

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – FIRST READING	Action Item
2	THREE-YEAR PROGRAM PLAN	Action Item
3	ADDRESSING IDAHO’S HEALTHCARE WORKFORCE SHORTAGE	Information Item
4	UNIVERSITY OF IDAHO – DOCTOR OF ANATOMICAL SCIENCES	Action Item

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SUBJECT

Board Policy III.Z., Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

Jun/Aug 2003	The Board approved first and second readings of a new Board policy, III.Z. Delivery of Postsecondary Education, to guide planning and delivery of academic programs at the public postsecondary institutions.
Apr/Jun 2011	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding statewide program responsibilities and service region designations for the universities and Lewis-Clark State College.
Aug/Dec 2013	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide responsibilities.
Oct/Dec 2016	The Board approved first and second readings of proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
Dec 2017/Feb 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
Jun/Aug 2018	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
Jun/Aug 2020	The Board approved first and second readings of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
Feb/Apr 2021	The Board approved first and second readings of proposed amendments to Board Policy III.Z., adding new definitions for high-demand and joint programs, as well as significant revisions to collaboration requirements.
Oct/Dec 2022	The Board approved first and second readings of proposed amendments to Board Policy III.Z., describing a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer applied baccalaureate degrees.
Aug/Oct 2023	The Board approved first and second readings of Board Policy III.Z., exempting prison education from the policy.

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Feb 2024	The Board discussed findings and recommendations from the Policy III.Z. Working Group.
April 2024	The Board received an update on progress toward the charge given at the previous Board meeting and continued discussion about potential revisions to Policy III.Z.
June 2024	The Board conducted a Work Session on Policy III.Z. and provided final guidance to Board staff regarding a proposed revision to be brought to the Board for a First Reading at the August 2024 Regular Board Meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
Idaho Code §§ 33-113, 33-123, 33-2101

BACKGROUND/DISCUSSION

Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses was originally adopted by the Board in August 2003, to “ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment, collaboration and coordination of programs.” The policy aimed to “optimize the delivery of academic programs while allowing the institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources.” The policy provided a critical framework to support the Board in meeting its constitutional and statutory oversight responsibilities by requiring appropriate levels of planning and accountability of postsecondary educational programming.

In Fall 2023, the Board President established a Working Group comprised of four Board members to closely examine Board Policy III.Z. and determine if further amendments should be made to the policy, particularly related to Designated Service Regions and Statewide Program Responsibilities as defined in the policy.

Based on feedback from the institutions and input from Board staff, the Working Group brought a set of recommendations related to Board Policy III.Z. to the full Board for a Work Session discussion at the February 2024 Board meeting. At the conclusion of this Work Session, the Board directed staff to work with the eight institutions to revise Policy III.Z. to meet several objectives.

On April 10, 2024 the members of the Council on Academic Affairs and Programs met face-to-face in Boise for a day-long discussion about Policy III.Z, the Working Group recommendations, and the charge from the February Work Session. At the April regular Board meeting, the Board discussed the outcomes from these conversations and directed staff to develop more specific options for revising the policy and return to discuss these options at the next Board meeting.

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The Board met in a Work Session in June 2024 to discuss the specific options brought forward by staff, with input from the institutions. The Board provided guidance and directed staff to work with the Policy III.Z. Working Group to develop a proposed revision of Policy III.Z. for consideration by the full Board as a First Reading at the August 2024 regular meeting. Board staff worked closely with the Policy III.Z. Working Group in July to develop the attached proposed revision.

IMPACT

The proposed revision of Board Policy III.Z. contains the following major modifications:

1. Increased Focus on Principles and Decreased Focus on Processes

- a. A clearer, more succinct opening section with an increased emphasis on expectations for leadership, planning, and collaboration.
- b. Removal of specific processes and timelines from policy language and addition of requirements for the Executive Director or designee to develop most necessary processes.
- c. Reduction of total policy length by nearly half by fully removing outdated and unnecessary language, including entire sections (e.g. Facilities, MOUs, High Need Programs, Existing Programs, Oversight and Advisory Councils, Discontinuance of Programs).
- d. Clarification of Definitions and removal of several superfluous terms.
- e. Policy restructuring to separate “Program Planning” and “Program Delivery” into two major sections, and to rearrange “Program Planning” to flow chronologically.
- f. Addition of language requiring institutions to ensure programs are on a Board approved Three-Year plan before requesting legislative funding.
- g. Removal of the recently added criteria for Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges, with a recommendation to move these criteria to Board Policy III.G. Program Review and Approval.
- h. Removal of the term “Courses” in the title of the policy.
- i. Other minor changes for internal consistency and clarity

2. Addition of a Right of First Refusal Process

- a. Addition of a new process for when an institution desires to offer a program for which it is not designated in the policy, including specific timelines for responsiveness on the part of the affected designated institution(s).

3. Clarified Expectations for Statewide Program Responsibilities

- a. Addition of a new process for adding or removing Statewide Programs from the Statewide Program Responsibility list.
- b. Clarification of the requirement for biannual evaluation of Statewide Program Responsibilities and establishment of a process through the Executive Director or designee.

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4. Simplified Language for Service Region Responsibilities

- a. Updated language to clarify the Board establishes the Academic Service Regions and Section 33-2101, Idaho Code establishes Career Technical Service Regions.
- b. Combination of Academic and Career Technical Service Regions into one holistic section.
- c. Addition of Graduate Program responsibility for Lewis-Clark State College in Regions I and II.

The proposed revisions will clarify the Board's expectations of institutions in their statewide and regional responsibilities. The addition of a process for adding/removing Statewide Programs and new expectations for evaluation of Statewide Programs will ensure greater responsiveness of institutions and the Board to changing economic and workforce dynamics. The addition of a new Right of First Refusal process will provide greater clarity to institutions when they determine there is a need for programs for which they are not designated by the policy. Finally, overall simplification will increase the likelihood of effective policy implementation and compliance on the part of the institutions and Board staff, as well as more effective oversight by the Board.

ATTACHMENTS

- Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs – First Reading - Redline
- Attachment 2 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs – First Reading - Clean

STAFF COMMENTS AND RECOMMENDATIONS

Due to the significant nature of the proposed changes, a standard redline version showing all additions, deletions, and modifications to the current policy, as well as a clean version for ease of reading, are attached.

Institutional representatives, including presidents and provosts, as well as Board staff have provided extensive feedback to the Board and the Working Group over the past year related to the revision of Policy III.Z.

The Instruction, Research, and Student Affairs Committee of the Board reviewed the proposed revisions on August 8, 2024.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses, as submitted in Attachment 1.

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Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs ~~and Courses~~

October 2023~~4~~

1. Expectations for Leadership, Planning, and Collaboration

~~The purpose of this policy is to ensure~~ Idaho's public postsecondary institutions are expected to meet the educational and workforce needs of the state through ~~academic~~ planning, alignment of programs ~~and courses (hereinafter referred to collectively as "programs")~~, and collaboration, and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (~~hereinafter~~ "institutions"). The State Board of Education ("~~the~~ Board") aims to optimize the delivery of ~~academic~~postsecondary programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of ~~academic~~ plans to advise and inform the Board in its ~~planning and~~ coordination of ~~educational~~ postsecondary programs in a manner that adheres to the following principles:

- enhances access to quality programs, ~~while concurrently increasing efficiency~~
- adapts to accommodate high priority needs for industry,
- avoids ~~sing unnecessary duplication~~ wasteful duplication of effort
- fosters innovation, and
- maximiz~~esing~~ the cost-effective use of educational resources through coordination between institutions.

As part of this process, the Board hereby identifies ~~and reinforces the responsibilities-its expectations~~ of the institutions governed by the Board to deliver Service Region and Statewide Programs. ~~The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These~~ policy also includes provisions ~~also require for~~ collaborative and cooperative agreements, ~~or memorandums of understanding, between and among the institutions when necessary to advance the Board's vision through planning and delivery of postsecondary programs. This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical~~

~~classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.~~

2. Definitions

a. Designated Institution shall mean an institution with a Statewide Program Responsibility or an institution whose main campus is located in a Service Region as identified in subsection 42.b.ii.1) and 2) below; and which possesses the first right to offer assigned Statewide Programs in all regions of the state or Service Region Programs within its designated service region(s).

i. Statewide Designated Institutions shall have Statewide Program Responsibility for all assigned Statewide Programs.

~~ii.~~ With respect to Academic Service Region programs, Designated Institutions ~~and Partnering Institutions~~ shall have Service Region Program Responsibility for those regions identified in subsection 42.b.ii.1).

~~iii.~~ With respect to career technical Service Region Programs, Designated Institutions ~~and Partnering Institutions~~ shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 42.b.ii.2).

b. Non-Designated Institution shall mean either:

i. an institution whose main campus is located outside a Designated Institution's Service Region; or

ii. an institution not assigned a particular Statewide Program.

~~b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.~~

~~c.—High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.~~

~~d.—Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.~~

~~e.—Partnering Institution shall mean either~~

~~i. an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to an Memorandum of Understanding MOU, offers Regional Programs in the Designated Institution's primary service region, or~~

~~ii. an institution not assigned a Statewide Program Responsibility which, pursuant to an Memorandum of Understanding MOU with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.~~

~~f.c. Service Region Program shall mean an postsecondary educational program ~~identified by the Board to be~~ delivered by a Service Region Designated Institution ~~within its respective Service Region~~ that meets regional educational and workforce needs.~~

~~g.d. _____ Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary Service Region as defined in subsection 42.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.~~

~~h.e. _____ Statewide Program shall mean a specific educational postsecondary program identified assigned by the Board to be delivered by a particular institution which to meets statewide educational and workforce needs. Lewis Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.~~

~~i.f. Statewide Program Responsibility shall mean the Board's expectation that an institution's responsibility to will offer and deliver all assigned Statewide Programs in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the~~

~~degree to which such program is uniquely provided by the institution the University of Idaho, Idaho State University, and Boise State University as expectations by the Board.~~

3. Program Planning

a. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, ~~create and~~ submit to ~~the~~ Board ~~for approval~~ ~~staff~~ a rolling three (3) year ~~academic~~ plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (~~the "Institution Plan"~~). ~~Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.~~

i. Statewide Programs

~~Institutions assigned with a Statewide Program Responsibility shall plan for and determine the best means to deliver such each assigned Statewide pProgram to meet statewide educational and workforce needs. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs~~

~~If an institution desires to add a Statewide Program to its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include :~~

~~1. A description of the proposed Statewide Programs to be delivered throughout the state, and a rationale for how the institution is uniquely positioned to offer the program, an estimate of anticipated resources to be employed, and a~~

~~2. A description of the Statewide Programs to be offered by a Designated or Partnering Institution, justification of the need for the program using relevant workforce and student demand data.~~

~~3.—A summary of the Memoranda of Understanding (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.~~

~~If an institution desires to remove a Statewide Program from its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a justification for removal using relevant workforce and student demand data.~~

ii. Service Region Programs

~~It is the responsibility of ~~the~~each Service Region Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of ~~its~~the Service Region. ~~If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.~~~~

~~The Institution Plan developed by a Designated Institution shall include the following:~~

~~1.—A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.~~

~~2.—A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.~~

~~3.—A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.~~

~~4.——A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.~~

~~5. A summary of collaborative programs created to meet areas designated as high-need.~~

iii. Timeline and Process for Annual Updates to Institution Plans Updates

~~Institution Plans shall be updated and submitted to the Board ~~staff~~ annually ~~as follows~~following a timeline and process established by the Executive Director or designee. This timeline and process shall optimize collaboration among the institutions, ensure efficient use of resources, foster innovation, and avoid wasteful duplication effort.:~~

~~1.——Preliminary Institution Plans shall be developed according to a template provided by the Board's Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.~~

~~2.——Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Executive Director or designee shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.~~

~~3.——In the event the Board's Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.~~

~~4. The Board's Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as~~

~~identified in Board Policy Section III.G to gain program approval.~~

b. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year ~~academic~~ plan (Three-Year Plan) which includes all current and proposed ~~institution~~ programs from all eight public postsecondary institutions. The Three-Year Plan shall be submitted to the Board for review and approval ~~ed by the Board annually, at its August Board meeting.~~

Board approval of the Three-Year Plan shall not constitute Board approval of any specific proposed programs or program modifications listed or described in the Three-Year Plan. Institutions shall follow the standard program approval process as provided in Board Policy III.G. for all program requests. No requests for legislative appropriation to support postsecondary programs shall be made for programs unless they are included on the current approved Three-Year Plan.

4. Delivery of Programs

a. Statewide Program Delivery

The Board has established ~~s~~Statewide ~~p~~Program ~~r~~Responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each of these institutions is designated to ~~must assess the need for, and when determined by the assessment, ensure the statewide~~ ensure delivery of all Statewide educational ~~p~~Programs assigned to it by the Board. Institutions with Statewide Program Responsibilities shall deliver assigned Statewide Programs face-to-face when possible, or online when necessary, to meet the needs of all Idahoans. ~~A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program~~ A list of Statewide Program assignments will be contained in the Board approved ~~t~~Three-yYear ~~p~~Plan document ~~and maintained by Board staff~~ and made available to the public on the Board's website.

i. ~~High Demand Programs~~ Evaluation of Statewide Programs

Each Statewide Designated Institution with a Statewide Program Responsibility shall evaluate its assigned Statewide Program list every two years using relevant workforce and student demand data. The evaluation shall be conducted according to a timeline, principles, and process established by the Executive Director or designee. Results of the evaluation shall be included in the subsequent update to the Three-Year Plan.

ii. Expectations

Each Statewide Designated Institution is expected and has the right to offer the Statewide Programs assigned to it by the Board in all regions of the state. A Statewide Designated Institution need not establish an MOU with any Non-Designated Institution before offering the Statewide Program in any region of the state.

If a Non-Designated Institution identifies a need not being met for a Statewide Program to be offered in its Service Region(s), it shall request the Statewide Designated Institution expand the Statewide Program to the identified Service Region(s).

b.

~~The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:~~

- ~~i. Idaho Department of Labor data,~~
- ~~ii. Idaho industry demand as demonstrated by unfilled positions and industry data,~~
- ~~iii. Demonstrated Idaho state needs for programs supporting underserved populations, and~~
- ~~iv. Requested by the Board.~~

~~An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above,~~

~~have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.~~

e.b. Service Region Program Delivery

The Board has established six geographic Sservice Rregions for the institutions aligned to the six geographic boundaries of the community college districts identified in Section 33-2101, Idaho Code. ~~based on the six geographic areas identified~~ Academic Service Regions are established by the Board and aligned to the six geographic areas identified in Section 33-2101, Idaho Code. Career Technical Service Regions are established based on the six junior college areas established in Section 33-2101, Idaho Code. A Service Region Designated Institution shall ~~have the Service Region Program Responsibility to be responsible for~~ assessing and ensuring the delivery of all educational-postsecondary programs and services necessary to meet the educational and workforce needs within its assigned service region.

i. Academic Geographic Service Regions

Region I shall include the geographic area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Service Region Designated Institutions ~~servng-providng~~ undergraduate programsneeds. The University of Idaho and Lewis-Clark State College isare the Service Region Designated Institutions ~~servng~~ the providing graduate ~~education-needs~~ programs within Region I. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs. North Idaho College is the Designated Institution providing career technical programs within Region I.

Region II shall include the geographic area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Service Region Designated Institutions ~~servng-providng~~ undergraduate and graduate-needs programs within Region II. ~~The University of Idaho is the Designated Institution serving the graduate education-needs.~~ Lewis-Clark State

College is the Designated Institution providing applied baccalaureate and career technical programs within Region II.

Region III shall include the geographic area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs ~~needs~~ within Region III. Boise State University is the Service Region Designated Institution providing ~~providing~~ graduate education programs ~~within Region III~~ ~~needs~~. ~~Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.~~ College of Western Idaho is the Designated Institution providing career technical programs within Region III.

Region IV shall include the geographic area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs ~~needs~~ within Region IV. Idaho State University is the Service Region Designated Institution providing ~~the providing~~ graduate education programs ~~needs~~ within Region IV, with the exception that Boise State University will provide ~~meet~~ undergraduate and graduate business ~~programs~~ in Business ~~needs~~. ~~Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.~~ College of Southern Idaho is the Designated Institution providing career technical programs within Region IV.

Region V shall include the geographic area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Service Region Designated Institution providing undergraduate, applied baccalaureate, and graduate education ~~needs~~ programs within Region V. Idaho State University is the Designated Institution providing career technical programs within Region V.

Region VI shall include the geographic area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Service Region Designated Institutions providing ~~providing~~ undergraduate and applied baccalaureate programs ~~education~~ needs within Region VI. Idaho State University is the Service Region Designated Institution providing ~~providing~~ ~~the~~ graduate education ~~needs~~ programs in Region VI. ~~Idaho State University and College of Eastern Idaho are the Designated~~

~~Institutions serving applied baccalaureate degree needs. College of Eastern Idaho is the Designated Institution providing career technical programs within Region VI.~~

~~ii. Career Technical Service Regions~~

~~Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.~~

~~Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.~~

~~Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis Clark State College is the Designated Institution.~~

~~Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution~~

~~Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.~~

~~Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.~~

~~Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.~~

~~iii.c. Program Offerings by Partnering Institutions Right of First Refusal~~

~~If an institution desires to offer a program for which it is not designated in this policy, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a rationale for the request, a program description, an assessment of workforce and student demand, and an assessment of institutional capacity to offer the program.~~

~~The Board Office shall then transmit the Letter of Interest to the Designated Institution, which shall respond in one of three ways:~~

- i. Agree with the Non-Designated Institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three (3) months of receiving the Letter of Interest, OR
- ii. In the case of a Statewide Program, determine to expand the Statewide Program into the Non-Designated Institution's region(s) without collaboration. Within one (1) month of receiving the Letter of Interest, the Statewide Designated Institution shall submit a Letter of Intent to the Board Office and, within three (3) months, submit either a Letter of Notification per Policy III.G. that the Statewide Program has been expanded to the Non-Designated Institution's service region(s) or a Plan of Action with specific timelines for expanding the program expediently, OR
- iii. Refute the need for new program to be offered by the Non-Designated Institution and request the Board settle the dispute by submitting a Letter of Dispute to the Board Office within one (1) month of receiving the Letter of Interest. Letters of Dispute will be presented to the Board for resolution at the next regular Board meeting.

The Non-Designated Institution may submit a proposal per Policy III.G. if the affected Designated Institution takes no action within three (3) months of receiving the Letter of Interest or does not meet the deadlines for the specified actions above.

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to

~~Board staff, in accordance with a schedule to be developed by the Board's Executive Director or designee, the following:~~

~~1.—— A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided~~

~~2.—— A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.~~

~~3.—— A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.~~

~~d.—— Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges
When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:~~

~~i. Demand~~

~~Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.~~

~~ii. Specialization~~

~~The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.~~

~~iii. Non-Competitiveness~~

~~The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if~~

necessary, practical support for the proposed program.

iv. Collaboration

Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

v. Resources

The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

e. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval.

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

~~When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.~~

~~Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred.~~

~~Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.~~

~~All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.~~

5. Collaboration with Institutions Not Governed by the Board

New programmatic collaborations with institutions not governed by the Board shall be shared with the Board Office prior to commencement of the collaboration.

f. Facilities

~~For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:~~

~~i. The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and~~

~~ii. The use or development of such facilities are not inconsistent with the Designated Institution's Plan.~~

~~Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."~~

~~For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.~~

~~g. Duplication of Courses~~

~~If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.~~

~~h. Discontinuance of Programs~~

~~Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).~~

~~5. Existing Programs~~

~~Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.~~

~~6. Oversight and Advisory Councils~~

~~The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.~~

~~7.6. _____ Duplication of Courses~~

If courses necessary to complete a Statewide Program are offered by the [Service Region](#) Designated Institution, they shall be used and articulated into the Statewide Program.

8-7. Dispute Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution, except where this policy expressly prescribes resolution by the full Board. ~~The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations regarding resolution to the Board. Institutions may appeal any decision made by the Executive Director or designee to the Board, in which case the Board will serve as the final arbiter of all disputes.~~

9-8. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online.

a.b. This policy is not applicable to dual credit courses for secondary education.

b.c. This policy is not applicable to face-to-face academic undergraduate and graduate education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

e.d. This policy is not applicable ~~also does not apply to~~ courses and programs specifically contracted to be offered exclusively to a private, corporate entity. New programmatic collaborations offered exclusively to a private, corporate entity shall be shared with the Board Office prior to commencement of the collaboration. ~~However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution inasmuch as is possible.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs

October 2024

1. Expectations for Leadership, Planning, and Collaboration

Idaho's public postsecondary institutions are expected to meet the educational and workforce needs of the state through planning, alignment of programs, collaboration, and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College ("institutions"). The State Board of Education ("Board") aims to optimize the delivery of postsecondary programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of plans to advise and inform the Board in its coordination of postsecondary programs in a manner that adheres to the following principles:

- enhance access to quality programs
- adapt to accommodate high priority needs for industry,
- avoid wasteful duplication of effort
- foster innovation, and
- maximize the cost-effective use of educational resources through coordination between institutions.

As part of this process, the Board hereby identifies its expectations of the institutions governed by the Board to deliver Service Region and Statewide Programs. This policy also includes provisions for collaborative and cooperative agreements when necessary to advance the Board's vision through planning and delivery of postsecondary programs

2. Definitions

- a. Designated Institution shall mean an institution with a Statewide Program Responsibility or an institution whose main campus is located in a Service Region as identified in subsection 4.b.i below and which possesses the first right to offer assigned Statewide Programs in all regions of the state or Service Region Programs within designated service region(s).

- i. Statewide Designated Institutions shall have Statewide Program Responsibility for all assigned Statewide Programs.
 - ii. Service Region Designated Institutions shall have Service Region Program Responsibility for those regions identified in subsection 4.b.i.
 - iii. With respect to career technical Service Region Programs, Designated Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 4.b.i.
- b. Non-Designated Institution shall mean either:
 - i. an institution whose main campus is located outside a Designated Institution's Service Region; or
 - ii. an institution not assigned a particular Statewide Program.
- c. Service Region Program shall mean a postsecondary program delivered by a Service Region Designated Institution that meets regional educational and workforce needs.
- d. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its Service Region as defined in subsection 4.b.i .
- e. Statewide Program shall mean a specific postsecondary program assigned by the Board to be delivered by a particular institution to meet statewide educational and workforce needs.
- f. Statewide Program Responsibility shall mean the Board's expectation that an institution will offer and deliver all assigned Statewide Programs. Statewide Program Responsibilities are assigned to the University of Idaho, Idaho State University, and Boise State University as expectations by the Board.

3. Program Planning

a. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Executive Director or designee, submit to the Board for approval a rolling three (3) year plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities ("Institution Plan").

i. Statewide Programs

Institutions with a Statewide Program Responsibility shall plan for and determine the best means to deliver each assigned Statewide Program to meet statewide educational and workforce needs.

If an institution desires to add a Statewide Program to its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a description of the proposed Statewide Program, a rationale for how the institution is uniquely positioned to offer the program, an estimate of anticipated resources to be employed, and a justification of the need for the program using relevant workforce and student demand data.

If an institution desires to remove a Statewide Program from its Statewide Program Responsibility, it shall first indicate this request to the Board through its annual update to its Institution Plan. In such cases, the Institution Plan shall include a justification for removal using relevant workforce and student demand data.

ii. Service Region Programs

It is the responsibility of each Service Region Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of the Service Region.

iii. Timeline and Process for Annual Updates to Institution Plans

Institution Plans shall be updated and submitted to the Board annually following a timeline and process established by the Executive Director or designee. This timeline and process shall optimize collaboration among the institutions, ensure efficient use of resources, foster innovation, and avoid wasteful duplication effort.

b. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year plan (Three-Year Plan) which includes all current and proposed programs from all eight public postsecondary institutions. The Three-Year Plan shall be submitted to the Board for review and approval annually.

Board approval of the Three-Year Plan shall not constitute Board approval of any specific proposed programs or program modifications listed or described in the Three-Year Plan. Institutions shall follow the standard program approval process as provided in Board Policy III.G. for all program requests. No requests for legislative appropriation to support postsecondary programs shall be made for programs unless they are included on the current approved Three-Year Plan.

4. Delivery of Programs

a. Statewide Program Delivery

The Board has established Statewide Program Responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each of these institutions is designated to ensure delivery of all Statewide Programs assigned to it by the Board. Institutions with Statewide Program Responsibilities shall deliver assigned Statewide Programs face-to-face when possible, or online when necessary, to meet the needs of all Idahoans. A list of Statewide Program assignments will be contained in the Board approved Three-Year Plan document and made available to the public on the Board's website.

i. Evaluation of Statewide Programs

Each Statewide Designated Institution with a Statewide Program Responsibility shall evaluate its assigned Statewide Program list every two years using relevant workforce and student demand data. The evaluation shall be conducted according to a timeline, principles, and process established by the Executive Director or designee. Results of the evaluation shall be included in the subsequent update to the Three-Year Plan.

ii. Expectations

Each Statewide Designated Institution is expected and has the right

to offer the Statewide Programs assigned to it by the Board in all regions of the state. A Statewide Designated Institution need not establish an MOU with any Non-Designated Institution before offering the Statewide Program in any region of the state.

If a Non-Designated Institution identifies a need not being met for a Statewide Program to be offered in its Service Region(s), it shall request the Statewide Designated Institution expand the Statewide Program to the identified Service Region.

b. Service Region Program Delivery

The Board has established six geographic Service Regions for the institutions aligned to the six geographic boundaries of the community college districts identified in Section 33-2101, Idaho Code. Academic Service Regions are established by the Board and. Career Technical Service Regions are established based on the six junior college areas established in Section 33-2101, Idaho Code. A Service Region Designated Institution shall be responsible for assessing and ensuring the delivery of all postsecondary programs and services necessary to meet the educational and workforce needs within its assigned service region.

i. Geographic Service Regions

Region I shall include the geographic area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Service Region Designated Institutions providing undergraduate programs. The University of Idaho and Lewis-Clark State College are the Service Region Designated Institutions providing graduate programs within Region I. Lewis-Clark State College and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs. North Idaho College is the Designated Institution providing career technical programs within Region I.

Region II shall include the geographic area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Service Region Designated Institutions providing undergraduate and graduate programs within Region II. Lewis-Clark State College is the Designated Institution providing applied baccalaureate and career technical programs within Region II.

Region III shall include the geographic area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region III. Boise State University is the Service Region Designated Institution providing graduate education programs within Region III.. College of Western Idaho is the Designated Institution providing career technical programs within Region III.

Region IV shall include the geographic area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region IV. Idaho State University is the Service Region Designated Institution providing graduate education programs within Region IV, with the exception that Boise State University will provide undergraduate and graduate programs in Business. College of Southern Idaho is the Designated Institution providing career technical programs within Region IV.

Region V shall include the geographic area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Service Region Designated Institution providing undergraduate, applied baccalaureate, and graduate programs within Region V. Idaho State University is the Designated Institution providing career technical programs within Region V.

Region VI shall include the geographic area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Service Region Designated Institutions providing undergraduate and applied baccalaureate programs within Region VI. Idaho State University is the Service Region Designated Institution providing graduate programs in Region VI. College of Eastern Idaho is the Designated Institution providing career technical programs within Region VI.

c. Right of First Refusal

If an institution desires to offer a program for which it is not designated in this policy, it shall notify the Board Office via a Letter of Interest. The Letter of Interest shall include a rationale for the request, a program description, an assessment of workforce and student demand, and an assessment of institutional capacity to offer the program.

The Board Office shall then transmit the Letter of Interest to the Designated Institution, which shall respond in one of three ways:

- i. Agree with the Non-Designated Institution to offer the program collaboratively, and submit a signed MOU to the Board Office within three (3) months of receiving the Letter of Interest, OR
- ii. In the case of a Statewide Program, determine to expand the Statewide Program into the Non-Designated Institution's region(s) without collaboration. Within one (1) month of receiving the Letter of Interest, the Statewide Designated Institution shall submit a Letter of Intent to the Board Office and, within three (3) months, submit either a Letter of Notification per Policy III.G. that the Statewide Program has been expanded to the Non-Designated Institution's service region(s) or a Plan of Action with specific timelines for expanding the program expeditiously, OR
- iii. Refute the need for new program to be offered by the Non-Designated Institution and request the Board settle the dispute by submitting a Letter of Dispute to the Board Office within one (1) month of receiving the Letter of Interest. Letters of Dispute will be presented to the Board for resolution at the next regular Board meeting.

The Non-Designated Institution may submit a proposal per Policy III.G. if the affected Designated Institution takes no action within three (3) months of receiving the Letter of Interest or does not meet the deadlines for the specified actions above.

5. Collaboration with Institutions Not Governed by the Board

New programmatic collaborations with institutions not governed by the Board shall be shared with the Board Office prior to commencement of the collaboration.

6. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Service Region Designated Institution, they shall be used and articulated into the Statewide Program.

7. Dispute Resolution

All disputes relating to items addressed in this policy shall be forwarded to the Board's Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution, except where this policy expressly prescribes resolution by the full Board. Institutions may appeal any decision made by the Executive Director or designee to the Board, in which case the Board will serve as the final arbiter.

8. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online.
- b. This policy is not applicable to dual credit courses for secondary education.
- c. This policy is not applicable to face-to-face academic undergraduate and graduate education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.
- d. This policy is not applicable to programs specifically contracted to be offered exclusively to a private, corporate entity. New programmatic collaborations offered exclusively to a private, corporate entity shall be shared with the Board Office prior to commencement of the collaboration.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.
August 2021	The Board approved the Three-Year Program Plan update.
August 2022	The Board approved the Three-Year Program Plan update.
August 2023	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z.
Planning and Delivery of Postsecondary Programs and Courses
Idaho Code § 33-113

BACKGROUND/DISCUSSION

Idaho Code § 33-113 requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns program responsibilities for assessing the educational and workforce needs around the state.

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period starting with the 2025-2026 academic year, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024

On April 17, 2024, Board staff coordinated a work session with the provosts to review institution plans, discuss statewide needs, and identify programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

The Three-Year Program Plan represents proposed programs for Academic Years 2025-2026, 2026-2027, and 2027-2028.

IMPACT

The Three-Year Program Plan provides a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The Plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the Plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan

Attachment 2 – Three-Year Program Plan Snapshots

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing program projections for Academic Years 2025-2026, 2026-2027, and/or 2027-2028. Several institutions have not yet identified programs for 2026-2027 or 2027-2028. Academic leaders evaluated each other's plans from the perspective of the institutions' individual strategic plans and budget requests to ensure alignment between program plans, capital project plans, and budget requests. The following are highlights from the April planning meeting:

Health Care Programs

Several institutions identified the need for more health care programs in their respective designated service regions, which were discussed at length at the work session given many of the programs are currently statewide program responsibility for Idaho State University.

The health care programs discussed included graduate programs in Clinical Psychology, Direct-Entry Nursing, Nursing Practice-Nurse Anesthesia, Gerontology, and Anatomical Sciences by University of Idaho for Region II; graduate programs in Direct-Entry Nursing, Social Work, Nursing Education, Occupational Therapy, Physical Therapy, and Physician Assistant Studies by Lewis-Clark State College for Region II; Nurse Anesthesia Practice and Doctor of Psychology in Region V to include expansion of Physician Assistant Studies program to North Idaho by Idaho State University; Registered Nursing, Bachelor of Nursing by North Idaho College for Region I; and Nursing – RN to BSN by

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024**

College of Western Idaho for Region III. Institutions identified the need to have continued evaluation and discussion of healthcare programs as some of the areas identified are statewide program responsibilities for Idaho State University. Additionally, the provosts convened a work group of provosts and individuals in the field of healthcare and administration to discuss the immediate health care needs of the state that would aid in the development of these and other programs.

Baccalaureate Degrees by Community Colleges

All four community colleges identified various applied baccalaureate degrees on their respective three-year program plans. All of these are carryover from last year's planning cycle. There are no new applied or academic baccalaureate programs added this year.

- CEI – Health Care Management, BAS, Fall 2026
- CSI – Teacher Education, Apprenticeship, Fall 2024
- CWI – Elementary Education, BAS, Fall 2027
- CWI – Healthcare Administration, BAS, Fall 2027
- CWI – Nursing RN to BSN, Fall 2027
- NIC – Registered Nursing, BSN (researching)

Collaborations

Boise State University and University of Idaho are exploring options to offer joint degrees in the following:

- Criminal Justice and Law, M.A./J.D., Summer 2025
- Environmental Management and Law, M.N.R./J.D., Summer 2025
- Political Science and Law, M.A./J.D., Summer 2025
- Public Administration and Law, M.P.A./J.D., Summer 2025
- Public Administration and Law, Ph.D./J.D., Summer 2025

Idaho State University and University of Idaho are also researching a collaborative option to offer a Master of Science in Health Policy & Law, 2027-2028.

The Instruction, Research, and Student Affairs committee reviewed the three-year plan on August 8, 2024.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education



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Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.i, Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.g, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.” The statewide program list is updated by the Board every two years.

