Affairs and Programs at their March 28, 2024 meeting, and the Instruction, Research, and Student Affairs Committee of the Board at their April 4, 2024 meeting. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

June 2021 June 2024

1. Institution Policies

Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Program Admission

a. a. Direct Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of Idaho high school graduation requirements.~~ Direct admissions offers are based on the following criteria:

<u>Verified Achievement</u>	<u>Institution Admission</u>
<u>ISAT Math level ≥ 3 and ELA/Literacy level ≥ 3</u> <u>OR</u> <u>Unweighted GPA = 3.0</u>	<u>Admission to all Idaho public institutions.</u>
<u>Unweighted GPA between 2.25 and 2.99</u>	<u>Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.</u>
<u>Unweighted GPA < 2.25</u>	<u>Admission to Idaho's public community colleges.</u>

Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the

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11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

a.b. Academic ~~Program~~ Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. Cognia is the Board's recognized high school accrediting body. Applicants who graduated from high school prior to ~~1989-1995~~ will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	<p>A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade.</p> <p>Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards.</p> <p>Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p>
Social Studies	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.</p>
Science	6 credits	<p>Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. A maximum of two (2) credits may be derived from career technical</p>

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		<p>science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>
Arts and Humanities (including world languages)	2 credits	<p>Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>World Language is strongly recommended. The Native American Languages may meet the world language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>Secondary Career Technical courses, (no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology Education, and individualized occupational training.</p>

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

cb. Academic Provisional Alternative Admission

- i. A degree-seeking applicants s who does not qualify for admission based on

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subsection 42.ba. above, ~~but who may be granted alternative admission if they satisfies satisfy~~ one (1) or more of the criteria below, ~~may seek provisional admission by petitioning the institutional admissions officer:~~

- 1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;
- 2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. including home-schooled students, and has acceptable performance on either the General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved test or another standardized diagnostic test accepted by the institution;
- 3) Deserves consideration by the institution because of special status (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

~~A student seeking provisional admission to any public postsecondary institution must take at least one (1) assessment indicator that will allow the institution to assess competency and placement.~~

- ~~ii. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. A provisionally admitted student may change to regular admission status upon satisfactory completion of Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.~~

de. Academic Transfer Admission

- i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- ii. A student not meeting the requirement in subsection 62.ba. may petition the

institutional admissions officer to be admitted. If admitted, the student ~~must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.~~ may have conditions placed on their admission, subject to institutional policies as described in subsection 2.cb.ii.

d. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admissions

~~a. Admission Standards~~

~~Regular or Provisional Institutional academic~~ admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional ~~program academic~~ admission.

~~b. Student Advising~~

- ~~i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.~~
- ~~ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.~~
- ~~iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.~~
- ~~iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.~~

~~c. Career Technical Program Regular Admission~~

~~Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.~~

~~i. Standards for students who graduated from high school in 1997 or earlier~~

- ~~1) High School diploma with a minimum 2.0 GPA⁴ from a high school accredited by a body recognized by the Board; and~~
- ~~2) Placement examination as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs; and~~
- ~~3) Satisfactory completion of high school coursework that includes at least the following:
 - ~~a) Mathematics — 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher-level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.~~
 - ~~b) Science — 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).~~
 - ~~c) Secondary Language Arts and Communication — 8 credits. Applied English in the Workplace may be counted for English credit.~~
 - ~~d) Other — Career technical courses, including postsecondary credits~~~~

⁴An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

~~earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.~~

~~ii. Standards for Others Seeking Regular Career Technical Program Admission~~

~~Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:~~

- ~~1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or~~
- ~~2) General Educational Development (GED) certificate; and~~
- ~~3) Diagnostic/placement tests as determined by the institution. Scores may also be used to determine admission eligibility for specific career technical programs.~~

~~d. Career Technical Program Provisional Admission~~

~~Students who do not meet all requirements for Regular Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must complete appropriate remedial, general and/or technical education coursework related to the career technical program for which Regular Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must meet the following standards:~~

- ~~i. High School diploma or GED certificate; and~~
- ~~ii. diagnostic/placement tests as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs.~~
- ~~iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.~~

ea. Career Technical Program Placement Criteria

Placement test scores indicating potential for success ~~are generally~~ may be required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and
- ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

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SUBJECT

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

REFERENCE

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.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2021	The Board approved the first reading of proposed amendments to Board Policy III.N. expanding membership of the GEM Committee to representatives from digital learning, dual credit, and open education. This included amendments to GEM competency areas.
October 2021	The Board approved the second reading of proposed amendments to Board Policy III.N.
December 2022	The Board approved the first reading of proposed amendments to Board Policy III.N that changed the GEM Oral Communication requirement from a minimum of 2 to a minimum of 3 credits and the institutionally-designated credits from a minimum of 6 to a minimum of 5.
February 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2023	The Board approved the first reading of proposed amendments to Board Policy III.N. to allow institutions to propose specialized baccalaureate degree programs that require fewer than 36 general education credits in rare instances.
October 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
February 2024	The Board approved the first reading of proposed amendments to Board Policy III.N. to clarify General Education Committee roles and responsibilities as well as further describe the role of the disciplinary rubrics.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Idaho Code § 33-3729

BACKGROUND/DISCUSSION

Board Policy III.N., General Education, outlines the statewide General Education Framework, which provides guidance to Idaho’s public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for

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the facilitation of seamless credit transfer for students. It also provides initial guidance for the establishment of the General Education Committee. This Committee has an important role in shaping the continued consistency of these courses across our institutions as well as in providing leadership for innovation in this curricular space.

The proposed amendments describe Committee roles, term limits, and responsibilities. They also clarify the purpose of the rubrics that have been developed for each Way of Knowing or disciplinary area.

IMPACT

Approval of the proposed amendments will facilitate Committee processes and allow the Committee to fulfill its intended purpose.

ATTACHMENTS

Attachment 1 – Board Policy III.N. Statewide General Education – Second Reading
Attachment 2 – General Education Committee Bylaws

BOARD STAFF COMMENTS AND RECOMMENDATIONS

One minor technical correction was made between first and second readings. This correction removes reference to “Figure 1.” The figure itself was removed in a prior amendment.

The policy amendments and bylaws were reviewed by CAAP on February 1, 2024 and by the Instruction, Research, and Student Affairs Committee of the Board on February 15, 2024. 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

February-April 2024

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with 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 coursework provides students with an understanding of self, the physical world, and human society—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, and prepares them to be adaptive, life-long learners.

This 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:
 - a. Thirty-one (31) 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. Five (5) 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.
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 disciplinary/Ways of Knowing rubrics that guide ~~course/general education program assessment; institutional decision-making about designating courses to GEM competency areas~~, 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.

The GEM competency 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

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

- b. Oral Communication

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

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.

- v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
 - vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. **Mathematical Ways of Knowing**
Upon completion of a course in this category, a student is able to demonstrate the following competencies:
- i. Interpret mathematical concepts.
 - ii. Represent information/data.
 - iii. Use appropriate strategies/procedures when solving mathematical problems.
 - iv. Draw reasonable conclusions based on quantitative information.
- d. **Scientific Ways of Knowing**
Upon completion of a non-lab course in this category, a student is able to demonstrate competencies i-iv. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.
- i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
 - ii. Apply scientific reasoning to critically evaluate assertions.
 - 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. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.
- e. **Humanistic and Artistic Ways of Knowing**
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:
- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
 - iii. Differentiate 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 or humanistic works through the creation of art, language, or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.

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

- f. **Social and Behavioral Ways of Knowing**
Upon completion of a course in this category, students are able to demonstrate all five (5) of the following competencies.
 - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Describe 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. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General 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 prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	3
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	5

- 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.

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

- b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs shall be submitted to the Board office for review and approval on a case-by-case basis. Proposals must describe the demonstrable benefits that the alternative general education distribution will have for transfer students, the institutions' plans for additional advising, and any other information that will demonstrate how students will not be harmed by this alternative structure.

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

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

- d. GEM courses and institutionally-designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.
6. Governance of the General Education Program and Review of Courses
- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

 - b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common

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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 (GEM)~~ Committee shall consist of a Board-appointed representative from each of the institutions (Institutional Representatives), as well as one Subject Representative from each of the following communities: ~~from~~ the Division of Career Technical Education, ~~from~~ the Idaho Registrars Council, ~~from~~ the digital learning community, ~~from~~ the dual credit community, ~~from~~ the open education community; and the Executive Director of the Board, or designee, who shall serve as the chair of the committee. Institutional Representatives are generally the directors or deans of general education (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director. Subject Representative terms are for three years, commencing on July 1st. If Subject Representatives are amenable to continuing, they are affirmed by their respective groups prior to their term's end. 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 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.

General Education Committee Bylaws

Mission and Purpose

General education courses are a particularly powerful part of a college education. This set of courses provide students with the opportunity to cultivate the habits of mind associated with academic inquiry, to gain experience with disciplinary inquiry and communication, and to navigate a variety of perspectives. Further, general education courses have a direct and positive impact on student retention, persistence, and eventual graduation. Since general education courses are offered at all public postsecondary institutions in Idaho, providing coordinated guidance is especially important.

The General Education Committee is guided by a spirit of open inquiry and a shared interest in collaboration. The General Education Committee advocates for, supports, and coordinates general education among all Idaho public postsecondary institutions. As leaders of general education from each institution, the committee members individually contribute extensive institutional knowledge and disciplinary expertise to the shared commitment to continually improving general education across the state of Idaho.

A. Powers and Duties

The General Education Committee is responsible for collaborating on a statewide vision of general education, making recommendations about general education, reviewing the competencies and other supporting materials for the general education framework, making recommendations to the Board regarding the general education framework and common course list, revising and making recommendations on the general education competencies, and other duties as prescribed by the Board. The General Education Committee reports to the Council on Academic Affairs and Programs.