Boise State University

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration*	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

*Updated and approved by the Board December 2016

Idaho State University

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting*	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

*Updated and approved by the Board December 2016

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Environmental Design**	B.S.E.D.
Landscape Architecture**	M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry*	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Sciences **	B.S.Wildl.Sci.
Fisheries Sciences **	B.S.Fish.Sci.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forestry* • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

*Updated and approved by the Board December 2016

**Updated and approved by the Board April 2022

***Corrected 8/31/22-only the BS Landscape Architecture changed

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THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2024-2025									
Bioinformatics	B.S.	Region II	Regional	Summer 2024	Bioinformatics is used widely by biologists in a diversity of fields to analyze and interpret complex data, including genomic information. This is an interdisciplinary degree that includes courses in biology, mathematics and statistics, and computer science. A merging of these disciplines is critical for a student to develop into a modern biologist capable of generating and using complex datasets to tackle current issues in areas including species conservation, human health and disease, and climate change. MODE: F2F	Existing resources			Proposal submitted to OSBE.
Cybersecurity	Ph.D.	Region II	Regional	Fall 2024	Provide PhD students with a broad education in cybersecurity and the opportunity to engage in research that expands the field of cybersecurity. The proposed PhD in Cybersecurity degree will be the first PhD in Cybersecurity in the State of Idaho. It was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security. MODE: F2F & Online	The program will require hiring several new tenure track faculty members and one clinical faculty member, two additional IT staff members, additional TAs, and larger video-conference classrooms. Some portion of funding from grants.			In process at UI
Elementary Teacher Education	B.S.Ed.	Online	Online	Summer 2024	This online elementary teacher education degree will provide a recommendation for teacher certification for all subjects, kindergarten through eighth grade. Synchronous online instruction prepares teachers for the classroom. Components of in-person clinical practice are embedded throughout and can be completed at any participating Idaho K-12 school. MODE: Online	1x funds will be used to build online versions of existing F2F courses; course offerings can mostly be covered by existing faculty, with tuition revenues covering future program growth.			In process at UI
Program offerings commencing 2025-2026									
Anatomical Sciences	D.A.S.	Region II	Regional	Summer 2025	This degree focuses on anatomy, neuroanatomy, embryology, histology, cardiology, physiology, curriculum design, learning theory, research design and analysis and pathology. It will train anatomy educators via online courses during the spring and fall semesters and an in-depth F2Fsummer anatomy course. (2/3 face to face, 1/3 online). MODE: F2F, some online	WWAMI F&A will cover the expected first-year deficit, and tuition revenues will more than cover costs in future years; WWAMI will leverage existing facilities not now being used in summer.			In process at UI

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
American Indian Studies	Ph.D.	Region II	Regional	Summer 2025	The interdisciplinary Ph.D. in American Indian Studies prepares graduates to conduct advanced and applied scholarly research from a cross-cultural perspective; develop innovative theories, methodologies, and research tools useful to sovereign tribes and Indigenous peoples; and lead in higher education, tribal communities, the state, and nation. MODE: F2F				Planning
Apparel, Textiles, & Design	M.S.	Region II	Regional	Summer 2025	The M.S. in Apparel, Textiles, and Design delineates a specialization in apparel and textiles as a graduate degree, while maintaining the rigor of the current program the M.S. in Family and Consumer Sciences (FCS). MODE: F2F, some online	College/department re-allocation.			Exploring
Biomedical Engineering	M.S.	Region II	Regional	Fall 2025	Provide master's students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance healthcare diagnosis and treatment. MODE: F2F	College/department re-allocation			Exploring
Clinical Psychology	Doctor of Psychology	Region II	Regional	Summer 2025	The Doctor of Psychology (PsyD) program in Clinical Psychology offers comprehensive instruction in assessment and diagnosis, evidence-based intervention and therapy techniques, professionalism, and ethics, with a practitioner-scholar framework. With a lifespan and generalist series of courses and mentored clinical experiences, students will be well-prepared to obtain licensure and independently practice clinical psychology. MOD: F2F	Re-allocation of resources from the WWAMI program. WWAMI will leverage existing facilities.			In process at UI
Creative Writing	B.F.A.	Region II	Regional	Summer 2025	This degree will use existing courses and faculty. Our nationally recognized M.F.A. program enhances our ability to provide UI students a top-notch and unique BFA experience. Students who would otherwise attend regional out-of-state schools will also be attracted to a BFA at UI. MODE: F2F	College/department re-allocation			Planning
Criminal Justice and Law Joint Degree Program (LAW Collaboration with Boise State)	M.A.-J.D.	Region III	Regional	Summer 2025	This joint degree will culminate in both a Boise State M.A. Criminal Justice degree and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MODE: F2F	Criminal Justice and Law Joint Degree Program (LAW Collaboration with Boise State)	M.A.-J.D.	Region III	Regional
Environmental Management and Law Joint Degree Program (Collaboration with Boise State)	M.N.R.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.N.R. in Environmental Management and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MODE: F2F	College/department re-allocation.	MOU will be established with Boise State		Exploring

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Foundations of Business Management (CBE)	Graduate Certificate	Online	Regional	Fall 2025	We are packaging the MBA courses into a 12-credit hour certificate (with the choice of 4 courses out of 6), a great option for students who want a foundation in business. MOD: Online	None			Ready to launch upon approval
French	B.S.	Region II	Regional	Summer 2025	The proposed BS in French expands the selection of courses a student could choose to complete their major in French. The BA in French is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. MODE: F2F and online	No new resources needed – all courses are already offered			Planning
Gerontology	M.S.	Region II	Regional	Fall 2025	The MS in Gerontology prepares students for the scientific study of aging from a biopsychosocial perspective, including adult development, healthy aging, biological aspects of aging, social and emotional function in aging, and economic and policy factors related to aging. MOD: online	Re-allocation of resources from the WWAMI program. WWAMI will leverage existing facilities. 1x institutional allocation of funds until tuition revenues are generated the following year.			In process at UI
Historic Preservation	UG Certificate	Region II	Regional	Fall 2025 or 2026	A mix of Historic Preservation and Built Environment courses (12-credits) that will introduce research methods and work in the preservation field in support of both private and public practice. Delivery: Online Delivery Note: Elective courses could be added to establish 18 credit Minor.	4 new courses will need to be developed to meet State standards.			Proposal building in CAA Spr 2024 Already connecting with Idaho State Historic Preservation Office.
Hospitality	Certificate	Region II	Regional	Summer 2025	An interdisciplinary certificate designed to accompany a general degree as an opportunity for students and professionals to focus on the application of skills well-suited to the hospitality industry. Courses will include selections in Communications, Organizational Science, Social Sciences, Humanities, Marketing and Accounting. (Hybrid)	College / Department Reallocation			Planning
International Studies	B.S.	Region II	Regional	Summer 2025	The proposed BS in International Studies expands the selection of courses a student could choose to complete their major in International Studies. The BA in International Studies is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. MODE: F2F and online	No new resources needed – all courses are already offered			Planning

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Juris Doctor/Master's in Business Administration	Graduate	Region II	Regional	Fall 2025	This concurrent degree culminates in both an M.B.A. (Master of Business Administration) and a J.D. from the University of Idaho. Under the concurrent degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MOD: JD is F2F; MBA is online.	Existing resources	Internal between UI colleges		Planning
Kinesiology & Health	PhD	Region II	Regional	Fall 2025	This proposed program will be offered through the Department of Movement Sciences and produce PhD-level experts related to exercise and health science fields. The new program will be offered face-to face only as curriculum and research will involve laboratory skill development including various exercise and health assessments using human subjects. Students will learn how to become independent researchers in human subjects research specific to their area of interest in kinesiology and health. MOD: F2F	The Department of Movement Sciences has all classroom, instructional and administrative resources to implement this program as the department already accepts and confers doctoral degrees under the PhD in Education (specializations in exercise science or healthy active lifestyles).			Planning
Latin American Studies	B.S.	Region II	Regional	Summer 2025	The proposed BS in Latin American Studies expands the selection of courses a student could choose to complete their major in Latin American Studies. The BA in Latin American Studies is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. MODE: F2F and online	No new resources needed – all courses are already offered			Planning
Medical Science	M.S.	Region II	Regional	Summer 2025	A modest number of medical school students leave their program with two years of extensive medical education but without a degree. The M.S. in Medical Science will build on this foundation to provide these students with a degree option. MODE: F2F, some online	College/department re-allocation followed by revenues generated via tuition.	An MOU will be established with UWSOM WWAMI-affiliated schools to provide this degree option to their students.		Planning
Modern Languages - Business	B.S.	Region II	Regional	Summer 2025	The proposed BS in Modern Language Business expands the selection of courses a student could choose to complete their major in Modern Language Business. The BA in Modern Language Business is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. MODE: F2F and online	No new resources needed – all courses are already offered			Planning

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Nursing – Direct Entry	M.S.	Region II	Regional	Fall 2025	The Master of Science in Nursing (MSN) Direct Entry program equips students with the essential skills to become a Registered Nurse (RN) who can collaborate effectively within the interprofessional healthcare team, providing and coordinating safe and effective patient care. Registered Nurses work across diverse settings such as hospitals, home healthcare services, nursing care facilities, outpatient clinics, and schools, educating patients and the public about health conditions and contributing significantly to health promotion and disease prevention. Graduates are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). MOD: Hybrid	Re-allocating resources from the WWAMI program. WWAMI will leverage existing facilities. Institutional allocation of 1x funds until tuition revenues are generated the following year.			In process at UI
Plant Pathology	Ph.D.	Region II	Regional	Summer 2025	This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. This degree provides graduates with a Ph.D. program that reflects their department and the discipline they study. MODE: F2F	College/department re-allocation			Planning
Political Science and Law Joint Degree Program (Collaboration with Boise State)	M.A.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.A. Political Science and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MODE: F2F	College/department re-allocation	MOU will be established with Boise State		Exploring
Public Administration and Law Joint Degree Program (Collaboration with Boise State)	M.P.A.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State M.P.A. (Master of Public Administration) and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MODE: F2F	College/department re-allocation	MOU will be established with Boise State		Exploring
Public Administration Ph.D. and Law Joint Degree Program (Collaboration with Boise State)	Ph.D.-J.D.	Region III	Regional	Summer 2025	This joint degree culminates in both a Boise State Ph.D. in Public Administration degree and a U of I J.D. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. MODE: F2F	College/department re-allocation	MOU will be established with Boise State		Exploring
Quantitative Business Management (CBE)	Graduate Certificate	Online	Online	Fall 2025	We are packaging the quantitative MBA courses into a 12-credit hour certificate for individuals who want to sharpen their quantitative skills. This would be a starting platform for a bite-sized chunk to try out the MBA Program.	No new resources needed			Ready to launch upon approval

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Rangeland Management	UG Certificate	Region III	Regional	Fall 2025	Certificate will help prepare students not majoring in the University of Idaho's B.S. in Rangeland Ecology and Management for positions that require professional knowledge and competence in rangeland management. The certificate will focus on coursework in range management, including courses in such areas as basic principles of range management, range plants, range ecology, range inventories and studies, range improvements, and ranch or rangeland planning. The certificate will help students in other undergraduate natural resource or environmental science degree programs qualify for positions that require meeting the federal GS-454 Rangeland Management (0454) qualification standards. Courses will be delivered either in-person or remotely.	No new resources are necessary to deliver this certificate. Our existing personnel in the Rangeland Ecology and Management program have the capacity to deliver this new certificate as the courses already exist and are offered either in-person, online, or via a hybrid delivery.			
Spanish	B.S.	Region II	Regional	Summer 2025	The proposed BS in Spanish expands the selection of courses a student could choose to complete their major in Spanish. The BA in Spanish is already in place, and adding the BS would provide another option for students who may have more interest in STEM areas. MODE: F2F and online	No new resources needed – all courses are already offered			Planning
Teacher-to-New Endorsement Certificate	Undergraduate Certificate	Region II	Regional	Summer 2025	This certificate allows for already-certified teachers to add teaching endorsements to their certifications. A minimum of 12 credits are required, the specifics of which will vary based on previously completed coursework and must be identified in collaboration with a teacher education faculty advisor following transcript analysis. MOD: F2F and online.	No new resources need			Planning
Undergraduate Research	Undergraduate Certificate	Region II	Regional	Fall 2025	The Undergraduate Research Certificate is tailored for students interested in making meaningful contributions to the body of knowledge in their chosen field while enhancing writing and analytic skills. Participants actively engage in collaborative and individual research while building valuable skills for both advanced studies at the graduate level and for practical application in their future professional settings. This 12-credit certificate exposes students to experimental design, qualitative and quantitative data collection, analysis, and the ability to summarize and communicate findings. MOD: F2F	None - this certificate will leverage already-existing courses in EHHS and across the university.			Planning
Urban Design	Graduate Certificate	Region I and II	Regional	Fall 2025	We are seeking to revive this inactive certificate by broadening and updating course offerings. We will be including more Landscape and Environmental Design Coursework as well as Urban Theory and Social Sustainability Courses. (15-credit) Delivery: F2F and online options.				Proposal building and Course Edits in CAA Spr 2024

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2026-2027									
Bioinformatics and Computational Biology	M.S.	Region II	Regional	Summer 2026	This degree will add an online, non-thesis M.S. degree option to the existing Bioinformatics & Computational Biology (BCB) graduate program. Graduates will pursue careers in bioinformatics, genomics, computational biology, and data science. It will leverage the interdisciplinary BCB program. MODE: Online	Existing resources			Exploring
Earth and Spatial Sciences	M.S.	Region II	Regional	Summer 2026	We plan to add an online (non-thesis) M.S. in Climate Change and Solutions to accompany the B.S. program in the same subject that was approved in May 2023. The degree will prepare graduates with the in-depth scientific understanding needed to 1. assess climate impacts from both human-induced climate change and natural climate variability and 2. find solutions to manage and mitigate them. MODE: Online	College/department re-allocation			Exploring
Nursing Anesthesia Practice	DNAP	Region II	Regional	Fall 2026	The Doctor of Nursing Anesthesia Practice program prepares dedicated healthcare professionals for the role of Certified Registered Nurse Anesthetists (CRNAs). As anesthesia experts, CRNAs collaborate closely with physicians and healthcare teams, ensuring safe and effective anesthesia care. This comprehensive program equips students with advanced skills in anesthesia assessment, administration, and perioperative management. CRNA graduates excel in providing anesthesia across diverse medical settings, contributing significantly to improved patient outcomes. Committed to expanding healthcare access, our CRNAs play a vital role in delivering high-quality anesthesia services, particularly in underserved communities, both urban and rural, addressing critical gaps in healthcare delivery. MOD: F2F	WWAMI will leverage existing facilities. Re-allocation of resources from the WWAMI program. 2x institutional allocation funds until tuition revenues are generated the following year.			In process at UI
School Counseling	M.A.	Online	Regional	Summer 2026	This online program will prepare graduates to serve as licensed school counselors. Graduates will be prepared to advocate for students' success, promote resilience and wellness, support career planning, implement prevention and intervention strategies, facilitate counseling programs, and evaluate counseling practices. MODE: Online	Three faculty lines in the areas of school counseling or school psychology will be needed to ensure national accreditation standards			Exploring
Program offerings commencing 2027-2028									
No proposed programs at this time.									

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THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Artificial Intelligence	Certificate	Region V, VI	Regional	2025-2026	This offering will allow a student the opportunity to take extra courses related to AI and to earn a certificate in AI. This is significant due to the recent growth of AI and the growing need for trained AI employees. MOD: likely hybrid (in-person and online)	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Audiology Assistant Certificate Program	Undergraduate Certificate	Region V	Regional	2025-2026	Certificate will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: traditional face-to-face with some portion online	Use existing resources.			Research/Exploration
Business Analytics	Certificate	Region V	Regional	2025-2026	Data Business analytics is a growing field. The certificate in Data Business analytics will help prepare students with the skills to look for data, identify trends within large data, and present data driven solutions to solve business challenges. MOD: both online and in-person		No		Ready to Bring Forward Research/Exploration Stage
DISCONTINUE - Cloud Computing	BTC	Region V	Regional	2025-2026	Due to the high cost of adjunct instruction and the low market demand, we will discontinue the program. This program is offered as a non-credit option at other institutions in the state. We cannot compete for students with the high cost of tuition.	None.	N/A	Discontinue	Ready to Bring Forward
Cybersecurity	Ph.D.	Regions V, VI	Regional	2025-2026	This offering speaks to the increasing need for experts in cybersecurity. The increase in phishing and hacking leading to stolen identities, stolen property, and security issues is of increasing concern, and experts in this field are very necessary for the state and country going forward. MOD: likely hybrid (in-person and online)	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Data Science	Certificate	Regions V, VI	Regional	2025-2026	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage. MOD: likely hybrid (in-person and online)	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics Faculty may all contribute. It is expected that there will be new hires in one or two of these departments in the near future.			Research/Exploration
Data Science	BS	Regions V, VI	Regional	2025-2026	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage. MOD: likely hybrid (in-person and online)	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics Faculty may all contribute. It is expected that there will be new hires in one or two of these departments in the near future.			Research/Exploration
Expansion of Dental Hygiene BS Degree to Meridian.	BS	Region III	Statewide	2025-2026	This program will be an extension of our current BS in Dental Hygiene degree on the Pocatello campus to the Meridian Campus. Currently there is a national workforce shortage of dental hygienists' and there is a need to expand our entry-level BS degree program in the state of Idaho. MOD: in-person, Zoom, and online.	Additional funding will be necessary to create a dental hygiene clinic. New budget to support two FT positions. Current professional fee model in the BS entry level degree program will be used for this program.			Research/Exploration
Family Nurse Practitioner	Specialized Certificate [GRADUATE]	Region V / Online	Regional	2025-2026	Delivered fully on-line ; the program will allow current licensed Nurse Practitioners in other specialties to complete Family Nurse Practitioner (FNP) requirements for taking the FNP national board certification exam which is required for licensure. MOD: online.	Adjunct Clinical faculty (no online program fee)			Developing

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Informatics	Graduate Certificate	Online	Regional	2025-2026	Offering a graduate certificate in Health Informatics will enable working professionals to quickly gain valuable and essential knowledge and skill in health informatics. Healthcare organizations drastically need skilled individuals with formal informatics education. They need individuals who have knowledge of, and can apply, models, theories and frameworks that enable healthcare personnel to acquire and process information to enhance decision-making. Many individuals filling health informatics and clinical informatics roles in healthcare organizations (especially in Idaho) do not have formal training in informatics. This graduate certificate could be a feeder to the MSHI degree, increase MSHI enrollment, and be a revenue stream for the university. MOD: Online	Courses already offered in the MSHI degree would be used as the health informatics certificate curriculum. No additional resources are required; existing resources would be used to support the certificate. Online delivery. The graduate certificate would use the ' Online Program Fee ' financial/tuition model to correspond with the model used by the MSHI program.	Not Applicable		Research stage
Industrial Controls	Specialized Certificate	Region V	Regional	2025-2026	This certificate will provide electrical apprenticeship students with the skills to work as industrial electricians. Students will complete coursework focusing on instrumentation and Process Control or Motor Control and Protective Relaying. MOD: face-to-face.	None.	N/A		Ready to Bring Forward
Nuclear Materials Engineering	Graduate Certificate	Regions V, VI	Regional	2025-2026	This offering will allow a student the opportunity to take extra courses related to Nuclear Materials Engineering and to earn a certificate in that area. This is a growing area especially in this region due to proximity to the INL and to the new emphasis on micro-reactors. MOD: likely hybrid (in-person and online)	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Nuclear Operations Technology	BAS	Region V	Regional	2025-2026	This program will continue to build on the skills obtained in the Nuclear Operations Technology AAS program and allow students to progress in leadership, communications, management, homeland security, and emergency management. MOD: Online and face-to-face.	None. Students will enroll in existing upper division courses	N/A		Ready to Bring Forward
Doctor of Nurse Anesthesia Practice	Doctorate- DNAP	Region III Meridian and online to start, with eventual hope to expand to Pocatello.	Regional	2025-2026	The DNAP program prepares the student to practice as a CRNA. Course work and clinical practicums prepare the student for national certification and license as a CRNA. MOD: Online and face-to-face	Need new program director and CRNA faculty. Will partly use existing resources.	Working on this. Brought forward, being reviewed by Rex/Teresa.		Ready to Bring Forward

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Paralegal Studies	Specialized Certificate	Online	Regional	2025-2026	This certificate is for non-degreed legal professionals and degreed paralegals who are interested in qualifying to work as licensed paralegal practitioners, a trend seen regionally. Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market. Online program fees will be implemented to help support the program. MOD: fully online	No additional resources needed. Online program fees will be implemented to help support the program.	N/A		Ready to Bring Forward
DISCONTINUE - Pharmacy Technology	ATC	Region V	Regional	2025-2026	The Pharmacy Technology program will retain the BTC but plans to eliminate the ATC to meet the market demands of industry.	None.		Discontinue	Ready to Bring Forward
Radiographic Science Computed Tomography (CT) Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Computed Tomography (CT) education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters depending on the student's progression through clinical experiences. MOD: part online, part in-person	New Budget Request with potential collaboration with community partners			Developing
Radiographic Science Magnetic Resonance Imaging (MRI) Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Magnetic Resonance Imaging (MRI) education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters. MOD: part online, part in-person	New Budget Request with potential collaboration with corporate partners			Developing
Radiographic Science Mammography Alternate Modality Program	Certificate	Region V	Regional	2025-2026	This certificate program would provide classes in Mammography education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters (depending on the student's progression through clinical experiences) and meet MQSA standard. MOD: part online, part in-person	New Budget Request with potential collaboration with community partners			Developing

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Robotics	Certificate	Regions V, VI	Regional	2025-2026	This offering will allow students the opportunity to earn a certificate in Robotics. With the new emphasis in AI, there will likely also be an increase in the need for employees versed in using AI and robotics in a concerted fashion. The College of Technology may also contribute to this offering. MOD: likely hybrid (in-person and online)	An MOU with the University of Idaho will allow faculty from both universities to contribute to this degree.	Possible MOU with the Univ. of Idaho		Research/Exploration
Semiconductor Manufacturing Technology	ITC, AAS	Region V	Regional	2025-2026	Intermediate Technical Certificate and Associate degree with a focus on semiconductor manufacturing principles and techniques used in computer chip manufacturing. Emphasis will be placed on the needs of Idaho-based semiconductor manufacturers. MOD: online and face-to-face	The program is dependent on an approved line-item request from IDCTE.	N/A		Research/Exploration
Special Education (M.Ed. in Special Education): IHEAR (Idaho Hearing Education and Aural Rehabilitation)	M.Ed. in Special Education, emphasis in Early Intervention/Lis tening and Spoken Language	Fully online for classes in-person for practicums	Regional	2025-2026	Scholars enrolled in the IHEAR Program will be prepared to provide high quality services to children between the ages of birth and five years of age who are identified with hearing loss. There is a significant shortage of providers and training programs nationally. In addition to providing this additional training for speech-language pathologists, audiologists, and special educators, we believe that this program will be able to be leveraged at a national level not only to related service providers and special educators but also for general educators. MOD: online, asynchronous	Funding awarded from Office of Special Education Program. Standard tuition on professional fees for Special Education.			Ready to Bring Forward

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Speech-Language Pathology Assistant Coursework Program Track	BS emphasis	Region V	Regional	2025-2026	This is not a full program, but the addition of two courses so that students can meet the requirements for licensure of being a SLPA in Idaho and ASHA. These courses would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. Requirements would be met to allow students to apply for certification through our professional association as an SLPA, as well as obtain licensure within Idaho as an SLPA; resulting in the graduates being better prepared for jobs within school districts at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, yet to be determined. Professional Program Fees may be implemented. MOD: traditional face-to-face with some portion online/remote	Reallocation of existing resources with some additional professional program fees and possible need for new faculty.			Research/Exploration
Sports Counseling	Graduate Certificate (15 credits)	Region V	Regional	2025-2026	Interdisciplinary collaboration with human performance and sports science to develop counseling skills focused on the needs of athletes. This program would be offered to master's in counseling students as a certification add-on. MOD: Face to face and online	Program growth will support the addition of the certificate	No	No	research/exploration stage
Student Affairs	MSA	Region V	Regional	2025-2026	Through a comprehensive curriculum with an emphasis on experiential learning, the Master of Student Affairs program seeks to prepare practitioners to empower the holistic development of students at higher educational institutions. Core values of the program are competency-based curriculum; personal and professional ownership; campus partnership; inclusive education. MOD: traditional face-to-face and online/remote	One new tenure track faculty line would be ideal but could be taught with adjuncts and current faculty particularly at the start. In the case of adjuncts, budget allocation for them would be needed.	NA		Ready to Bring Forward

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
DISCONTINUE - Unmanned Aerial Systems	AAS	Region V	Regional	2025-2026	The Unmanned Aerial Systems program will retain the BTC and ITC but discontinues the AAS to meet the market demands of industry. The AAS is not necessary for the skills required in industry. Students can gain the appropriate skills through the certificates. This program has one full-time instructor and we have only been teaching the certificate programs. The AAS requires hiring a second faculty.	None.	N/A	Discontinue	Ready to Bring Forward
Program offerings commencing 2026-2027									
Accounting Analytics	Graduate Certificate	Region V	Regional	2026-2027	The Accounting program would like to offer an additional graduate certificate in Accounting Analytics to meet the needs of our students as the CPA exam and profession becomes more Analytics driven. MOD: both online and in-person	No new faculty or resources will be needed	No		Research/Exploration
Advanced Dental Hygiene Practice	BS/MS	Region III	Regional	2026-2027	An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy. (ADT) The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant un-met oral health needs, and this program will help meet that demand. ADT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first ADT option in Idaho. MOD: online, laboratory and clinical.	Need a Program Director who is licensed as an advanced practitioner in DT. Professional Fee to be requested. [Option to be added to MS only, per dept.]			Research/Exploration
Post-Graduate Certificate in Grief and Loss	Certificate (9 Credits)	Region V	Regional	2026-2027	Despite grief and loss being an inevitable experience for everyone, accreditation standards do not currently address ways in which counselors should work with issues that arise from these experiences. This nine credit hour certification will address a gap in training for master's students and licensed counselors who work with clients experiencing grief and loss (i.e. all clients). MOD: Initially this will be an in person offering. In future years online delivery will be considered.	Faculty and/or adjuncts that specialize in grief and loss will need to teach the 3-course sequence. The development of the curriculum will also take a significant amount of time and energy for the lead faculty member who will create and design the certification.			Research/Exploration

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Post-Graduate Residency in Orthopedics/Sports Medicine	Certificate	Region V	Regional	2026-2027	Doctor of Physical Therapy education is rapidly moving to a residency training model for advanced practice. This credential will provide DPT graduates with the knowledge, skills, and abilities to serve both professional and community athletes across their lifespan. These individuals will be well prepared to assist individuals across the lifespan with varying degree of ability and comorbidities to safely return to activity and play post-injury. MOD: Face to face and synchronous videoconferencing	A residency director will be hired to lead the program proposal development for the residency program and to support the accreditation process required by the American Board of Physical Therapy Specialists. Professional fee model.			Research/Exploration
Psychology	Doctorate - PsyD	Regions V, VI	Regional	2026-2027	This program adds to ISU's suite of mental health care programming, adding an option for students interested solely in the delivery of clinical mental health care services (as opposed to either clinical services or research, which ISU's PhD program currently facilitates). This proposal will not require new faculty or facilities in order to launch, as ISU's Clinical Psychology PhD program can implement it within the existing structure of the department and academic/program offerings. MOD: Initially this will be an in person offering. In future years, hybrid/online offerings may be of interest.	No additional resources needed.	N/A	N/A	Developing
Program offerings commencing 2027-2028									
Agricultural Production Technology and Management	BTC, ITC, AAS	Region V	Regional	2027-2028	This program prepares students in precision ag operations and services, management of agricultural businesses, production operations, sales, and promotional work in agricultural communities. This hands-on major provides a science-based overview of agriculture and food systems, with an emphasis on the practical application of technology to agricultural production systems. Graduates are prepared to own, operate, and manage their own enterprises or to provide services for private or governmental entities. MOD: face-to-face.	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Audio/Video Technician	ITC, AAS	Region V	Regional	2027-2028	This program prepares students to become audio/video (AV) technicians. They will learn to set up and run the sound and video equipment used to conduct and share live events including video meetings, distance-learning classes, sporting events, and conventions. Students will learn to operate audio and visual equipment including microphones, audio speakers, video screens, projectors, video recorders, recording equipment, video monitors, sound and mixing boards, and custom lighting systems. Some electrical wiring, electronics, and basic construction will be introduced. MOD: face-to-face.	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration
Culinary Arts	BTC, ITC, AAS	Region V	Regional	2027-2028	This program prepares students to produce safe, healthy, and creative food for all segments of the food service industry handling one type of specialized food preparation or preparing all the foods served in a given establishment. Students will learn to plan menus, control costs, purchase food supplies, and supervise personnel. Students will learn front of the house and back of the house operations. MOD: face-to-face.	Reallocation of CTE dollars to support 1 FTE and operational costs.	N/A		Research/Exploration
Health and Human Sciences	PhD	All regions	Regional	2027-2028	ISU plans to offer a doctorate degree in Health and Human Sciences that promotes solutions to public health issues across the state and region. This program plans to leverage existing resources within the Kasiska Division of Health Sciences and Department of Community and Public Health to bolster research and evaluation capacity of health professionals. MOD: offered both online and in-person part-time.	No additional resources needed.	This was previously presented as a collaboration between ISU and BSU, however BSU has plans for their own traditional Doctor of Public and Population Health.		Research/Exploration

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Informatics	BS	Online	Regional	2027-2028	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of healthcare delivery and operations. Online Program Fees will be implemented to support the program. MOD: online	Reallocation of existing resources (one full-time faculty member). New budget for Adjunct pool and two full-time Health Informatics faculty dedicated to supporting Health Informatics. Online Program Fee financial model Note: The existing resources (one full-time faculty member) will still be required to support existing Health Informatics offerings (e.g., MSHI). This faculty member would not be "reallocated" to support the BSHI.			Research/Exploration
Health Information Management	BAS	Online	Regional	2027-2028	Information technology has become essential in managing hospital records and patient data and it is key to the effective and efficient delivery of modern healthcare. There is a high demand for qualified professionals to take managerial positions, and the current trends in the industry indicate that people will need to have a bachelor's degree to stay competitive. This program will continue to build on the skills obtained in our AAS degree program by adding more emphasis in leadership, business management, system analysis, and interdisciplinary professional relationships. Online Program Fees will be implemented to support the program. MOD: fully online	Online program fee will support faculty, nation-wide travel for practicum supervision budget, and software/ equipment for online delivery.	N/A		In Progress
Health Policy & Law	MS	Online	Regional	2027-2028	This is a proposed collaborative offering between the ISU COH and the University of Idaho School of Law. This offering supports the professional development and preparation of health care practitioners who take on a role as an administrative leader in health care. The increasingly complex landscape of health care regulation and risk mitigation requires leaders prepared to follow and understand the legal and policy implications of decision making. MOD: online	Resources to fund co-directors of the program on each campus who will work collaboratively in curricular design. Adjunct faculty in topical areas will assist with program delivery as curriculum is designed and program launched.	MOU with U of I to be developed		Research/Exploration

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Medical Science in Sports Medicine	DMSc	Region V	Regional	2027-2028	This new Doctor of Medical Science (DMSc) program will train physician assistants in sports medicine and the care of athletes. Sports Medicine focuses on the prevention, diagnosis, and treatment of non-operative sports-related injuries. Sports Medicine PAs will be trained in anatomy and physiology of sports; non-surgical musculoskeletal evaluation and treatments; the evaluation and management of concussions; and prevention and treatment of activity-related injuries, illnesses, and nutrition. DMSc participants would be NCCPA board-certified PAs going on to complete one or more years of additional training in Sports Medicine. The program positions PAs as strong candidates for positions in orthopedics, physical medicine and rehabilitation, rural family medicine, or pediatrics. MOD: online and face-to-face	New faculty hire experienced sports medicine physician or PA as program director. New faculty hires for teaching. Students will need to pay graduate tuition and professional fees.			Research/Exploration
Physician Assistant Studies	MPAS Expansion	Regions I and II	Statewide	2027-2028	This proposed collaborative offering builds on the historical foundations of the ISU PA program in Pocatello, Meridian and Caldwell (jointly offered with College of Idaho) using a model similar to the College of Idaho collaboration. The program is an extension of the present PA program clinical placements in North Idaho. MOD: Face to face and synchronous videoconferencing.	Hiring of a program director, 4 faculty and a staff member to support the program expansion. Students will pay graduate and professional fees.	MOU developed and signed to support a collaboration between ISU and LCSC for the delivery of ISU PA program on LCSC campus.		Exploration
Skin Care Specialist	Specialized Certificate	Region V	Regional	2027-2028	This program prepares students to become skin care specialists who would be able to provide skincare treatments to face and body to enhance an individual's appearance. Includes electrologists and laser hair removal specialists. MOD: face-to-face.	Reallocation of CTE dollars to support 1 FTE and operational costs. We will need to find an appropriate space to expand.	N/A		Research/Exploration

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Adult Education	MS	Boise/Region III	Regional	Fall 2025	This degree in adult education will help students in business and industry training, post-secondary education, or other forms of Adult Basic Education. This degree program can help you learn about work as an independent training consultant or as an educational program writer or evaluator. Fully online.	Reallocation of resources if necessary			
Applied Mathematics	BS	Boise/Region III	Regional	Fall 2025	Discontinuation. We plan to restructure the Math BS program with several emphases, one of which will be applied and computational mathematics.			Discontinue	
Artificial Intelligence	BS	Boise/Region III	Regional	Fall 2025	Prepares AI ready workforce by providing students with the technical skills to use and create AI tools. Students will understand technical aspects of AI; practical uses in business, education, healthcare, and research; and societal implications. Built from courses in Computer Science core, machine learning, data science, as well as philosophy and business. Likely online and/or hybrid delivery method.	Likely to use online fee model			
Biomolecular Sciences	BS	Boise/Region III	Regional	Fall 2025	The BS in Biomolecular Sciences will prepare students to understand the properties of macromolecules and cellular activities, as well as the relationship between cellular activities and biological responses. Traditional method of delivery.	Reallocation of resources if necessary			
Business Management	BAS	Boise/Region III	Regional	Fall 2025	Management Dept. already has a fully online BBA Management program. This will add a BAS option to allow potential students to bring in career technical credits to the online Management degree program. Fully online method of delivery.	Likely to use online fee model			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Criminal Justice and Law Joint Degree	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA in Criminal Justice degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. Traditional method of delivery.	Reallocation of resources if necessary			
Data Science	MS	Boise/Region III	Regional	Fall 2025	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting, and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional method of delivery.	Reallocation of resources if necessary			
Environmental Management and Law Joint Degree Program	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA in Environmental Management degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. Traditional method of delivery.	Reallocation of resources if necessary.			
Event Management	BA	Boise/Region III	Regional	Fall 2025	The program will bring together significant expertise and experience in event management into a cohesive program. It will offer students meaningful opportunities in client relationships, facilities management, and live production of a wide range of events. Likely online and/or hybrid delivery method.	Reallocation of resources if necessary.			
Forensic Science	BS	Boise/Region III	Regional	Fall 2025	This degree will provide students with an interdisciplinary approach to forensic science and prepare them for a career in this growing field. Likely online and/or hybrid delivery method.	Reallocation of resources if necessary.			