B. Meetings

1. The Committee holds two full Committee standing meetings annually. The two meetings are in person whenever possible; at least one of the meetings coincides with the annual GEM Summit. Follow-up remote meetings occur as needed. A quorum of the Committee consists of a simple majority of current voting members. A quorum shall be present to conduct any official business.
2. Meeting locations shall be determined by the Committee.

C. Membership

1. Committee membership is established by Idaho Board of Education policy III.N.
2. Committee members must uphold the goals and objectives of the Committee. Decision-making is a collective action and all members have a joint responsibility for decisions and actions.

D. Nominating Process

1. Institutional Representatives are generally the directors or deans of general education on campus (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director.
2. Subject Representatives (registrar, technical college leadership, dual credit, open education, and digital learning) terms are for three years, commencing on July 1st. If Subject Representatives would like to serve additional terms, they are affirmed by their respective groups prior to their term's end.
3. All official Committee members shall have equal voting privileges.

E. Committee Officers and Duties

1. There are two officers of the Committee: Chair and Vice Chair.
2. The Chair is a designee of the Executive Director of the Board. This role has historically been filled by the Associate Academic Officer. The Chair, in consultation with the committee, advocates for general education at the state level, coordinates proposed policy changes, plans the GEM Summit, coordinates the GEM Innovative Teaching Awards, and coordinates general education-related activities that arise.
3. The Vice Chair is elected by the voting members of the General Education Committee from among the Institutional Representatives. The Vice Chair is elected at a regular meeting for a three-year term. Whenever possible, the Vice Chair terms alternate between the four-year and two-year institutions. Vacancies are filled by election for the remainder of the unexpired term. The Vice Chair advises the Chair on meeting agendas and provides recommendations on matters related to the General Education Committee's mission and the Chair's general education responsibilities.
4. Committee representatives who serve on working groups and similar bodies are appointed by the Committee Chair.

F. Adoption, Amendment, and Repeal of By-laws

1. Recommendations for amendments or repeals of bylaws may occur at any regular or special meeting of the Committee and approved by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 17, 2024

BOISE STATE UNIVERSITY

SUBJECT

Online Master of Arts in Digital Communications Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to offer a Master of Arts in Digital Communications Management. The proposed program will utilize the Online Program Fee outlined in SBOE Policy V.R. The Master of Arts in Digital Communications Management will provide the opportunity to transform entry- and mid-level professionals into industry leaders. Students will be taught advanced skills in managing projects, crafting compelling content, streamlining production, and fostering effective teams. They will delve into the driving forces of digital communication, with the intent of mastering the latest mobile technologies, intricacies of social media and location-based services, and the power of data-driven insights. Students will leverage data for strategic content creation, targeted messaging, and impactful campaigns, while cultivating effective leadership strategies tailored for the digital landscape. This versatile degree opens doors to diverse careers in journalism, broadcasting, advertising, public relations, content strategy, app development, sales, and beyond.

IMPACT

Idaho currently lacks an online Master's program in Digital Communications Management, a critical gap considering the strong regional and national demand for these skills. Workforce data reveal a significant need, with over 700 relevant job postings in Idaho alone requiring or preferring such qualifications from July 2021 to January 2022. This program presents a unique opportunity to empower students across various academic departments, equipping them with the expertise and leadership skills to excel in this dynamic field. By addressing this unmet need, the University can create a lasting positive impact on students and the digital landscape of Idaho.

The program's size will scale to meet enrollment demand for the program. The projected enrollment is 6 students in year 1; 22 students in year two, and 40 students in year three. Faculty will maintain close contact with students and support them in their learning and instructor contact. The recruitment efforts will include digital and social media advertisements targeting potential candidates nationwide. The program will be offered at \$525 per credit hour, which is lower than average for competitors. The total cost of the program is \$15,750 (30 credits at \$525 per credit). The program is fully supported through revenue generated from enrollment in the program.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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The program will require program design and course development, marketing at \$10,000 per year, and student advising, which is already planned with Boise State's eCampus and built into the budget. No new faculty resources are required to create this program, and no additional sections of existing courses are needed.

Total expenditures are \$69,420 - \$228,800 of one-time funding over four years. The role of director/administrator will be filled by a current faculty member. This is an existing workload reallocation, not additional funding paid out for overload. Five percent of their time is allocated for year one and year two with a 5% increase annually through year five (capping at 20%).

ATTACHMENTS

Attachment 1 – Master of Arts in Digital Communications Management full proposal and budget

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates six initial enrollments at implementation reaching 60 by year five and graduating 11 students by year three. These numbers were based on the average online degree completion numbers for similar programs at U.S. institutions, with similar brand recognition and marketing capabilities, during their first five years of launching the program. Because the program will be using the online program fee model, minimum enrollments are based on course registrations. This includes 53 annual credits and 2.2 annual FTEs in Year 1, 192 annual credits and 8.0 annual FTEs in Year 2, 353 annual credits and 14.7 FTEs in Year 3; 403 annual credits and 16.8 FTEs in Year 4, and 361 annual credits and 15.9 FTEs in Year 5. If enrollments are not met, Boise State will adjust to reflect actual activity and will evaluate annually. If the degree is not fiscally sustainable in the long term, the program will be discontinued.

Boise State's request to offer a Master of Arts in Communication is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. There are presently no comparable online programs offered in the state. A search in the state's program inventory shows that Idaho State University offers an MA in Communication; however, it does not appear to be similar to the one proposed. Currently, no institution has statewide program responsibility specifically for communication programs.

Boise State also requests approval to assess an online program fee of \$525 per credit for the master's program consisting of 30 credits, which amounts to \$15,750. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 7, 2024; and to the Instruction, Research, and Student Affairs on April 7, 2024.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online Master of Arts in Digital Communications Management, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of \$525 per credit for the MA in Digital Communications Management program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Institutional Tracking No. _____

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	December 12, 2023		
Institution Submitting Proposal:	Boise State University		
Name of College, School, or Division:	College of Arts and Sciences		
Name of Department(s) or Area(s):			
Official Name of the Program:	Master of Arts in Digital Communications Management		
Implementation Date:	Fall 2024		
Degree Information:	Degree Level: Graduate	Degree Type: Master	
CIP code (consult IR /Registrar):	09.0702		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully Online with an Online Program Fee		
Geographical Delivery:	Location(s)		Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	X Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	Statewide Program Responsibility	

Proposed Action

- New program offering**
- Undergraduate program
 - Graduate program
 - Undergraduate certificate (30 credits or more)
 - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
 - Consolidating two or more undergraduate programs into one
 - Consolidating two or more graduate programs into one
 - Splitting an existing program into two or more programs
 - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
 - Adding certificate or degrees to existing programs

leslie Durham 12/19/2023
leslie Durham (Dec 19, 2023 09:19 MST)
 College Dean Date
 12/19/2023
 Graduate Dean/other (as applicable) Date
Jo Ellen DiNucci 12/19/2023
Jo Ellen DiNucci (Dec 19, 2023 12:22 MST)
 FVP/Chief Fiscal Officer Date
 12/19/2023
John Buckwalter (Dec 19, 2023 10:11 MST)
 Provost/VP for Instruction Date
 01/02/2024
 President Date

Vice President for Research (as applicable) Date
 1/30/2024
 Academic Affairs Program Manager, OSBE Date
 02/02/2024
 Chief Financial Officer, OSBE Date
 2/6/2024
 Chief Academic Officer, OSBE Date
 SBOE/Executive Director or Designee Date
 Approval

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.

Boise State University proposes the creation of a wholly online program that will award a **Master of Arts (MA) in Digital Communications Management**. The proposed program will utilize the Online Program Fee outlined in SBOE Policy V.R.

The MA in Digital Communications Management is conceptualized for entry and mid-level professionals. The program provides advanced training in management of communications projects, communications content creation, communications production, and team management. With this master's degree, graduates will be prepared to develop driving technology behind digital communications and apply the latest innovations in mobile technology, understand the principles of social media and location-based services; leverage data to inform content creation, messaging, and communication campaigns; and manage communications teams. This degree supports graduates to pursue journalism, broadcasting, advertising, public relations, content strategist, app development, sales, and other professions.

- 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.
 - 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.

Approximately 172,000 unique job postings in the U.S. from January 2021 to January 2022 required or preferred a master's in digital communication and media/multimedia (Job Posting Analytics U.S. report, Lightcast, formerly EMSI). In Idaho, for the same period, there were approximately 737 unique jobs requiring or preferring a master's in digital communication and media/multimedia (Job Posting Analytics U.S. report, Lightcast, formerly EMSI). With the growing influence of digital communication, it is crucial to provide graduate training to prepare people for jobs in the communications industry and serve other significant sectors of the economy.

Job Titles:

- Content Strategist
- Advertiser

- Journalist
- Public Relations
- App Developer
- Sales

2022 National Employment Matrix Title and Code		Employment		Job Openings Due to Growth and Replacement Needs 2022- 2032
		2022	2032	
Media and Communication Workers	27-3099	29,222	33,840	4,613 15.8% increase from 2022-2032
TOTAL		29,222	33,840	4,613

2022-2032 Idaho Long Term Employment Projections		Employment		Job Openings Due to Growth and Replacement Needs 2022- 2032
		2022	2032	
Media and Communication Workers	27-3099	125	146	22 17.4% increase from 2022-2032
TOTAL		125	146	22

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.

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

- The career starter is new to the field - e.g., a person interested in moving into the communications industry as a new career.
- The career advancer is employed in the field and is interested in moving up in the field - e.g., a person transitioning from a member of a communications team to leading that team.
- The degree finisher has previous college experience that fits within the field but has not yet finished a degree – e.g., a person who has some graduate-level coursework and wants to shift into a degree focused on professional training and career preparation.
- The career changer who is currently employed in a different field and is interested in changing fields - e.g., a person who is transitioning from one area of management such as operations into a VP of Communications position.

The career advancer is the primary audience for this program. Some examples could be:

- Working professionals in digital media communications and platforms aiming to expand their knowledge of how to connect with audiences through digital channels and social media as well as seeking career promotions to be more impactful in their organizations.
- Working professionals in media analytics eager to use data as a strategic competitive advantage for their companies and create new or complementary business segments.
- Working professionals involved in content creation hoping to be proficient in professionally-focused text, audio, video, and other legacy and contemporary media components.
- Students looking to continue their education after their first degree with a master's focus on digital media analytics, communication design, strategic team coaching, and management.

Evidence of student demand: The following information is based on the U.S. institutions online completions in digital communication and media/multimedia (CIP code: 09.0702) master's degree spanning AY 2018-2021. The number of completions is growing, indicating increased student demands.

- AY 2017-2018: **14** institutions reporting **416** distance degree completions.
- AY 2018-2019: **16** institutions reporting **531** distance degree completions.
- AY 2019-2020: **17** institutions reporting **725** distance degree completions.
- AY 2020-2021: **18** institutions reporting **1,050** distance degree completions.

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

Digital communication is now the dominant medium of communications in today's society for both professional and daily life interactions. It is, therefore, crucial to educate interested members of the population to know how to manage as well as understand the mechanism and processes of digital communication to better support their civic and professional interests.

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.

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'.

Transfer credits are permitted but must satisfy the following restrictions, as per the university policy:

1. Transfer credit must be graduate academic credit representing a grade of B or better, awarded by a regionally accredited U.S. college or university or by a non-U.S. institution of higher education that is approved for transfer purposes by the International Admissions Office. Continuing education units (CEU) and non-academic credits are ineligible as transfer credit.
2. Culminating activity courses, courses where the grade is based only on attendance, and courses representing experiential learning, regardless of the level (undergraduate or graduate), are ineligible as transfer credit.
3. Application of transfer credit must be approved by the graduate program

Outside of the transfer credits, no PLA has been identified for this graduate program, thus, 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.

We will offer this program at \$525 per credit hour under an online program fee budget model, which is lower than the average for competitors.

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.

No comparable programs were identified at Idaho public institutions.

Instit .	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY25	FY26	FY27	FY28 (most recent)	FY_ -	FY__	FY__	FY__ (most recent)
	No comparable online programs offered in Idaho								

- 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.

None of the Idaho state institutions have a similar program.

- 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: Master of Arts in Digital Communications Management										
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program					
Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	FY24	FY25	FY26	FY27	FY28	
6	22	40	53	60	0	0	11	18	26	

- 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?

The projected numbers were determined based on the average online degree completion numbers for similar programs at U.S. institutions, with similar brand recognition and marketing capabilities, during their first 5 years of launching the program.

The recruitment efforts will include digital and social media advertisements targeting potential candidates nationwide.

The program's size will scale to meet enrollment demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program. Faculty will maintain close contact with students and support them in their learning and instructor contact.

- 10. Minimum Enrollments and Graduates.**
- 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?

Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of course registrations to achieve break-even is:

- Year 1: Annual credits, 53 Annual FTEs 2.2
- Year 2: Annual credits, 192 Annual FTEs 8.0
- Year 3: Annual credits, 353 Annual FTEs 14.7
- Year 4: Annual credits, 403 Annual FTEs 16.8
- Year 5: Annual credits, 361 Annual FTEs 15.0

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

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

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.

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

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

Specialized Accreditation: There is no specialized accreditation for this degree program.

Program Development Support:

The online Master of Arts in Digital Communications Management is supported by the eCampus Center at Boise State University.

- **Program Design:** Boise State's online program development process includes a facilitated program design process to assist program faculty members in the

creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.

- Course Design and Development: Each course is designed and developed by a faculty member. They have the option to work with the assistance of a team of experts, which includes an instructional designer, a multimedia developer, a quality assurance specialist, and a course developer. The end result is a program version of each course. All courses for the program are developed with a consistent look and feel using a common course template aligned with nationally recognized Quality Matters course design standards.
- Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

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

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

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

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

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

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) and approval from 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 X No _____

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:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	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.

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

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

30 credits in total. 18-credit core curriculum with 12 credits of electives. Students can choose an emphasis, or assemble graduate courses aligned with their professional goals.

DCM Core Curriculum (18 credits, required courses)

- DCM 500: Managing Digital Communications Projects (3 credits)
- DCM 510: Creating Digital Communications Content (3 credits)
- DCM 520: Engaging Communications Clients (3 credits)
- DCM 530: Mentoring Communications Teams (3 credits)
- DCM 570: Digital Communications Practicum (3 credits required, up to 12 credits allowed)
- DCM 599: Digital Communications Capstone; (3 credits)

Choose an Emphasis Area

User Research (12 Credits)

- ANTH 540: Fundamentals of Design Anthropology (3 credits)
- ANTH 541: Ethnography for User Experience Research (3 credits)
- ANTH 542: Emerging Digital Cultures (3 credits)
- DCM 570: Digital Communications Practicum (3 credits required)

Conflict Management (12 credits)

- CONFLICT 510: Conflict Management (3 credits)
- CONFLICT 513: Mediation and Negotiation (3 credits)
- CONFLICT 514: Conflict Coaching and Facilitation (3 credits)
- CONFLICT 515: Conflict and Culture (3 credits)

Assemble an emphasis (12 credits) - Allowable categories include

Additional credits in DCM 580: Digital Communications Practicum (not to exceed 12 credits total)

Electives of graduate courses (including a maximum of six credits from a program outside of Boise State).

There are no specific course prerequisites except for the capstone, which requires completion of the program courses.

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience,

practicum, or internship, some of which may carry credit hours included in the list above.

The program requires three (3) credits of practicum (DCM570), intended to provide students ample opportunities to shadow an established professional and develop a comprehensive and realistic understanding of the practical aspects of the position they seek to apply for after graduation. Students in our program are encouraged but not required to apply practicum opportunities beyond the three (3) required credits. This allows each student to customize their learning experience.

The program requires a three (3) credit Capstone course (DCM599), intended to provide students with a culminating experience which aligns with the program learning outcomes.

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.

The proposed program will address the following learning outcomes:

- Create action plans regarding the development and use of digital communications based on analysis of media metrics.
- Produce and publish professional-level communications content to achieve identified goals.
- Engage clients to define and achieve identified project goals.
- Mentor communications team members to achieve identified project goals and develop team members.

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.

Students will produce a professional portfolio in the capstone class. Faculty will assess these portfolios in alignment with the program learning outcomes. In addition, we will develop robust opportunities for students to provide feedback on the ways and degree to which the program supported their professional development goals in line with the PLOs including especially identification of ways the program and its faculty could improve this support.

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.

The program will need and there are already plans for program design and course development (already planned with eCampus) as well as program marketing and student advising (already built into the budget).

- 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?

We see a significant potential to positively impact students by offering them a multi-department program in digital communications management which is not currently available. This potential positive impact includes students with BA/BS degrees who want and/or need a MA degree to specialize and advance their skills, people who have moved into management positions for communications teams and want to update their knowledge and skills to meet the needs of their team and clients. In addition, faculty involved in this program are communicating with multiple programs across campus to create accelerated Bachelor's degree programs.

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

The creation of this program does not require any technical or other laboratory space or instrumentation.

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.

Library resources are currently adequate with no anticipated impact on usage. The Albertson's library provides research databases, electronic textbook reserves and also books by mail for distance studies students.

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

No additional library resources are required.

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?

No new faculty resources are required to create this program, and no additional sections of existing courses are needed. Each academic department will make available the graduate faculty member to teach their course once per year. Each department will receive 10% of that faculty member's salary from the program and likely use those funds to hire adjunct faculty to cover undergraduate courses.

- 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 creation of these courses and the program will require the program to complete an online program development process and course development. These resources are already scheduled with eCampus.

- c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate an overall positive impact on programs and the students from those programs as there is currently no option for advanced skill development available for students. The potential impact on those programs comes via the reassignment of workload from one undergraduate to one graduate course per year for each participating department. This potential negative impact is lessened somewhat because each department will receive funds adequate to hire a quality adjunct faculty member to backfill those needs at the undergraduate level.

- 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.

There are no new faculty hires anticipated or planned as part of the creation of this program. We do have a marketing budget of \$10,000 per year and anticipate using these funds to acquire marketing talent from among existing staff or advanced student assistants.

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?

Not Applicable. This program is supported through revenue generated from enrollment in the program.

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

Not Applicable.

c) **Non-ongoing sources:**

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

Not Applicable.

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

Not Applicable.

d) **Student Fees:**

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

Not Applicable.

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

Not Applicable.

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).

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
Headcount	12	30	47	58	63
Total Gr	0	0	11	18	26
Total cr	53	192	356	474	539

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029
	FTE	FTE	FTE	FTE	FTE
	Headcount	Headcount	Headcount	Headcount	Headcount
A. New enrollments	2.0	7.2	13.4	17.8	20.2
B. Shifting enrollments	0.2	0.8	1.5	2.0	2.2
Total Enrollment	2.2	8.0	14.8	19.7	22.4
Student Credit Hours Generated	53	192	356	474	539

II. REVENUE

	FY 2025		FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds										
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		\$28,035		\$100,810		\$187,011		\$248,818		\$282,836
6. Other										
Total Revenue	\$0	\$28,035	\$0	\$100,810	\$0	\$187,011	\$0	\$248,818	\$0	\$282,836

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.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

> 1 FTE = 24 credits

> Headcount determined as the distinct number of students in the program that year.

> Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

> Assume 20% attrition from Y1 to Y2 then 3% attrition every semester thereafter.

II.5. Student Fee revenue calculated as Student Credit Hours * \$525 per credit.

\$525 calculated as estimate of 2024-2025 per credit rate.