Institution Name: Boise State University

Program Title	Degree Level/Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/Consolidate	Program Status
Higher Education and Student Affairs	MS	Boise/Region III	Regional	Fall 2025	This degree will serve students seeking an advanced degree in higher education administration and student affairs at both two and four year institutions. Hybrid delivery method.	Reallocation of resources if necessary.			
Justice Studies	BA	Boise/Region III	Regional	Fall 2025	This online undergraduate Justice Studies program provides a foundation of the criminal justice system, with a focus on problem-solving and critical thinking. Fully online delivery method.	Reallocation of resources if necessary.			
Outdoor Leadership in Education	BS	Boise/Region III	Regional	Fall 2025	Degree program for undergraduate students interested in leading outdoor education programs. Traditional face-to-face delivery method.	Reallocation of resources if necessary.			
Political Science and Law Joint Degree	MA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both an MA Political Science degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. Traditional method of delivery.	Reallocation of resources if necessary			
Psychology (Online)	BS	Boise/Region III	Regional	Fall 2025	The existing BS in Psychology program will be offered fully online.	Fully online with an online program fee.			
Public Administration MPA and Law Joint Degree Program	MPA-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both a Master of Public Administration degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. Traditional method of delivery.	Reallocation of resources if necessary			
Public Administration PhD and Law Joint Degree	PhD-JD	Boise/Region III	Regional	Fall 2025	This is a joint degree pathway culminating in both a PhD in Public Administration degree from Boise State University and a JD from the University of Idaho. Under the joint degree pathway, a student can obtain both degrees in less time than it would take to obtain both degrees if pursued independently. Traditional method of delivery.	Reallocation of resources if necessary			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Public Management, Leadership and Policy	BA/BAS	Boise/Region III	Regional	Fall 2025	The BA/BAS programs in Public Management, Leadership and Policy will prepare students for leading and managing in public, non-profit, and public policy realms. Students will gain expertise in conflict resolution, leading organizations, and management to prepare them to be effective and dynamic public service leaders. Likely online and/or hybrid delivery method.	Fully online with an online program fee.			
Software Development	BA	Boise/Region III	Regional	Fall 2025	A less technical version of the BS in Computer Science that focuses on software development and applications. This degree will make the software professions accessible to a wider array of students. Likely online and/or hybrid delivery method.	Reallocation of resources if necessary			
Social Work	BSW	Boise/Region III	Regional	Fall 2025	The BSW in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Fully online.	Fully online with an online program fee.			
Teacher Certification in Career Technical Certification	Teacher Certification	Boise/Region III	Regional	Fall 2025	The teacher certification programs in Career Technical Education (CTE) will be in the areas of AgEd, Business, Computer Science and Engineering. Likely online and/or hybrid delivery method.	Reallocation of resources if necessary.			
Teaching Career Technical Education	MIT	Boise/Region III	Regional	Fall 2025	The Master in Teaching (MIT) in Career Technical Education (CTE) is a new graduate program that will lead to teacher certification in CTE. Fully online.	Reallocation of resources if necessary.			
Sport and Venue Security	BS	Boise/Region III	Regional	Fall 2025	This degree will offer expertise in sport and entertainment security that will train people in risk management, incident management, evacuation, protective measures, and crisis communication. The program is in collaboration with the College of Education and the Electrical and Computer Engineering Department in the College of Engineering. Fully online.	Reallocation of resources if necessary.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2026-2027									
Accounting Bachelor of Business Administration (Online)	BBA	Boise/Region III	Regional	Fall 2026	The Department of Accountancy will develop a fully online , undergraduate degree completion program called the Accounting BBA.	Fully online with an online program fee.			
Cardiac Function and Interventional Technology	MS	Boise/Region III	Regional	Fall 2026	The Master of Science in Cardiac Function and Interventional Technology focuses on cardiac rhythm management and electrophysiology and introduces students to additional related technologies. Fully online.	Likely to use online fee model			
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2026	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques, and the use of computers to analyze and solve scientific and engineering problems. Traditional method of delivery.	No additional cost to offer the program			
eLearning Instructional Design for Educators	BS	Boise/Region III	Regional	Fall 2026	Online only degree program for undergraduate students interested in entering instructional design careers and professions in the public or private school sector. Fully online.	Reallocation of resources if necessary.	-		
Environmental Humanities	BA	Boise/Region III	Regional	Fall 2026	The BA in Environmental Humanities will provide students with an interdisciplinary approach to environmental challenges both contemporary and historical. Students will have the option to learn about the interplay of culture, communication, politics, philosophy, and other areas in how our society can address the major environmental challenges facing our society. Traditional method of delivery.	Reallocation of resources if necessary.			
eSports	BS	Boise/Region III	Regional	Fall 2026	Online only degree program for undergraduate students interested in entering eSports careers and professions. Fully online.	Reallocation of resources if necessary.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Sciences	PhD	Boise/Region III	Regional	Fall 2026	The PhD in Health Sciences will prepare students for careers as researchers and will likely be employed in academia, federal or state health agencies, research institutes or hospitals, or private industries that serve the health professions. The PhD program will also be designed to bolster the institution's infrastructure that is necessary to support the research and development needs of the state and region. Likely online and/or hybrid delivery method.	Likely will use online fee model			
Information Technology Management	MS	Boise/Region III	Regional	Fall 2026	The Departments of Information Technology (IT) and Supply Chain Management (SCM) will develop an on-campus program. Traditional face-to-face delivery method.	Reallocation of resources if necessary.			
Interdisciplinary Studies	BA/BS	Boise/Region III	Regional	Fall 2026	The BA/BS in Interdisciplinary Studies (IDS) program is already a well-enrolled program at Boise State that focuses on students customizing an interdisciplinary degree by combining two or three minors and a certificate. IDS is one of four programs in the new School for the Digital Future; each has an in-person option and a hybrid option. Adding a hybrid option would bring IDS in line with other School programs and provide additional flexibility to students. Hybrid delivery method.	Reallocation of resources if necessary.			
Marketing Bachelor of Business Administration (BBA) Online	BBA	Boise/Region III	Regional	Fall 2026	The Department of Marketing will develop a fully online , undergraduate degree completion program called the Marketing BBA.	Fully online with an online program fee.			
Philanthropy	MS	Boise/Region III	Regional	Fall 2026	This degree will serve students who want to pursue a career in philanthropy. Fully online.	Reallocation of resources if necessary.			
Public Administration	DPA	Boise/Region III	Regional	Fall 2026	This practitioner-based doctorate will provide the skills to be successful public service leaders in the 21st century. Likely online and/or hybrid delivery method.	Fully online with an online program fee.			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Public Humanities	PhD	Boise/Region III	Regional	Fall 2026	The PhD in Public Humanities will include three tracks--environmental, digital, and medical--with the option to add more as demand arises. Its graduates will be expert practitioners trained to work in the public and private sphere. The PhD will center around three key pillars: equity, culture, and skills. Traditional method of delivery.	Reallocation of resources if necessary			
Sociology	MA	Boise/Region III	Regional	Fall 2026	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. Traditional method of delivery, or possibly online method of delivery.	Reallocation of resources if necessary			
Radiologic Sciences	MS	Boise/Region III	Regional	Fall 2026	The MS in Radiologic Sciences will provide students with a deeper understanding of the theory and application of a variety of imaging techniques that are currently in use or under development for use in clinical practice. Graduates will likely pursue positions in the healthcare industry and/or may go on to PhD programs in any variety of fields, including biomolecular research and biomedical engineering such as are offered here at Boise State University. Traditional method of delivery.	Reallocation of resources if necessary			
Program offerings commencing 2027-2028									
Social Work	PhD/DSW	Boise/Region III	Regional	Fall 2027	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy. Fully online.	Likely use online fee model			

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Sport Management	BS	Boise/Region III	Regional	Fall 2027	Sport management is a growing field of interest, and at the undergraduate level the degree prepares students for careers and/or advanced degrees in athletic administration, sports production, sports marketing, sport analytics, and so on. While the field is blossoming across the nation, Washington State appears to be the only institution that offers a Bachelor's degree in the Pacific Northwest, and theirs is not an online program. We anticipate that this will be a high enrollment online program. The program is at the feasibility stage and so we are open to either a BA or BS option for this program. Fully online.	Likely to use online fee model			

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
				<p>Note: Lewis-Clark State College has an ambitious schedule for new programs, as such, some of these proposed programs may be delayed to the Summer of 2025 as needed due to procedural timing or approval issues.</p>					
Program offerings commencing 2024-2025									
DISCONTINUE: stand-alone BAS degrees: Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	BAS			FA 2024 or later				Discontinue all	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Physician Assistant Studies	MS	Regions I and II	Regional	FA 2024	Physician Assistants (PAs) are highly skilled health practitioners who work under physician supervision to provide patient care services. PAs take complete medical histories, perform physical examinations, order and interpret diagnostic studies, such as laboratory tests and x-rays, diagnose and treat patients. Physician Assistants improve the accessibility of health care of under-served individuals in both urban and rural settings. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Operational capacity request	Partnership with ISU		
Program offerings commencing 2025-2026									
Automotive Technology, Manufacturer Training	ITC or BTC	II	Region	FA 2025	Exploring adding an emphasis on manufacturer-specific training. This may be an added certification or included as an option in an AAS degree. MOD: Face-to-Face	Current Resources			
Central / Surgical Processing Technician	Certificate	Region II	Regional	FA 2025	This program prepares individuals to provide entry-level experience, knowledge, and skills necessary to work in a healthcare setting, sterilizing, cleaning, processing, assembling, storing, and distributing medical supplies and equipment, with an emphasis on infection prevention and control measures. MOD: Hybrid.	1.0 FTE instructor/ director			
Critical Care Nursing	Certificate	Regions I and II	Regional	FA 2025	Provides specialized coursework in critical care nursing to meet the needs of healthcare partners. MOD: Hybrid.	Adjunct Instruction			
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	FA 2025	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography. MOD: Face-to-Face/hybrid	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A		
Medical Lab Technician	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment in medical labs, utilizing lab equipment and technology to analyze biological specimens. Plan for pathway to bachelor and graduate programs.	1.0 FTE instructor/ director New budget request.	Join the ID consortium		

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Direct-Entry Master of Science in Nursing	MSN	Region II	Regional	FA 2025	This program prepares students with non-nursing baccalaureate degrees with the nursing education necessary for eligibility to take the national nursing licensure exam (NCLEX) and apply for licensure as an RN. The program includes advanced disciplinary knowledge and clinical practice experiences beyond baccalaureate-level nursing content.	No new resources needed to initiate program; will reallocate current resources.			
Nursing Education	MS	Regions I and II	Regional	FA 2025	The Nursing Education option prepares students for nursing faculty positions. Students are prepared as nursing leaders to respond to current and projected changes in the health care system. Grounded in adult learning theory, coursework includes a teaching/learning practicum and a focus on teaching with technology. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Occupational Therapy	MOT	Region II	Regional	FA 2025	The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Occupational Therapy Assistant	AAS	Region II	Regional	FA 2025	The program prepares graduates for employment as an occupational therapy assistant. There are no OTA programs in north or north central Idaho. The program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. MOD: hybrid. Plan for pathway to bachelor and graduate programs.	New budget request. 1.0 FTE instructor/ director	Potential partnership (MOU) with ISU to offer cohort on the LC campus.		
Paramedic	AAS	Region II	Regional	FA 2025	The program educates pre-hospital care providers and prepares entry-level paramedics to provide safe, quality delivery of care outside the hospital setting. Face-to-face with some hybrid, lab and practicum course delivery	1.0 FTE instructor / director Anticipated new resources would not be required initially.	Potential MOU with community college in Region I or ISU to offer cohort on LC campus.		

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Peri-Operative Nursing	Certificate	Regions I and II	Regional	FA 2025	Provides specialized coursework in peri-operative nursing to meet the needs of healthcare partners. MOD: Hybrid.	Adjunct Instruction			
Physical Therapy	DPT	Region II	Regional	FA 2025	The graduate entry-level program in Physical Therapy is a professional entry level program designed to prepare students for licensure to practice as physical therapists. The program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Partnership with Idaho State University to establish a cohort of students in north and north central Idaho.	Working with ISU to identify needs and support	Partnership with ISU		
Physical Therapy Assistant	AAS	Region II	Regional	FA 2025	The program prepares graduates for employment as a physical therapy assistant. Initiating our own PTA program through the Idaho Consortium for Physical Therapist Assistant Education will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. MOD: hybrid. Plan for pathway to bachelor and graduate programs.	1.0 FTE instructor/ director Reallocation of resources	Revised MOU with current PTA consortium to provide that LC will confer degrees for the cohort located on the LC campus.		
Respiratory Therapy	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment as a respiratory therapist. There are no RT programs in north or north central Idaho. Program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. MOD: hybrid. Plan for pathway to bachelor and graduate programs.	New budget request. 1.0 FTE instructor/ director			
Social Work	MS	Region I	Regional	FA 2025	This face-to-face MSW program in Lewiston and Coeur d'Alene (with some virtual remote cross-listed courses) will provide Region I and II with trained social workers in Advanced Generalist and Clinical knowledge and skills to meet the growing need for practitioners to address the mental and behavioral health crisis in Idaho. MOD: Hybrid	Current Resources			
Surgical Technology	AAS	Region II	Regional	FA 2025	This program prepares graduates for employment as a respiratory therapist. Program will provide access for local students to enroll in the program with the goal of graduates remaining in the Region. MOD: hybrid. Plan for pathway to bachelor program.	New budget request. 1.0 FTE instructor/ director			

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Master of Arts in Teaching	MAT	Region I and II and Online	Regional	FA 2025	This program is designed for students who have a bachelor's degree to obtain secondary education certification and earn a master's degree: MOD: hybrid	Current Resources			
Program offerings commencing 2026-2027									
Hospitality Management, Emphasis in Certified Dietary Manager	ITC or AAS	Region II	Regional	FA2026	Exploring adding and option to focus on and potentially certify in dietary management. This may be an option inside the AAS or an additional ITC or BTC	Current Resources			
Program offerings commencing 2027-2028									
No proposed programs at this time.									

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Certified Nursing Assistant (CNA)	BTC	Region VI	Regional	Fall 2025	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities. CNA at CEI is noncredit, with the exception of high school offerings. High schools have specifically requested this certificate for two reasons. This will allow students to continue using their fast-forward funding for the CNA class without changing the current process. Students will also receive a certificate that can be used as a springboard into several other health related programs at CEI and around the state. This program will be offered specifically to high school students in a face to face and online format .	No additional funding required.	This program is proposed in response to direct requests from local high school districts.		
Dental Hygiene	AAS	Region VI	Regional	Fall 2025	Combining academic study with supervised clinical experience designed to prepare graduates to take the appropriate national, regional, and/or state examinations. Accreditation from the Commission on Dental Accreditation would be sought as well as articulation with bachelor level degrees in the discipline. F2F delivery.	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs. Anticipated resources: several grants are being submitted for various dollar amounts; donations to foundation from local dentists	N/A		
Education	AA	Region VI	Regional	Fall 2025	The Associates of Arts in Education is designed to provide a basic core of knowledge and a wide range of educational and experiential opportunities for students. Graduates will gain the skills necessary to successfully enter the education profession and ensure readiness to transfer to a four-year institution. This two-year degree program provides core knowledge and a wide range of educational and experiential opportunities. Students will study inclusive education, child development, cross-cultural communication, differentiated instruction, and effective teaching strategies. Method of Delivery: Face-to-Face and Online.	Adjunct instructors			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Engineering	AS	Region VI	Regional	Fall 2025	The Associate of Science in Engineering provides a core education in mathematics, science, & introductory engineering, & will prepare you to pursue a bachelor's degree in any engineering field. The curriculum includes calculus, physics, chemistry, engineering graphics, computer programming, mechanics, thermodynamics, electric circuits, the strength of materials, & engineering design. Gear up for an engineering career that features invention & innovation, sharpens your analytical skills & prepares you for a bachelor's degree in engineering. To ensure that our graduates arrive as true Juniors at their transfer institution, General Education credit requirements are limited to 15 credits, frontloading many of the math courses & program prerequisites that can prolong the bachelor's degree. Method of Delivery: Face-to-Face.	One full-time faculty member, updated equipment and resources			-
Health Administrative Services	AAS, ITC and/or BTC	Region VI	Regional	Fall 2025	This program would provide students with the skills to provide excellent service to patients during the various levels of patient flow within a medical office. Students would have the option to specialize through earning a specific ITC in claims service, information coding, or reception. Online Delivery.	This program would require line-item funding for one FTE position. It would also be support through the use of adjuncts in various fields. Use common resources from Medical Assisting program where applicable.			
Informatics	AAS	Region VI	Regional	Fall 2025	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security. Course delivery will be F2F initially and then Hyflex or Online.	Line-item funding will be required			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2025	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. They will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line-item request.			
Program offerings commencing 2026-2027									
Addiction Studies	AAS, ITC	Region VI	Regional	Fall 2026	This program would provide preparatory coursework required to become a licensed addiction counselor. It would prepare students to receive the CADC license and open a pathway to further education. Method of Delivery: Face-to-Face.	This program would require line-item funding for one FTE position.			Because of the close relationship to other behavioral health degrees and the added upward mobility in the job market, we would like to work with other four-year institutions to create a pathway into bachelor's or master's degrees leading to ACADC licensing.
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2026	The Agribusiness AAS and ITC will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included. Delivery will be F2F with online possible in the future.	This program will be possible by seeking new funding from a line-item request.			
Battery Technician	BTC	Region VI	Regional	Fall 2026	A battery technician installs, maintains, and inspects batteries in equipment like electric vehicles. This may provide a primary or backup source of power for the equipment, and requires a working knowledge of electricity, the equipment it powers, and appropriate safety procedures. Face-to-face.	Approximately \$50,000 in equipment and initially adjunct faculty, face-to-face classes			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Certified Modern Banking	ITC	Region VI	Regional	Fall 2026	Certified Modern Banking Representative (CMBR) covers updated material that allows new, entry-level employees to develop in their careers and equips them to take on modern banking challenges with knowledge, confidence, and skill. This is an entry-level certification for banking representatives that applies to a broad group of job seekers. Certification can offer a clear pathway to employment in the banking industry. Method of delivery: initially face-to-face classes, but moving to online	Will teach with business faculty, no anticipated additional costs.			
Computer Science	AS	Region VI	Regional	Fall 2026	The Associate of Science in Computer Science program is designed to provide students with a solid foundation in the principles and practices of computer science. This two-year program offers a comprehensive curriculum that covers key aspects of computer science, including programming, algorithms, data structures, software development, and computer systems. To ensure that our graduates arrive as true Juniors at their transfer institution, General Education credit requirements are limited to 15 credits, frontloading many of the math courses and program prerequisites that can prolong the bachelor's degree. Method of Delivery: Face-to-Face.	This program would require line-item funding for one FTE position			-
Health Care Management	BAS	Region VI	Regional	Fall 2026	This degree is in direct response to employers located in CEI's service area, that are seeking to provide mid-career technicians with greater upward career mobility. It is designed to take credit for prior learning from a variety of technical fields. Delivery will be F2F and online.	Current faculty where applicable, adjunct faculty, resource support from industry.			
Health Information Technology	AAS	Region VI	Regional	Fall 2026	Health information technicians maintain medical records and organize patient data. They check medical records for accuracy, update information, and analyze data. As part of their responsibilities, health information technicians maintain patient confidentiality. The role requires an understanding of medical terminology, which many gain through a health information technology program. These jobs also require good communication and data management skills. Health information technicians typically work in hospitals, doctor's offices, and other healthcare facilities. Hybrid.	Combination of CTE funding for new position and/or cross training with existing faculty in the ITS and Cyber programs, community partnerships and other grant funding. Use common resources from Cyber and the other ITS programs where applicable.			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Health Physics	AAS	Region VI	Regional	Fall 2026	This program would be an expansion of CEI's Health Physics Technology ITC. It would seek to prepare students with a broader skillset for employability across a wider range of facilities. F2F delivery.	This program would initially be supported through the use of adjunct support. Additional line-item funding for faculty may be required based upon demand. Use resources already in place for ITC program.			
Industrial Maintenance Mechanic	BTC	Region VI	Regional	Fall 2026	This is a shared program with the ISU College of Technology to meet the needs of local employers. Face-to-face.	Mostly taught with existing equipment from other programs but may require an additional \$20,000-25,000 for second semester.	Shared curriculum with ISU but taught at CEI.		
Medical Coding	BTC (maybe as an add on for current or prior MA students to enable them to be certified) More likely an ITC	Region VI	Regional	Fall 2026	The Medical Coding Technical Certificate program prepares graduates to work in a variety of health care settings. Opportunities exist in working remotely and in other related health care settings like insurance companies, medical clinics, computer software vendors, and health maintenance organizations, software companies, and law firms. Face-to-face, didactic could be online.	This program would cross over slightly into Medical Assisting, so some resources could be used from that program. It is likely that to begin we would need at least an adjunct who is certified as an AHIMA Coding Specialist to teach most of the coding curriculum.			Already have ITC program at ISU College of Technology. Data from their website suggests demand: 96% placement rate.
Medical Records Specialist	ITC	Region VI	Regional	Fall 2026	Medical records specialists have a variety of data entry and recordkeeping tasks. Some workers categorize medical information for purposes such as insurance reimbursement and providing data to clinicians. Maintaining, auditing and overseeing confidentiality and completeness of medical health records is the focus of this certification. Hybrid.	Combination of CTE funding for new position, community clinical partnerships and other grant funding. Use common resources from Medical Assisting and the Medical Office Specialist Programs where applicable			
Nuclear Technician	AAS	Region VI	Regional	Fall 2026	Nuclear technicians assist physicists, engineers, and other professionals in nuclear research and nuclear energy production. This program would share some resources with the current radiation safety and proposed radiography programs and fill the needs of the INL as well as the healthcare industry in the area with an AAS degree. Instruction will be F2F.	This program will be possible by seeking new funding from a line-item request and a one-time fund for equipment not available through the other programs.	N/A		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Paramedic Program	ITC or AAS	Region VI	Regional	Fall 2026	The paramedic program will prepare students to demonstrate competence in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will prepare to pass certifications in ACLS, PALS and PHTLS. Hybrid	This program would be funded by reallocated funds.			
Pharm Tech	AAS	Region VI	Regional	Fall 2026	The Pharm Tech Program at College of Eastern Idaho will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line-item request.			
Physical Therapy Tech	ITC	Region VI	Regional	Fall 2026	College of Eastern Idaho would develop a program to train students as Physical Therapy Technicians. This would meet our community needs as physical therapists are struggling to fill these entry level positions. We envision this program giving students broad skills that could also help them with securing entry level positions in medical, chiropractic, occupational therapy, and physical therapy offices. Face-to-face, didactic could be online.	This program would require line-item funding for one FTE position. It would also be supported through the use of adjuncts in various fields. It is likely that there would be resources from the already existing MA program that could support this certificate. It is likely we would have equipment in other healthcare programs that could be used for this certificate. There would likely be minimal equipment needs for courses. There might be a need for space to do labs for Kinesiology and Biomechanics courses. .			

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/ Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Radiography	AAS	Region VI	Regional	Fall 2026	The radiography program would offer students the knowledge and skills for utilizing radiation in the diagnosis of disease under the direction of a physician. This program will obtain approval as an AART certified program, which allows students to sit for the necessary industry certification. Hybrid	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs. This program will need partnership support from regional clinical partners in order to be viable.	N/A		
Speech-Language Pathology Assistant	AAS	Region VI	Regional	Fall 2026	A Speech-Language Pathology Assistant (SLPA) (support personnel) who, following academic coursework, fieldwork, and on-the-job training, performs tasks that are prescribed, directed, and supervised by a certified and/or licensed speech-language pathologist. SLPAs may have the opportunity to work in a variety of settings including schools, home health, clinics, private practice, and Early Intervention, as determined by state laws and regulations. Hybrid .	Combination of CTE funding for new position, community clinical partnerships and other grant funding.			
Ultrasound Technician	AAS (shorter certificate program could be offered for those already with an Allied Health AAS degree)	Region VI	Regional	Fall 2026	Ultrasound technicians, sonographers, and ultrasound technologists are interchangeable terms used to describe a highly specialized and trained allied health professional. Often, an ultrasound technologist is associated with performing pregnancy ultrasounds, though career opportunities extend beyond obstetrics, into cardiology, vascular health, pediatrics, musculoskeletal, breast and abdominal examinations. Face-to-face, didactic could be online.	This program would require line-item funding for one FTE position. It would also be supported through the use of adjuncts in various fields. Funding would also be needed to secure equipment to train students on.			We need to continue to discuss the options to offer this certificate/degree.

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2024-2025									
Anthropology	AA	Region IV	Regional	Fall 2024	Anthropology is the interdisciplinary study of the human species. The program offers introductory course work in three of the four major sub-fields of anthropology including physical anthropology, cultural anthropology, and archaeology. Two of the four anthropology courses satisfy core requirements at CSI. Particular emphasis is given on the anthropology of the Great Basin area.			Discontinue	
Communication	AA	Region IV	Regional	Fall 2024	The Communication program provides students with a foundation in human communication emphasizing interpersonal communication, gender issues, listening theory and skills, public speaking, argumentation and debate. Communication majors often find employment in such areas as advertising, broadcasting, marketing, corporate training, education, law, public relations and sales upon completion of a Bachelor's degree.			Discontinue	
Teacher Education	Apprenticeship	Region IV	Regional	Fall 2024	A teacher education teacher apprenticeship program would allow paraeducators already working in schools to leverage their considerable on-the-job experience toward a teaching credential. The program would be a hybrid working both online and face-to-face for maximum time and location flexibility. MOD: Traditional with some portion available online	No new resources will be needed for the program	Our institution would need to enter into MOUs with school districts to work with their employees as they complete the apprenticeship program.		Exploring
Program offerings commencing 2025-2026									
Chemical Technician	AAS/ ITC/ BTC	Region IV	Regional	Fall 2025	The Chemical Technician program teaches students to operate laboratory equipment, conduct sophisticated experiments, set up apparatuses for chemical reactions, handle materials, prepare compounds, collect samples, and conduct analyses that evaluate product quality and consistency. Graduates of the program will be prepared to work in research and development laboratories and/or analytical laboratories. Emphasis is given to chemical, biological, and agricultural laboratories to support food and dairy processing. MOD: Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/certificate	N/A		

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Civil Engineering Technician	AAS/ ITC/ BTC	Region IV		Fall 2025	The Civil Engineering Technology program responds to employer needs for graduates who can function effectively in the areas of design and maintenance of highway infrastructure, as well as structural, civil, environmental, sustainability, and an array of other construction jobs requiring specific training and education in the area of civil engineering. This program would be of interest to individuals considering jobs in the civil engineering, civil engineering technology, surveying, and environmental engineering fields. In addition, the program provides a solid background for students seeking to transfer into baccalaureate institutions with civil engineering, civil engineering technology, environmental engineering technology, and surveying. Please note: The department plans to seek the ETAC of ABET's accreditation as soon as it is prepared to do so. MOD: Traditional with some portion available online	Existing transfer and CTE courses, organized into terminal degree/certificate, new surveying course series	N/A		
Project Management	Specialized Certificate	Region IV	Regional	Fall 2025	The Project Management program prepares students with the skills and knowledge needed to effectively lead and manage projects in various industries. Students learn key project management principles, tools, and techniques to plan, execute, and evaluate projects successfully. The curriculum covers areas such as project scheduling, budgeting, risk management, and team leadership. Graduates are equipped to pursue entry-level project management positions. Method of Delivery: Online and face-to-face	No new resources will be needed for the program	N/A		

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Spanish for Health Professions	AA	Region IV	Regional	Fall 2025	The Spanish for Health Professions program provides students with comprehensive language training tailored to the healthcare field. Students develop proficiency in medical Spanish, enabling them to effectively communicate with Spanish-speaking patients. The curriculum includes specialized courses in healthcare terminology, cultural competency, and practical language skills. Graduates are equipped to provide culturally sensitive care and support in a variety of healthcare settings. Spanish for the Health Professions is designed to increase student competitiveness after graduation in both health care and post-secondary health profession programs and transfer to ISU program. This major is well suited to the changing needs in Idaho and beyond. Method of Delivery: Online and face-to-face	No new resources will be needed for the program	N/A		
Program offerings commencing 2026-2027									
No proposed programs at this time.									
Program offerings commencing 2027-2028									
No proposed programs at this time.									

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2025-2026									
Digital Photography (Commercial)	AAS	Region III	Regional	Fall 2025	Digital commercial photography and digital photo editing, Adobe Lightroom and Photoshop software. This will align with local high school CTE programs in digital photography and meet demand for photography jobs in Idaho. Method of Delivery: didactic online; skills in person	New state funding	N/A		Under Development
Mining Technology	AS	Region III	Regional	Fall 2025	The Associate of Science degree in Mining Technology blends basic sciences, mathematics, principles and practices of management, and courses in Mining Technology to prepare students for roles in the Mining industry. Method of Delivery: in-person	No new funding for personnel Will need grant or gift funding for equipment	NA		Under Development
Program offerings commencing 2026-2027									
Aviation Maintenance Technician	AAS	Region III	Regional	Fall 2026	An aviation maintenance technician is someone who installs, tests, maintains, and repairs aircraft equipment. The training will prepare students with the technical knowledge and skills necessary to become FAA certificated Aviation Maintenance Technicians. Method of Delivery: Skills in person	New state funding	TBD		Under Development
Game Design and ESport Management (GDEM)	AAS	Region III	Regional	Fall 2026	The curriculum will train students to start testing and designing games, or work in esports as a coach, or mentor, or trainer. Method of Delivery: in-person, hybrid, and online	Reallocation of institutional resources	N/A		Under Development
Program offerings commencing 2027-2028									
Healthcare Administration	BAS	Region III	Regional	Fall 2027	Designed for students who have earned their AS degree in any of the health-related fields that would like to further their education and career and work in a leadership, supervisory, or administrative position within the healthcare industry. Method of Delivery: online	New state funding or reallocation of institutional resources			Under Development

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Elementary Education	BAS	Region III	Regional	Fall 2027	This Bachelor of Applied Science degree will prepare students for the PRAXIS exam and teacher certification. Method of Delivery: online and in person	Allocation of existing resources or may request state funding.	N/A		Under Development
Nursing - RN to BSN	BSN	Region III	Regional	Fall 2027	Data has shown a need for Bachelor of Science in Nursing to meet industry requirements. It is intended to offer licensed Associate degree Nurse's affordable option to earn BSN. Method of Delivery: Online	New state funding or reallocation of institutional resources	N/A	N/A	Under Development

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Program offerings commencing 2023-2024									
Dental Hygiene	Associate of Applied Science	Coeur d'Alene/Region I LCSC/Region II	Regional	Spring 2024	This degree will allow local students the opportunity to enter the Dental Health field without leaving the region for the required training. Due to the shortage of Dental Hygienists, along with the long waiting list of students we plan to accept a new incoming cohort every Spring semester rather than every other Spring semester. This would allow for students to be active in the program yearly, which would then allow for the Dental Hygiene Clinic to be fully operational annually versus every other year. Method of Delivery: Face-to-Face	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCSC = \$55K/student}	LCSC		
Program offerings commencing 2024-2025									
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/ Region I LCSC/Region II CWI/Region III CSI/Region IV ISU/Region V CEI/Region VI	Regional	Consortium admittance will begin Spring semester 2025	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid	Will need to hire 1 FTE clinical education coordinator	MOUs developed as/if requested by institutions. LCSC would like to join the consortium. Current members include NIC (host), CSI, and CEI.		This program already exists at NIC and is accredited. Delayed having to renew accreditation and will now move to Consortium program. Will submit self-study April 2024 and host site visit fall 2024 as consortium program.

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Radiography Technology, Mammography	Certificate	Coeur d'Alene/Region I	Regional	Spring 2025	The Mammography technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, in good standing. It provides students with the knowledge needed to perform mammography and to sit for the Mammography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Mammography. Method of Delivery: F2F and includes clinical rotations in mammography.	Use of additional adjuncts			Planning. There is demand based on conversations with clinical partners.
Program offerings commencing 2025-2026									
Certified Occupational Therapy Assistant (COTA)	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025	The program prepares graduates to work with occupational therapists to help individuals regain or improve their ability to independently perform activities of daily living. They work to improve patients' range of motion, everyday living skills, tactile abilities, cognitive skills, strength, endurance, coordination and comfort. Method of Delivery: Hybrid (combo of online, campus lab, and clinical)	Faculty/Program Director			Investigative
Emergency Medical Services	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025	The program will prepare graduates to respond to emergencies and provide medical care to patients both at the scene of the event and on the way to a nearby medical facility. This program will ideally be built as part of stacked credentials for Emergency Medical Services (EMT, EMT-A). Graduates will be eligible to take the National Registry of Emergency Medical Technician. Method of Delivery: Hybrid	Faculty/Program Director			Investigative
Film Studies	Associate of Arts	Coeur d'Alene/Region I	Regional	Fall 2025	The program will explore the art and craft of cinema. Students will dive into the history, theory, and practice of filmmaking through script analysis, cinematography, and editing. Method of Delivery: Hybrid	None, the program will utilize existing faculty and resources			Exploring

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2025	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck. Method of Delivery: Hybrid	May seek state funding for 1 FTE faculty member			Exploring
Music Technology	Associate of Arts	Coeur d'Alene/Region I	Regional	Fall 2025	The program will prepare students with audio production, synthesis, and digital composition skills which are highly desired in the music industry. Students will learn recording techniques and digital music composition. Method of Delivery: Hybrid	New Budget request for additional equipment and may require additional adjunct faculty			Exploring
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2025	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography. Method of Delivery: F2F	Use of additional adjuncts			First priority is to increase enrollment cycle annually for AAS Rad Tech program. Then will look to add this certification. Increased admission to annual fall 2024. Now will focus on development of CT certification.