To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

III. EXPENDITURES

A. Personnel Costs

	FY 2025		FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. FTE		0.05		0.05		0.10		0.15		0.20
2. Faculty		\$30,893		\$47,730		\$49,120		\$50,510		\$51,901
3. Adjunct Faculty		\$0		\$0		\$0		\$0		\$0
4. Graduate/Undergrad Assistants		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
5. Research Personnel		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
6. Directors/Administrators		\$6,298		\$6,487		\$13,362		\$20,645		\$28,352
7. Administrative Support Personnel		\$0		\$0		\$0		\$0		\$0
8. Fringe Benefits		\$13,819		\$20,310		\$22,941		\$25,656		\$28,458
9. Other: Teaching Assistants		\$0		\$0		\$0		\$0		\$0
Total Personnel and Costs	\$0	\$51,010	\$0	\$74,527	\$0	\$85,424	\$0	\$96,811	\$0	\$108,710

Budget Notes (continued)

- III.A.2 Faculty FTE: Calculated using (Credit hour load)/30 for faculty; faculty teaching all core courses with program reimbursing faculty replacement costs at \$3,561 per credit
- III.A.6 Administrator: Program Coordinator .05 FTE Y1 & Y2 then scales 5% annually to a maximum of 20% FTE Y5
- III.A.8 Benefits calculated at staff fringe rate of \$13,750+(annual wage*20.52%) professional staff and \$13,750+(annual wage*20.86%) classified staff

	FY 2025		FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel										
2. Marketing and Promotion		\$10,000		\$10,000		\$10,000		\$10,000		\$10,000
3. Other Services										
4. Communications										
5. Materials and Supplies										
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Revenue share		\$0		\$0		\$0		\$20,861		\$25,239
Total Operating Expenditures	\$0	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$30,861	\$0	\$35,239

Budget Notes (continued):
 III.B.2 Expenses to market the program

	FY 2025		FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment		\$0		\$0		\$0		\$0		\$0
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY 2025		FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation										
E. Other Costs										
1. Boise State University Support		\$8,411		\$30,243		\$56,103		\$74,646		\$84,851
2. Expenses										
Utilities										
Maintenance & Repairs										
3. Student Scholarships		\$0								
Total Other Costs	\$0	\$8,411	\$0	\$30,243	\$0	\$56,103	\$0	\$74,646	\$0	\$84,851
TOTAL EXPENDITURES:	\$0	\$69,420	\$0	\$114,770	\$0	\$151,527	\$0	\$202,318	\$0	\$228,800
Net Income (Deficit) to College	\$0	-\$41,385	\$0	-\$13,960	\$0	\$35,484	\$0	\$46,501	\$0	\$54,036

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

III.B.8 Program intends to revenue share. Calculated beginning Y4 using (Y3 program revenue-Y3 instructional costs)x20%/number of classes provided by partners

Potential partnering areas total 5 classes annually: COAS (2 classes), MEDIA (1 class), IPS (1 class), and COMM (1 class)

Revenue sharing for elective course partners to be determined after Y5

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (2.3% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

Boise State Online Military Tuition Fund (1.5% of revenue)

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (7.45% of revenue): A fund dedicated to marketing online programs, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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IDAHO STATE UNIVERSITY

SUBJECT

Doctor of Nurse Anesthesia Practice

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Doctor of Nurse Anesthesia Practice (DNAP) program within the Idaho State University (ISU) School of Nursing will focus on preparing nurse anesthesiologists to practice within the full scope of anesthesia services for Idaho's diverse patient population. Developed as a public-private partnership with West Idaho Anesthesia LLP, the DNAP program at ISU will prepare exemplary nurse leaders who integrate education, service, and scholarship through practice and research to enhance the quality of life for all Idahoans by expanding and enhancing anesthesia services within the state. The ISU program will meet all the requirements for students to take the National Certification Exam (NCE). Passing the NCE is required to become a Certified Registered Nurse Anesthesiologist (CRNA). This rigorous program emphasizes real-world clinical practice. The program culminates in the writing and presentation of a Capstone project which is designed to demonstrate program outcomes through the improvement of practice. The program is full-time, year-round, and completed over three years as required by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

There are over 455 Certified Registered Nurse Anesthesiologists (CRNAs) in Idaho (2022 Idaho Nursing Workforce Report). At this time, there is neither a public nor private CRNA program in the state. Idaho is one of only a handful of states in the U.S. without a nurse anesthesia program. It is widely known that students tend to practice in the area where they received their education; however, registered nurses who want to become CRNAs must currently leave this state for their education. This ongoing issue has resulted in a loss of workforce for Idaho.

Despite having over 455 CRNAs licensed in Idaho, there is a major shortage of CRNAs across the state. Currently, in the greater Boise area, Saint Alphonsus is in need of 25 full-time CRNAs. St. Luke's Health System is in need of 18 full-time CRNAs. Saint Luke's also expects to need 10 more full-time CRNAs in the next 5 years (data received 11/2023 from Nick Russell, St. Alphonsus Anesthesia and Clint Allred, Chief CRNA, Anesthesia Associates of Boise). Many smaller anesthesia groups are looking for staffing as well. Based on these numbers as well as job postings from smaller groups found on Gaswork.com, we estimate there to be a shortage of approximately 60-70 full-time CRNAs within the state.

Because of the current shortages, salaries in Idaho have increased by 25% or

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more within the last year (2023). The recruitment and retention costs are staggering. The use of locum contractors has overburdened many healthcare systems. Some outpatient procedures have had to be canceled or delayed for long periods of time due to a lack of adequate anesthesia personnel. Additionally, the majority of rural healthcare agencies use *only* CRNAs (due to the cost savings versus hiring a physician anesthesiologist) and would have difficulty continuing patient care requiring anesthesia without CRNAs. A majority of anesthetics delivered in the U.S. are delivered by CRNAs. Many of these anesthetics are delivered in independent practice settings almost exclusively by CRNAs. Idaho is one of 22 states in the U.S. that has opted out of physician supervision for Medicare reimbursement (Idaho opted out in 2002).

Currently, RNs leave Idaho to attend out-of-state CRNA programs. It is known that graduates tend to stay in the state where they complete the program due to extended time in the new area. Thus, Idaho is losing its own nursing workforce by not having an in-state CRNA program.

Other regional programs have reported high numbers of applicants to their programs with most programs receiving over 100 applicants for an average of 20 spots available. The program has not officially been announced, yet inquiries are coming into the School of Nursing on a weekly basis.

IMPACT

Idaho State University requests approval to add a professional fee to help fund the proposed Doctor of Nurse Anesthesia Practice program, in addition to normal graduate tuition and other fees, in accordance with Board Policy V.R., subsection 3.b.iii. The professional fee would initially be established at \$7,957 per semester for three semesters per year. Estimated Professional Fees are \$71,611.

Overview of the personnel resources that will be needed to implement the program:

- Year 1 - Program Director (PD) + 0.8 FTE Assistant Program Director (APD), adjunct faculty and administrative support
- Year 2 - PD + 0.8 FTE Assistant Program Director + 2 Instructors (0.8 each), adjunct faculty and administrative support
- Year 3 - PD + 0.8 FTE Assistant Program Director + 4 Instructors (0.8 each), adjunct faculty and administrative support

The Meridian campus has adequate classroom space and synchronous capabilities to include the L.S. and Aline W. Skaggs Treasure Valley Anatomy and Physiology laboratories. Students will also have access to computer labs. ISU will also look into possibly sharing simulation resources with Idaho College of Osteopathic Medicine and will use professional fees to supplement this shared opportunity. Total expenditures are \$813,765 - \$2,215,534 of ongoing funding over four years and \$50,875 - \$152,625 of one-time funding over four years. The

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program will initially be supported by institutional reserves and ultimately funded by tuition and professional fees.

ATTACHMENTS

Attachment 1 – Doctor of Nurse Anesthesia Practice Program Proposal

Attachment 2 – Fee Justification for Doctor of Nurse Anesthesia Practice Program

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University is requesting approval to establish a new Doctor of Nurse Anesthesia Practice in Regions III and V. The program will be offered 70% face-to-face and 30% online. ISU plans to offer the program on their Meridian campus to start and then anticipates offering the program on the Pocatello campus during the second year of the program.

The program projects 14 initial enrollments reaching 68 by year five and graduating 14 starting in year three. Projections are based on responses provided through a survey conducted by ISU, recommendations by other programs, and number of quality clinical site rotations. Per program proposal, a cohort of 20-25 students per year is fairly standard across CRNA programs in the U.S. The program identified 15 students per year to financially breakeven. If minimums are not met after six years, the program will be considered for discontinuance and a three-year teach out period will be put in place.

Consistent with Board Policy III.G.3.a.i (2), an institution requesting a new doctoral program must complete an external peer review of the proposed program in addition to a full program proposal. The proposed DNAP program will require a specialized accreditation review, which can only occur once the program has been approved by the Board. This is a standard requirement for accreditation procedures. With that said, Idaho State University has submitted a request with the proposal for the specialized accreditation review to fulfill the Board's standard external peer review requirement. The specialized accreditation process is more rigorous, is conducted by an external review panel, and is required before students may be enrolled in the program. With that understanding, Board staff are supportive and have included amendments to Board Policy III.G.3. that provide procedures that will allow institutions to supplant the external review with initial specialized accreditation review, contingent on approval by the Executive Director or designee prior to proposal submission. In the meantime, the Board will need to waive this section of policy so that ISU may move forward with the DNAP program.

In accordance with State Board Policy III.Z. responsibilities, Idaho State University has statewide program responsibility specifically for Nursing at the Master of Science and Doctor of Nurse Practice levels and shares responsibility with Boise State University in Region III. The proposed program is not listed in ISU's current approved three-year plan; however, it has been added to their updated plan which will be reviewed by the Board in August of this year. ISU's request to offer a Doctor of Nurse Anesthesia Practice is consistent with their program responsibilities for delivery of academic programs in Region III and V.

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Currently, there are no DNP or DNAP programs offered in the proposed area of nurse anesthesia. ISU at present offers an online DNP program with a Family Nurse Practitioner Track and Psychiatric Mental Health Nurse Practitioner track. The DNP program prepares clinical leaders for comprehensive clinical nursing practice that influences health care outcomes for individuals or populations, grounded in evidence-based application, within a changing health care system. Students are required to come to ISU Pocatello or Meridian campuses 2-4 days each semester for clinical intensives for the Family Nurse Practitioner track. Psychiatric Mental Health Nurse Practitioner students are required to come to the Pocatello campus for new student orientation and Health Assessment intensives at the Meridian campus. Boise State University also offers an in-person DNP program with a Family Nurse Practitioner emphasis and an Adult/Gerontology Nurse Practitioner, Acute Care emphasis. These emphases represent some recent changes to align with national standards. Boise State's DNP program prepares students to use evidence and advanced knowledge of technology to lead improvements in communication and the monitoring, collection, management, analysis, and dissemination of information that enhances health and health care safety and quality. The program is focused on design, selection, use, and evaluation of legal, ethical, just, and cost-effective information-management processes to evaluate health and practice outcomes in diverse, aggregate-focused, advanced practice settings.

Staff notes that University of Idaho has identified a need for a Doctor of Nurse Practice, Nurse Anesthetist in Region II and has added this to their updated plan for Fall 2026. Updated three-year plans will be reviewed by the Board in August 2024. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 28, 2024; and to the Instruction, Research, and Student Affairs on April 4, 2024. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Doctor of Nurse Anesthesia Practice, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Idaho State University to charge a professional fee of \$7,957 per semester for three semesters per year for the Doctor of Nurse Anesthesia Practice, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Institutional Tracking No. 2024-01

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	February 28, 2024	<i>Revised 3/14/2024-ps</i>	
Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Health		
Name of Department(s) or Area(s):	School of Nursing		
Official Name of the Program:	Doctor of Nurse Anesthesia Practice		
Implementation Date:	August 2025		
Degree Information:	Degree Level: Doctoral	Degree Type: DNAP	
CIP code (consult IR /Registrar):	51.3804		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	70% face to face, 30% on-line		
Geographical Delivery:	Location(s)	Meridian, Pocatello	Region(s) III, V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	X Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	X Statewide Program Responsibility	

Proposed Action

<input checked="" type="checkbox"/> New program offering	Modification of Existing Academic Programs
<input type="checkbox"/> Undergraduate program	<input type="checkbox"/> Converting one program option to a stand-alone program
<input checked="" type="checkbox"/> Graduate program	<input type="checkbox"/> Consolidating two or more undergraduate programs into one
<input type="checkbox"/> Undergraduate certificate (30 credits or more)	<input type="checkbox"/> Consolidating two or more graduate programs into one
<input type="checkbox"/> Graduate certificate (30 credits or more)	<input type="checkbox"/> Splitting an existing program into two or more programs
<input type="checkbox"/>	<input type="checkbox"/> Program expansion outside an institution's Designated
<input type="checkbox"/>	<input type="checkbox"/> Service Region as defined in Board Policy III.Z.
<input type="checkbox"/> New branch campus or change in location	<input type="checkbox"/> Adding certificate or degrees to existing programs

	2/27/24		2/26/24
College Dean	Date	Vice President for Health Sciences	Date
	2/26/24		3/15/24
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
Jennifer Steele	2.26.24		03/18/2024
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
	2.27.24		3/25/2024
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
	2.28.24		
President	Date	SBOE/Executive Director or Designee 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.

There are over 455 Certified Registered Nurse Anesthesiologists (CRNAs) in Idaho (2022 Idaho Nursing Workforce Report). At this time, there is neither a public or private CRNA program in the state. Idaho is one of only a handful of states in the US without a nurse anesthesia program. It is widely known that students tend to practice in the area where they received their education; however, registered nurses who want to become CRNAs must currently leave this state for their education. This ongoing issue has resulted in a loss of workforce for Idaho.

All CRNA programs in the U.S. are required to be accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The COA currently requires a doctoral-level program over three years or more. These programs may either culminate in a DNAP or a DNP degree. (Institution dependent). Our committee recently conducted a survey of CRNA programs in the U.S. and found that a Doctor of Nurse Anesthesia Practice (DNAP) was the preferred degree for these programs when compared to a DNP (see Appendix E).

The ISU School of Nursing is now proposing a Doctor of Nurse Anesthesia Practice program. This is a new program and does not replace any existing programs and will comprise a public private partnership with West Idaho Anesthesia.

The program will admit eligible baccalaureate prepared RNs who, upon completing the three year program, will be awarded a Doctor of Nurse Anesthesia Practice degree and meet the qualifications for taking the National Certification Exam (NCE). Passing the NCE is required for licensure as a CRNA.

The 3-year doctoral requirement for graduating CRNAs is a recent change to accreditation standards (2024). The majority of CRNAs in Idaho are currently Master's prepared (84% per Idaho Nursing Workforce Report), therefore a future post-Master's option is anticipated for practicing CRNAs who wish to complete their Doctorate on a part-time basis while continuing working.

There are 20 credits of coursework in common with the ISU School of Nursing (DNP) program. Started in 2013, the ISU DNP programs are well established with over 80 students enrolled in any given year. They provide existing structure, policy and student support processes to the implementation of the DNAP program.

- 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
 - 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.

Idaho is a full practice authority state; CRNAs can practice independently to their full scope of practice. CRNA costs are approximately 50% less than when the same services are provided by a physician anesthesiologist.

Despite having over 455 CRNAs licensed in Idaho, there is a major shortage of CRNAs across the state. Currently, in the greater Boise area, Saint Alphonsus is in need of 25 full-time CRNAs. Saint Luke's Health System is in need of 18 full-time CRNAs. Saint Luke's also expects to need 10 more full-time CRNAs in the next 5 years. (report received 11/2023 from Nick Russell, St. Alphonsus Anesthesia and Clint Allred, Chief CRNA Anesthesia Associates of Boise). Many smaller anesthesia groups are looking for staffing as well. Based on these numbers as well as job postings from smaller groups found on Gaswork.com, we estimate there to be a shortage of approximately 60-70 Full-Time CRNA's within the state.

Because of the current shortages, salaries in Idaho have increased by 25% or more within the last year (2023). The recruitment and retention costs are staggering. The use of local contractors has overburdened many healthcare systems. Some outpatient procedures have had to be canceled or delayed for long periods of time due to a lack of adequate anesthesia personnel. Additionally, the majority of rural healthcare agencies use *only* CRNAs (due to the cost savings versus hiring a physician anesthesiologist) and would have difficulty continuing patient care requiring anesthesia without CRNAs. A majority of anesthetics delivered in the U.S. are delivered by CRNAs. Many of these anesthetics are delivered in independent practice settings almost exclusively by CRNAs. Idaho is one of 22 states in the U.S. that has opted out of physician supervision for medicare reimbursement (Idaho opted out in 2002).

- 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.

Currently, RNs leave Idaho to attend out-of-state CRNA programs. It is known that graduates tend to stay in the state where they complete the program due to extended time in the new area. Thus, Idaho is losing its own nursing workforce by not having an in-state CRNA program.

Other regional programs have reported high numbers of applicants to their programs. with most programs receiving over 100 applicants for an average of 20 spots available. The program has not officially been announced, yet inquiries are coming into the School of Nursing on a weekly basis.

A statewide survey of RNs was conducted in the summer of 2023. Of 259 responses, 30% (n=78) indicated they were interested in attending a CRNA program if it was offered in Idaho and 66% (n= 171) wanted more information should such a program become available (see Appendix F).

In this same survey conducted, a majority of practicing CRNAs in Idaho stated they would

be interested in going back for their doctorate if a local doctoral program became available. A future completion program is anticipated.

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

The anesthesia shortage is state-wide; however, rural areas are harder hit because they rely heavily on nurse anesthetists. As one example, Valor Health in Emmett has stated it would be unable to offer surgical services should it no longer be able to provide anesthesia services due to a lack of CRNAs. As has already been mentioned, the ability for RN's to stay in their home state to complete their advanced practice degree is a huge benefit for Idaho and our citizens.

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? **Not applicable.**

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.

Scholarship opportunities are being sought after through state health care organizations.

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)			
		FY2026	FY2027	FY2028	FY2029 (most recent)	FY2026	FY2027	FY2028	FY2029 (most recent)
	None Exist	0	0	0	0	0	0	0	0

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. There are no other CRNA or DNAP programs in the State of Idaho.

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

The numbers below represent the projections for the proposed DNAP/CRNA program at ISU. There are no other CRNA programs in Idaho:

Proposed Program: Projected Enrollments and Graduates First Five Years									
Program Name: Nurse Anesthesia Practice, Doctor of									
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program				
FY 26	FY 27	FY 28	FY 29	FY 30	FY 26	FY27	FY28	FY29	FY30
14	30	50	60	68	0	0	14	16	20

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?

We extrapolated information based on the responses we received through our internal survey. We are incorporating recommendations from other programs on the starting numbers. We are also looking at the number of quality clinical site rotations, which is the main limitation to higher enrollment numbers. Finally, a cohort of 20-25 students per year is fairly standard across CRNA programs in the US.

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 financial break-even point for the program is approximately 15 students per year. The logical basis for this determination is that this level of enrollment will cover the cost of the program.

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

Program demand is likely to be significant. The university is committed to funding the start-up of the program with existing reserves and a class size of 15 is sustainable. However, the program will receive ongoing institutional funding via a tuition + professional fees model; continued low enrollment will necessitate program review and possible sunseting of the program. If, after 6 years, we do not have a minimum class size of 15 students, we will consider this program for discontinuance. A final decision to sunset will require a 3-year teach-out period.

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.

All CRNA programs in the U.S. are required to be accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Attached here is the statement from the COA regarding their accreditation process. Our anesthesia program has been working closely with the COA regarding the initial steps to take toward the accreditation process.