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Respiratory Therapy	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025 or Fall 2026	The program prepares students for entry-level employment as respiratory therapists. Respiratory therapists administer respiratory care to patients who have conditions that affect the cardiopulmonary system. The trained individuals assess patients and determine appropriate treatments, evaluate effectiveness of the treatment and modify as indicated. They set up and operate respiratory equipment used in the delivery of respiratory care. They work as a member of an interdisciplinary team. Method of Delivery: Hybrid (combination of online and apprenticeship clinical)	Need to hire faculty member/program director			Planning
Surgical First Assist	Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2025 or Spring 2026	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeons by performing advanced technical skills during surgical procedures. Method of Delivery: Hybrid	Use of additional adjuncts			Looking at implementation 2025-2026. Advisory Committee stated not a priority at this time.
Biological Sciences	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	We are seeking to combine several degrees into a Biological Sciences degree (Biology, Forestry, Botany, and Zoology). The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields, including the health professions, education, agriculture, forestry, and environmental sciences. Method of Delivery: Hybrid	None, the program will utilize existing faculty and resources			Planning
Biology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Biological Sciences ." The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields, including the health professions, education, agriculture, forestry, and environmental sciences.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Botany	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Biological Sciences. " The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields.			consolidate	Planning
Environmental Science	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Biological Sciences. " Environmental science is an interdisciplinary field that utilizes physical, chemical, and biological sciences to study both natural and anthropogenic impacts on the environment. Communication, data management, and problem-solving skills are stressed throughout the program and applied to a variety of complex environmental issues including biodiversity loss, water resources, and global climate change.			consolidate	Planning
Forestry/Wildlife/ Range Management	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Biological Sciences. " This program provides required coursework for students interested in pursuing a career in natural resource management. The program acquaints students with the physical, biological, and social sciences, as well as the humanities. The curriculum provides a basis of general education and scientific-professional courses addressing the use of forests, rangelands, and related natural resources.			consolidate	Planning
Zoology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Biological Sciences. " The biological sciences deal with the basic principles of all living things: structure, function, and ecological associations. An understanding of biological principles is important in a wide variety of fields.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Physical Sciences	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	We are seeking to combine several degrees into a Physical Science degree (Astronomy, Chemistry, Geology, Physics). Physical science deals with matter, energy, the composition, structure, and properties of substances and their transformations and the history of the earth. A strong background in science and mathematics is important preparation for a college physical science program. Method of Delivery: Hybrid	None, the program will utilize existing faculty and resources			Planning
Astronomy	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Physical Sciences " Physics is the science that deals with matter and energy and their interactions in selected fields such as mechanics, acoustics, and electricity.			consolidate	Planning
Chemistry	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Physical Sciences " Chemistry is a science that deals with the composition, structure, and properties of substances and their transformations.			consolidate	Planning
Geology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Physical Sciences " This program is for students interested in pursuing a baccalaureate degree in Geology. Geology is the science that deals with the history of the earth and its life, especially as recorded in rocks. Small classes, excellent laboratories, and close proximity to classical geological field environs are especially well suited to providing the lower-division requirements for geology majors.			consolidate	Planning
Physics	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Physical Sciences " Physics is the science that deals with matter and energy and their interactions in selected fields such as mechanics, acoustics, and electricity.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Pre-Microbiology/ Medical Technology	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into "Pre-Medical." The Pre-Microbiology/Medical Technology program is designed for students who desire professional careers in applications of control and diagnosis of diseases, agriculture, food technology, genetic engineering, environmental/pollution control, clinical lab work in hospitals, public health and research labs, and in industrial and pharmaceutical laboratories. Method of Delivery: Hybrid (consolidating into another degree)			consolidate	Planning
Pre-Nutrition	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Pre-Medical. " This program is for students who love science, think critically, and want to help others live healthier lives. The required coursework is designed specifically for students who plan on transferring to the University of Idaho - Coeur d'Alene to complete a bachelor's degree in food and nutrition.			consolidate	Planning
Pre-Physical Therapy	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Pre-Medical. " This program is designed for students planning to transfer to a major suitable for entry into a physical therapy program. Physical therapy programs are very competitive and typically require an overall GPA of 2.75 or better and a 3.00 GPA in all prerequisite work (i.e., biology, zoology, chemistry, and physics). In addition, 75-80 hours (minimum) of work/observation under the direction of a licensed physical therapist are required for entry into physical therapy programs (may vary with transfer institution).			consolidate	Planning
Pre-Veterinary Medicine	Associate of Science	Coeur d'Alene/Region I	Regional	Fall 2025	Combining into " Pre-Medical. " The states of Idaho and Washington have an agreement which guarantees a certain number of places in the Washington State University College of Veterinary Medicine to qualified Idaho residents. Candidates with greater depth and breadth of academic background are given preference by WSU.			consolidate	Planning

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description and Method of Delivery	Anticipated Resources	Memorandum of Understanding or Contract	Discontinue/ Consolidate	Program Status
Pharmacy Technology	Intermediate Technical Certificate	Coeur d'Alene/Region I	Regional	Exploring	The Pharmacy Technology program prepares graduates for positions working under the supervision of a licensed and registered pharmacist in retail and institutional pharmacy practice settings. Students completing the program will have a basic understanding of anatomy, physiology, medical terminology, pharmacy law, and the therapeutic classification and use of the top-200 prescription drugs. Students will develop skills in pharmaceutical preparation, maintaining patient profiles or records, sterile products preparation, performing stock procedures, communication and presentation, and computer use to enter, store, and recall patient information.	Will need full-time faculty member/program director. Will need to re-establish accreditation as it expired.			Program suspended in 2020. Attempted to look at apprenticeship but change in leadership prevented progression. Receive frequent requests to re-open the program. Will continue to review and hopeful reopen Fall 2025.
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Exploring	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN. Method of Delivery: Hybrid	N/A			Continue investigation of offering Bachelor of Science Nursing program at NIC.
Program offerings commencing 2026-2027									
No proposed programs at this time.									
Program offerings commencing 2027-2028									
No proposed programs at this time.									

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BSU	Intermediate Basque	00.0000	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Policy Research	00.0000	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
CSI	IT Development and Security	00.0000	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Business Technology and Service	00.0000	AAS		Career and Technical Education	Business Tech and Service		Regional	
LCSC	Music	00.0000	Minor		Liberal Arts and Sciences	Humanities		Regional	
CSI	Agriculture	01.0000	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	AA		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agribusiness	01.0101	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Agribusiness	01.0101	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Commodity Risk Management	01.0103	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology		Regional	
UI	Agricultural Economics	01.0103	B.S.	Emphasis: 1) Applied Economics - 01.0103 2) Agribusiness - 01.0102	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics 2) Agribusiness 3) Natural Resources	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
CSI	Geospatial Technology	01.0106	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Agriculture Business, Leadership and Education	01.0199	AA		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)

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UI	Agricultural Systems Management	01.0201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
UI	Precision Agriculture	01.0299	Certificate-UG		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online Traditional (face-to-face)
CSI	Agriculture	01.0301	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Agriculture	01.0301	BTC		Agriculture	Agriculture	Twin Falls	Regional	Some portion online
CSI	Aquaculture	01.0303	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Aquaculture	01.0303	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Aquaculture	01.0303	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	Minor		College of Agriculture and Life Sciences	Soil and Water Systems		Regional	
CWI	Horticulture Technology, Horticulturist	01.0601	AAS		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ATC		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ITC		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Forest Nursery Management and Technology	01.0606	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	International Agriculture	01.0701	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications		Regional	
UI	Agricultural Extension Education	01.0801	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Moscow	Regional	Traditional (face-to-face)

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UI	Agricultural Communications and Leadership	01.0802	Minor		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.		College of Agriculture and Life Sciences	Agricultural Education, Leadership and Communications	Boise Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
CSI	Animal Science	01.0901	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Animal Science	01.0901	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Animal Science Livestock Technician	01.0901	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Animal and Veterinary Science	01.0901	AS		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Animal and Veterinary Science	01.0901	B.S.	Options: 1) Business 2) Dairy Science 3) Production 4) Science/Preveterinary	College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	M.S.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	Minor		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	B.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	M.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	Minor		College of Agriculture and Life Sciences	Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	Ph.D.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CSI	Food Processing Technology	01.1002	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fermentation Science	01.1099	Undergraduate Certificate		School of Science, Technology, and Math	Agricultural Sciences	Nampa	Regional	Online Traditional (face-to-face)
UI	Plant Science	01.1101	M.S.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Plant Science	01.1101	Ph.D.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Crop Science	01.1102	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Crop Science and Management	01.1102	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Horticulture	01.1103	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Horticulture and Urban Agriculture	01.1103	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Plant Protection	01.1105	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Rangeland Conservation	01.1106	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Rangeland Ecology and Management	01.1106	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	M.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	Ph.D.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Soil Science	01.1201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene Moscow	Regional	Traditional (face-to-face) Web/video
UI	Environmental Soil Science	01.1299	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Veterinary Studies Medicine	01.1302	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Veterinary Medicine	01.1302	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	AAS		Agriculture			Regional	Hybrid Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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BSU	Human-Environment Systems	03.0101	Graduate Certificate		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
CWI	Biology, Natural Resource emphasis	03.0101	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
NIC	Forestry/Wildlife/Range Management	03.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Environmental Education	03.0103	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Environmental Studies	03.0103	B.A.		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
ISU	Environmental Studies	03.0103	Academic Certificate		Arts and Letters	History	Pocatello	Regional	Hybrid Some portion online Traditional (face-to-face)
ISU	Environmental Studies	03.0103	Graduate Certificate		Arts and Letters	History	Pocatello	Regional	Online Some portion online Traditional (face-to-face) Web/video
BSU	Applied Environmental Science	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
BSU	Data Science in Environmental Science	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
BSU	Environmental Science	03.0104	B.S.		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
BSU	Environmental Science Translation and Communication	03.0104	Emphasis		Arts and Sciences	School of the Environment		Regional	
ISU	Engineering and Applied Science: Environmental Science & Management	03.0104	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Environmental Science & Management	03.0104	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Environmental Science and Management	03.0104	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Traditional (face-to-face)

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NIC	Environmental Sciences	03.0104	AS		Natural Sciences Division	Biology	Post Falls	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	B.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	M.S.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science	03.0104	Ph.D.	Options: 1) Biological Science 2) Physical Science 3) Physical Science 2 4) Social Science 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Environmental Science (online)	03.0104	M.S.		College of Natural Resources	Environmental Science		Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Interdisciplinary Science and Technology	03.0104	P.S.M.	Options: 1) Water Resources Management 2) Environmental Contamination 3) Sustainability Science 4) Climate Change Science 5) Management of Regulated River Systems 6) Ecohydrology Science and Management	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Remote Sensing of Environment	03.0104	Certificate-UG		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Remote Sensing of the Environment	03.0104	Certificate-GR		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Hybrid
UI	Natural Resource Management	03.0199	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Natural Resources	03.0199	M.S.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources	03.0199	Ph.D.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
BSU	Environmental Management	03.0201	Master		Arts and Sciences	School of the Environment	Boise	Regional	Traditional (face-to-face)
CSI	Natural Resources Management	03.0201	AS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Environmental Communication	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)

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UI	Natural Resources	03.0201	M.N.R.	Options: 1) Integrated Natural Resources - 03.0201 2) Fire Ecology and Management - 03.0201 3) Environmental Education and Science Communication - 13.1338	College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Online
UI	Natural Resources	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Conservation	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Environmental Law	03.0201	Certificate-GR		College of Law		Moscow	Regional	Traditional (face-to-face)
UI	Natural Resource Economics	03.0204	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
ISU	Cultural Resources Management	03.0207	Academic Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
UI	Fisheries Science	03.0301	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fishery Resources	03.0301	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forestry	03.0501	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Forestry Resources	03.0502	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Fire Ecology and Management	03.0506	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Fire, Ecology & Management	03.0506	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest and Sustainable Products	03.0509	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Statewide	Traditional (face-to-face)

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UI	Renewable Materials	03.0509	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations	03.0510	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations and Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Wildland Fuel and Fire Technology	03.0511	A.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Parks, Protected Areas and Wilderness Conservation	03.0601	Minor		College of Natural Resources	Natural Resources and Society	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Statewide	Online Traditional (face-to-face)
UI	Wildlife Sciences	03.0601	Minor		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources Enterprise Management	03.9999	B.S.		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0201	Minor		College of Art and Architecture	Architecture	Boise Moscow	Regional	Online Traditional (face-to-face) Web/video
UI	Architecture (Region III-First 2 years)	04.0201	B.S.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Department of Architecture	04.0201	N/A		College of Art and Architecture	Architecture		Regional	
UI	Department of Art and Design	04.0201	N/A		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Department of Design and Environments	04.0201	N/A		College of Art and Architecture	Architecture	Moscow	Regional	
UI	Integrated Architecture and Design	04.0201	M.S.		College of Art and Architecture	Architecture	Moscow	Regional	Traditional (face-to-face)
BSU	Planning	04.0301	Undergraduate Certificate		School of Public Service	Urban Studies and Community Development	Boise	Regional	Online
UI	Design for Inclusion and Well-Being	04.0501	Certificate-UG		College of Art and Architecture	Interior Design	Moscow	Regional	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	B.I.A.D.		College of Art and Architecture	Interior Design	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	Minor		College of Art and Architecture	Interior Design	Boise Coeur d'Alene	Regional	Traditional (face-to-face)

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UI	Environmental Design	04.0601	B.S.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Hybrid Traditional (face-to-face)
UI	Landscape Architecture	04.0601	M.L.A.		College of Art and Architecture	Landscape Architecture	Boise Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	Minor		College of Art and Architecture	Landscape Architecture	Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0902	M.		College of Art and Architecture	Architecture	Boise Moscow	Statewide	Hybrid Online Traditional (face-to-face)
UI	Asian Studies	05.0103	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Basque Cultural Studies	05.0106	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	Latin-American Studies	05.0107	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Korean Studies	05.0128	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Diversity, Equity, and Inclusion	05.0199	Undergraduate Certificate		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
UI	Black Studies	05.0201	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
NIC	American Indian Studies	05.0202	AA		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	American Indian Studies	05.0202	Undergraduate Certificate		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	American Indian Studies	05.0202	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
BSU	Latin American and Latino/a Studies	05.0203	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latinx Community Engagement	05.0203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
UI	Women's and Gender Studies	05.0207	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Gender and Sexuality Studies (online)	05.0299	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video

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ISU	Communication	09.0100	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid
ISU	Communication	09.0100	MA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Communication (online)	09.0100	MA		Arts and Letters	Communication, Media and Persuasion		Regional	Online Web/video
BSU	Communication	09.0101	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Communication	09.0101	M.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Professional Communication Skills	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Social and Cultural Advocacy	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Workplace Communication	09.0101	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CSI	Communication	09.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Communication	09.0101	AA		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Communication	09.0101	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Communication	09.0101	Undergraduate Certificate		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Communication	09.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Communication	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online

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UI	Communication	09.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Communication (ICC) Orofino	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Communication (ISCC) Kuna	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Communication (PWCC) Pocatello	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
BSU	Digital Media Literacy	09.0102	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello Pocatello	Regional	Traditional (face-to-face) Traditional (face-to-face)
ISU	Communication - Emphasis in Social Media & Digital Communication	09.0102	Emphasis		Arts and Letters	Communication, Media and Persuasion	Pocatello Pocatello	Regional	Traditional (face-to-face) Traditional (face-to-face)
BSU	Integrated Media and Strategic Communication	09.0199	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Content Management	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Studies	09.0199	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Sport Media and Communications	09.0199	B.A. emphasis		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Sport, Information and Culture	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Journalism	09.0401	Minor		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
NIC	Journalism	09.0401	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Journalism	09.0401	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Journalism	09.0401	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)

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UI	Journalism	09.0401	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Strategic Media Management	09.0402	Certificate-GR		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
BSU	Conflict	09.0702	A.A.		Arts and Sciences		Boise	Regional	Online
BSU	Conflict	09.0702	M.A. emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Digital Communications Management	09.0702	M.A.		Arts and Sciences		Boise	Regional	Online
BSU	User Research	09.0702	M.A. emphasis		Arts and Sciences		Boise	Regional	Online
CWI	Media Arts	09.0702	AA		School of Social Sciences and Public Affairs		Nampa	Regional	Traditional (face-to-face)
LCSC	Writing for the Web & Social Media	09.0702	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Hybrid
UI	Broadcasting and Digital Media	09.0702	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Emerging Media	09.0702	M.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
UI	Media Production	09.0702	Certificate-GR		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Online
UI	Social Media Management	09.0702	Certificate-UG		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Organizational Dynamics	09.0901	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Organizational Sciences	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Organizational Sciences (ICC) Orofino	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online

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UI	Organizational Sciences (ISCC) Kuna	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
UI	Organizational Sciences (PWCC)	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication		Regional	Online
BSU	Integrated Strategic Communications	09.0902	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Online
BSU	Public Relations	09.0902	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Social Media Creator	09.0902	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
UI	Public Relations	09.0902	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
ISU	Sports Media	09.0906	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	09.0906	BA		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	09.0906	BS		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)

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ISU	Technical Communication	09.0908	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Online Some portion online Traditional (face-to-face) Web/video
BSU	Communication Management	09.0909	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Online
UI	Virtual Technologies	10.0304	Certificate-UG		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		College of Art and Architecture	Virtual Technology and Design	Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
BSU	Idaho Election Cybersecurity Center (INSURE)	11.0101	N/A		Engineering		Boise	Regional	Traditional (face-to-face)
CSI	Computer Science	11.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Computer Science	11.0101	AS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise Nampa	Regional	Traditional (face-to-face)
LCSC	Computer Science	11.0101	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Computer Science	11.0101	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Computer Science	11.0101	Minor		Professional Studies	Business and Computer Science		Regional	Online Traditional (face-to-face)
BSU	Generative AI	11.0102	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
CWI	Artificial Intelligence and Cloud Computing	11.0102	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Some portion online Traditional (face-to-face)
UI	Artificial Intelligence and Machine Learning (AI/ML)	11.0102	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Artificial Intelligence and Machine Learning	11.0102	Certificate-UG		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)

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BSU	Information Technology Mgmt	11.0103	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	Traditional (face-to-face)
ISU	Information Systems	11.0103	Academic Certificate		Business	Accounting and Information Systems	Pocatello	Regional	Online Some portion online Traditional (face-to-face) Web/video
ISU	Information Technology Systems	11.0103	BAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.0103	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.0103	BTC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Data Analytics Emphasis (BBA) for all BBA majors	11.0104	Emphasis		Business	Informatics	Idaho Falls Pocatello	Regional	Some portion online Traditional (face-to-face)
LCSC	Business Informatics	11.0104	BA/BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Computational Science	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	B.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	M.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering	Computer Science		Regional	
BSU	Computer Science: Entrepreneurship	11.0701	Emphasis		Engineering	Computer Science		Regional	

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BSU	Computing	11.0701	Ph.D		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Data Science for STEM	11.0701	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning	11.0701	Graduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning emphasis	11.0701	Emphasis		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
ISU	Computer Science	11.0701	BS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Online
ISU	Earth and Environmental Systems	11.0701	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Earth and Environmental Systems	11.0701	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
NIC	Computer Science	11.0701	AS		Math, Computer Science and Engineering Division	Computer Science	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Computer Science	11.0701	B.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	M.S.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online
UI	Computer Science	11.0701	Minor		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	Ph.D.		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.0701	Minor		College of Engineering	Computer Science		Regional	
UI	Robotics Engineering	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Robotics Systems	11.0701	Certificate-UG		College of Engineering	Computer Science	Coeur d'Alene	Regional	Some portion online Traditional (face-to-face)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene Moscow	Regional	Online

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CEI	Web and Application Development	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web and Application Development	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ATC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Digital Media	11.0801	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Digital Media	11.0801	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Software Development	11.0801	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	BTC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Web Design	11.0801	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	AAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Web Design and Social Media	11.0801	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	MS Computer Networking Technologies	11.0901	AAS			Computer Networking Technologies		Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	ITC			Computer Networking Technologies		Regional	Traditional (face-to-face)
CSI	Network Systems Technician	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	BTC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Information Technology Systems	11.0901	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.1002	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computer Information Technology and Security	11.1002	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
BSU	Cybersecurity	11.1003	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Some portion online

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BSU	Cybersecurity Management	11.1003	Graduate Certificate		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	Specialized Certificate		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.1003	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.1003	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Online Traditional (face-to-face)
CWI	Cybersecurity AAS	11.1003	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise Boise	Regional	Online Traditional (face-to-face) Traditional (face-to-face)
LCSC	Cyber Management	11.1003	BA/BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)

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UI	Cybersecurity	11.1003	M.S		College of Engineering	Computer Science	Coeur d'Alene Idaho Falls Moscow	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.1006	BTC		Business, Office, and Technology	Information Assurance and Cybersecurity	Idaho Falls	Regional	Hybrid
CEI	MS Certified Solutions Associate	11.1006	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Computer Support Technician	11.1006	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	AAS		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ATC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ITC		School of Science, Technology, and Math	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Cosmetology	12.0401	ATC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Barbering	12.0402	Specialized Certificate		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Culinary Arts	12.0503	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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NIC	Culinary Arts	12.0503	AAS		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ATC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ITC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Culinary Arts Apprenticeship	12.0503	A.A.S.		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Educational Studies	13.0101	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.			Education		Regional	Hybrid
ISU	Teaching (K-12)	13.0101	MA		Education	Teaching and Educational Studies	Pocatello	Regional	Online
LCSC	General Studies: Education	13.0101	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
UI	Dual Credit Instructor	13.0101	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online Traditional (face-to-face)
UI	Education	13.0101	Ed.D		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
UI	Education	13.0101	Ph.D.		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid Online Traditional (face-to-face)
BSU	Bilingual Education, K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201	Minor		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)

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BSU	Elementary Education - TESOL	13.0201	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English Language Development Pre-K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages, K12	13.0201	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
CSI	Education, Bilingual Elementary	13.0201	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Curriculum & Instruction	13.0301	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English as a New Language (ENL)	13.0301	M.Ed.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English as a Second Language (K-12) Teaching Endorsement	13.0301	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)
BSU	K-12 Physical Education and Health	13.0301	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Education Leadership	13.0301	Ed. D.		Education			Regional	

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UI	Curriculum and Instruction	13.0301	Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise	Regional	Traditional (face-to-face)
UI	Curriculum and Instruction	13.0301	M.Ed.	Emphasis: 1) Career & Technical Education - 13.1319 2) Teacher certification 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
BSU	Educational Leadership	13.0401	M.Ed.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Educational Leadership, Executive	13.0401	Ed.S		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
ISU	Educational Leadership	13.0401	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership	13.0401	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	AA		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Educational Leadership (P-12 Ed. School Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid

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ISU	Educational Leadership (P-12 Education Administration) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
UI	Educational Leadership	13.0401	Ed.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
UI	Educational Leadership	13.0401	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Special Education Director Endorsement	13.0402	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Idaho K-12 Principal Endorsement Certificate	13.0408	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Idaho State Dept. of Education Administrator Certificate with Superintendent Endorsement	13.0411	Ed S		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Education Administration	13.0499	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	Education Administration (online)	13.0499	Ed S		Education	Education		Regional	Online Some portion online Web/video
BSU	Cyber Operations and Resilience	13.0501	EdD emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Cyber Operations and Resilience	13.0501	EdS emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Cyber Operations and Resilience	13.0501	MET emphasis		Education	Educational Technology	Boise	Regional	Online
BSU	Designing Accessible and Inclusive Online Education	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online

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BSU	Educational Technology	13.0501	Ed.D.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.E.T.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	eLearning Design	13.0501	Undergraduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Instructional Technology Coaching	13.0501	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph.D.		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	Ed D		Education	Organizational Learning and Performance		Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid

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ISU	Instructional Design and Technology (online)	13.0501	Ed D Emp.		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Instructional Design and Technology (online)	13.0501	M Ed		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
UI	Technology Integration Specialist	13.0501	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Program Evaluation, Measurement and Statistics	13.0601	M.S.		Education	Educational Leadership, Research, and Technology	Boise	Regional	Traditional (face-to-face)
BSU	Assistive Technology	13.1001	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Leadership	13.1001	Emphasis		Education		Boise	Regional	Online
BSU	Intervention Specialist	13.1001	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education	Early and Special Education		Regional	Traditional (face-to-face)
ISU	Special Education	13.1001	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid Online

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ISU	Special Education	13.1001	BS		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid Online
ISU	Special Education	13.1001	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Special Education	13.1001	BA/BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Special Education	13.1001	Undergraduate Certificate		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
UI	Special Education	13.1001	M.Ed.		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS		Education	Teaching and Educational Studies	Pocatello	Statewide	Online
BSU	Counseling	13.1101	M.A.		Health Sciences	Counselor Education	Boise	Regional	Traditional (face-to-face)
BSU	Counselor Education and Supervision	13.1101	Ph.D		Health Sciences	Counselor Education	Boise	Regional	Traditional (face-to-face)
ISU	School Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
BSU	Elementary Education	13.1202	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Education	13.1202	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	
BSU	Elementary Education (Masters)	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)

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CSI	Education	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Elementary	13.1202	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Education-Elementary	13.1202	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Elementary Ed.	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
ISU	Elementary Education	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid Online
ISU	Elementary Education	13.1202	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello	Regional	Hybrid
ISU	Elementary Education (online)	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
ISU	Requirements for Elementary Education Standard Certification Only	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Elementary Education	13.1202	Undergraduate Certificate		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Online Traditional (face-to-face)
UI	Elementary Education	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Elementary Education (online)	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction		Regional	
BSU	Second Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)

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BSU	Secondary Education	13.1205	M.I.T.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
CSI	Education, Secondary	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Special	13.1205	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Education-Secondary	13.1205	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Secondary Education STEM	13.1205	AS		School of Social Sciences and Public Affairs	Mathematics	Nampa	Regional	Traditional (face-to-face)
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.			Education		Regional	Hybrid
ISU	Secondary Education	13.1205	BA		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	BS		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	CERT		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education	13.1205	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education (online)	13.1205	M Ed		Education	Teaching and Educational Studies		Regional	Online Some portion online Web/video
NIC	Education	13.1205	AA		Trades and Industry	Education		Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Secondary Education	13.1205	B.S.	Endorsement: Special Education 13.1001	College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Teaching: Secondary Education	13.1205	B.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online

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UI	Teaching: Secondary Education	13.1205	M.A.T.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
ISU	Teacher Education - Post-baccalaureate Certificate (TE-PbC)	13.1206	PB Cert		Education	Teaching and Educational Studies	Idaho Falls Pocatello Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Blended Early Childhood/Early Childhood Special Education	13.1210	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	M.Ed.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood	13.1210	Emphasis		Arts and Sciences			Regional	
BSU	Early Childhood Program Administration and Leadership	13.1210	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Inclusive Early Childhood Education	13.1210	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Some portion online
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Blended Early Childhood Education	13.1210	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Early Childhood Development	13.1210	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BTC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)

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LCSC	Early Childhood Development	13.1210	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	Undergraduate Certificate		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College		Boise	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	B.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	M.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	M.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts and Sciences	Art, Design and Visual Studies		Regional	
BSU	Narrative Arts	13.1302	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
NIC	Business Teacher Education	13.1303	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Consulting Literacy Teacher--suspended 2/10/2022	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching	13.1305	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)

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LCSC	Secondary Education: English	13.1305	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Health Teaching Endorsement	13.1307	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	
LCSC	Secondary Education: Kinesiology	13.1307	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
ISU	Family and Consumer Sciences	13.1308	BS		Education	Organizational Learning and Performance	Pocatello	Regional	Traditional (face-to-face)
BSU	Online Teaching	13.1309	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
UI	Technical Workforce Training	13.1309	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Mathematics Education	13.1311	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Instruction, Learning, and Leadership	13.1311	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Teaching Endorsement	13.1311	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)

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BSU	Middle School Mathematics Teaching Endorsement	13.1311	Endorsement		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
ISU	Mathematics for Secondary Teachers	13.1311	MA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music Education	13.1312	BME		Education	Teaching and Educational Studies		Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental 2) Vocal	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Vocal-Instrumental Music Education	13.1312	Minor		College of Letters, Arts and Social Sciences	School of Music	Boise Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CSI	Physical Education - Athletic Training	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Exercise Science	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education K-12	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Business Admin. (Athletic Administration Emph.)	13.1314	MBA Emph.		Business	Business Administration	Idaho Falls Meridian Pocatello Twin Falls	Regional	Hybrid Online Traditional (face-to-face)
ISU	Physical Education	13.1314	BA		Education		Pocatello	Regional	Traditional (face-to-face)

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ISU	Physical Education	13.1314	BS		Education		Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Education	13.1314	AS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physical Education	13.1314	M.Ed.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online Traditional (face-to-face)
BSU	Digital Literacies Instruction	13.1315	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Some portion online
BSU	Education, Language, Literacy, and Culture	13.1315	M.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Literacy (K-12) Teaching Endorsement	13.1315	Minor		Education	Teaching, Learning, and Community Engagement		Regional	Traditional (face-to-face)
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy Instruction for Students with Exceptional Needs	13.1315	Graduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Online
BSU	Middle Level (5-9) Science Teaching Endorsement	13.1316	Endorsement		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	STEM Education	13.1316	M.S.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Secondary Education: Earth Science	13.1316	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Sociology Teaching Endorsement	13.1317	Endorsement		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Teaching Government	13.1317	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Middle Level (5-9) Social Studies Teaching Endorsement	13.1318	Endorsement		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
ISU	Career and Technical Education	13.1319	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)

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UI	Career and Technical Education	13.1319	B.S.	Options: 1) Business & Marketing Education - 13.1319 2) Workforce Training & Development - 13.1319 3) Engineering & Technology Education - 13.1319 4) Family and Consumer Science Teacher Certification - 13.1308	College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Hybrid Online Traditional (face-to-face)
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)

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BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Hybrid
BSU	French, Secondary Education	13.1325	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German, Secondary Education	13.1326	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History, Multidisciplinary, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	13.1331	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	13.1331	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Earth Science Teaching Endorsement	13.1337	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		College of Natural Resources	Natural Resources and Society	McCall	Regional	Online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business and Economics	Economics		Regional	Traditional (face-to-face)
BSU	Engineering Teacher	13.1399	Endorsement		Engineering			Regional	Traditional (face-to-face)
ISU	Career & Technical Education	13.1399	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online

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ISU	English as a Second Language (ESL)	13.1401	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Teaching English to Speakers of Other Languages	13.1401	M.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
ISU	Literacy	13.1502	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Ed Assistant, Generalist	13.1599	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Generative AI in Education	13.9999	Graduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Engineering	14.0101	B.S.		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	Engineering	14.0101	Ph.D		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate		Engineering		Boise	Regional	Traditional (face-to-face)
CSI	Engineering	14.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Some portion online
CWI	Engineering	14.0101	AE		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
NIC	Engineering	14.0102	AS		Math, Computer Science and Engineering Division	Engineering	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor		Engineering	Mechanical and Biomedical Engineering		Regional	Traditional (face-to-face)

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BSU	Biomedical Engineering	14.0501	Ph.D		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
UI	Biomedical Engineering	14.0501	Certificate-UG		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.Engr.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Civil Engineering	14.0801	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)

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ISU	Engineering and Applied Science: Civil Engineering	14.0801	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
UI	Civil Engineering	14.0801	B.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Online
UI	Civil Engineering	14.0801	M.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.		College of Agriculture and Life Sciences		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.		College of Agriculture and Life Sciences		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Hybrid Traditional (face-to-face)
BSU	Computer Systems Engineering	14.0901	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Cyber for All	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate		Engineering		Boise	Regional	Online
BSU	Mechanical Engineering	14.0901	B.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)

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ISU	Computer Engineering	14.0901	BS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering: Computer Engineering concentration	14.0901	MS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
UI	Computer Engineering	14.0901	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Computer Engineering	14.0901	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
ISU	Software Engineering	14.0903	BS		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
LCSC	Computer Science Software Engineering	14.0903	BA/BS		Professional Studies	Business and Computer Science	Coeur d'Alene Lewiston	Regional	Hybrid Online Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor		Engineering	Electrical and Computer Engineering		Regional	Traditional (face-to-face)

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ISU	Electrical & Computer Engineering: Electrical Engineering concentration	14.1001	MS		Science and Engineering	Electrical and Computer Engineering	Idaho Falls Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Electrical Engineering	14.1001	BS		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Concentration		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Ph.D.		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene Moscow	Regional	Online
UI	Smart Grid Cybersecurity	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Advanced Microelectronics Fabrication	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Some portion online Traditional (face-to-face)
UI	Advanced Semiconductor Design	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	High-Speed Circuits and Systems	14.1099	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online Traditional (face-to-face)

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UI	Microelectronics Fabrication	14.1099	Certificate-UG		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene	Regional	Some portion online Traditional (face-to-face)
UI	Semiconductor Design	14.1099	Certificate-UG		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online Traditional (face-to-face)
CSI	Engineering	14.1301	AE		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph.D.		Science and Engineering		Pocatello	Regional	Hybrid
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Concentration		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Ph.D.		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Environmental Engineering	14.1401	MS		Science and Engineering	Civil and Environmental Engineering	Idaho Falls Pocatello	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor		Engineering	Micron School of Materials Science and Engineering		Regional	Traditional (face-to-face)

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BSU	Materials Science and Engineering	14.1801	Ph.D		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor Materials	14.1801	Undergraduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
UI	Adv Materials Technology	14.1801	Certificate-GR		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Thermal-Fluids certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Concentration		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Ph.D.		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Hybrid

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ISU	Mechanical Engineering	14.1901	MS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Hybrid
UI	Aerospace	14.1901	Certificate-UG		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	B.S.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.		College of Engineering	Mechanical Engineering	Moscow	Regional	Online
UI	Mechanical Engineering	14.1901	Ph.D.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS		Science and Engineering	Nuclear Engineering	Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.		Science and Engineering	Nuclear Engineering	Idaho Falls Pocatello	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online
UI	Nuclear Engineering	14.2301	M.Engr.		College of Engineering	Mechanical Engineering	Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.		College of Engineering	Mechanical Engineering	Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Certificate-GR		College of Engineering			Regional	Online
UI	Nuclear Technology Management	14.2301	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Concentration		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Ph.D.		Science and Engineering	Mechanical and Measurement & Control Engineering	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Measurement and Control Engineering	14.2701	MS		Science and Engineering	Mechanical and Measurement & Control Engineering		Regional	Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor		Business and Economics			Regional	Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	
UI	Geological Engineering	14.3901	M.S.		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	Online
UI	Biological Engineering	14.4501	B.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.4701	Ph.D		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.Engr.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)

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BSU	Electrical and Computer Engineering	14.4701	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor	14.4701	Emphasis		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.		College of Engineering		Moscow	Regional	Online
ISU	Civil Engineering Technician	15.0201	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	BAS			Business and Support Services		Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC		Technology	Technical	Pocatello	Regional	Hybrid
CSI	Electronic Engineering Technician	15.0303	AAS		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Some portion online Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS		School of Industry, Engineering, and Trades			Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	BTC		School of Industry, Engineering, and Trades			Regional	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS		Science and Engineering	Electrical and Computer Engineering	Pocatello	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid

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ISU	Robotics and Communications Systems Engineering: Laser/Electro-Optics	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	Technical	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
BSU	Integrated Circuit Design	15.0306	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CEI	Mechatronics Engineering Technology	15.0403	AAS		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - HVAC Emphasis	15.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	AAS		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	ITC		Agriculture		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Environmental Technology	15.0507	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CSI	Environmental Technology	15.0507	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Industrial Technology	15.0612	B.S.Tech.		College of Engineering		Coeur d'Alene Idaho Falls	Regional	Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.		College of Engineering		Boise Coeur d'Alene Idaho Falls Moscow	Regional	Online
CSI	Manufacturing Technology	15.0613	AAS		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	ITC		Trade and Industry			Regional	Some portion online Traditional (face-to-face)
BSU	Device Physics	15.0616	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Semiconductor Processing	15.0616	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Hybrid Traditional (face-to-face)
UI	Human Safety Performance	15.0703	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	AAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BAS		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BTC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	ITC		Technology	Technical	Pocatello	Regional	Online Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)