“The Council is responsible for establishing the standards for accreditation of nurse anesthesia educational programs and postgraduate CRNA fellowships, subject to consideration of recommendations from the communities of interest. In an effort of ongoing improvement, the standards will undergo continual review and be subject to periodic major and minor revisions as indicated. Compliance with the standards forms the basis for the Council’s accreditation decisions. Ongoing oversight by the Council is provided between formal programmatic reviews. Programs are required to advise the Council and get approval for major changes. The Council also investigates situations brought to its attention that may affect a program’s accreditation status. In a broad sense, accreditation of nurse anesthesia educational programs and fellowships provides quality assurance concerning educational preparation through continuous self study and review. The ultimate goals of the accreditation program are to improve the quality of nurse anesthesia education and provide competent nurse anesthetists for healthcare consumers and employers.” Standards for Accreditation of Nurse Anesthesia Programs, Practice Doctorate, Revised January 30, 2023

Practice Doctorate Standards

The practice doctorate standards address: (A) conducting institutions, (B) faculty, (C) students, (D) graduates, (E) curricula, (F) clinical sites, (G) policies, and (H) evaluations.

The accreditation process for established programs is based on the self-evaluation study document prepared by the program and an onsite review by a team of 2 or 3 reviewers. Certain Standards have been ascertained to have major significance regarding educational quality. Failure to fully comply with one or more of these Standards is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation and is marked with an asterisk (*). The Council reserves the right to identify other areas or Standards.

The process is repeated at intervals of up to 10 years. A summary report of the review is presented to the Council for an accreditation decision. New programs that seek accreditation status must successfully complete an initial accreditation review, become accredited, admit students and undergo a subsequent review when it is possible to evaluate educational outcomes following the first graduation. Each program is required to complete and submit an annual report.

Graduation from an accredited program is a prerequisite for eligibility for national certification. It is also used as a criterion by licensing agencies, employers, and potential students in the decisions they make and in determining eligibility for government funding.” (Standards for Accreditation of Nurse Anesthesia Educational Programs- Revised May 2022)

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.

This program requires specialized accreditation through the Council on Accreditation of Nurse Anesthesia Educational Programs. Included with this proposal is a request that the specialized accreditation review be acceptable to fulfill the Board's standard external review requirement. The program will develop a self-study and COA-NAEP will initiate plans for an on-site evaluation of the program once SBOE approval has been obtained.

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

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.

Idaho State University has the statewide responsibility for health professions education in the state of Idaho. As such, the ISU College of Health, School of Nursing proposes this new program in response to the workforce need and timely opportunity to partner with West Idaho Anesthesia LLP to meet the CRNA workforce needs of Idaho. This public-private partnership provides the resources necessary to establish the program. Specifically, faculty expertise, clinical training sites, curriculum development from West Idaho Anesthesia and the programmatic, administrative and educational infrastructure from Idaho State University.

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.	101
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	101

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

The DNAP program will be 101 credits. Baccalaureate-prepared RNs who are admitted will be enrolled in this three-year program. Students will have over 2000 hours of direct CRNA clinical experience prior to completion of the program. Students are supervised clinically by a CRNA or physician anesthesiologist. An additional 100 lab hours are spent in simulation or other clinical-related courses. 20 of the credits are shared courses with the School of Nursing Doctor of Nursing Practice (DNP) program. The three-year plan of study can also be found in the Appendices of this proposal.

Fall- Year 1

- Advanced Human Pathophysiology 3
- Pharmacotherapeutics for Advanced Practice 3
- Advanced Health Assessment for Anesthesia 3
- Teaching and Learning Strategies in Nursing Education 3

Total Credits = 12

Spring- Year 1

Advanced Physiology for Anesthesia I 4

Anesthesia Principles I 4

Advanced Simulation for Anesthesia Principles I 1

Advanced Pharmacology for Anesthesia I 3

Leadership in Health Policy 3

Total Credits = 15

Summer- Year 1

Anesthesia Principles II 4

Advanced Simulation for Anesthesia Principles II 1

Advanced Pharmacology for Anesthesia II 3

Advanced Physiology for Anesthesia II 4

Intro to Clinical Anesthesia 1

Total Credits = 13

Fall- Year 2

Regional Anatomy, Skills Lab & Simulation for Anesthesia Practice 3

Clinical Practicum for Anesthesia Practice I 3

Statistical Analysis in Evidence Based Practice 3

Anesthesia Principles III 4

Advanced Simulation for Anesthesia Principles III 1

Total Credits = 14

Spring-Year 2

Clinical Practicum for Anesthesia Practice II 4

Advanced Evidence Application 3

Human Factors, Patient Safety, Ethics & Diversity in Anesthesia Practice 3

Total Credits = 10

Summer-Year 2

Anesthesia Capstone I- Project Design 3

Clinical Practicum for Anesthesia Practice III 4

Crisis & Trauma Management, Advanced Concepts in Anesthesia Practice 3

Total Credits = 10

Fall-Year 3

Clinical Practicum for Anesthesia Practice IV 4

Approaches to Scholarly Writing 2

Anesthesia Capstone II- Project Development 3

Total Credits = 9

Spring-Year 3

Clinical Practicum for Anesthesia Practice V 4

Anesthesia Capstone III- Project Implementation 3

Anesthesia Board Prep I 2

Total Credits = 9

Summer-Year 3

Clinical Practicum for Anesthesia Practice VI 4

Business and Leadership in Anesthesia 3

Anesthesia Board Prep II 2

Total Credits = 9

Program Total =101

- 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.

Similar to Idaho State's DNP program, all students who are enrolled in the DNAP program will be required to complete a Capstone Project. The project will be completed over three semesters, guided by a doctoral-prepared CRNA faculty member, and designed to either improve anesthesia practice or address a problem in anesthesia practice. The students will apply the advanced knowledge and skills obtained throughout the program to complete all phases of the Capstone project: problem identification, review of the literature and other evidence, propose solution, implement and evaluate, and disseminate in both written and oral formats.

There will be an online component for some courses. The clinical component includes a minimum of 2,000 clinical hours as required by the COA. These hours are time spent delivering an anesthetic with a CRNA or physician anesthesiologist also assigned to the patient. In addition to clinical hours, the COA has minimum requirements for specific case types that must be completed by students. For example, all students must deliver an

anesthetic for a minimum of 75 intra-abdominal surgeries in order to graduate and sit for the NCE.

Simulation will be utilized in this program to reinforce the concepts taught in all of the principles of anesthesia courses as well as prior to performing skills on an actual patient.

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.

The DNAP program prepares the students as leaders in advanced nursing to practice as CRNAs at the full scope of practice. Specific outcomes include:

- Apply the complex principles of anatomy, physiology, pathophysiology, pharmacology, chemistry, and physics related to the art and science of nurse anesthesia.
- Safely and skillfully administer a range of anesthetics for all patient populations and physiological conditions in urban and rural settings.
- Synthesize preoperative information from historical, physical, and testing data to develop a safe and evidence-based anesthetic plan.
- Utilize current evidence as a basis for clinical decision-making and to improve nurse anesthesia practices.
- Utilize ultrasound technology for regional anesthesia administration, invasive lines, and advanced patient assessment.
- Recognize and appropriately respond to anesthesia complications that occur during the perioperative and post-operative settings.
- Create a safe environment for patients and staff by minimizing the influence of human factors as well as inherent biases and by increasing situational awareness in all settings.
- Apply research and writing skills directed towards developing a solution to an anesthesia problem (Capstone Project).
- Demonstrate leadership abilities by completing a Capstone Project intended to improve anesthesia practice.
- Demonstrate effective communication skills to communicate with patients, healthcare colleagues, families, and members of the public.
- Provide evidence-based education on anesthetic concepts to patients, families, students-in-training, and groups within the community using adult learning best practices.
- Demonstrate leadership skills to navigate healthcare dilemmas and to advance the nurse anesthesia profession at local, state, and national levels.
- Identify the knowledge and tools needed to successfully run an anesthesia business.

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.

Evaluation processes similar to the existing DNP Program will be used along with accreditation requirement assessments to assess the efficacy of the DNAP program. Students complete an evaluation of each course and instructor near the end of the course. Faculty receive the feedback and are expected to incorporate it into future course offerings. The evaluations are also used as part of annual faculty evaluations.

For clinical experiences, students are assigned to a qualified Preceptor who completes a student evaluation based on the outcomes of the clinical experience. The clinical faculty are required to make on-site visits each semester and use a standardized form that has evaluative criteria. Students and faculty also evaluate the Preceptor and clinical site. Students must pass a clinical experience prior to progressing to the next clinical experience. Accreditation criteria have clear expectations of the number and type of clinical experiences. The assessment and evaluation of this program will be managed by the Program Director.

The School of Nursing uses EBI-Skyfactor, an externally contracted company that provides a standardized evaluation allowing the School of Nursing to assess not only itself but also compare it to regional and national benchmarks. We'll ask the DNAP students to complete the EBI-Skyfactor survey to provide us with feedback on this program. The program will also reach out to the graduated students to obtain information on the successful completion of the certification and subsequent employment within 6 months of graduation.

In addition, the COA will require annual reports and will be visiting the program to ensure compliance with their standards.

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.

Initially, the program will be offered on the Meridian campus of ISU. Offering the program on the Pocatello campus is anticipated to occur during the second year of the program. The Meridian campus has classroom space that has synchronous capabilities. Additionally, the Meridian campus has the L.S. and Aline W. Skaggs Treasure Valley *Anatomy and Physiology Laboratories*, which will provide lab experiences for the DNAP students (see Appendix A). The Meridian campus also has a computer lab for students that has over 20 individual computer stations that can be used for studying and/or proctored exams. Additional spaces used by the Physician Assistant program have and will be used on-site on an as-needed basis. Student fees pay for the necessary equipment and supplies for the experience. An additional simulation partner exists at ICOM (Idaho College of Osteopathic Medicine). We have discussed the possibility of sharing simulation resources with ICOM, which neighbors our Meridian campus. ISU

professional fees would supplement this shared opportunity.

The DNAP students will also have full access to the Graduate School resources, counseling services, and student learning resources, as with all ISU graduate students.

- 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?

The most significant impact on other programs will be with the DNP program, also housed within the School of Nursing. The School of Nursing faculty reviewed the proposal and approved it in the fall of 2023. The larger class sizes for the shared courses will be accommodated by faculty sharing these courses with other faculty, graduate teaching assistants, and/or adjunct faculty, who would be paid by the DNAP student fees and tuition.

The Meridian campus has adequate classroom space with the required learning and classroom technology. See the letter below from Dr. Gabriel Bergen, Executive Director of ISU-Meridian.

The library resources will need to be expanded to include subscriptions to commonly used CRNA journals and textbooks.

IT services, during initial implementation, will not require any additional resources.

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

The only new resources that are needed include the Library and IT (see #19 below) and: L.S. and Aline W. Skaggs Treasure Valley *Anatomy and Physiology Laboratories*.

- 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.

There will be new journal subscriptions and textbook purchases required to promote student success in the program. These include those listed below and have been reviewed by the Dean of the Library, Dr. Sandra Shropshire:

AANA Journals:

- 1) Journal of Clinical Anesthesia
- 2) Regional Anesthesia and Pain Medicine
- 3) Anesthesia Patient Safety Foundation Newsletter (APSF)
- 4) AANA Journal

Textbooks:

- 1) Barash PG, Cullen BF, Stoelting RK, Cahalan MK, Stock MC, Ortega R, Sharar SR, Holt NF, eds. *Clinical Anesthesia*. 8th edition. Wolters Kluwer; 2017.
- 2) Chestnut DH, Wong CA, Tsen LC, Ngan Kee WD, Beilin Y, Mhyre JM, Bateman BT, eds. 6th edition. Elsevier; 2020.
- 3) Coté CJ, Lerman J, Anderson BJ. *Coté and Lerman's A Practice of Anesthesia for Infants and Children*. 6th edition. Elsevier; 2018.
- 4) Ehrenwerth J, Eisenkraft J, Berry J, eds. *Anesthesia Equipment: Principles and Applications*. 3rd edition. Elsevier; 2020.
- 5) Farag E, Mounir-Soliman L, Brown DL. *Brown's Atlas of Regional Anesthesia*. 6th edition. Elsevier; 2020.
- 6) Flood P, Rathmell JP, Urman RD, eds. *Stoelting's Pharmacology & Physiology in Anesthetic Practice*. 6th edition. Wolters Kluwer; 2021.
- 7) Foster SD, Callahan MF, eds. *A Professional Study and Resource Guide for the CRNA*. 2nd edition. American Association of Nurse Anesthetists; 2011.
- 8) Gropper MA, Cohen NH, Eriksson LI, Fleisher LA, Leslie K, Wiener-Kronish JP, eds. *Miller's Anesthesia* (Vols. 1-2). 9th edition. Elsevier; 2019.
- 9) Rosenblatt WH, Popescu WM. *Master Techniques in Upper and Lower Airway Management*. Wolters Kluwer (LWW); 2015.
- 10) Hall JE, Hall ME. *Guyton and Hall Textbook of Medical Physiology*. 14th edition. Elsevier; 2020.
- 11) Hines RL, Jones SB, eds. *Stoelting's Anesthesia and Co-existing Disease*. 8th edition. Elsevier; 2021.
- 12) Jaffe RA, Schmiesing CA, Golianu B. *Anesthesiologist's Manual of Surgical Procedures*. 6th ed. Wolters Kluwer; 2020.
- 13) Nagelhout JJ, Elisha S, Heiner JS, eds. *Nurse Anesthesia*. 7th edition. Elsevier; 2020.

- 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.

\$4000 for the above textbooks used by students (12 texts, 2 copies of each)
Costs for journal subscriptions.

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?

Add staffing plan here:

Year 1- Program Director (PD) + 0.8 FTE Assistant Program Director (APD), adjunct faculty and administrative support

Year 2- PD + 0.8 FTE Assistant Program Director + 2 Instructors (0.8 each), adjunct faculty and administrative support

Year 3- PD + 0.8 FTE Assistant Program Director + 4 Instructors (0.8 each), adjunct faculty and administrative support

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

There are 7 already existing courses in the DNP curriculum (20 credits) that will work for the DNAP curriculum. Also, the staff for the graduate nursing department will be able to assist the DNAP program until it is able to be adequately staffed. There are existing classroom and IT resources allocated for the DNAP program as well as the Treasure Valley Anatomy and Physiology Lab (see letters of support).

The Idaho State University Libraries are situated to support the CRNA program. We have Health Science Librarians to provide library instruction and support the research needs of the students and faculty associated with this program. The CRNA program will require an expansion of our current nursing collection. The requested anesthesia books and journals, as noted in the SBOE application, will be acquired to promote student success in this program. The School of Nursing will provide the funds needed to acquire these additional resources to establish the program and their future research needs. The library has sufficient physical space to accommodate student studying, document delivery services, and the digital infrastructure needed to support remote access and online learning. All of these services are available through the University Libraries' website, <https://www.isu.edu/library/> (see Appendix D- Letter of Support).

- 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?

Initially, the DNAP program will be small enough that the School of Nursing will be able to handle a few extra students, but within the first 3 years, the program will need to be fully staffed. By year 4, the program will more than cover its own costs.

- 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.

1.00 FTE Program Director
 0.80 FTE Assistant Program Director
 0.80 FTE Instructor
 0.80 FTE Instructor
 0.80 FTE Instructor
 0.80 FTE Instructor

Adjunct Faculty
1.00 FTE Medical Assistant
1.00 FTE Simulation Technician

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?

No reallocation from existing state appropriated funds is necessary. Some existing faculty will be assisting with the teaching of the students in this new program (non-anesthesia-related courses).

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

No new appropriation will be necessary from the State. The program will be funded by tuition and professional fees.

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

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

Not applicable

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

Not applicable

- d) **Student Fees:**

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

This program will be assessing professional fees in accordance with SBOE policy. A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. The included budget form demonstrates the costs associated with offering this program and demonstrates the cost above and beyond the normal resident and non-resident tuition rates.

- 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.

Total estimated cost to students to obtain this degree is \$124,757

1. Estimated Tuition & Consolidated Mandatory Fees \$53,146
2. Estimated Professional Fees \$ 71,611

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.
 - see attached budget
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - No reallocation from existing state appropriated funds is necessary. Some existing faculty will be assisting with the teaching of non-anesthesia-related courses.
- Second and third year estimates should be in constant dollars.
 - see attached budget
- Amounts should reconcile subsequent pages where budget explanations are provided.
 - see attached budget and narrative above
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Not applicable
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
 - There are no existing programs that will be discontinued to support this new program. The DNAP/CRNA program will be supported initially by institutional reserves and ultimately fully funded by tuition and professional fees. Should the DNAP/CRNA program have successive years of low enrollment a teach-out plan would be implemented and the program would be sunsetted.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 17, 2024**

ISU #2024-01 Doctor of Nursing Anesthesia Practice (DNAP)

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	14	16	16	20	20	24	24
B. Shifting enrollments	0	0	14	14	30	30	36	36
Total Enrollment	14	14	30	30	50	50	60	60

II. REVENUE

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$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	\$198,376.67	\$0.00	\$437,845.66	\$0.00	\$751,635.04	\$0.00	\$929,020.91	\$0.00
5. Student Fees	\$324,450.00	\$0.00	\$737,590.73	\$0.00	\$1,266,197.41	\$0.00	\$1,565,020.00	\$0.00
6. Other (i.e. #REF!)	\$49,638.96	\$0.00	\$106,369.20	\$0.00	\$177,282.00	\$0.00	\$212,738.40	\$0.00
Total Revenue	\$572,466	\$0	\$1,281,806	\$0	\$2,195,114	\$0	\$2,706,779	\$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.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 17, 2024**

III. EXPENDITURES

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.80	0.00	4.40	0.00	8.00	0.00	8.00	0.00
2. Faculty	306,000.00	0.00	587,180.00	0.00	876,795.40	0.00	903,099.26	0.00
3. Adjunct Faculty	75,000.00	0.00	40,000.00	0.00	20,000.00	0.00	20,000.00	0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators reallocated	\$30,000.00	\$0.00	\$30,900.00	\$0.00	\$151,827.00	\$0.00	\$156,381.81	\$0.00
7. Administrative Support Personnel reallocated	\$52,000.00	\$0.00	\$53,560.00	\$0.00	\$130,166.80	\$0.00	\$134,071.80	\$0.00
8. Fringe Benefits	\$144,987.00	\$0.00	\$231,947.36	\$0.00	\$414,873.38	\$0.00	\$427,261.38	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$607,987.00	\$0.00	\$943,587.36	\$0.00	\$1,593,662.58	\$0.00	\$1,640,814.26	\$0.00

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$6,000.00	\$0.00	\$12,000.00	\$0.00	\$18,000.00	\$0.00	\$18,000.00	\$0.00
2. Professional Services	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$75,000.00	\$0.00	\$125,000.00	\$0.00
3. Other Services	\$61,000.00	\$0.00	\$85,000.00	\$0.00	\$115,000.00	\$0.00	\$130,000.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$50,000.00	\$100,000.00	\$265,000.00	\$0.00
6. Rentals	\$0.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$13,777.50	\$875.00	\$19,896.90	\$875.00	\$31,037.76	\$2,625.00	\$36,719.94	\$0.00
Total Operating Expenditures	\$205,778	\$50,875	\$241,897	\$50,875	\$289,038	\$152,625	\$574,720	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 17, 2024**