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NIC	Aerospace Technology	15.0801	ITC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Professional Land Surveying	15.1102	Academic Certificate		Technology	Technical	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa	Regional	Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Surveying Technician	15.1102	BTC		Technology	Technical	Pocatello	Regional	Online
CSI	Drafting Technology	15.1302	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting	15.1302	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech-Architectural Design	15.1303	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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ISU	Drafting, Mechanical Drafting	15.1306	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Mechanical Drafting	15.1306	ITC		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	AAS		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	AAS					Regional	
NIC	Mechanical Design Engineering Technology	15.1307	ATC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	ITC					Regional	
BSU	Nuclear Safeguards and Security	15.1401	Graduate Certificate		School of Public Service		Boise Moscow Pocatello	Regional	Online
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Nuclear Safeguards and Security	15.1401	Graduate Certificate		Science and Engineering	Nuclear Engineering	Boise Moscow Pocatello	Regional	Online
UI	Nuclear Safeguards and Security	15.1401	Certificate-GR		College of Engineering		Boise Moscow Pocatello	Regional	Online
CEI	Energy Systems Technology	15.1701	AAS		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ATC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ITC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Renewable Energy Systems Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1701	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)

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ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
CSI	Language, Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	World Languages	16.0101	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Modern Language Business	16.0101	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	Modern Language Study	16.0101	Certificate-GR		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Linguistics	16.0102	B.A.		Education	Linguistics	Boise	Regional	Traditional (face-to-face)
BSU	Chinese Studies	16.0301	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Japanese Studies	16.0302	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Japanese (online)	16.0302	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese Advanced Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Japanese Advanced Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Japanese Basic Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)

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ISU	Japanese Basic Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
BSU	Elementary Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	German	16.0501	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Romance Languages	16.0900	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	French	16.0901	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	French	16.0901	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Elementary Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	
BSU	Intermediate Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)

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BSU	Spanish	16.0905	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Spanish for Business	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Spanish for Professions	16.0905	B.A. emphasis		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Spanish	16.0905	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Spanish	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Online
ISU	Spanish (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish Advanced Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish Advanced Language Proficiency (online)	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish Basic Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Spanish for Health Professions (online)	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
UI	Spanish	16.0905	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Spanish	16.0905	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CSI	Spanish for Heritage Speakers	16.0908	AA		English, Languages and Philosophy	English, Languages and Philosophy	Twin Falls	Regional	Some portion online
ISU	Shoshoni	16.1001	AA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)

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BSU	Arabic Studies	16.1101	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary Arabic Studies	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Arabic	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latin	16.1203	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	American Sign Language	16.1601	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Sign Language Studies	16.1601	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Sign Language Interpreting	16.1603	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Sign Language Studies	16.1603	Minor		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Basque	16.9999	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CSI	American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Language, American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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UI	Family and Consumer Sciences	19.0101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Online Traditional (face-to-face)
NIC	Pre-Nutrition	19.0501	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
UI	Food and Nutrition	19.0501	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Nutrition	19.0599	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
UI	Early Childhood Development and Education	19.0701	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0701	B.S.	Emphasis 1) Child Development and Family Relations 2) Family Development Across the Lifespan 3) Personal and Family Finance	College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
ISU	Healthy Aging	19.0702	Minor		Health Sciences/Health Professions	Community and Public Health	Idaho Falls Meridian Pocatello	Regional	Hybrid Some portion online Traditional (face-to-face) Web/video
UI	Aging Studies	19.0702	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Family Studies	19.0704	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
NIC	Child Development	19.0706	AS		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Child Development	19.0706	Associate Cert.		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Child Development	19.0706	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)

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UI	Child Feeding	19.0706	Certificate-UG		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AAS		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	BTC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	ITC		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Early Childhood/Blended	19.0708	BA		Education		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AAS		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	BTC		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	ITC		Education			Regional	Online Some portion online Traditional (face-to-face)
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education			Regional	Online Some portion online Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	AAS		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ATC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	BTC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)

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CWI	Early Childhood Education	19.0708	ITC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	ITC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Child Development	19.0709	Undergraduate Certificate		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
UI	Human and Community Engagement	19.9999	Minor		College of Agriculture and Life Sciences	Family and Consumer Sciences		Regional	
BSU	Legal Studies	22.0001	Minor		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Law	22.0101	J.D.		College of Law		Boise Coeur d'Alene Moscow	Statewide	Hybrid Traditional (face-to-face)
UI	Law (discontinued)	22.0101	LL.M.		College of Law		Boise Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Office Technology	22.0301	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

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CEI	Legal Studies and Paralegal Training	22.0302	AAS		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	ITC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Paralegal Studies	22.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Paralegal Studies	22.0302	BAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Paralegal	22.0302	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Paralegal	22.0302	AAS		Business and Professional Programs	Paralegal	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Department of English Restructure	23.0101	N/A		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	B.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English, Literature: Thesis/Project Option	23.0101	M.A.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Linguistics	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
CSI	English	23.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	English	23.0101	AA		School of Arts and Humanities	English	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	English	23.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	English	23.0101	CERT		Arts and Letters	Anthropology		Regional	Traditional (face-to-face)

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ISU	English	23.0101	MA		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
ISU	English and the Teaching of English	23.0101	Ph.D.		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
LCSC	English	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	English: Publishing Arts	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
NIC	English	23.0101	AA		English and Humanities Division	English	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	English	23.0101	B.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	M.A.	Emphasis: 1) Literature - 23.0101 2) Creative Writing - 23.1302 3) Professional Writing - 23.1303 4) Teaching - 13.1305 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Graduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Writing and Leadership	23.1301	Minor		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)

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BSU	Creative Writing	23.1302	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	Minor		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
LCSC	Creative Writing	23.1302	BFA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	M.F.A.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Principles of Grant Writing	23.1303	Undergraduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
LCSC	Professional Writing	23.1303	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
UI	English	23.1303	B.S.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Online Traditional (face-to-face)
UI	Professional Writing	23.1303	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Technical Writing	23.1303	Certificate-UG		College of Letters, Arts and Social Sciences	English	Coeur d'Alene Moscow	Regional	Online
BSU	Professional and Public Writing	23.1304	B.A.		Arts and Sciences	Writing Studies	Boise	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Rhetoric, Media, and Social Change	23.1399	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	English Literature	23.1401	B.A.		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Associate of Arts, General	24.0101	A.A.		Arts and Sciences		Boise	Regional	Online Traditional (face-to-face)

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BSU	Associate of Science, General	24.0101	A.S.		Arts and Sciences		Boise	Regional	Online Traditional (face-to-face)
CEI	Associate of Science, General	24.0101	AS		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CEI	General Education Academic Certificate	24.0101	Undergraduate Certificate		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Liberal Arts	24.0101	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	General Studies	24.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Bachelor of Applied Science	24.0101	BAS		Technology		Idaho Falls	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	BA		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Interdisciplinary Studies	24.0101	BS		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Liberal Arts	24.0101	AA		Professional Studies/Liberal Arts	Humanities/Natural Sciences/Social Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Interdisciplinary Professional Studies	24.0102	B.A.		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online Traditional (face-to-face)
BSU	Interdisciplinary Professional Studies: Community and Social Impact	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
BSU	Interdisciplinary Professional Studies: Cyber Operations Management	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
BSU	Interdisciplinary Professional Studies: Design and Media Management	24.0102	B.A. emphasis		Arts and Sciences	Multidisciplinary Studies		Regional	
CWI	General Education	24.0102	Undergraduate Certificate		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	University Studies	24.0102	AA		Arts and Letters		Idaho Falls	Regional	Hybrid
ISU	University Studies	24.0102	BA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	University Studies (online)	24.0102	AA		Arts and Letters			Regional	Online Web/video

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ISU	University Studies (online)	24.0102	BA		Arts and Letters			Regional	Online Web/video
LCSC	General Education Completion	24.0102	Certificate		Liberal Arts and Sciences	Multiple	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Education, Early Childhood Education	24.0102	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	
LCSC	General Studies: Humanities	24.0102	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	General Studies	24.0102	AA		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	General Studies	24.0102	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	General Studies	24.0102	A.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
UI	General Studies	24.0102	A.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
UI	General Studies	24.0102	B.G.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
UI	General Studies (ICC) Orofino	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
UI	General Studies (ISCC) Kuna	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
UI	General Studies (PWCC) Pocatello	24.0102	B.G.S.		College of Letters, Arts and Social Sciences			Regional	Online
BSU	Humanities and Cultural Studies	24.0103	B.A.		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Humanities	24.0103	Minor		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)

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NIC	Humanities	24.0103	AA		English and Humanities Division	Humanities	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
CEI	Liberal Arts	24.0199	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	B.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.A.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
CSI	Biology	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology - Health Care	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Biology-Natural Resources	26.0101	AS		Biology		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Biology	26.0101	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Biology	26.0101	BA		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	DA		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Biology	26.0101	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	Minor		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	Traditional (face-to-face)

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NIC	Biology	26.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Biology	26.0101	B.A.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Molecular Biology and Biochemistry	26.0204	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	Ph.D		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
ISU	Biochemistry	26.0210	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
NIC	Botany	26.0301	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Plant Pathology	26.0305	M.S		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
CWI	Biology - Cellular, Molecular, and Biomedical Sciences emphasis	26.0406	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Microbiology	26.0502	BS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	MS		Science and Engineering	Biological Sciences		Regional	Hybrid

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ISU	Microbiology	26.0502	Ph.D.		Science and Engineering	Biological Sciences		Regional	Traditional (face-to-face)
NIC	Pre-Microbiology/Medical Tech	26.0502	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Microbiology	26.0502	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology	26.0502	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
NIC	Zoology	26.0701	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Entomology	26.0702	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	M.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Moscow	Regional	Online Traditional (face-to-face)
UI	Entomology	26.0702	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Entomology	26.0702	Ph.D.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Moscow	Regional	Online Traditional (face-to-face)
UI	Animal Physiology	26.0707	Ph.D.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Raptor Biology	26.0799	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	26.1103	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	26.1103	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Certificate-GR		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)

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UI	Biotechnology and Plant Genomics	26.1201	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Ecology and Ecosystems Science	26.1301	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Ecology, Evolution, and Behavior	26.1307	Ph.D		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Ecology	26.1307	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Ecology and Conservation Biology	26.1307	B.S.	Options: 1) Natural Resources Ecology 2) Conservation Biology	College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Restoration Ecology	26.1307	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online
UI	B.S. in Global Disease Ecology	26.1310	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Moscow	Regional	Traditional (face-to-face)
BSU	Neuroscience	26.1501	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Neuroscience	26.1501	Minor		Health Sciences	School of Allied Health	Boise	Regional	Hybrid
UI	Neuroscience	26.1501	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
CSI	Mathematics	27.0101	AS		Mathematics		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Engineering and Applied Science: Mathematics	27.0101	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)

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ISU	Engineering and Applied Science: Mathematics	27.0101	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Mathematics	27.0101	AS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	DA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	MS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BA		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BS		Professional Studies	Teacher Education and Mathematics	Lewiston	Regional	Traditional (face-to-face)
NIC	Mathematics	27.0101	AS		Math, Computer Science and Engineering Division	Mathematics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Mathematics	27.0101	B.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	M.A.T.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online
UI	Mathematics	27.0101	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Ph.D.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Mathematics (online)	27.0101	Minor		College of Science	Mathematical and Statistical Sciences		Regional	
BSU	Applied Mathematics	27.0301	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	Minor		Arts and Sciences	Mathematics		Regional	

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BSU	Cryptography and Cryptanalysis	27.0301	Undergraduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
ISU	Applied Mathematics	27.0301	BS		Science and Engineering	Mathematics and Statistics	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Applied Mathematics	27.0301	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Applied Mathematics	27.0301	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Mathematics, Applied	27.0301	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
BSU	Computational	27.0304	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Engineering and Applied Science: Statistics	27.0501	Concentration		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Engineering and Applied Science: Statistics	27.0501	Ph.D.		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Statistics	27.0501	BS		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Traditional (face-to-face)
UI	Statistical Science	27.0501	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Online Traditional (face-to-face)
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics 2) Actuarial Science	College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Statistics	27.0501	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Statistics	27.0501	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Statistics (online)	27.0501	Certificate-UG		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)

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UI	Aerospace Studies	28.0101	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Naval Science	28.0401	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Military Science	28.0503	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
BSU	Military Science	29.0101	Minor		School of Public Service	Military Science (ROTC)		Regional	Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	AAS		School of Industry, Engineering, and Trades	Engineering	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
BSU	AI for All (Hybrid)	30.0000	Undergraduate Certificate		Innovation and Design		Boise	Regional	Hybrid
BSU	AI for All (Online)	30.0000	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Applied Emotional Intelligence and Well-Being	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online
BSU	Community Impact	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Some portion online
BSU	Design Thinking for Professional Purpose and Fulfillment	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Graduate Certificate		Innovation and Design		Boise	Regional	Hybrid
BSU	Drone Operations for Visualization, Research, and Resource Management	30.0000	Undergraduate Certificate		Innovation and Design	Games, Interactive Media and Mobile Technology	Boise	Regional	Hybrid
CSI	STEM	30.0000	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	BA		Business		Pocatello	Regional	Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	BS		Business		Pocatello	Regional	Traditional (face-to-face)
ISU	Interdisciplinary Studies	30.0000	M Ed		Technology		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MS		Science and Engineering		Idaho Falls	Regional	Hybrid
UI	Scientific Communication and Leadership	30.0000	Certificate-GR		Multiple (university-wide)		Moscow	Regional	Online
BSU	Computational Science and Engineering	30.1001	Minor		Arts and Sciences			Regional	

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BSU	Gerontology	30.1101	Minor		Health Sciences	Community and Environmental Health		Regional	Traditional (face-to-face)
ISU	Interprofessional Geriatric	30.1101	PB Cert		Health Sciences/Health Professions		Pocatello	Regional	Traditional (face-to-face)
UI	Master of Science in Gerontology	30.1101	M.S.		College of Graduate Studies	School of Health and Medical Professions	Moscow	Regional	Online
LCSC	Behavioral Science	30.1701	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	Minor		Liberal Arts and Sciences	Social Sciences		Regional	Traditional (face-to-face)
CWI	Science, Technology, Engineering, and Math (STEM)	30.1801	AS		School of Science, Technology, and Math	Multiple	Boise Nampa	Regional	Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	30.1801	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Nutritional Sciences	30.1901	M.S		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Nutritional Sciences	30.1901	Ph.D.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	B.A.		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	Minor		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
ISU	Global Studies	30.2001	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Global Studies (online)	30.2001	BA		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	Global Studies (online)	30.2001	Minor		Arts and Letters	Global Studies and Languages		Regional	Online Web/video
ISU	International Studies	30.2001	BA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
NIC	Diversity	30.2301	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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UI	Diversity & Stratification	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
UI	Equity and Justice	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online
BSU	Rhetoric and Advocacy	30.2601	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
CWI	Biology - Human Biology Emphasis	30.2701	AS		School of Science, Technology, and Math	Biological Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
BSU	Conflict Management	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management (online)	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Conflict Management undergraduate certificate (online)	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Online
ISU	Conflict Management	30.2801	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid Online Traditional (face-to-face)
BSU	User Experience Research	30.3101	Minor		Arts and Sciences	Anthropology		Regional	
BSU	User Experience Research	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research	30.3101	Graduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	User Research (online)	30.3101	Graduate Certificate		Arts and Sciences	Anthropology		Regional	Online
BSU	User Research: UX Professional Certificate	30.3101	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Online
UI	Sustainability	30.3301	Certificate-UG		Multiple (university-wide)			Regional	Hybrid Online Traditional (face-to-face)
BSU	Content Production	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Digital Innovation and Design	30.5202	B.A.		Innovation and Design		Boise	Regional	Online
BSU	Digital Innovation and Design (Face to Face)	30.5202	B.A.		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	ESports	30.5202	A.A.		Education	Educational Technology	Boise	Regional	Online

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BSU	ESports	30.5202	Undergraduate Certificate		Education	Educational Leadership, Research, and Technology	Boise	Regional	Online
BSU	Leadership in Action	30.5202	Graduate Certificate		School of Public Service		Boise	Regional	Hybrid
BSU	Applied Data Science	30.7001	Minor		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Analytics with R	30.7001	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Data Science	30.7001	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Data Science for the Sciences	30.7001	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Health Data Analytics	30.7101	B.S.		Health Sciences	School of Public and Population Health	Boise	Regional	Hybrid
BSU	Business and Economic Analytics	30.7102	B.S.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Data Analysis for All	30.7102	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts and Sciences		Boise	Regional	Online Traditional (face-to-face)
BSU	Bachelor of Applied Science: Business Administration	30.9999	Emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Bachelor of Applied Science: Cyber Operations Essentials	30.9999	Emphasis		Arts and Sciences			Regional	Online
BSU	Bachelor of Applied Science: Early Childhood Education	30.9999	Emphasis		Arts and Sciences			Regional	
BSU	Bachelor of Applied Science: Project Management	30.9999	Emphasis		Arts and Sciences			Regional	
BSU	Bachelor of Applied Science: Resort and Hospitality Management	30.9999	Emphasis		Arts and Sciences		Boise	Regional	Online
BSU	Culture and History Through Film	30.9999	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Health Administration Emphasis	30.9999	B.A.S. emphasis		Arts and Sciences		Boise	Regional	Hybrid
BSU	Interdisciplinary Studies	30.9999	B.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)

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BSU	Interdisciplinary Studies	30.9999	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Public Health Emphasis	30.9999	B.A.S. emphasis		Arts and Sciences		Boise	Regional	Online
NIC	Interdisciplinary Studies	30.9999	AA		English and Humanities Division	Interdisciplinary Studies	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies (online)	30.9999	B.A.		College of Letters, Arts and Social Sciences			Regional	
UI	Interdisciplinary Studies (online)	30.9999	B.S.		College of Letters, Arts and Social Sciences			Regional	
UI	Outdoor Recreation Leadership	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management (online)	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences		Regional	
UI	Sustainable Tourism and Leisure Enterprises	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Health Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)

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BSU	Sport Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
LCSC	Fitness	31.0501	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Athletic Leadership	31.0501	Certificate-UG		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Administration	31.0504	MA		Education		Pocatello Twin Falls	Regional	Hybrid Online
ISU	Sport Management	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Sport Management: Coaching emphasis	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Coaching emphasis	31.0504	Emphasis		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Sport Operations emphasis	31.0504	BA		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Sport Management: Sport Operations emphasis	31.0504	Emphasis		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face)
LCSC	Sport Management	31.0504	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Sport Management	31.0504	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Online Traditional (face-to-face)
BSU	Exercise, Physical Activity, and Sport	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Hybrid
BSU	Kinesiology	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)

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BSU	Kinesiology	31.0505	M.K.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Physical Activity and Health	31.0505	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CWI	Exercise Science	31.0505	AA		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Exercise Science	31.0505	AS		School of Health	Health Science	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Sport and Exercise Science	31.0505	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Traditional (face-to-face) Web/video
LCSC	Exercise Science	31.0505	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Kinesiology and Leisure Sciences	31.0505	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online Traditional (face-to-face)

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LCSC	Sport Coaching	31.0508	Graduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	
LCSC	Sports Nutrition	31.0599	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	BTC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	31.0601	ITC		General and Liberal Studies		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Physical Education - Sport Management	31.0601	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Outdoor Education	31.0601	BS		Education	Human Performance and Sports Studies	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
NIC	Outdoor Recreation Leadership	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ITC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Resort/Recreation Management	31.0601	AAS			Resort/Recreation Management		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Non-Degree Seeking Students	32.0101	N/A					Regional	

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BSU	Community and Career Readiness Studies	32.0107	Undergraduate Certificate		Education	Teaching, Learning, and Community Engagement	Boise	Regional	Traditional (face-to-face)
BSU	Professional Readiness	32.0107	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Hybrid
CSI	Fire Science	33.0106	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
UI	Chemical Addictions: Principles and Practice	34.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Professional Skills in Chemical Addictions Counseling	34.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Online
UI	Corporate Social Responsibility	35.0103	Certificate-UG		College of Letters, Arts and Social Sciences		Moscow	Regional	Online Traditional (face-to-face)
BSU	Ethics and Argument emphasis	38.0101	Emphasis		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Ethics and Argument minor	38.0101	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	B.A.		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	Minor		Arts and Sciences	Philosophy		Regional	Traditional (face-to-face)
CWI	Philosophy	38.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Philosophy	38.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Philosophy and Religion	38.0101	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Philosophy	38.0101	AA		English and Humanities Division	Philosophy	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Bioethics	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	Philosophy	38.0101	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid

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UI	Philosophy	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Bioethics	38.0104	Certificate-UG		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Some portion online Traditional (face-to-face)
BSU	Critical Theory	38.0199	Minor		Arts and Sciences	Humanities and Cultural Studies	Boise	Regional	Traditional (face-to-face)
UI	Religious Studies	38.0201	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Astronomy	40.0201	Minor		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0401	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
UI	Climate Change	40.0401	Certificate-GR		College of Science	Earth and Spatial Sciences	Moscow	Regional	Some portion online Traditional (face-to-face)
UI	Climate Change and Solutions	40.0402	B.S.		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	B.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	M.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
CSI	Chemistry	40.0501	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Chemistry	40.0501	AS		School of Science, Technology, and Math	Physical Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Chemistry	40.0501	BA		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	BS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
LCSC	Chemistry	40.0501	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Chemistry	40.0501	Minor		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education- Teacher Education	40.0501	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education: NS and M	40.0501	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
NIC	Chemistry	40.0501	AS		Natural Sciences Division	Chemistry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Chemistry	40.0501	B.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	M.S.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Minor		College of Science	Chemistry	Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Ph.D.	Options: 1) General 2) Professional 3) Premedical 4) Forensics	College of Science	Chemistry	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Climate Studies	40.0601	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Earth Sciences	40.0601	M.ESci.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geology	40.0601	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	B.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
CSI	Geology	40.0601	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CWI	Geosciences	40.0601	AS		School of Science, Technology, and Math	Physical Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Earth Sciences	40.0601	BA		Education		Pocatello	Regional	Online
ISU	Geology	40.0601	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geosciences	40.0601	Ph.D.		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
LCSC	Earth Science	40.0601	BA		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science	40.0601	BS		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- NSandM	40.0601	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education- Teacher	40.0601	BA/BS		Professional Studies	Teacher Education and Mathematics		Regional	Traditional (face-to-face)
NIC	Geology	40.0601	AS		Natural Sciences Division	Geology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Earth and Spatial Sciences	40.0601	B.S.		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Environmental Hydrogeology	40.0601	Certificate-UG		College of Science	Earth and Spatial Sciences	Moscow	Regional	Some portion online Traditional (face-to-face)
UI	Geology	40.0601	B.S.	Options: 1) Physical Geology - 40.0601 2) Environmental Hydrogeology - 40.0605	College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	M.S		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Minor		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)

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UI	Geology	40.0601	Ph.D.		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Physical Geology	40.0601	Option		College of Science	Geological Sciences		Regional	
BSU	Geophysics	40.0603	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
ISU	Hydrology	40.0603	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Hydrology	40.0605	Minor		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
UI	Groundwater Hydrology	40.0605	M.S		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Groundwater Hydrology	40.0605	Minor		College of Science	Geography and Geological Sciences		Regional	
UI	Water Science and Management	40.0605	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
UI	Water Science and Management	40.0605	Minor		College of Agriculture and Life Sciences	Soil and Water Systems		Regional	
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geospatial Information Analysis	40.0699	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	Physics	40.0801	B.S.		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Physics	40.0801	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
CSI	Physics	40.0801	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physics	40.0801	AS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)

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ISU	Physics	40.0801	BA		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	Minor		Science and Engineering	Physics		Regional	Traditional (face-to-face)
ISU	Physics	40.0801	MS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics, Applied	40.0801	Ph.D.		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
NIC	Physics/Astronomy	40.0801	AS		Natural Sciences Division	Physics	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Physics	40.0801	B.A.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	B.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	M.S.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Physics	40.0801	Minor		College of Science	Plant Sciences	Moscow	Regional	Traditional (face-to-face) Web/video
UI	Physics	40.0801	Ph.D.		College of Science	Plant Sciences	Moscow	Regional	Online Traditional (face-to-face)
ISU	Health Physics	40.0899	AS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	MS		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	Hybrid Traditional (face-to-face)
CWI	Biotechnology Laboratory Assistant	41.0000	Undergraduate Certificate		School of Science, Technology, and Math	Physical Sciences	Boise Nampa	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Licensed Operator track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician track	41.0205	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	B.S.		Arts and Sciences	Psychological Science	Boise	Regional	Traditional (face-to-face)

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BSU	Psychology	42.0101	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
CSI	Psychology	42.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Psychology	42.0101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology	42.0101	BA		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	BS		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	Minor		Arts and Letters	Psychology		Regional	Hybrid
ISU	Psychology	42.0101	MS		Arts and Letters	Psychology	Pocatello	Regional	Traditional (face-to-face)
ISU	Psychology (online)	42.0101	BA		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	BS		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology (online)	42.0101	Minor		Arts and Letters	Psychology		Regional	Online Web/video
ISU	Psychology- Clinical Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology- Experimental Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
LCSC	Psychology	42.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Psychology	42.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Psychology	42.0101	AS		Social and Behavioral Sciences Division	Psychology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Addictions	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid
UI	Psychology	42.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	M.S.		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene Moscow	Regional	Hybrid Online
UI	Psychology	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communication	Coeur d'Alene Moscow	Regional	Hybrid Online
ISU	Experimental Psychology	42.2704	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
UI	Experimental Psychology	42.2704	Ph.D.		College of Letters, Arts and Social Sciences	Psychology and Communication	Moscow	Regional	Hybrid Traditional (face-to-face)

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ISU	Clinical Psychology	42.2801	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology (online)	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Hybrid Online
ISU	Ed Admin with Athletic Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Ed Admin with Athletic Admin Emphasis (online)	42.2805	M.Ed.		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	Ed Admin: P-12 Ed Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Education Administration with P-12 Education Administration emphasis (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychological Examiner	42.2805	M Ed		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychological Examiner (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychology	42.2805	Ed S		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid

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ISU	School Psychology (online)	42.2805	Ed S		Education	School of Psychology and Educational Leadership		Regional	Online Some portion online Web/video
ISU	School Psychology- Education Administration	42.2805	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Psychology: Applied Behavior Analysis	42.2814	Minor		Arts and Letters	Psychology	Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Psychology: Applied Behavior Analysis (online)	42.2814	Minor		Arts and Letters	Psychology		Regional	Online Web/video
LCSC	Movement Psychology	42.2815	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
ISU	Sociology: Criminology (online)	43.0100	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
NIC	Law Enforcement Detention Academy	43.0102	BTC		Business and Professional Programs	Law Enforcement		Regional	
BSU	Criminal Justice	43.0103	A.S.		School of Public Service	Criminal Justice		Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	B.S.		School of Public Service	Criminal Justice	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	M.A.		School of Public Service	Criminal Justice	Boise	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0104	Minor		School of Public Service			Regional	Traditional (face-to-face)
CSI	Criminal Justice Administration	43.0104	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Criminal Justice	43.0104	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Hybrid Online Traditional (face-to-face)

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ISU	Criminology	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Criminology (online)	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
LCSC	Justice Studies	43.0104	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Criminal Justice	43.0104	AA		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Justice Studies	43.0104	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
CSI	Law Enforcement	43.0107	AAS		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	BTC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Law Enforcement	43.0107	ITC		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Law Enforcement	43.0107	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	BTC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Administration of Justice	43.0107	AAS		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	AAS		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Law Enforcement	43.0107	BTC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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NIC	Law Enforcement	43.0107	ITC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Cultural Resource Management	43.0123	Specialized Certificate		Social Science and Communication	Social Science and Communication	Twin Falls	Regional	Hybrid
CSI	Fire Service Technology	43.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Technology 1	43.0201	BTC		School of Social Sciences and Public Affairs	Public Safety		Regional	
UI	Fire Safety	43.0201	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
CWI	Fire Service Management	43.0202	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Management	43.0202	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CEI	Fire Service Technology	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Wildland Fire Management	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Fire Science ITC	43.0203	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)

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CWI	Wildland Fire Management	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
ISU	Fire Services Administration	43.0203	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Fire Services Administration	43.0203	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Fire Fighter 1	43.0203	BTC		Business and Professional Programs	Fire Service	Coeur d'Alene Coeur d'Alene Post Falls	Regional	
NIC	Fire Service Technology	43.0203	AAS		Business and Professional Programs	Fire Service	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Homeland Security and Emergency Management	43.0301	MS		Health Sciences/Health Professions	Emergency Services		Regional	Online Web/video
BSU	Disaster Preparedness and Response	43.0302	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Traditional (face-to-face)
ISU	Homeland Security & Emergency Management (online)	43.0302	Graduate Certificate		Health	Emergency Management		Regional	Online
ISU	Homeland Security and Emergency Management	43.0302	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Homeland Security and Emergency Management	43.0302	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
ISU	Computer Science Cybersecurity	43.0303	Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Some portion online Traditional (face-to-face) Web/video

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ISU	Cyber-Physical Systems Engineering Technology	43.0303	BAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid Hybrid
ISU	Industrial Cyber-physical Security	43.0303	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Cyber-physical Security	43.0303	ITC		Technology	Energy Systems Technology and Education Center	Idaho Falls	Regional	Hybrid
ISU	Industrial Cybersecurity Engineering Technology Apprenticeship (AAS) (online)	43.0303	AAS		Technology	Energy Systems Technology and Education Center		Regional	Online
ISU	Secure Cyber Operations	43.0303	Graduate Certificate		Science and Engineering	Computer Science	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face) Web/video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online Traditional (face-to-face)
CEI	Digital Forensics and Analytics	43.0403	BAS		Business, Office, and Technology	Information Assurance and Cybersecurity	Idaho Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Cyber Security	43.0403	Undergraduate Certificate		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Applied Computing, Systems, and Network	43.0404	Undergraduate Certificate		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	B.A.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	B.S.		Engineering		Boise	Regional	Online
BSU	Cyber Operations and Resilience	43.0404	M.S.		Engineering		Boise	Regional	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.A.S. emphasis		Engineering		Boise	Regional	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.S. emphasis		Engineering		Boise	Regional	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate		Engineering		Boise	Regional	Online
ISU	Forensic Sciences	43.0406	Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video

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ISU	Forensic Sciences	43.0406	Graduate Certificate		Arts and Letters	Anthropology	Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Advocacy	44.0201	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid Online Traditional (face-to-face)
BSU	Applied Public Administration	44.0401	Graduate Certificate		School of Public Service			Regional	
BSU	Applied Public Administration	44.0401	Undergraduate Certificate		School of Public Service			Regional	
BSU	Environmental Governance	44.0401	Graduate Certificate		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Administration	44.0401	M.P.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Public Policy and Administration	44.0401	Ph.D		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Public Service Leadership	44.0401	B.A.		School of Public Service		Boise	Regional	Hybrid Online
BSU	Public Service Leadership	44.0401	B.A.S.		School of Public Service		Boise	Regional	Hybrid Online
BSU	State, Local and Regional Governance	44.0401	A.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Public Administration	44.0401	M.P.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Online Traditional (face-to-face)
BSU	Social Work	44.0701	B.A.		Health Sciences	School of Social Work	Twin Falls	Regional	Traditional (face-to-face)
BSU	Social Work	44.0701	M.S.W.		Health Sciences	School of Social Work	Boise Coeur d'Alene Twin Falls	Statewide	Online Traditional (face-to-face)
CSI	Social Work	44.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Social Work	44.0701	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Social Work	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid Traditional (face-to-face)

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Social Work (online)	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
ISU	Social Work (online)	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online
LCSC	Social Work	44.0701	BSW		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Social Work	44.0701	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Refugee Services	44.0799	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Studies	44.0799	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Human Rights	44.9999	Undergraduate Certificate		School of Public Service	Human Rights	Boise	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	A.A.		Arts and Sciences	Sociology	Caldwell	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Data Science	45.0102	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	B.S.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	M.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	Minor		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology, Applied: User Research and Ethnographic Practice	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	

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ATTACHMENT 1

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BSU	Anthropology: Archaeology	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Cultural Anthropology	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Evolution, Ecology, and Behavior	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Evolutionary Medicine and One Health	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology: Forensic Science	45.0201	Emphasis		Arts and Sciences	Anthropology		Regional	
CSI	Anthropology	45.0201	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Anthropology	45.0201	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Anthropology	45.0201	BA		Arts and Letters	Anthropology	Pocatello	Regional	Hybrid
ISU	Anthropology	45.0201	MA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology	45.0201	MS		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology (online)	45.0201	BA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MA		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	Minor		Arts and Letters	Anthropology		Regional	Online Web/video
ISU	Anthropology (online)	45.0201	MS		Arts and Letters	Anthropology		Regional	Online Web/video
NIC	Anthropology	45.0201	AA		Social and Behavioral Sciences Division	Anthropology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Anthropology	45.0201	B.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	M.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Indigenous Research and Education	45.0201	Certificate-GR		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters	Anthropology		Regional	Online
ISU	Medical Anthropology	45.0203	Undergraduate Certificate		Arts and Letters	Anthropology		Regional	Online
BSU	Design Ethnography	45.0299	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online

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BSU	UX Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online Some portion online
UI	Archaeological Technician	45.0301	Certificate-UG		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Traditional (face-to-face)
UI	Criminology	45.0401	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online Traditional (face-to-face)
UI	Criminology	45.0401	M.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Moscow	Regional	Online Traditional (face-to-face)
BSU	Econometrics	45.0601	Graduate Certificate		Business and Economics	Economics	Boise	Regional	Hybrid
BSU	Economics	45.0601	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.Ec		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.S.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	Minor		Business and Economics	Economics		Regional	Traditional (face-to-face)
CSI	Economics	45.0601	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Economics	45.0601	BBA		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	Economics	45.0601	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics of Public Policy	45.0601	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Some portion online
BSU	Economics, Quantitative Emphasis	45.0603	B.A.		Business and Economics	Economics		Regional	
ISU	Economics	45.0603	BS		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	International Economics	45.0605	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Some portion online
CSI	Geography	45.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CWI	Geography	45.0701	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
UI	Climate Change	45.0701	Certificate-UG		College of Science	Geography and Geological Sciences	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Geographical Information Systems	45.0701	B.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	M.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	Ph.D.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
CSI	Geospatial Technology	45.0702	AAS		Agriculture	Agriculture	Twin Falls	Regional	Some portion online
CWI	Geographic Information Systems	45.0702	Undergraduate Certificate		School of Social Sciences and Public Affairs	Social Sciences	Boise Nampa	Regional	Traditional (face-to-face)
ISU	Geographic Information Science	45.0702	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geotechnology	45.0702	Minor		Science and Engineering	Geosciences		Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert		Science and Engineering	Geosciences	Idaho Falls	Regional	Hybrid
UI	Geographic Information Science	45.0702	M.S		College of Science	Earth and Spatial Sciences	Moscow	Regional	Online Traditional (face-to-face)
UI	Geographic Information Systems	45.0702	Certificate-UG		College of Science	Geography and Geological Sciences	Moscow	Regional	Hybrid Traditional (face-to-face)
UI	Geographical Information Systems	45.0702	Certificate-GR		College of Science	Earth and Spatial Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Comparative/International Politics	45.0901	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	International Studies	45.0901	B.A.		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
UI	International Studies	45.0901	Minor		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid

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BSU	Political Communication	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
BSU	Political Management	45.1001	Minor		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	M.A.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
CSI	Political Science	45.1001	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Political Science	45.1001	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Political Science	45.1001	BA		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	BS		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	DA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science	45.1001	MA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science- Public Administration	45.1001	MPA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
NIC	Political Science and Pre-Law	45.1001	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Political Science	45.1001	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	M.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Ph.D.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)

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BSU	American Government/Political Science Teaching Endorsement	45.1002	Endorsement		Education	Teaching, Learning, and Community Engagement		Regional	
UI	Philosophy, Politics and Economics	45.1004	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	Minor		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
CSI	Sociology	45.1101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Sociology	45.1101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Sociology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Hybrid
ISU	Sociology (online)	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology (online)	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online Web/video
ISU	Sociology: Criminology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
NIC	Sociology	45.1101	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Sociology	45.1101	B.A.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	B.S.		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene Moscow	Regional	Hybrid
UI	Sociology	45.1101	Minor		College of Letters, Arts and Social Sciences	Culture, Society, and Justice	Coeur d'Alene Moscow	Regional	Hybrid

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BSU	Urban Studies and Community Development	45.1201	B.A.		School of Public Service	Urban Studies and Community Development	Boise	Regional	Traditional (face-to-face)
BSU	Urban Studies and Community Development	45.1201	Minor		School of Public Service	Urban Studies and Community Development		Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - Construction	46.0201	A.A.S.		Workforce Training Center		Lewiston	Regional	Hybrid Online Traditional (face-to-face)
CEI	Electrical Apprentice	46.0302	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Electrical Emphasis	46.0302	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Electrical Apprenticeship	46.0302	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - Electrical	46.0302	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
CSI	Applied Technology and Apprenticeship - Electric Lineworker	46.0303	AAS		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Residential Construction	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Woodworking Technology	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Carpentry Management Tech	46.0415	AAS		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Plumbing Apprentice	46.0503	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Plumbing Emphasis	46.0503	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Plumbing Apprenticeship	46.0503	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)

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NIC	Applied Technology and Apprenticeship - Plumbing	46.0503	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
LCSC	Electronics Engineering Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electronics Engineering Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CEI	Heating & Air Conditioning Apprentice	47.0201	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship - HVAC	47.0201	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC		Trades and Industry	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0302	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0302	ITC		Trade and Industry	Trade and Industry		Regional	

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CSI	Industrial Systems Maintenance Technology	47.0303	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Industrial Maintenance Mechanic	47.0303	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Industrial Maintenance Mechanic	47.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
LCSC	Industrial Maintenance/Millwright	47.0303	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	AAS		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ATC		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ITC		Trades and Industry	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Mechatronics	47.0303	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ATC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ITC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ATC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ITC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Collision Repair Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	
CWI	Collison Repair Technology	47.0603	AAS		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Collison Repair Technology	47.0603	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Collison Repair Technology	47.0603	ITC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ATC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ITC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Refinishing	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Repair and Refinishing	47.0603	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Collision Repair Tech	47.0603	ITC		Trades and Industry	Auto Collision Repair	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	BTC		Trades and Industry	Automotive Technologies		Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Automotive Service Educational Program	47.0604	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Automotive Service Technology	47.0604	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	AAS		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ATC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology 2 (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Automotive Service and Collision Repair		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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NIC	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	AAS		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	ATC		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ATC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-site Power Generation Technology	47.0605	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

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LCSC	Diesel Technology	47.0605	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Diesel Technology	47.0605	BTC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	BTC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ITC		School of Industry, Engineering, and Trades	Powersports and Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe	47.0607	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe and Powerplant	47.0608	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Powerplant	47.0608	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
CSI	Diesel Technology	47.0613	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Diesel Technology	47.0613	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship	47.9999	AAS		Trade and Industry		Twin Falls	Regional	Hybrid

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CEI	Machine Tool Technology	48.0501	ITC		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
NIC	Computer Control Automation Technology	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ATC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Precision Machining	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CEI	Welding Technology	48.0508	AAS		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welding	48.0508	ITC		Technology	Trade and Industrial		Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)

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ISU	Machining Technology	48.0510	ATC			Business and Support Services		Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	AAS		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	BTC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	ITC		Trade and Industry		Twin Falls	Regional	Hybrid Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Applied Technology and Apprenticeship – Heavy Equipment	49.0202	A.A.S.		Workforce Training Center		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Visual and Performing Arts	50.0101	AA		Visual and Performing Arts	Arts and Humanities	Twin Falls	Regional	Some portion online
ISU	Digital Graphic Design	50.0102	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Digital Media	50.0102	BFA		Arts and Letters	Art	Pocatello	Regional	Some portion online Traditional (face-to-face)
UI	Dance	50.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Dance	50.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Visual Design	50.0401	Minor		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Graphic Design	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)

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BSU	Illustration	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
NIC	Art	50.0402	AA		Communication, Fine Arts Division	Art	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Digital Photography	50.0406	AAS		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Hybrid Some portion online Traditional (face-to-face)
CWI	Digital Photography	50.0406	BTC		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Hybrid Some portion online Traditional (face-to-face)
LCSC	Graphic Communications	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Graphic Design	50.0409	Certificate-UG		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
LCSC	Game Development	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Game Development AAS	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Hybrid
BSU	Theatre Arts	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
CSI	Theatre	50.0501	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Theatre	50.0501	BA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid

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ISU	Theatre	50.0501	MA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Traditional (face-to-face)
NIC	Theatre	50.0501	AA		Communication, Fine Arts Division	Theatre	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.S.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	M.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Online
UI	Theatre Design and Technology	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Theatre Performance	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	Theatre Design and Event Management	50.0502	Minor		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
ISU	Theatre: Simulated Participant Actor	50.0506	Certificate		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid Traditional (face-to-face)
UI	Musical Theater	50.0509	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
UI	Film and Television	50.0601	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Cinema and Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)

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NIC	Photography	50.0605	AA		Communication, Fine Arts Division	Photography	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Arts Metals Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Ceramics Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Drawing and Painting Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Photography Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Printmaking Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Sculpture Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Time-Based Art emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Visual Arts	50.0701	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
CSI	Art, Visual	50.0701	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Art	50.0701	BA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	BFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	MFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
UI	Art	50.0701	B.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	M.F.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	Minor		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)

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CWI	Studio Art	50.0702	AA		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Traditional (face-to-face)
UI	Studio Art and Design	50.0702	B.F.A.		College of Art and Architecture	Art and Design	Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	Minor		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
ISU	Art History (online)	50.0703	Minor		Arts and Letters	Art		Regional	Online Web/video
BSU	Music	50.0901	B.A.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music	50.0901	Minor		Arts and Sciences	Music		Regional	Traditional (face-to-face)
CSI	Music	50.0901	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Music Education K-12	50.0901	MME		Arts and Letters	Music		Regional	Hybrid
ISU	Music General	50.0901	Minor		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BA		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BS		Arts and Letters	Music		Regional	Hybrid
NIC	Music	50.0901	AA		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Applied Music	50.0901	B.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Applied Music	50.0901	B.S.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music (online)	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music		Regional	
BSU	Music Production	50.0903	Undergraduate Certificate		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)

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BSU	Music, Performance	50.0903	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music, Performance	50.0903	BM		Arts and Letters	Music		Regional	Traditional (face-to-face)
ISU	Music, Performance (BM): Commercial Music option	50.0903	BM		Arts and Letters	Music	Pocatello	Regional	Traditional (face-to-face)
NIC	Music Performance	50.0903	Academic Certificate		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903 2) Instrumental - 50.0903 3) Vocal - 50.0908	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Composition	50.0904	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Music: Composition	50.0904	B.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Master of Music in Conducting (Choral)	50.0906	Master		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Jazz Studies	50.0910	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Arts Entrepreneurship	50.1002	Minor		Arts and Sciences			Regional	
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration 2) Entrepreneurship 3) General Business	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	School of Public and Population Health	51.0000	N/A		Health Sciences	School of Allied Health	Boise	Regional	
CSI	Heath Science	51.0000	AS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Heath Science	51.0000	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Health Science	51.0000	AS		School of Health	Health Science	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Health Science	51.0000	BS		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Hybrid

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LCSC	Health Studies	51.0001	BA/BS		Professional Studies	Nursing and Health Sciences	Coeur d'Alene Lewiston	Regional	Hybrid Online Traditional (face-to-face)
ISU	Audiology (first 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinical on-site)	51.0203	MS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian Pocatello	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Undergraduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Online
ISU	Communication Sciences and Disorders: Pre-Audiology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Communication Sciences and Disorders: Pre-Speech Language Pathology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Regional	Hybrid
ISU	Listening and Spoken Language (online)	51.0204	Graduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Online Web/video
CEI	Dental Assisting	51.0601	ITC		Health Sciences	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Assistant	51.0601	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Dental Assisting	51.0601	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Dental Assisting	51.0601	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)

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CEI	Dental Hygiene	51.0602	AAS		Health Sciences	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Hygiene	51.0602	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Dental Hygiene	51.0602	BS		Health Sciences/Health Professions	Dental Sciences	Idaho Falls Pocatello	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS		Health Sciences/Health Professions	Dental Sciences	Pocatello	Statewide	Online
ISU	Dental Hygiene - Associate to Master's Accelerated program (online)	51.0602	BS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene - Associate to Master's Accelerated program (online)	51.0602	MS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene Bachelor's Completion Program (online)	51.0602	BS		Health	Dental Hygiene		Regional	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	BS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	MS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
NIC	Dental Hygiene	51.0602	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Data Management	51.0701	Minor		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Data Management	51.0701	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Healthcare Administration	51.0701	BS		Business	Marketing and Management	Idaho Falls Meridian Pocatello	Regional	Online
ISU	Healthcare Administration	51.0701	MHA		Business	Marketing and Management	Idaho Falls Meridian Pocatello Twin Falls	Regional	Online
ISU	Health Science	51.0705	AS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face) Web/video
ISU	Health Information Technology	51.0707	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid
ISU	Health Information Technology: Medical Coding	51.0707	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid

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NIC	Health Information Fundamentals	51.0707	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Medical Transcription	51.0708	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CEI	Medical Office Specialist	51.0710	BTC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Online
CWI	Medical Administrative Support	51.0710	BTC		School of Health	Health Professions	Nampa	Regional	Online Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	ITC		School of Health	Health Science	Boise	Regional	Traditional (face-to-face)
LCSC	Medical Administrative Assistant	51.0710	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Administrative Assistant	51.0710	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Receptionist	51.0712	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Receptionist	51.0712	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Medical Coding	51.0713	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Medical Biller/Coder	51.0714	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Billing Specialist	51.0714	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications & Office Technology/Healthcare Document Management	51.0716	BTC		Business and Professional Programs	Computer Applications & Office Technology		Regional	
NIC	Medical Administrative Assistant	51.0716	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
BSU	Population and Health Systems Management	51.0722	Master		Health Sciences	School of Allied Health	Boise	Regional	Online

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CEI	Medical Assisting	51.0801	ITC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Assistant	51.0801	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Medical Assistant	51.0801	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Medical Assistant	51.0801	BTC		School of Health	Health Professions	Nampa	Regional	Some portion online Traditional (face-to-face)
CWI	Medical Assistant	51.0801	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	AAS		Technology	Health Occupations		Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	ITC		Technology	Health Occupations	Pocatello	Regional	Some portion online Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant ITC	51.0801	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Hybrid Traditional (face-to-face)
NIC	Medical Assistant	51.0801	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
ISU	Pharmacy Technology	51.0805	Academic Certificate		Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Online
ISU	Pharmacy Technology	51.0805	ATC		Technology	Health Occupations	Pocatello	Regional	Hybrid Online
LCSC	Pharmacy Technology	51.0805	ITC		Career and Technical Education		Lewiston	Regional	Traditional (face-to-face)
CWI	Physical Therapist Assistant	51.0806	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face) Web/video
ISU	Physical Therapist Assistant	51.0806	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Therapist Assistant	51.0806	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
BSU	Advanced Medical Imaging	51.0901	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online

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BSU	Advanced Medical Imaging: Computed Tomography	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Diagnostic Medical Sonography	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Interventional Cardiology	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Interventional Radiology	51.0901	B.S. emphasis		Health Sciences			Regional	
BSU	Advanced Medical Imaging: Magnetic Resonance Imagine	51.0901	B.S. emphasis		Health Sciences			Regional	
CSI	Emergency Medical Services	51.0904	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ATC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Paramedics	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Paramedic Science	51.0904	AS		Health Sciences/Health Professions	Emergency Services	Idaho Falls Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Paramedic Science	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Computed Tomography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Computed Tomography (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online

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BSU	Diagnostic Medical Sonography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Diagnostic Medical Sonography (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Magnetic Resonance Imaging	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Magnetic Resonance Imaging (online)	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Radiologic Science	51.0907	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Radiologic Technology	51.0907	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Radiographic Science	51.0907	BS		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Respiratory Therapy	51.0908	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Respiratory Therapy	51.0908	AS		Technology	Health Occupations	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Respiratory Therapy - degree completion	51.0908	BS		Technology	Health Occupations		Regional	Online Web/video
CEI	Surgical Technology	51.0909	AAS		Health Sciences	Surgical Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	ITC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	BTC		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)

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CWI	Surgical First Assistant	51.0909	AA		School of Health	Health Professions	Caldwell	Regional	Hybrid Some portion online Traditional (face-to-face)
CWI	Surgical First Assistant	51.0909	Specialized Certificate		School of Health	Health Professions	Boise	Regional	Some portion online Traditional (face-to-face)
CWI	Surgical Technology	51.0909	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Surgical Technology	51.0909	ITC		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
NIC	Surgical Technology	51.0909	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	51.0910	BA		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	51.0910	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Diagnostic Imaging	51.0910	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Interventional Radiology/Interventional Cardiology	51.0911	Undergraduate Certificate		Health Sciences	School of Allied Health		Regional	Online
LCSC	Radiographic Science	51.0911	AS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Radiography Technology	51.0911	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Lifestyle Medicine	51.0912	Graduate Certificate		Health	Physician Assistant Studies	Caldwell Meridian	Regional	Online
ISU	Physician Assistant Studies	51.0912	MPAS		Health Sciences/Health Professions	Physician Assistant Studies	Caldwell Meridian Pocatello	Statewide	Traditional (face-to-face)
ISU	Physician Assistant Studies: Pre-Physician Assistant	51.0912	Minor		Health Sciences/Health Professions	Physician Assistant Studies	Meridian Pocatello Twin Falls	Regional	Hybrid Some portion online
BSU	Athletic Training	51.0913	Master		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MSAT		Education		Pocatello	Regional	Traditional (face-to-face)

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UI	Athletic Training	51.0913	D.A.T		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
CEI	Health Physics Technology	51.0916	ITC		Health Sciences	Radiation Safety Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Medical Laboratory Technology	51.1004	AAS		Health Sciences		Idaho Falls	Regional	Hybrid
CSI	Medical Laboratory Technology	51.1004	AAS		Health Science and Human Services	Nursing		Regional	Some portion online
NIC	Medical Laboratory Technology	51.1004	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
CEI	Phlebotomy	51.1009	BTC		Health Sciences	Medical Assistant Technologies	Idaho Falls	Regional	Hybrid Online Traditional (face-to-face)
NIC	Sterile Processing Technician	51.1012	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Online
UI	Medical Science - Cd'A	51.1099	B.S.		WWAMI		Coeur d'Alene	Regional	Hybrid
UI	Medical Sciences	51.1099	B.S.		College of Science		Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Dental Studies	51.1101	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Pre-Medical Studies	51.1102	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Medical Related Fields	51.1102	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CSI	Pharmacy (pre)	51.1103	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Pre-Audiology	51.1199	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)

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ISU	Pre-Speech-Language Pathology	51.1199	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
UI	Pre-Health Professionals	51.1199	Minor		College of Science		Coeur d'Alene Moscow	Regional	Traditional (face-to-face)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI		Moscow	Regional	Traditional (face-to-face)
BSU	Addiction Studies	51.1501	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Health Navigator Certificate	51.1504	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Marital, Couple and Family Counseling	51.1505	M Coun		Health Sciences/Health Professions	Counseling		Regional	Hybrid
ISU	Clinical Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Counseling	51.1508	Ed S		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions			Regional	Hybrid
BSU	Genetic Counseling	51.1509	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph.D.		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA		Business			Statewide	Hybrid
ISU	MBA/PharmD	51.2001	Pharm D		Health Sciences/Pharmacy			Statewide	Hybrid
ISU	MPH/PharmD (PharmD)	51.2001	Pharm D		Pharmacy		Meridian Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Pharmacy (1-4 years)	51.2001	Pharm D		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy (3rd-4th years)	51.2001	Pharm D		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Meridian	Statewide	Hybrid
ISU	Philosophy	51.2001	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid

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ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	51.2003	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	51.2003	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS			Natural Science		Regional	Online Traditional (face-to-face) Web/video
ISU	Pharmaceutical Sciences	51.2010	Minor		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph.D.		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy Technology	51.2010	BTC		Technology	Health Occupations	Pocatello	Regional	Hybrid
BSU	Community Driven Health Solutions	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Evidence-Based Public Health	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Foundations of Public Health	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online

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BSU	Health and Human Behavior	51.2201	Undergraduate Certificate		Health Sciences	School of Public and Population Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.A.		Health Sciences	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Master		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health, Environmental and Occupational Health and Safety	51.2201	B.S. emphasis		Health Sciences	Community and Environmental Health		Regional	
BSU	Public Health: Community Health Promotion	51.2201	B.S. emphasis		Health Sciences	Community and Environmental Health		Regional	
BSU	Public Health: Data-Driven Decision Making (MPH)	51.2201	Emphasis		Health Sciences	Community and Environmental Health		Regional	
ISU	MPH/PharmD (MPH)	51.2201	MPH		Health		Meridian Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Public Health	51.2201	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Public Health	51.2201	MPH		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Statewide	Online
ISU	Community and Public Health	51.2207	BA		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Community and Public Health	51.2207	BS		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Hybrid Traditional (face-to-face)
ISU	Community and Public Health: Addiction Studies	51.2207	Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Community and Public Health: Addiction Studies (online)	51.2207	Graduate Certificate		Health	Community and Public Health		Regional	Online

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ISU	Community Health Worker	51.2207	Undergraduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Health Education	51.2207	BA			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	MHE		Health Sciences/Health Professions	Community and Public Health	Pocatello	Statewide	Hybrid
ISU	Rural Health (online)	51.2207	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Meridian Pocatello	Regional	Online
BSU	Health Services Leadership (Discontinued)	51.2299	Graduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Data-Driven Decision Making	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Environmental Health and Social Justice	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Management and Leadership	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Promotion Through the Life Course	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public and Population Health Leadership	51.2299	Ph.D		Health Sciences	School of Public and Population Health	Boise	Regional	Hybrid
ISU	Occupational Therapy	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Pocatello	Statewide	Hybrid
ISU	Occupational Therapy Expansion	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Boise Caldwell Meridian	Statewide	Traditional (face-to-face) Web/video

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CSI	Physical Therapist Assistant	51.2308	AAS		Health Science and Human Services	Health Professions	Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Physical Therapy	51.2308	DPT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Meridian Pocatello	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
ISU	Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	M Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian Pocatello	Regional	Traditional (face-to-face) Web/video
ISU	Animal Assisted Therapy	51.2313	Graduate Certificate		Health Sciences/Health Professions	Counseling	Pocatello	Regional	Traditional (face-to-face)
ISU	Rehabilitation and Health Sciences	51.2314	Ph.D.		Health		Pocatello	Regional	Hybrid
ISU	Health Informatics	51.2706	MS		Business	Informatics	Pocatello	Regional	Hybrid Online
ISU	Health Informatics (online)	51.2706	MS		Health Sciences/Health Professions	Community and Public Health	Boise Caldwell Coeur d'Alene Idaho Falls Lewiston Meridian Moscow Nampa	Regional	Online
ISU	Didactic Program in Dietetics	51.3101	BS		Health	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Didactic Program in Dietetics: expansion to Treasure Valley	51.3101	BS		Health	Nutrition and Dietetics	Boise Caldwell Meridian	Regional	Hybrid
ISU	Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Hybrid
ISU	Dietetics Internship	51.3101	PB Cert		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello	Regional	Hybrid
ISU	Instructional unit: Department of Nutrition and Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian Pocatello Twin Falls	Regional	
ISU	Nutrition	51.3101	MS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Nutrition/Dietetic Internship	51.3101	MS in Nutrition		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online

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ISU	Nutrition/Dietetic Internship	51.3101	MS/DI		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
UI	Dietetics	51.3101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)
ISU	Biomedical Ethics	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics (online)	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
ISU	Biomedical Ethics (online)	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy		Regional	Online Web/video
ISU	Nursing Education	51.3203	Graduate Certificate		Health	School of Nursing	Pocatello	Regional	Online
ISU	Mindfulness (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Awakening Compassion (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Clinical Applications of Mindfulness (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
ISU	Mindfulness: Mindfulness Advocacy at Work (online)	51.3306	Academic Certificate		Kasiska Division of Health Sciences			Regional	Online
BSU	Nursing	51.3801	B.S.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.N.		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.S.N.		Health Sciences	School of Nursing	Boise	Regional	Online
CEI	Practical Nurse to Registered Nurse Bridge	51.3801	AAS		Health Sciences	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Registered Nursing	51.3801	AAS		Health Sciences	Registered Nursing Technology	Idaho Falls	Regional	Hybrid Online Traditional (face-to-face)
CSI	Nursing, Registered	51.3801	AS		Health Science and Human Services	Nursing	Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Nursing (Professional)	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)

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CWI	Nursing - Registered	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Professional Nursing	51.3801	AS		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Nursing	51.3801	DNP (Post Master's)		Health Sciences/Nursing	School of Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	MS		Health Sciences/Nursing	School of Nursing	Meridian Pocatello	Statewide	Online
ISU	Nursing	51.3801	Ph.D.		Health Sciences/Nursing	School of Nursing	Pocatello	Statewide	Online
ISU	Nursing (Accelerated)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Meridian	Regional	Hybrid
ISU	Nursing (Accelerated) Expansion to Pocatello	51.3801	BS		Health Sciences/Nursing	School of Nursing	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
ISU	Nursing (BSRN Completion)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Pocatello Twin Falls	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Nursing (Traditional)	51.3801	BS		Health Sciences/Nursing	School of Nursing	Idaho Falls Pocatello	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option		Health Sciences/Nursing	School of Nursing		Regional	Online
ISU	Nursing: Family Nurse Practitioner Option	51.3801	MS Option		Health Sciences/Nursing	School of Nursing		Regional	Online
ISU	Registered Nursing	51.3801	AS		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
NIC	Nursing (RN)	51.3801	AS		Nursing	Nursing	Coeur d'Alene	Regional	Traditional (face-to-face) Web/video
LCSC	Nursing Leadership and Management	51.3802	Graduate Certificate		Professional Studies	Nursing and Health Sciences		Regional	Online

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LCSC	Nursing Management and Leadership	51.3802	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
ISU	Doctor of Nurse Anesthesia Practice	51.3804	DNAP		Health	School of Nursing	Meridian Pocatello	Regional	Some portion online Traditional (face-to-face)
ISU	Psychiatric Mental Health Nurse Practitioner from FNP	51.3810	Graduate Certificate		Health Sciences/Nursing	School of Nursing		Regional	Online
BSU	Adult-Gerontology Nurse Practitioner: Acute Care	51.3818	M.N.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Adult-Gerontology, Nurse Practitioner, Acute Care	51.3818	Emphasis		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Family Nurse Practitioner	51.3818	Emphasis		Health Sciences	School of Nursing	Boise	Regional	Online
ISU	Nursing Practice	51.3818	DNP		Health Sciences/Nursing	School of Nursing	Pocatello	Statewide	Online
LCSC	Nursing Leadership in Healthcare	51.3818	MSN		Professional Studies	Nursing and Health Sciences		Regional	Online
CEI	Practical Nursing	51.3901	ITC		Health Sciences	Practical Nursing Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Practical	51.3901	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Practical Nursing	51.3901	AAS		School of Health	Nursing	Caldwell	Regional	Hybrid Traditional (face-to-face)
CWI	Practical Nursing	51.3901	ITC		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Practical Nursing	51.3901	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Multiple		Lewiston	Regional	Traditional (face-to-face)
NIC	Nursing (PN)	51.3901	ITC		Nursing	Nursing	Coeur d'Alene	Regional	Hybrid Traditional (face-to-face)
NIC	Nursing Assistant	51.3902	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Studies	51.9999	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Studies: Medical and Healthcare Science	51.9999	B.S. emphasis		Health Sciences	School of Public and Population Health		Regional	

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CSI	Health Promotion	51.9999	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid Traditional (face-to-face)
BSU	Business Administration	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Analytics	52.0101	Undergraduate Certificate		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Prep	52.0101	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	General Business	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CEI	Business AA	52.0101	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CWI	Business	52.0101	AA		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid Online Traditional (face-to-face)
CWI	Entrepreneurship and Small Business Management	52.0101	Undergraduate Certificate		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid Traditional (face-to-face)
ISU	Business	52.0101	AS		Business	General Business	Pocatello	Regional	Online Traditional (face-to-face)
ISU	General Business	52.0101	BBA		Business	General Business	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	General Business (online)	52.0101	BBA		Business	General Business		Regional	Online Web/video
ISU	General Business: Online Degree Completion	52.0101	BS		Business	Marketing and Management		Regional	Online
ISU	Small Business Technology	52.0101	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Business Leadership	52.0101	BTC		Business and Professional Programs	Business Leadership		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Business Management	52.0101	AAS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Business Management	52.0101	BTC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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NIC	Business Management	52.0101	ITC		Business and Professional Programs			Regional	Hybrid Online Traditional (face-to-face) Web/video
BSU	Business Administration	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Online Traditional (face-to-face)
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Business Administration: Business Analytics (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Construction Management	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Cyber Operations (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Entrepreneurship	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Finance (online MBA)	52.0201	Emphasis		Business and Economics	Management	Boise	Regional	Online
BSU	Business Administration: Healthcare Leadership	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Management	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Business Administration: Marketing Leadership	52.0201	Emphasis		Business and Economics	Management		Regional	
BSU	Human Resource Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Online
BSU	Management: Resort and Hospitality Management	52.0201	B.B.A. emphasis		Business and Economics	Management		Regional	
BSU	Master of Business Administration Professional Program Concurrent with University of Idaho Juris Doctorate	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	AAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	ITC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	Operations Management	52.0201	BAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Business, General	52.0201	AA		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Business Administration	52.0201	BAS		School of Social Sciences and Public Affairs	Business	Boise Nampa	Regional	Hybrid Online Traditional (face-to-face)
CWI	Management	52.0201	AAS		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Administration (for Non-Business Majors only)	52.0201	Minor		Business	Business Administration	Idaho Falls Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Business Administration: Online	52.0201	MBA		Business	Business Administration		Regional	Online
ISU	Business Administration: Traditional	52.0201	MBA		Business	Business Administration	Idaho Falls Pocatello	Regional	Hybrid
ISU	Management	52.0201	BBA		Business	Marketing and Management		Regional	Traditional (face-to-face)
ISU	Management (online)	52.0201	BBA		Business	Marketing and Management		Regional	Online Web/video

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ISU	Nutrition (MS): Management Emphasis	52.0201	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls Meridian Nampa Pocatello	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business Administration: Healthcare Management emphasis	52.0201	BA		Professional Studies	Business and Computer Science		Regional	
LCSC	Business Essentials	52.0201	Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid Online Traditional (face-to-face)
LCSC	General Studies: Business	52.0201	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	General Studies: Business	52.0201	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
NIC	Business	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Business Administration	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Business	52.0201	Minor		College of Business and Economics	Business	Moscow	Regional	Online
UI	Business Administration	52.0201	M.B.A.		College of Business and Economics	Business	Coeur d'Alene Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Small Business Management	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	
CEI	Legal Studies and Paralegal Training	52.0202	BTC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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BSU	Supply Chain Management	52.0203	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	
ISU	Supply Chain Management	52.0203	Academic Certificate		Business	Marketing and Management	Pocatello	Regional	Traditional (face-to-face)
CSI	Operational Management	52.0205	BAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Supervision	52.0205	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Operations and Supply Chain Management	52.0205	B.S.		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
UI	Operations Management	52.0205	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	IT Support for All	52.0207	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Project Management	52.0211	Bachelor		Arts and Sciences		Boise	Regional	Online
BSU	Project Management	52.0211	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
BSU	Project Management for All	52.0211	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
ISU	Project Management	52.0211	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
UI	Technical Program Management	52.0211	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
CSI	Retail Management	52.0212	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Undergraduate Certificate		School of Public Service		Boise	Regional	Online

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BSU	Leadership and Human Relations	52.0213	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Plus Business	52.0213	Minor		Business and Economics			Regional	
BSU	Plus Business	52.0213	Undergraduate Certificate		Business and Economics		Boise	Regional	Traditional (face-to-face)
ISU	Organizational Leadership	52.0213	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online
LCSC	Bachelor of Applied Science: Business	52.0213	BAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid Online
LCSC	Business Management	52.0213	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business Management	52.0213	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online Traditional (face-to-face)
UI	Business Leadership	52.0213	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
LCSC	Bachelor of Applied Science	52.0216	BAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	B.B.A.		Business and Economics	Accountancy	Boise Twin Falls	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	Minor		Business and Economics	Accountancy		Regional	Traditional (face-to-face)
BSU	Accountancy (Online Program)	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy Foundations	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
BSU	Accountancy Taxation	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy: Information Systems and Controls emphasis	52.0301	B.B.A.		Business and Economics	Accountancy		Regional	
BSU	Accounting Foundations	52.0301	Graduate Certificate		Business and Economics	Accountancy	Boise	Regional	Online Traditional (face-to-face)
CEI	Accounting Paraprofessional	52.0301	AAS		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CEI	Applied Accounting Clerk Technical Certificate	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accountancy	52.0301	BBA		Business and Information Systems		Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Accountancy	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accountancy: Taxation Emphasis	52.0301	MACC		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
ISU	Accounting	52.0301	BBA		Business	Accounting and Information Systems	Idaho Falls Pocatello	Regional	Traditional (face-to-face)
LCSC	CyberAccounting	52.0301	MS		Professional Studies	Business and Computer Science	Lewiston	Regional	Online
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation 2) Audit and Fraud Examination	College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	B.S.		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	Minor		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.0301	Certificate-UG		College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
UI	Enterprise Systems Integration	52.0301	Certificate-UG		College of Business and Economics	Accounting and Management Information Systems	Boise Coeur d'Alene Idaho Falls Moscow	Regional	Online Traditional (face-to-face)
CEI	Bookkeeping	52.0302	BTC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

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CSI	Applied Accounting/Bookkeeping	52.0302	AAS		Business and Information Systems		Twin Falls	Regional	Some portion online Traditional (face-to-face)
CWI	Applied Accounting	52.0302	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Applied Accounting	52.0302	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	AAS		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	ATC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Professional Bookkeeping	52.0302	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online Traditional (face-to-face)
ISU	Accounting Technology	52.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Accounting Technology	52.0302	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Bookkeeping/Accounting	52.0302	AAS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bookkeeping/Accounting	52.0302	ATC		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bookkeeping/Accounting	52.0302	BTC		Professional Studies	Business and Computer Science	Lewiston	Regional	Online
NIC	Accounting Assistant	52.0302	AAS		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ATC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ITC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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LCSC	Accounting	52.0305	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
UI	Business Administration	52.0305	B.B.A.		College of Business and Economics	Business	Moscow	Regional	Online
CEI	Administrative Services	52.0401	AAS		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Office Specialist	52.0401	ITC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Professional Development/Business Application	52.0401	BTC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist	52.0401	AAS		School of Social Sciences and Public Affairs	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ATC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	BTC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ITC		School of Communication and Information Technologies	Business	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	AAS		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ATC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)

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CWI	Administrative Support Technology	52.0401	BTC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ITC		School of Communication and Information Technologies	Business		Regional	Hybrid Traditional (face-to-face)
ISU	Business Technology - Administrative Management	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Small Business Technology	52.0401	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Administrative Management	52.0401	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Administrative Assistant	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)

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NIC	Administrative Office Management Technology	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Virtual Administrative Assistant	52.0401	ITC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
CWI	Business Technology	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
CWI	Business Writing	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
CWI	Office Management	52.0407	BTC		School of Social Sciences and Public Affairs	Business	Boise	Regional	Online
ISU	Business Technology	52.0407	BTC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Applications and Office Technology	52.0408	BTC			Computer Applications & Office Technology		Regional	Hybrid Online Traditional (face-to-face) Web/video
NIC	Office Specialist/Receptionist	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Office Technology	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
NIC	Computer Applications	52.0499	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BA		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BS		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online Traditional (face-to-face)

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BSU	Business Economics	52.0601	B.B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
UI	Business Economics	52.0601	B.S.	Options: 1) General 2) Financial Economics 3) PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Business Creation	52.0701	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
BSU	Entrepreneurship Management	52.0701	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0701	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
CEI	Entrepreneurship	52.0701	AA		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)
CEI	Entrepreneurship	52.0701	ITC		Business, Office, and Technology	Business Technologies		Regional	Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
ISU	Entrepreneurship	52.0701	Certificate		Business	Marketing and Management	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
LCSC	Entrepreneurship	52.0701	Undergraduate Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Hybrid
NIC	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	Entrepreneurship	52.0799	Minor		College of Business and Economics	Business		Regional	
BSU	Finance	52.0801	B.B.A.		Business and Economics	Finance	Boise	Regional	Traditional (face-to-face)
BSU	Finance	52.0801	Minor		Business and Economics	Finance		Regional	Traditional (face-to-face)
ISU	Finance	52.0801	BBA		Business	Finance and Economics	Pocatello Twin Falls	Regional	Traditional (face-to-face)
ISU	Finance (online)	52.0801	BBA		Business	Finance and Economics		Regional	Online Web/video