	<u>FY 2026</u>		<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
D. Capital Facilities Construction or Major Renovation								
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E. Other Costs								
Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$813,765</u>	<u>\$50,875</u>	<u>\$1,185,484</u>	<u>\$50,875</u>	<u>\$1,882,700</u>	<u>\$152,625</u>	<u>\$2,215,534</u>	<u>\$0</u>
Net Income (Deficit)	<u>-\$241,299</u>	<u>-\$50,875</u>	<u>\$96,321</u>	<u>-\$50,875</u>	<u>\$312,414</u>	<u>-\$152,625</u>	<u>\$491,245</u>	<u>\$0</u>

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

II.4	Tuition is increased every year by 3%
II.5	Student Fees are professional Fees increased by 3% per year
II.6	Other is the Consolidated Mandatory Fees, which includes the activity fee, IT fee, facilities fee, and eISU fee for students
III.B.8	On-going newly instituted Administrative Recovery Fee

Appendix A- Letter of Support 1



December 18, 2023
Dr. Francis Gerbasi, CEO
Council on Accreditation of Nurse Anesthesia Educational Programs
10275 W. Higgins Rd., Suite 906
Rosemont IL 60018-5603

Dear Dr. Gerbasi

On behalf of Idaho State University, I am pleased to announce our intent to establish a CRNA program within the state of Idaho. We have an immediate need for Certified Registered Nurse Anesthesiologists in our Idaho communities and look forward to providing an exceptional educational experience as we strive to fill this urgent need. The program will be housed in our School of Nursing which has a 65-year history of innovation and excellence. The School currently produces doctors of nursing practice and houses the only nursing research PhD in the state of Idaho in addition to several other degree programs.

The full-time curriculum we have prepared has been designed to award a Doctor of Nurse Anesthesia Practice. There will be a focus on serving our rural Idaho communities by preparing CRNA's to fill the need for a full scope of anesthesia services. We anticipate a start date in the fall of 2025. The proposed program will be 3 years/9 semesters in length and we propose to initiate the program with 14 students, increasing the class size each year by 4 to a total of 22 students per class by the third year of the program.

The Program Administrator, who has been working closely with our Idaho State University health sciences leadership team during the development of this program, is Shad Westover DNAP, CRNA. Dr Westover has extensive experience in Idaho and understands the curricular needs of students as well as the workforce needs of the Idaho health care system.

Idaho State University is in full support of this program which fits perfectly with our mission of "Engaging students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities." The financial success of this program is a priority for us. We have prepared a program budget which we feel will enable the program to flourish. University reserves will be utilized during start-up and our budget models indicate program self-support and sustainability by year 3.

We look forward to working with you as we develop this program over the upcoming years.

Sincerely,

A handwritten signature in black ink that reads 'Kevin D. Satterlee'.

Kevin D. Satterlee
President, Idaho State University

Appendix B- Letter of Support 2



December 18, 2023

Re: Meridian campus support for the CRNA program

To whom it may concern,

As Executive Director for the ISU Health Science Center in Meridian, I attest that our campus has adequate classroom space for both in class and simulation learning required for the Certified Registered Nurse Anesthetist (CRNA) program. The classrooms are equipped with the required learning and classroom technology. Additionally, our campus has on site staff that will be ready as needed to train and support the CRNA faculty regarding the use of the classrooms.

If there are questions or you would like more information regarding our learning space, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Gabriel Barga'.

Gabriel Barga, PhD, CCC-A/SLP
Executive Director, ISU Health Science Center
Associate Professor of Audiology

Appendix C- Letter of Support 3

Sept 8, 2023

Good Afternoon Shad,

Thank you for your time reviewing the proposed DNAP curriculum with me today. Based on the information you have provided I feel confident that TVAPL will be able to support your curricular needs and assist with lab-based instruction. I look forward to collaborating with you as we work to develop and implement this exciting new program at ISU!

Best Wishes,

Noah

--

Noah Harper

Anatomist, Interim Lab Manager, Bioskills Lab Supervisor | Treasure Valley Anatomy & Physiology Laboratories

Sam and Aline Skaggs Health Sciences Center

Idaho State University- Meridian | Room 683F

1311 E. Central Dr. | Meridian, ID 83642

(208) 373-1828 office | (208) 221-8701 mobile | harpnoah@isu.edu

[Website](#) | [Facebook](#) | [Twitter](#) | [LinkedIn](#)



**Idaho State
University**

Appendix D- Letter of Support 4



December 18, 2023

Dr. Francis Gerbasi, CEO

Council on Accreditation of Nurse Anesthesia Educational Programs

10275 W. Higgins Rd., Suite 906

Rosemont IL 60018-5603

Dear Dr. Gerbasi,

The Idaho State University Libraries are situated to support the CRNA/DNAP program. We have Health Science Librarians to provide library instruction and support the research needs of the students and faculty associated with this program.

The CRNA program will require an expansion of our current nursing collection. The requested anesthesia books and journals, as noted in the SBOE application, will be acquired to promote student success in this program. The School of Nursing will provide the funds needed to acquire these additional resources to establish the program and their future research needs.

The library has sufficient physical space to accommodate student studying, document delivery services, and the digital infrastructure needed to support remote access and online learning. All of these services are available through the University Libraries' website, <https://www.isu.edu/library/>.

We are excited to see a CRNA program in Idaho and contribute to their success!

Sincerely,

A handwritten signature in black ink that reads 'Ben Bolin'.

Benjamin Bolin

Health Sciences Librarian

Head of Systems | University Libraries

Eli M. Oboler Library Building | Room 112D

850 S 9th Avenue | Pocatello, ID 83209

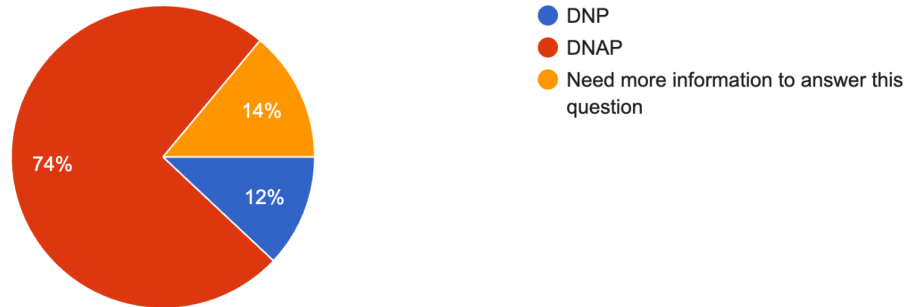
(208) 282-4582 | bolibenj@isu.edu



Appendix E- Survey Results 1

Would your preference be for a DNP or a DNAP program as described above?

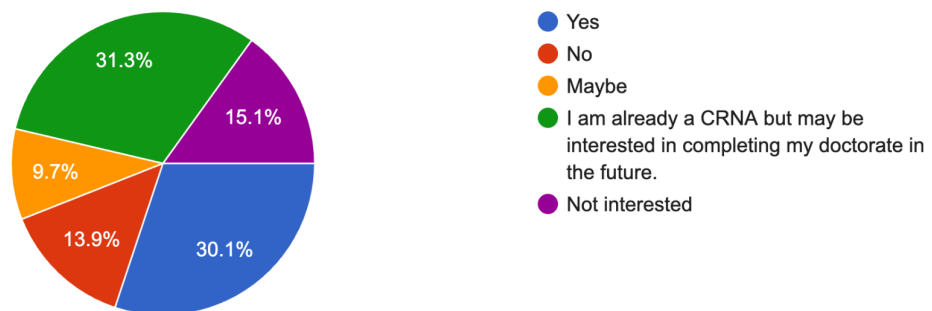
258 responses



Appendix F- Survey Results 2

Are you potentially interested in attending a Nurse Anesthesia Program in the state of Idaho to become a Certified Registered Nurse Anesthesiologist (CRNA)?

259 responses



Doctor of Nurse Anesthesia Practice (DNAP) - Professional Program Fee

Justification

The School of Nursing at Idaho State University proposes to establish a Professional Program Fee per Idaho State Board Policy Section: V Financial Affairs, Subsection: R. Establishment of Fees, 3.b,iii. Professional Program Fee.

This program will admit eligible baccalaureate-prepared Registered Nurses (RNs) who, upon completion of the program, will be awarded a Doctor of Nurse Anesthesia Practice Degree. This program was developed as a public-private partnership with West Idaho Anesthesia LLP. This rigorous program will emphasize real-world clinical practice and culminates in the writing and presentation of a capstone project which is designed to demonstrate program outcomes through the improvement of practice. After completing this program, these RNs will meet the qualifications for taking the National Certification Exam (NCE). Passing the NCE is required for licensure as a Certified Registered Nurse Anesthesiologist (CRNA). Currently, there is neither a public nor private CRNA program in the state of Idaho. This is a new program and does not replace any existing programs at ISU or any other institution in Idaho.

The professional fee would be initially established at \$7,957 per semester for three semesters per year (Fall, Spring, & Summer). This professional fee would be charged to students in addition to ISU's traditional tuition and mandatory fees. The professional fee and traditional tuition are needed to cover the personnel costs of multiple instructors, a program director, and three other staff members to deliver the program. It is also necessary to cover the expensive simulation equipment, travel to clinical sites, faculty professional development, and consumable supplies. It is a requirement for all CRNA programs in the U.S. to be accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

The purpose of offering this program is to provide opportunities and access for RNs in the state of Idaho to become CRNAs. Currently, any RN in Idaho who wants to obtain this license has to leave the state to obtain the necessary education. Because of the major shortage of CRNAs across the state, some outpatient procedures have had to be canceled or delayed for long periods of time due to the lack of CRNAs. The ability for RNs to remain in Idaho to complete their education is a huge benefit not only for the students but for the general population. Being able to offer this program will have a significant positive impact on meeting the healthcare needs of the citizens in Idaho.