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ISU	Financial Literacy	52.0801	Certificate		Business	Finance and Economics	Pocatello	Regional	Hybrid Online Some portion online
UI	Applied Finance	52.0801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
UI	Finance	52.0801	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Trading and Capital Management	52.0810	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Hospitality Management	52.0901	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
ISU	Hospitality Management	52.0901	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid Online
LCSC	Hospitality Management	52.0901	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Some portion online Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BA			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BS			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
NIC	Hospitality Management	52.0901	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ITC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Hospitality Management	52.0904	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CSI	Hospitality Management	52.0904	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid Traditional (face-to-face)
LCSC	Front Office Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
LCSC	Rooms Division Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Food & Beverage Management	52.0905	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Resort and Hospitality Management	52.0906	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
LCSC	Management with Human Resource Emphasis	52.1001	BA		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	52.1001	BS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
UI	Business Management	52.1001	B.S.	Emphasis: 1) Management - 52.1001 2) Human Resources Management - 52.1001 3) Entrepreneurship and Small Business Management; 52.0201 3) PGA Golf Management - 52.1001	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Human Resource Development	52.1001	Certificate-GR		College of Education, Health and Human Sciences	Leadership and Counseling	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Labor Studies	52.1004	Minor		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
ISU	Labor Economics	52.1004	Certificate		Business	Finance and Economics	Pocatello	Regional	Some portion online Traditional (face-to-face) Web/video
BSU	Organizational Development	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online

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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Human Resource Development	52.1005	Graduate Certificate		Education	Organizational Learning and Performance		Regional	Online
ISU	Human Resource Development	52.1005	MS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Hybrid
ISU	Human Resource Development (online)	52.1005	MS		Education	Organizational Learning and Performance		Regional	Online Some portion online Web/video
ISU	Human Resources	52.1005	Academic Certificate		Business	Marketing and Management	Pocatello	Regional	Online Some portion online Traditional (face-to-face) Web/video
ISU	Organizational Leadership	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Training and Development	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
ISU	Workplace Training and Leadership	52.1005	BS		Education	Organizational Learning and Performance	Idaho Falls Pocatello Twin Falls	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	International Business	52.1101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	International Business	52.1101	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	International Business: Business Functional	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	
BSU	International Business: Politics, Economics, and History	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	

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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	International Business: World Languages and Area Studies	52.1101	B.B.A. emphasis		Business and Economics	Management		Regional	
UI	Mangement Information Systems	52.1201	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Accounting and Management Information Systems	Moscow	Regional	Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BA			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BS			Accounting and Information Systems		Regional	Online Traditional (face-to-face)
CWI	Business Analytics	52.1302	Undergraduate Certificate		School of Social Sciences and Public Affairs	Business	Nampa	Regional	Online Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	B.B.A.		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	Minor		Business and Economics	Marketing		Regional	Traditional (face-to-face)
BSU	Marketing Communications emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
CEI	Marketing and Management (Discontinued)	52.1401	ATC		Business, Office, and Technology			Regional	Traditional (face-to-face)
CWI	Digital Marketing	52.1401	BTC		School of Social Sciences and Public Affairs		Boise Nampa	Regional	Online
CWI	Marketing Communications	52.1401	AAS		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ATC		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ITC		School of Social Sciences and Public Affairs		Nampa	Regional	Hybrid Traditional (face-to-face)

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**Idaho State Board of Education
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Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Marketing Management Technology	52.1401	AAS		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ATC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ITC		School of Communication and Information Technologies	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid Traditional (face-to-face)
ISU	Marketing	52.1401	BBA		Business	Marketing and Management		Regional	Hybrid
ISU	Marketing (online)	52.1401	BBA		Business	Marketing and Management		Regional	Online Web/video
ISU	Nutrition (MS): Marketing Emphasis	52.1401	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise Caldwell Idaho Falls Meridian Nampa Pocatello	Regional	Hybrid
LCSC	Marketing	52.1401	AS		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing Management	52.1401	Undergraduate Certificate		Professional Studies	Business and Computer Science	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Marketing	52.1401	Undergraduate Certificate		Liberal Arts and Sciences	Physical, Life, Movement and Sport Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Marketing	52.1401	B.S.	Emphasis: 1) General Marketing 2) Entrepreneurship 3) PGA Golf Management 4) Marketing Analytics 5) Sales Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing	52.1401	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)

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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
UI	Marketing BSBUS	52.1401	B.S.Bus.		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
UI	Business Analytics	52.1402	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Marketing Analytics	52.1402	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Social Media	52.1404	Certificate		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online Traditional (face-to-face)
UI	Promotions and Digital Marketing	52.1499	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
UI	Sales Management	52.1801	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Online
LCSC	Retailing	52.1803	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
ISU	Professional Sales	52.1804	Certificate		Business	Marketing and Management	Idaho Falls Pocatello	Regional	Hybrid Online Traditional (face-to-face)
UI	Sales Management	52.1804	Minor		College of Business and Economics	Business	Moscow	Regional	Online Traditional (face-to-face)
BSU	Construction Management	52.2001	B.S.		Engineering	Construction Management	Boise	Regional	Traditional (face-to-face)
BSU	Construction Management	52.2001	Minor		Engineering	Construction Management		Regional	Traditional (face-to-face)
CSI	Construction Management	52.2001	AS		Engineering, Physical, and Computer Sciences	Engineering, Physical, and Computer Sciences	Twin Falls	Regional	Traditional (face-to-face)
NIC	Construction Management	52.2001	AS		Trades and Industry		Coeur d'Alene	Regional	Hybrid
NIC	Construction Management	52.2001	BTC		Trades and Industry	Trades and Industry	Coeur d'Alene	Regional	Hybrid
BSU	Environmental History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Gender History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	General History with Geographic Focus	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)

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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
BSU	History	54.0101	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	M.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History of Faith and Ideology	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Law, Justice, and Power	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of War, Conflict and Society	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
CSI	History	54.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid Traditional (face-to-face)
CWI	History	54.0101	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid Online Traditional (face-to-face)
ISU	History	54.0101	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	History (online)	54.0101	BA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	MA		Arts and Letters	History		Regional	Online Web/video
ISU	History (online)	54.0101	Minor		Arts and Letters	History		Regional	Online Web/video
LCSC	History	54.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	History	54.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	History	54.0101	AA		Social and Behavioral Sciences Division	History	Coeur d'Alene	Regional	Hybrid Online Traditional (face-to-face)
UI	History	54.0101	B.A.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	B.S.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	M.A. Ph.D.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
UI	History	54.0101	Minor		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
ISU	History	54.0105	MA		Arts and Letters	History	Pocatello	Regional	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
ISU	Dentistry, Advanced General	60.0199	Cert of Completion		Health Sciences/Health Professions	Dental Sciences	Meridian	Regional	Traditional (face-to-face)
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.		Health Sciences/Health Professions	Dental Sciences	Meridian Pocatello	Regional	Traditional (face-to-face)
ISU	Family Medicine Residency	61.0701	Cert of Completion		Health Sciences/Health Professions	Family Medicine Residency	Pocatello	Regional	Hybrid
BSU	Center for Research and Creative Activity	00.0000	N/A		Office of the President		Boise	Regional	Traditional (face-to-face)
BSU	College of Education (COED) Restructure	00.0000	N/A		Education		Boise	Regional	N/A
BSU	Department of Humanities and Cultural Studies	00.0000	N/A		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Edwin T Jaynes Center for Bayesian Methods and Maximum Entropy Foundation	00.0000	N/A					Regional	
BSU	Hazard and Climate Resiliency Institute (new unit)	00.0000	N/A		Arts and Sciences	Geosciences	Boise	Regional	
BSU	Institute for Advancing American Values	00.0000	N/A		Office of the President		Boise	Regional	Traditional (face-to-face)
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	A.A.		Engineering		Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	N/A		Engineering		Boise	Regional	
BSU	Institute of Microelectronics Education and Research	00.0000	N/A		Office of the Provost		Boise	Regional	N/A
BSU	Redfish Environmental Data Institute	00.0000	N/A		Arts and Sciences		Boise	Regional	
BSU	School for the Digital Future	00.0000	N/A		Arts and Sciences		Boise	Regional	N/A
BSU	School of Computing	00.0000	N/A		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	School of the Environment	00.0000	N/A		Arts and Sciences		Boise	Regional	
CEI	Health Professions Department	00.0000	N/A		Health Sciences			Regional	
CSI	Nursing Department and Health Professions Department (split Health Sciences & Human Services)	00.0000	N/A		Health Science and Human Services		Twin Falls	Regional	
CWI	Department of Industrial Automation	00.0000	N/A		School of Industry, Engineering, and Trades			Regional	
CWI	Honors Program	00.0000	AA		School of Arts and Humanities	Visual and Performing Arts	Boise Nampa	Regional	

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**Idaho State Board of Education
Instructional Program Inventory**

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Statewide/Regional Responsibility	Delivery Methods
CWI	Instructional Unit: Modification - Agricultural Sciences; Physical Sciences	00.0000	N/A		School of Science, Technology, and Math	Physical and Agricultural Sciences		Regional	
CWI	Instructional Unit: Modification- Science, Technology, and Math	00.0000	N/A		Multiple			Regional	
ISU	Department of Clinical Psychopharmacology	00.0000	N/A		Health Sciences/Pharmacy		Meridian	Regional	Online Some portion online Traditional (face-to-face) Web/video
ISU	Department of Informatics	00.0000	N/A		Business	Informatics	Pocatello	Regional	
ISU	Department of Informatics	00.0000	N/A		Business	Informatics	Pocatello	Regional	
ISU	Department of Physics	00.0000	N/A		Science and Engineering	Physics	Idaho Falls Pocatello	Regional	
ISU	Instructional unit: Dept. of Human Performance and Sport Studies	00.0000	N/A		Education	Human Performance and Sports Studies		Regional	
ISU	Office of Health and Wellness and U. of Utah Psychiatry Residency	00.0000	N/A		Health Sciences/Health Professions		Meridian Pocatello	Regional	
ISU	Split PT/OT into Dept. of Occupational Therapy and Dept. of Physical Therapy & Athletic Training	00.0000	N/A		Health	Physical and Occupational Therapy	Meridian Pocatello	Regional	
LCSC	Division of Movement and Sports Science	00.0000	N/A		Liberal Arts and Sciences	Movement and Sports Sciences		Regional	
UI	Department of Clinical Medicine	00.0000	N/A		WWAMI			Regional	
UI	Department of Medical Education	00.0000	N/A		WWAMI			Regional	
UI	School of Health and Medical Professions	00.0000	N/A		College of Graduate Studies			Regional	

Three-Year Program Planning

State Board of Education Meeting
August 21, 2024



Governance

Idaho Code § 33-113

- requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable.

Board Policy III.Z.

- sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns program responsibilities for assessing the educational and workforce needs around the state.



Three-Year Planning

- Advise and Inform
 - First look and Notice of Proposed Programs
- Board Approval
 - Board approves the three-year plan annually
 - Does not represent approval of individual programs
 - Proposed programs require review and approval
 - Approval for institutions to proceed with proposal development



Planning Session Highlights

Health Care Programs

University of Idaho – Region II

- Doctor of Psychology, Clinical Psychology
- Direct-entry Master of Nursing
- Doctor of Nurse Anesthesia Practice
- Master of Gerontology
- Doctor of Anatomical Sciences

Lewis-Clark State College – Region II

- Direct-entry Master of Nursing
- Master of Social Work
- Master of Science, Nursing Education (partnership with ISU)
- Master of Occupational Therapy (partnership with ISU)
- Master of Physical Therapy (partnership with ISU)
- Master of Physician Assistant Studies (partnership with ISU)

Idaho State University – Regions II, V, VI

- Doctor of Psychology, Clinical Psychology
- Doctor of Nurse Anesthesia Practice
- Master of Physician Assistant Studies (partnership with LCSC)

North Idaho College – Region I

- Bachelor of Nursing, Registered Nursing (researching)

College of Western Idaho – Region III

- Nursing – RN to BSN



Planning Session Highlights

Applied Baccalaureate Degrees by Community Colleges

- CEI – Health Care Management, BAS, Fall 2026
- CSI – Teacher Education Apprenticeship, Fall 2024
- CWI – Elementary Education, BAS, Fall 2027
- CWI – Healthcare Administration, BAS, Fall 2027
- NIC – Diesel Technology, BAS, Fall 2027
- NIC – Registered Nursing, BSN (researching)



Planning Session Highlights

Collaborations

- Boise State University and University of Idaho are exploring options to offer joint degrees in the following:
 - Criminal Justice and Law, M.A./J.D., Summer/Fall 2025
 - Environmental Management and Law, M.N.R./J.D., Summer/Fall 2025
 - Political Science and Law, M.A./J.D., Summer/Fall 2025
 - Public Administration and Law, M.P.A./J.D., Summer/Fall 2025
 - Public Administration and Law, Ph.D./J.D., Summer/Fall 2025

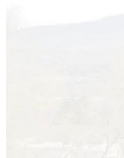
- Idaho State University and University of Idaho are also researching a collaborative option to offer a Master of Science in Health Policy & Law, 2027-2028.



OVERVIEW OF PLAN

Interdisciplinary Programs	College of Arts & Sciences (COAS)	College of Business & Economics (COBE)	College of Education (COED)
<p>BA Environmental Humanities, 2026 (COAS & SPS) BS Sport and Venue Security (online), 2025 (COED & COEN) MS Computational Science, and Engineering, 2026 (COAS & COEN) MS Data Science, 2025 (COAS & COEN) PhD Public Humanities, 2026 (COAS, CID, COHS & SPS) BA/BS Interdisciplinary Studies (hybrid), 2026 (COAS & CID)</p>	<p>BA Event Management (online), 2025 BA/BS Interdisciplinary Studies (hybrid), 2026 BS Applied Mathematics, 2025 -- (Discontinuation) BS Biomolecular Sciences, 2025 BS Forensic Science, 2025 BS Psychology (online), 2025 MA Sociology, 2026</p>	<p>BAS Business Management (online), 2025 BBA Accounting (online), 2026 BBA Marketing (online), 2026 MS Information Technology Management, 2026</p>	<p>BS eLearning Instructional Design for Educators (online), 2026 BS eSports (online), 2026 BS Outdoor Leadership in Education, 2025 Teacher Certification Career Technical Education (AgEd, Business, Computer Science, Engineering), 2025 MIT Career Technical Education (online), 2025 MS Higher Education and Student Affairs, 2025 MS Adult Education (online), 2025 MS Philanthropy (online), 2026</p>
College of Engineering (COEN)	College of Innovation and Design (CID)	College of Health Sciences (COHS)	School of Public Service (SPS)
<p>BA Software Development, 2025 BS Artificial Intelligence, 2025</p>		<p>BS Sport Management (online), 2027 BSW Social Work (online), 2025 MS Cardiac Function and Interventional Technology (online), 2026 MS Radiologic Sciences, 2026 PhD Health Sciences, 2026 PhD/DSW Social Work (online), 2027</p>	<p>BA Justice Studies (online), 2025 BA/BAS Public Management, Leadership, and Policy (online and traditional), 2025 MA-JD Criminal Justice and Law Joint Degree, 2025 MA-JD Environmental Management and Law Joint Degree, 2025 MA-JD Political Science and Law Joint Degree, 2025 MPA-JD Public Administration and Law Joint Degree, 2025 DPA, Doctor of Public Administration (online and traditional), 2026 Ph.D.-JD Public Administration and Law Joint Degree, 2025</p>

NOTES:
 Red font: New or Updated Information
 Black font: Information from the previous year
 Programs intended to be online or hybrid are noted



2024 PLAN OVERVIEW



Health Professions	Education	Engineering	Business & Econ
Spanish for the Health Professions, AA (face to face AND online)	Teacher Ed Apprenticeship, 2024 (face-to-face AND online)	AAS/ITC/BTC Civil Engineering Technician, 2024 (face-to-face)	
Sciences	Agriculture	Other	Liberal Arts
AAS/ITC/BTC Chemical Technician, 2025 (face-to-face)		Specialization Certificate, Project Management, 2024 (online)	Communication AA, discontinuance
		Upper division courses to support 90/30 agreements (face-to-face AND online)	Anthropology AA, discontinuance

CEI PLAN OVERVIEW

CTE (NON-HEALTHCARE)

- Certified Modern Banking, ITC (2026) *F2F, Moving Online*
- Infomatics, AAS (2025) *F2F, Moving Online*
- Agribusiness Tech, AAS or ITC (2026) *F2F*
- Mechatronics/Engineering Technology, AAS or ITC (2024) *F2F*
- Industrial Maintenance Tech, BTC (2026) *F2F*
- Battery Tech, BTC (2026) *F2F*
- Nuclear Tech, AAS (2026) *F2F*

GENERAL EDUCATION

- Computer Science Degree, AS (2026) *F2F*
- Education Degree, AA (2025) *F2F & Online*
- Engineering Degree, AE (2025) *F2F*

CTE (HEALTHCARE)

- Medical Lab Tech, AAS (2025), Consortium *F2F, Lab, Online*
- Lab Assistant *F2F, Lab, Online*
- Addiction Studies (2026) *F2F*
- Health Admin Services, AAS or ITC (2025) *Online*
- Health Physics, AAS (2026) *F2F*
- Paramedic, AAS or ITC (2026) *F2F & Online*
- Speech-Language Pathology, AAS (2026) *F2F & Online*
- Physical Therapy Tech, ITC (2026) *F2F & Online*
- Radiography, AAS (2026) *F2F & Online*
- Health Information Technology, AAS (2026) *F2F & Online*
- Medical Coding, BTC (2025) *F2F & Online*
- Medical Records Specialist, ITC (2026) *F2F & Online*
- Pharm Tech, AAS (2026) *F2F, Lab, Online*
- Ultrasound Tech, AAS (2026) *F2F & Online*

Dr. Lori D. Barber, **President of College of Eastern Idaho**

CWI OVERVIEW OF 3-YEAR PLAN

ARTS & HUMANITIES	HEALTH	INDUSTRY, ENGINEERING & TRADES
AAS Digital Photography (2025) online	BAS Healthcare Administration (2027) RN to BSN (2027) online	AAS Aviation Maintenance Technician (2026) in person
SCIENCE, TECHNOLOGY, & MATH		SOCIAL SCIENCE & PUBLIC AFFAIRS
AS Mining Technology (2025) in person AAS Game Design and E-Sport Management (2026) online, In person, hybrid		BAS Elementary Education (2027) online, in person

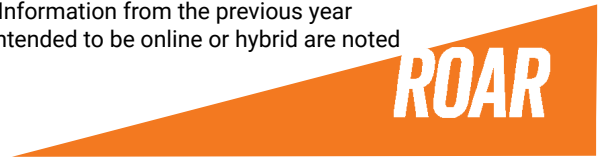




Three-Year Plan Overview 2024

Arts & Letters	Business	Education	Science & Engineering
<p>Doctorate of Psychology - 2027</p>	<p>Accounting Analytics Graduate Certificate - 2027 (in-person & online)</p>	<p>MSA Student Affairs - 2026 (in-person & online) MEd in Special Education (Interdisciplinary) - 2026 (online)</p>	<p>Artificial Intelligence Certificate (w/ UI) - 2026 (hybrid) Nuclear Materials Engineering Graduate Certificate (w/UI) - 2026 (hybrid) Robotics Certificate (w/UI) - 2026 (hybrid) PhD in Cybersecurity (w/UI) - 2026 (hybrid) BS in Data Science - 2026 (hybrid) Data Science Certificate - 2026 (hybrid)</p>

Health	Pharmacy	Technology
<p>Family Nurse Practitioner Graduate Certificate - 2026 (online) Radiographic Science Computed Tomography - 2026 (hybrid) Radiographic Science Magnetic Resonance Imaging Certificate - 2026 (hybrid) Radiographic Science Mammography Certificate - 2026 (hybrid) BS Dental Hygiene Expansion to Meridian - 2026 (in-person & online) Doctor of Nurse Anesthesia Practice - 2026 (in-person & online) Orthopedics/Sports Medicine Post-Graduate Residency - 2027 BS/MS Advanced Dental Hygiene Practice - 2027 (online w/in-person labs/clinical) PhD Health and Human Sciences - 2028 (online & in-person) DMSc Medical Science in Sports Medicine - 2028 (online & in-person) Masters in Health Policy and Law (w/UI) - 2028 (online) BS in Health Informatics - 2028 (online) MPAS Physicians Assistant Studies Expansion - 2028</p> <p>Speech Language Pathology Assistant (Licensure Track) - 2026 (hybrid) Audiology Assistant Certificate - 2026 (hybrid) Health Informatics Graduate Certificate - 2026 (online) Grief & Loss Post-Graduate Certificate - 2027 Sports Counseling Graduate Certificate -2026 (hybrid)</p>	<p>Discontinuation: ATC Pharmacy Technology - 2026 ITC, AAS Semiconductor Manufacturing Technology - 2026 (hybrid) Paralegal Studies Specialized Certificate - 2026 (online) BAS Nuclear Operations Technology - 2026 (hybrid) Discontinuation: BTC Cloud Computing - 2026 Discontinuation: AAS Unmanned Aerial Systems - 2026 Industrial Controls Specialized Certificate - 2026 BAS Health Information Management (online) - 2028 (online) BTC, ITC, AAS Culinary Arts - 2028 (in-person) ITC, AAS Audio/Video Technician - 2028 (in-person) BTC, ITC, AAS Agricultural Production Technology and Management - 2028 (in-person) Skin Care Specialist Specialized Certificate - 2028 (in-person)</p> <p>NOTES: Red font: New or Updated Information Black font: Information from the previous year Programs intended to be online or hybrid are noted</p>	



LC State: Overview of Plan: 24'-25'

Certificates	AAS proposals	Bachelors & Masters	Co-partnership w/ISU
Critical Care Nursing (online)	AAS Paramedic: FA 25 (f2f)	BS/BA: Medical Diagnostic Imaging: Ultrasound FA 25 (f2f)	MSN, Nursing Education FA 24 (online)
Peri-operative Nursing (online)	AAS Occupational Therapy Assistant: FA 25 (f2f)	MSN: Direct Entry (post bachelor pathway) FA 25 (f2f)	DPT, Physical Therapy FA 25 (f2f/online-hybrid)
Central/Surgical Processing Technician (online)	AAS Respiratory Therapy Assistant: FA 25 (f2f)	MAT: Teaching (post bachelor pathway) FA 25 (online)	MOT, Occupational Therapy FA 25 (f2f/online-hybrid)
	AAS Medical Lab Technician: FA 25 (f2f)		
	AAS Surgical Technology: FA 25 (f2f)		
	AAS Physical Therapy Assistant: FA 25 (f2f)		
	AAS Central/Surgical Processing Technician: FA 25 (f2f)		



OVERVIEW OF PLAN

Career & Technical Professional Programs	Communication & Fine Arts	Health Professions
<p>ITC Mobile Food Truck Management, 2025 (hybrid)</p>	<p>AA Music Technology, 2025 (hybrid) AA Film Studies, 2025 (hybrid)</p>	<p>AS Medical Laboratory Technology, 2025 (hybrid) ITC Pharmacy Technology, 2025 (hybrid) Certificate Radiography Technology: CT, 2025 Certificate Radiography Technology, Mammography, 2025 (includes clinical rotations in mammography) AAS Dental Hygiene, Move to annual admission AAS Surgical First Assist, 2025 or 2026 (hybrid) AAS Respiratory Therapy, 2025 or 2026 (hybrid w/combo of online and apprenticeship clinical) AAS Certified Occupational Therapy Assistant (COTA), 2025 (hybrid w/combo of online, campus lab, and clinical) AAS Emergency Medical Services, 2025 (hybrid)</p>
Natural Sciences	Nursing	Trades & Industry
<p>AS Biological Sciences, 2025* (hybrid) AS Physical Sciences, 2025** (hybrid)</p> <p>*Combining Biology, Botany, Environmental Science, Forestry/Wildlife/Range Management, and Zoology. **Combining Astronomy, Chemistry, Geology, and Physics. ***Combining Pre-Microbiology/Medical Technology, Pre-Nutrition, Pre-Physical Therapy, and Pre-Veterinary Medicine into existing Pre-Medical Related Fields program.</p>	<p>BSN Registered Nursing, Continue Investigating (hybrid)</p>	<p>BTC Construction Management, 2024</p> <p>NOTES: Red font: New or Updated Information Black font: Information from the previous year Programs intended to be online or hybrid are noted</p>

OVERVIEW OF PLAN

ITALICS = IN PROCESS **RED** = DATE CHANGE **BOLD** = NEW (N) = NWCCU APPROVED



Art & Architecture	Education, Health & Human Sciences	Agriculture & Life Sciences	Engineering	Business & Economics
	<i>B.S. Ed. Elementary Teacher Education (adding online option/modality) 2024 (N)</i> M.A. School Counseling (online) 2026 Ph.D. Kinesiology and Health (online) 2025	M.S. Apparel, Textiles and Design (F2F/online) 2025 Ph.D. Plant Pathology (F2F) 2025	M.S. Biomedical Engineering (F2F) 2025 Ph.D. Cybersecurity (F2F/online) 2025	
Letters, Arts, & Social Sciences	Law	Natural Resources	Sciences	WWAMI
B.F.A. Creative Writing (F2F) 2025 Ph.D. American Indian Studies (F2F) 2025 B.S. French (F2F/online) 2025 B.S. International Studies (F2F/online) 2025 B.S. Latin American Studies (F2F/online) 2025 B.S. Modern Languages – Business (F2F/online) 2025 B.S. Spanish (F2F/online) 2025	M.P.A.- J.D. Public Administration and Law Joint Degree Program with Boise State University (F2F) 2025 Ph.D. -J.D. Public Administration and Law - Joint Degree Program with Boise State University (F2F) 2025 M.A.- J.D. Political Science and Law Joint Degree Program with Boise State University (F2F) 2025 M.A.-J.D. Criminal Justice and Law Joint Degree Program with Boise State University (F2F) 2025 M.N.R. -J.D. Environmental Management and Law Joint Degree Program with Boise State University (F2F) 2025 M.B.A. – J.D. Master of Business Administration and Law Joint Degree Program (JD – F2F/MBA – online) 2025		B.S. Bioinformatics and Genomics (F2F) 2024 M.S. Bioinformatics and Computational Biology (online) 2026 M.S. Earth and Spatial Sciences (online) 2026	D.A.S. Anatomical Sciences (F2F/online) 2025 M.S. Medical Science (F2F/online) 2025 Psy.D Clinical Psychology (F2F) 2025 M.S. Gerontology (online) 2025 (N) M.S. Nursing – Direct Entry (Hybrid) 2025 D.N.A.P. – Doctor of Nursing Anesthesia Practice-Direct Entry (F2F) 2026

QUESTIONS?



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024

SUBJECT

Addressing Idaho's Healthcare Workforce Shortage

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

BACKGROUND/DISCUSSION

In late 2022, the leaders or their delegates from the Workforce Development Council, Department of Labor, Department of Professional Licensure, Department of Health and Human Services, the Office of the State Board of Education, and the Governor's Office began meeting together with representatives from Idaho's healthcare providers, healthcare associations, and higher education institutions to discuss the healthcare worker shortage in the state. The Blue Cross of Idaho Foundation for Health provided support for these meetings, including the provision of a professional facilitator. The group, informally known as the Idaho Healthcare Workforce Shortage Collaborative, established three work groups focused on the following key areas: Policy & Regulation, Attracting & Retaining Workers, and Education & Training.

Dr. TJ Bliss, Chief Academic Officer at the Office of the State Board of Education, has led the Education & Training work group, which consists of representatives from each of the eight public postsecondary institutions, the Idaho College of Osteopathic Medicine, and Idaho Business for Education. This work group worked collectively to develop three key strategic goals:

1. Revise and promote the Healthcare Collaborative Line-Item Request that was developed by the higher education institutions in 2022 but which was not ultimately included in the Governor's budget for the 2023 Legislative session.
2. Establish a Statewide Healthcare Education Committee.
3. Develop longer-term strategic recommendations to address the challenges related to educating and training Idaho's future healthcare workforce.

The work group has met regularly and has accomplished each of these goals to varying degrees. While the Healthcare Collaborative Line-Item Request was not included in the Governor's budget recommendation for the 2024 legislative session, the work group updated the request to reflect current needs and account for various individual allocations to the institutions in 2023. The document exists as a clear statement of the capacity needs at the universities and community colleges related to healthcare workforce training.

The work group determined that it effectively constitutes a robust Statewide Healthcare Education Committee but is mindful that other stakeholder groups may need to be added to ensure better statewide representation.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024

Finally, the work group had a desire to conduct a systems assessment and determine most effective models for addressing healthcare worker shortage. The Blue Cross of Idaho Foundation supported this effort and hired a consulting firm to conduct research and provide recommendations on the most promising approaches to addressing the challenges related to educating and training Idaho's future healthcare workforce. The consultants interviewed each member of the work group and several other healthcare stakeholders in Idaho and researched approaches to addressing these challenges in other states. They identified 10 potential strategies, and then narrowed these down based on current activities in Idaho, cost to implement (in terms of time and effort), and potential for impact.

This led to the selection of two primary models aimed at optimizing the healthcare education pipeline in Idaho: **Clinical Site/Preceptor Flexibility** and **Apprenticeship Models**. Clinical site/preceptor flexibility is intended for near-term implementation to quickly address the current bottleneck of clinical placements for healthcare degrees and affects the output of trained healthcare professionals. In contrast, apprenticeship models are designed for long-term implementation, focusing on increasing the input of students entering the healthcare education pipeline through partnerships between education and healthcare industry. This multi-pronged strategic approach ensures both immediate and future enhancements to the healthcare workforce development in Idaho.

The consultants and the work group finalized a written report that describes the research methodology, the approaches analyzed, and recommendations for implementing the two preferred solutions. This report, titled: "Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations," is attached as Attachment 2. The Idaho Healthcare Workforce Shortage Collaborative met in late July 2024 to discuss a communication plan for disseminating and using the report to raise awareness about the strategic recommendations ahead of and into the next legislative session. The Collaborative also discussed how the other work groups (Policy & Regulation and Attracting & Retaining Workers) might leverage the report in their efforts and how they might help address some of the key challenges in implementing the recommendations.

IMPACT

The efforts of the Idaho Healthcare Workforce Shortage Collaborative and its work groups, including and especially the development of the new report, could help raise awareness of the seriousness of the shortage Idaho is facing. The recommendations in the report, if acted on, could have positive near-term and long-term impacts on addressing this critical shortage.

ATTACHMENTS

Attachment 1 – Addressing Idaho's Healthcare Workforce Shortage Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have participated in the Healthcare Workforce Shortage Collaborative since its inception at the direction of the Executive Director.

BOARD ACTION

This item is for informational purposes.



Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations

**A report by the Training and Education Work Group of the
Idaho Healthcare Workforce Collaborative**

June 2024

With support from the Blue Cross of Idaho Foundation for Health

Prescription for Partnership: Addressing Idaho's Healthcare Worker Shortage through Education and Training Innovations

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INTRODUCTION & CALL TO ACTION

Idaho, like the rest of the nation, is facing an unambiguous shortage of healthcare workers, particularly in crucial areas such as nursing, behavioral health, and primary care. Factors such as high relocation rates among healthcare professionals, an aging workforce, and the resulting burnout further contribute to this challenge at the state level. To address these issues, government, education, and healthcare stakeholders from across Idaho, with support from the Blue Cross of Idaho Foundation for Health, have created a healthcare worker shortage advisory group to identify potential solutions. The advisory group is organized into three key workgroups: Public Policy, Attract and Retain, and Education and Training. This research report from the Education and Training workgroup (see Appendix A for member details) focuses on solutions to the healthcare worker shortage that can be implemented specifically within the healthcare education and training pipeline. In particular, the healthcare education and training pipeline faces challenges related to capacity constraints that inhibit more students from getting the requisite clinical experience to earn their degree.

This report examines the current state of the healthcare worker shortage in Idaho. It details the requirements and impact of two specific solution sets to this pipeline challenge that can be implemented or expanded statewide and have the greatest impact of all identified solutions: **1) clinical site/preceptor flexibility** and **2) apprenticeship models**. These two solution sets are designed to address the capacity challenges within the education and training pipeline affecting both the input of prospective students and the output of qualified healthcare workers to strengthen the healthcare workforce and improve the quality of healthcare provided to Idaho's residents.

Clinical site/preceptor flexibility is a set of solutions that can be implemented by higher education institutions and clinical sites to increase capacity for clinical training. Though often a required element of healthcare education, clinical training is limited by the availability of qualified clinical supervisors (a.k.a. preceptors) and locations. Flexibility regarding who can serve as preceptors and when/where training can occur (e.g., Dedicated Education Units, variations of which are detailed in this report) requires minimal upfront investment and can significantly mitigate the impact of this bottleneck on the number of graduates of healthcare programs.

Apprenticeship models are longer-term solutions that require more financial investment and coordination between institutions and healthcare providers to implement across Idaho. Apprenticeship models such as work-study (students simultaneously work at a healthcare employer and study to advance in their roles) and fund-return (healthcare employers provide scholarships to students in return for employment agreements) create flexible, funded pathways into high-demand healthcare careers through employer partnerships with higher education institutions that can be established for a variety of clinical roles and levels.

Both sets of solutions require investment and coordination from higher education institutions (and, therefore, government) and healthcare providers. Systematic, ongoing partnerships between education and industry are needed to support state-wide implementation or expansion in both solution sets and are crucial for success. Therefore, this report will discuss the context and process through which these solution sets were chosen and suggested methods of operationalizing each solution set. Together, clinical site/preceptor flexibility in the near term and apprenticeship models in the long term can significantly and positively impact the number and quality of available healthcare workers in Idaho and, ultimately, the healthcare needs of its residents.

CONTEXT: IDAHO'S HEALTHCARE WORKER SHORTAGE



The healthcare workforce in Idaho is confronting a pronounced and worsening shortage, particularly in nursing, behavioral health, and primary care. This pressing issue is starkly illustrated by Idaho's ranking as 43rd in the nation for number of employed registered nurses per thousand population at 7.83, significantly below the national average of 11.7. In behavioral health, the state holds the lowest number of psychiatrists per 100,000 residents, approximately 6.1 compared to the U.S. average of 16.6. Additionally, every county in Idaho has a behavioral health provider shortage¹. In primary care, the shortage extends to physicians with Idaho ranking last and having the lowest number of physicians per 10,000 residents at around 19.0 compared to the national average of 28.2².

Compounding the workforce shortage are several state-specific factors that inhibit the growth and stability of the healthcare sector: relocation and provider age. First, high relocation rates among healthcare professionals pose a significant challenge. Twenty-five percent of practicing registered nurses in Idaho expect to move out of Idaho within the next decade, a statistic that is even higher among younger nurses. Second, the state's healthcare practitioners are aging and retiring. The average age of physicians and psychiatrists, for example, is 52 and 53 years old, respectively. Additionally, one-third of Idaho's nurses are expected to retire within the next few years, threatening to exacerbate the existing shortages. In fact, the number of licensed registered nurses was lower in 2020 than in 2018, contributing to a significant nursing vacancy of approximately 2,000 positions³. These two factors contribute further to the acute healthcare workforce shortage in Idaho, which creates a cyclical set of challenges affecting Idaho's healthcare education and training pipeline.

THE STATE'S EDUCATION TO TRAINING HEALTHCARE PIPELINE



¹ Idaho Behavioral Health Alliance 2022 Report

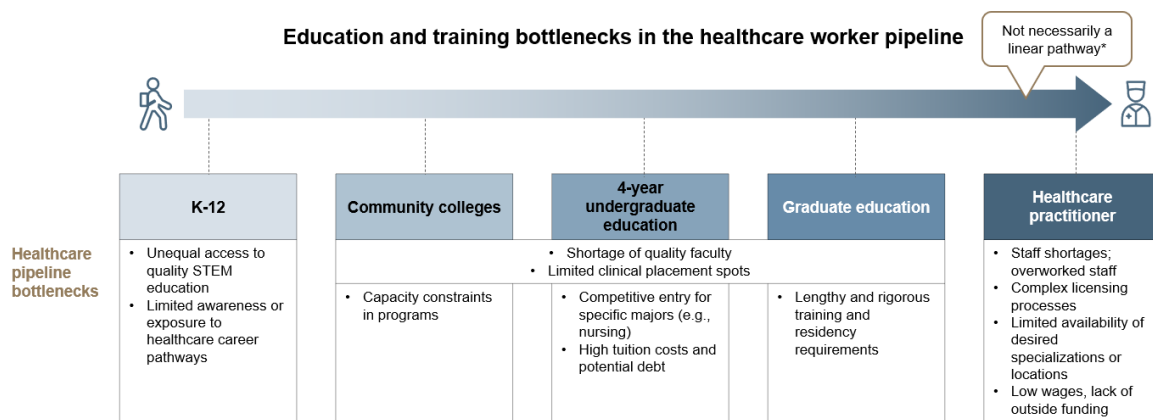
² U.S. Bureau of Labor Statistics

³ Idaho Department of Labor

A key area in which to focus efforts to maintain and expand the Idaho healthcare workforce is the primary source of workers: Idaho’s healthcare education and training pipeline. The pipeline encompasses a comprehensive range of education opportunities designed to introduce and advance individuals in healthcare professions from primary education through to professional practice. Opportunities begin as early as the K-12 level with STEM courses and dual enrollment in health professions programs; students can also obtain specialized certificates in various, entry-level healthcare fields. Degree programs in healthcare are available at every level from associate and bachelor’s degrees through master’s and doctorates, and with the addition of hands-on training and optional research opportunities, these ensure thorough preparation for clinical practice.

Nationally, the path through this educational pipeline is fraught with barriers that hinder the effective training and retention of healthcare professionals (see Figure 1).

Figure 1:



At the earliest levels, there is unequal access to quality STEM education and a general lack of awareness about the multitude of healthcare career options nationwide, which limits early engagement⁴. Community colleges and undergraduate programs frequently face capacity constraints and experience a chronic shortage of quality faculty, which, combined with limited clinical placement spots⁵, severely restricts the number of students who can progress through healthcare training programs. Furthermore, competitive entry requirements for specific majors such as nursing coupled with the high cost of tuition and potential debt, pose additional financial and logistical barriers⁶. At the graduate and professional levels, the challenges persist with shortages of faculty and clinical spots continuing to impede the training of specialized healthcare workers. Additionally, learners already in the healthcare profession

⁴ National Science Foundation. (2020). STEM education for the future: 2020 visioning report.

<https://www.nsf.gov/edu/Materials/STEM%20Education%20for%20the%20Future%20-%202020%20Visioning%20Report.pdf>

⁵ Washington Center for Nursing. (n.d.). A break in the workforce pipeline: Nursing program capacity challenges. Retrieved from <https://www.wcnursing.org/a-break-in-the-workforce-pipeline-nursing-program-capacity-challenges%EF%BF%BC/>

⁶ Shields, R. K., Suneja, M., Shields, B. E., Tofte, J. N., & Dudley-Javoroski, S. (2023). Healthcare educational debt in the United States: unequal economic impact within interprofessional team members. BMC medical education, 23(1), 666. <https://doi.org/10.1186/s12909-023-04634-1>

face issues such as complex licensing processes⁷, low wages, and limited opportunities for upskilling or reskilling in desired specializations, further inhibiting opportunities for aspiring healthcare practitioners. These national barriers, existing at various intensities within Idaho as well, necessitate targeted interventions to ensure a steady flow of competent healthcare professionals into the workforce.

FACTORS THAT AFFECT THE EDUCATION-TO-TRAINING HEALTHCARE PIPELINE



“Our number one issue is capacity. It’s about the capacity of faculty to deliver quality education, and the capacity of clinical providers to deliver quality training. It all comes down to your people.”

– University Dean

Through in-depth conversations with leadership at higher education institutions and healthcare providers (see Appendix A for information on interviewees), we have identified the top barriers within Idaho's healthcare worker training pipeline that affect the input of prospective students and the output of qualified healthcare workers. It is important to note that all institutions/healthcare providers do not face all these barriers, nor do they face them to the same degree of severity. However, most of these are challenging for most of the institutions and providers we spoke with to some significant extent.

Here are the top barriers affecting the input of prospective students *into* the healthcare education and training pipeline:

1. *Awareness and interest*: Limited student awareness of and interest in available healthcare career paths, programs, and how to enroll limits their intent and ability to enroll.
2. *Affordability*: Students either cannot afford to enroll in programs or believe these programs do not have a clear return on investment given their cost.
3. *Role transition support*: Those already working in healthcare roles are not given financial and logistical support to transition into more advanced roles through appropriate training/degree programs.

Here are the top barriers affecting the output of qualified healthcare workers *from* the healthcare education and training pipeline:

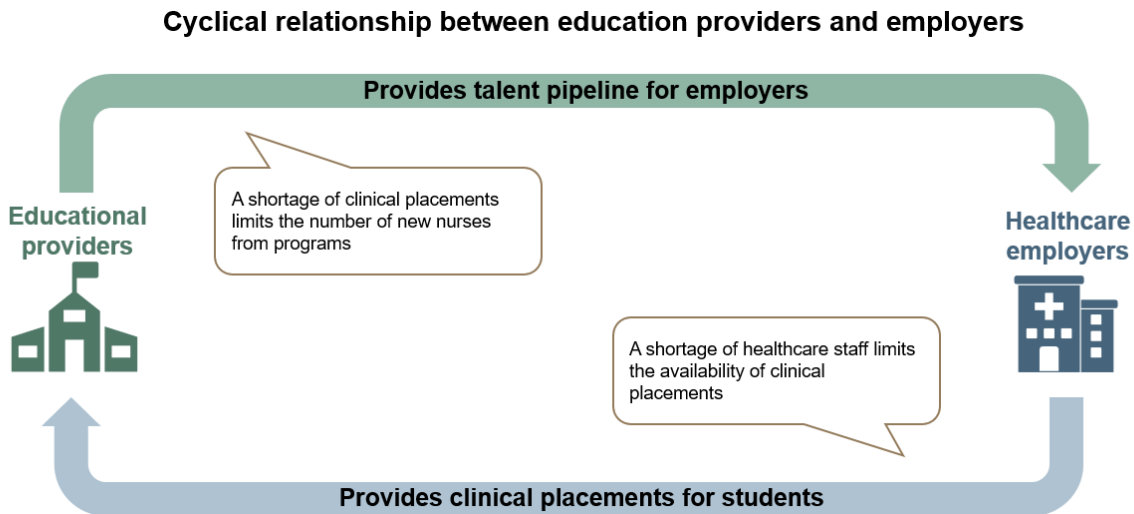
4. *Faculty and preceptors*: Insufficient faculty and/or preceptors (qualified clinical supervisors) lacking resources to take on duties to oversee clinical rotations needed to obtain a degree.

⁷ OpenLoop. (n.d.). Licensing 101. Retrieved from <https://openloophealth.com/blog/licensing-101>

- 5. *Clinical training spots:* Insufficient number healthcare employers partnering with academic institutions to offer clinical placements and/or placements are not in geographically desirable areas.
- 6. *Program flexibility:* Institutions lack the infrastructure to offer programs in flexible ways to meet learner needs.

Addressing these multifaceted challenges is essential for enhancing the pipeline, yet this effort is complicated by a 'chicken-and-egg' problem inherent within the system (see Figure 2).

Figure 2:



The shortage of faculty, preceptors, and clinical sites leads to limited clinical training spots, which restricts the number of students who can be admitted and trained. Lower enrollment in healthcare programs then exacerbates the lack of qualified healthcare professionals ready to enter the workforce, creating a cycle that continually impedes the growth and effectiveness of the healthcare training pipeline. In addition, the shortage adds pressure to the schedules and responsibilities of existing healthcare workers, exacerbating the effects of burnout and further reducing the workforce. Thus, resolving these interconnected issues is crucial for stabilizing and expanding the capacity of healthcare education and training in Idaho.

EFFECTIVE SOLUTIONS TO IMPROVE PIPELINE ISSUES



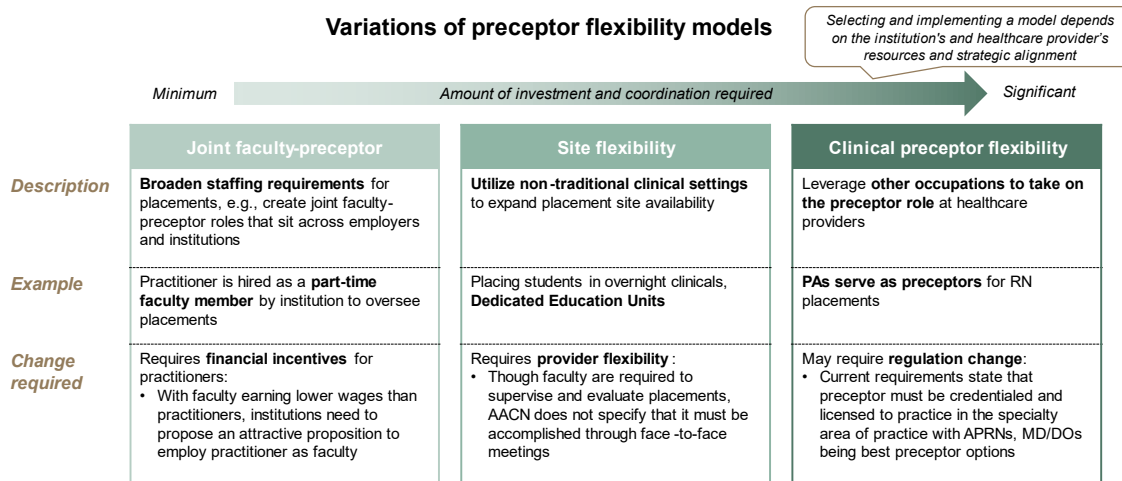
“Partnerships are the key to solving this, and we realized we can’t sit here and complain if we’re not willing to train the future. We wanted to be part of the solution and participate in a way that will help increase the labor supply, which helps everyone.” – CEO of large Idaho hospital system

To address the challenges in Idaho's healthcare education and training pipeline, ten potential solutions were examined involving cross-institution partnerships, employer partnerships, and standalone approaches (see Appendix C for comprehensive list of solutions). These strategies encompassed diverse models such as faculty/course sharing, developing a talent pipeline from secondary schools, and utilizing simulation labs. A joint evaluation with Idaho-based healthcare and higher education experts of each solution’s potential for impact and feasibility was conducted to select the solutions with the greatest potential for state-wide impact.

This led to the selection of two primary models aimed at optimizing the healthcare education pipeline: **clinical site/preceptor flexibility** and **apprenticeship models**. Clinical site/preceptor flexibility is intended for near-term implementation to quickly address the current limitations affecting the output of trained healthcare professionals. In contrast, apprenticeship models are designed for long-term implementation, focusing on increasing the input of students entering the healthcare education pipeline. This multi-pronged strategic approach ensures both immediate and future enhancements to the healthcare workforce development in Idaho.

First, the pivotal near-term recommendation focuses on **enhancing clinical site and preceptor flexibility**. This approach seeks to address critical bottlenecks such as faculty and preceptor (qualified clinical supervisor) shortages, limited clinical training spots, and rigid program structures. By expanding the criteria for who can serve as preceptors and when/where clinical training can occur, this solution significantly increases the capacity for training healthcare professionals. Variations of this strategy might include creating joint faculty-preceptor positions, offering greater flexibility in clinical site locations and times, and broadening the range of professionals who can qualify as clinical preceptors (see Figure 3).

Figure 3:

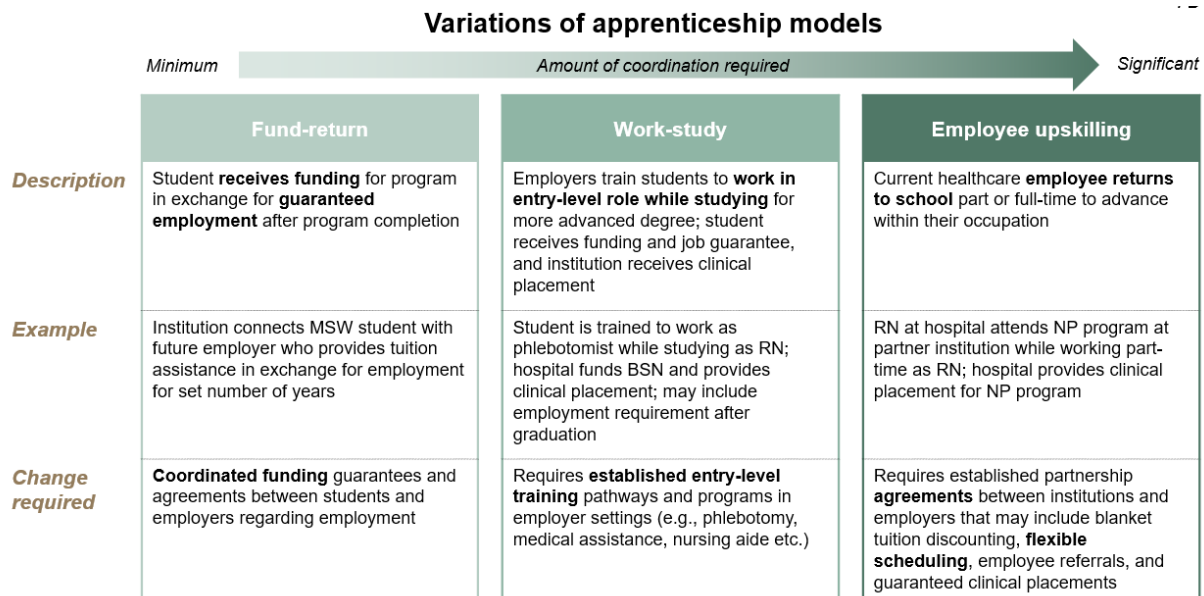


The implementation of these changes requires low upfront financial investment, but to be effective across the state, requires increasing coordination and partnerships between educational institutions and healthcare providers. Additionally, the availability of state funds through initiatives like [Preceptor Incentive grants](#)⁸ can further incentivize participation and facilitate quick, statewide adoption.

The benefits of clinical site/preceptor flexibility for educational institutions include an expansion in the faculty available for clinical placements, a reduction in faculty workload, and an increase in the number of placement sites. Healthcare providers benefit from an expanded pool of preceptors available for clinical placements, enhanced quality and preparedness of workers, and a direct recruitment pipeline that helps fill job vacancies more efficiently and effectively.

Second, **apprenticeship models** present a robust and long-term solution to the enduring challenges of preserving the healthcare education and training pipeline. These models create flexible, funded pathways into high-demand healthcare careers through employer partnerships, effectively adding new career entry points. They are designed to address the lack of interest among potential students and insufficient support for role transitions. For example, current hospital employees interested in upskilling could take advantage of educational opportunities at partner institutions that flex around their work schedules and allow them to become eligible for advanced roles at the hospital (e.g., CNA to RN) or entirely new roles and career paths altogether (e.g., phlebotomist to RN). This is one variation on the apprenticeship model, known as a work-study arrangement; other variations on this solution might include fund-return guarantees, and comprehensive employee upskilling programs (see Figure 4).

Figure 4:



⁸ The Idaho Workforce Development Council, in partnership with the Blue Cross of Idaho Foundation for Health Inc., piloted an effort that made funds available to offset the extraordinary costs of utilizing a preceptorship training program. A maximum reimbursement of \$1,000 per preceptor learning experience per student is available to eligible clinical supervisors who apply at <https://wdc.idaho.gov/grants/>.

Establishing these apprenticeships necessitates a deeper level of coordination and partnership between educational institutions and healthcare providers, alongside the management of funding solutions. Although more complex and requiring greater investment, these models promise substantial improvements in the training and availability of healthcare workers. The state has shown support by allocating funds for the startup costs of initial apprenticeship programs, demonstrating a commitment to these long-term educational enhancements.

For institutions, the apprenticeship solution set significantly expands the enrollment pipeline by reducing cost barriers and enhancing job security, making healthcare careers more accessible and appealing. It also incentivizes employers to provide more clinical placements. Healthcare providers benefit from a guaranteed talent pipeline, which is crucial for planning and sustainability. Additionally, the models support the upskilling and retention of existing employees, thereby improving staff morale, and reducing recruitment and training costs.

OPERATIONALIZING EDUCATION AND TRAINING SOLUTIONS ACROSS IDAHO



Implementing each solution set will require an understanding of the commitments required by institutions and healthcare provider partners, coordination efforts, and operational costs, which are detailed below. Though both clinical site/preceptor flexibility and apprenticeship models can be implemented in multiple disciplines and most healthcare programs, the following operational details and suggestions can be understood through the lens of early career nursing programs such as certified nursing assistant (CNA) diplomas, associate degrees in nursing (ASN), and bachelor's degrees in nursing (BSN) but not *only* nursing.

Clinical site/preceptor flexibility: Commitments required

Clinical site/preceptor flexibility in Idaho's healthcare education system offers targeted solutions to address specific operational needs. Three variations are described here — joint faculty-preceptor roles, site flexibility, and clinical preceptor flexibility — and each requires unique commitments from educational institutions and healthcare providers to ensure successful implementation.

Joint Faculty-Preceptor

Institutions' Commitments:

- Offer attractive financial incentives to employ practitioners as part-time faculty (which generally pays less than clinical settings), leveraging funding mechanisms such as Idaho state [Preceptor Incentive grants](#)⁹.
- Provide orientation and training to ensure practitioner-faculty members are effective in their clinical and educational roles.
- Forecast graduate output to align with the number of joint faculty-preceptors needed, ensuring a balance between demand and supply.

Healthcare Providers' Commitments:

- Facilitate priority advance scheduling to allow practitioner-faculty members consistent days off for their teaching responsibilities.
- Support dual roles by integrating these responsibilities into the practitioners' overall job descriptions and performance evaluations.

Site Flexibility

Institutions' Commitments:

- Support the development and utilization of non-traditional clinical sites and times by providing necessary resources and infrastructure to uphold educational standards.
- Collaborate closely with clinical instructors to adapt supervision methods, potentially incorporating remote supervisory techniques where appropriate.

Healthcare Providers' Commitments:

- Adjust clinical placement requirements to incorporate non-traditional sites and times, such as Dedicated Education Units, ensuring they meet educational standards and provide meaningful learning experiences.
- Extend operational support to facilitate student placements in these alternative sites, ensuring logistical arrangements are managed efficiently.

Clinical Preceptor Flexibility

Institutions' Commitments:

- Advocate for and support regulation changes that allow a broader range of healthcare professionals to qualify as preceptors, which may include engaging with regulatory bodies and participating in lobbying efforts.
- Provide instructional support for non-traditional preceptors to ensure they are equipped to deliver a high standard of clinical supervision.

Healthcare Providers' Commitments:

- Encourage and support employees from various professional backgrounds to take on preceptor roles, which includes providing training and possibly compensatory adjustments.

⁹ The Idaho Workforce Development Council, in partnership with the Blue Cross of Idaho Foundation for Health Inc., piloted an effort that made funds available to offset the extraordinary costs of utilizing a preceptorship training program. A maximum reimbursement of \$1,000 per preceptor learning experience per student is available to eligible clinical supervisors who apply at <https://wdc.idaho.gov/grants/>.

- Actively participate in lobbying efforts and regulatory change processes by providing data, support, and testimonials that highlight the benefits of expanded preceptor eligibility.

Clinical site/preceptor flexibility: Coordination efforts

Coordination efforts between educational institutions and healthcare providers are crucial to the success of clinical site/preceptor flexibility initiatives. For the joint faculty-preceptor roles, site flexibility, and clinical preceptor flexibility to be effective, a partnership coordinator role may be established either within the institutions or healthcare providers, or jointly. This coordinator would oversee the onboarding of alternative clinical sites, manage the recruitment of joint faculty-preceptor roles, and support non-traditional preceptors in their new roles. Such coordination is vital for synchronizing the educational and operational needs with the logistical capabilities of healthcare providers.

Additionally, regular communication and planning sessions between educational institutions and healthcare providers are needed to ensure that graduate forecasts align with the availability of clinical placements, thus preventing bottlenecks and maximizing the efficiency of training processes. A high-level timeline for these coordination efforts typically spans 6 to 12 months from initial planning to full implementation, allowing time for setting up systems, training personnel, and establishing partnerships.

Clinical site/preceptor flexibility: Operational costs

Operational costs associated with these coordination efforts include professional hourly rates for preceptors/faculty, an optional coordinator role to facilitate relationships between providers and institutions, and potentially higher costs for setting up and supporting non-traditional clinical sites. State funding, such as the Preceptor Incentive Grants, plays a critical role in offsetting some of these expenses, particularly in incentivizing practitioners to take on faculty roles. Incremental costs might also arise from additional support required, such as providing instructional support via telephone or online tools for students and preceptors at remote or non-traditional sites.

Case study: Dedicated Education Units at St. Luke's/Boise State, Clinical site/preceptor Flexibility

Dedicated Education Units (DEUs) are one type of clinical site/preceptor flexibility solution that involves greater coordination efforts and costs but has been shown to be an effective model. DEUs are best set up between higher education programs and large hospital systems and are often facilitated by a clinical instructor from that institution. They also involve healthcare workers serving as consistent preceptors in a single section of a hospital setting throughout a group of students' clinical rotation. Though the clinical instructor is available on site, the preceptors provide majority of the hands-on training. The costs of DEUs go beyond the financial, adding to the responsibilities of existing healthcare workers who are often already overburdened. However, despite these costs, DEUs have demonstrated superior effectiveness in clinical education outcomes compared to traditional preceptor models. By using clinical staff members, such as experienced nurses, to serve as preceptors, it addresses challenges of preceptor shortages. Additionally, by turning hospital units into extended classrooms, DEUs can accommodate more students than traditional clinical rotations. Often, DEUs take advantage of night and weekend shifts that expand the number of students who can complete clinical requisites. These benefits have led to a higher student satisfaction rate with their clinical experience and lower coordination and training workload for hospital staff. Most importantly, DEUs increase clinical placement capacity, thereby increasing the

number of qualified graduates who can then join the healthcare workforce and mitigate that key pipeline bottleneck, becoming a worthwhile investment in the long-term enhancement of healthcare training¹⁰.

One example of this in Idaho is the DEUs set up by St. Luke's hospital system in partnership with Boise State University, which make the clinical placement experience more manageable and effective for students and instructors. St. Luke's takes on the placement of nursing students in their DEUs, and provides staff nurses as clinical instructors, while Boise State provides faculty to oversee rotations and support application of theory to clinical practice. St. Luke's also provides the incentives for staff nurses and a coordinator to manage the institutional relationship, and Boise State provides teacher training and financial incentives for the faculty who support the coordinators and students. Students are split into two shifts (less than 12 hours each) of five students, increasing student self-efficacy and keeping facilitation manageable for faculty and staff.

Apprenticeship models: Commitments required

Apprenticeship models in Idaho's healthcare education system offer a structured pathway to cultivate healthcare professionals through practical, workplace-integrated learning. This model adapts to the various stages of a student's educational and career journey, featuring three primary variations: work-study, fund-return, and employee upskilling. Each approach is designed to integrate students more seamlessly into the healthcare workforce by aligning their educational achievements with real-world work experiences.

Work-Study

Institutions' Commitments:

- Collaborate with employers to provide initial training in entry-level fields such as phlebotomy, medical assistance, and nursing aide prior to main program enrollment.
- Establish entry-level training pathways that include clinical placements within employer settings.

Healthcare Providers' Commitments:

- Train students in specific entry-level roles while they study for a more advanced degree, providing tuition assistance and guaranteed clinical placements.
- Offer guaranteed employment upon graduation, ensuring a seamless transition from education to employment.

Fund-Return

Institutions' Commitments:

- Connect students in the enrollment pipeline with partnering employers who offer post-graduation employment.
- Facilitate funding guarantees and agreements between students and employers, ensuring clear expectations of employment and tuition assistance.

¹⁰ Bittner, N.P., Campbell, E. and Gunning, T. (2020) 'Impact of a dedicated education unit experience on Critical Thinking Development in nursing students', *Nurse Educator*, 46(6), pp. 386–388.

Healthcare Providers' Commitments:

- Provide tuition assistance and clinical placements for students, aligning educational outcomes with guaranteed employment opportunities post-graduation.
- Establish coordinated funding agreements that assure students of employment after completing their education.

*Employee Upskilling***Institutions' Commitments:**

- Act as the preferred education partner for employers, creating customized upskilling programs to meet specific employer needs.
- Offer tuition discounts for employees of partner organizations, enhancing accessibility and incentive for career advancement.

Healthcare Providers' Commitments:

- Refer employees seeking to advance within their occupation to the institutional partner.
- Offer scheduling flexibility to allow employees to find time for program completion.
- Offer tuition assistance and ensure the availability of clinical placements for employees engaged in upskilling programs.

Apprenticeship models: Coordination efforts

Effective coordination of apprenticeship models within Idaho's healthcare education system is foundational for aligning and standardizing the commitments of educational institutions and healthcare providers. A partnership coordinator is critical in this framework, tasked with facilitating the relationship between students, educational bodies, and healthcare employers. This coordinator ensures the proper functioning of the two-way referral pipeline, which supports students' transitions from academic environments to employment settings. Furthermore, they are responsible for overseeing the creation and maintenance of standardized funding agreements, which are essential for the sustainability of tuition assistance and employment commitments. Additionally, the coordinator oversees the implementation of tuition discounting and clinical placement guarantees, which are integral to the success of the apprenticeship models. The setup and ongoing adjustment of these elements typically require a timeline of 12 to 18 months to fully integrate into existing systems and practices.

Apprenticeship models: Operational costs

The operational and implementation costs associated with the apprenticeship models include several key financial commitments necessary for their success. The cost of the partnership coordinator, a full-time equivalent (FTE) position, represents a sizable portion of the initial outlay. This is complemented by upfront investments needed to establish joint ventures (e.g., a third-party non-profit) between educational institutions and healthcare providers, which are crucial for the seamless integration of the apprenticeship pathways. Ongoing expenses include program marketing costs, which are vital for attracting a continuous influx of participants into these programs. Additionally, scholarship funding forms a substantial part of the financial structure, initially supported by philanthropic or government

funders (e.g., [Idaho LAUNCH](#) funding¹¹), and later transitioned to employer funding to ensure long-term viability.

For healthcare providers, the implementation costs are multifaceted: they not only cover scholarship funding to support student tuition but include marketing expenses to promote the programs and the necessary upfront investment to develop and maintain the joint ventures. These costs are critical to fostering a robust educational and employment infrastructure that supports the growth and development of Idaho's healthcare workforce.

Case study: Idaho Healthcare Institute, Apprenticeship models

The Idaho Healthcare Institute (IHI) creates apprenticeship programs that fund students to enter and advance within high-demand occupations through work-study opportunities. This non-profit intermediary is the result of a partnership between the College of Eastern Idaho and two healthcare providers, Idaho Falls Community Hospital and Mountain View Hospital. The IHI, established and funded initially by the healthcare providers, markets programs to potential students, coordinates work-study apprenticeship programs between the institution and providers, and distributes the necessary funding. While the providers take on these costs in return for skilled talent, CEI works with the students' schedule to deliver the necessary courses and is ultimately benefited by a greater enrollment pipeline and access to clinical placements for their students.

PROJECTED IMPACT AND CALL TO ACTION



The impact of implementing clinical site/preceptor flexibility and apprenticeship models statewide can be measured and evaluated through quantitative direct and indirect methods (see Appendix B for specific examples of metrics).

One way of estimating the impact these solutions can have on the healthcare workforce is by estimating the number of potential new employees they would support if implemented in the near term. For example, Registered Nurses are a critical role struggling with a shortage of qualified candidates; one estimate suggests that Idaho has 7.8 registered nurses with a bachelor's degree per 1,000 residents. Expanding the number of BSN recipients by 30% through clinical site/preceptor flexibility, apprenticeship models, and other education and training solutions could push the RN workforce closer

¹¹ Idaho LAUNCH is a grant program that provides students a one-time opportunity to have 80% of the tuition and fees at an eligible institution covered, up to a maximum amount of \$8,000. LAUNCH funding can cover costs of apprenticeship models with more information found here: <https://nextsteps.idaho.gov/launch>.

to the national average of 9.2 registered nurses per 1,000 residents over the next 5-7 years¹². Implementing these two solution models (and/or others) statewide can directly enhance the number and quality of healthcare professionals available in Idaho and fill the workforce gap adversely impacting the state's overall healthcare system.

The two solution sets detailed in this report, clinical site/preceptor flexibility and apprenticeship models, aim to tackle key education and training barriers of faculty/preceptor shortages and limited clinical training spots. Implementing these solutions statewide — potentially first in nursing and then in other high demand occupations — can significantly enhance the healthcare education and training pipeline and thereby increase the number of qualified healthcare graduates to ensure a steady flow of healthcare professionals into the workforce.

To accomplish statewide implementation of the two proposed solutions, institutions, healthcare providers, and Idaho state-level stakeholders should consider these next steps:

Institutions can:

1. Commit to formalized partnerships with healthcare providers to develop an action plan related to clinical site/preceptor flexibility and/or apprenticeship models.
2. Invest in methods of forecasting enrollment and estimating conferrals to assist providers in understanding the extent of investments required to sustain partnerships.

Healthcare providers can:

1. Commit to more formalized partnerships with more institutions to develop an action plan related to clinical site/preceptor flexibility and/or apprenticeship models.
2. Support these partnerships with necessary ongoing investments and designate coordinators to facilitate communication and transparency.

Idaho state-level stakeholders can:

1. Fund an expansion of Preceptor Incentive grants to help equalize clinical and faculty salaries.
2. Fund an expansion of the Idaho Healthcare Institute or a similar third-party, non-profit intermediary to support institution-provider partnerships.
3. Coordinate planning for partnerships with the 'Attract & Retain' and 'Public Policy' healthcare work groups.
4. Support the efforts of and collaborate further with the Workforce Development Council to implement statewide solutions.

These next steps in the action plan to implement statewide healthcare education and training solutions will strengthen the overall healthcare system, improve patient care, and contribute to the well-being of communities across the state. Addressing the healthcare worker shortage is a multifaceted challenge, but collaborative efforts and innovative solutions will go a long way toward Idaho building a sustainable healthcare workforce for the future.

¹² These estimates assume 1.8% annual state population growth, 96% job placement rate and 5% retirement/relocation rate for BSNs in Idaho as detailed by the Idaho Nursing Workforce Center and based on [2022 data](#)

APPENDIX A: INTERVIEWEE LIST

Idaho educational leaders:

- Dean/Associate Dean/Vice President, multiple college and university health science divisions
- Director, community college health science program
- President, private health science/medical institution
- State level academic administrator

Idaho Healthcare providers and state-level stakeholders:

- Executive Director, state-level workforce organization
- Executive Director, health foundation in Idaho
- President/CEO, non-profit education advocacy organization
- President/CEO, hospital association
- Vice President of Talent Acquisition Operations and Strategy, healthcare provider
- CEO, healthcare provider
- Senior Vice President of HR, hospital system
- Director of HR, hospital system

National Subject Matter Experts:

- EVP of Workforce Transformation, National 2-year non-profit institution
- VP of Research and Development, National 2-year non-profit institution
- Chief Innovation Officer and Executive Director, National 4-year non-profit institution
- Vice President of Partnerships, Workforce solutions provider
- Director of Policy and Strategic Initiatives, National higher education non-profit organization
- Senior Research Analyst, National higher education non-profit organization

APPENDIX B: MEASUREMENT AND EVALUATION CONSIDERATIONS

The impact of implementing both clinical site/preceptor flexibility and apprenticeship models statewide can be evaluated through quantitative direct and indirect methods. Metrics for measuring the impact of clinical site/preceptor flexibility solutions include:

- Pre- and post-program competency assessments enable institutions to measure the growth in students' skills through tests or simulations
- Monitoring persistence rates for students, faculty, and preceptors can help institutions gauge satisfaction and engagement levels, which are indicative of the program's effectiveness
- Conducting cost-benefit analyses allows for the comparison of program costs with its benefits, such as improved clinical outcomes and reduced turnover rates, providing a clear picture of cost effectiveness

Metrics for measuring the impact of apprenticeship models include:

- Tracking program yield rates and enrollment, as well as retention and completion rates within the programs

- Tracking the number of graduates working in Idaho post-graduation (after 1 year, 5 years, etc.), the average cost of attendance, the burden of post-graduation debt, and the average wage increase post-program to evaluate return on investment

Beyond direct metrics, success can also be measured indirectly by improvements in patient care outcomes, community health statistics, and broader economic impacts such as reduced unemployment rates among trained professionals. Enhanced public perception of institutions and healthcare facilities as leaders in education and community health initiatives can also be a significant indicator of success.

APPENDIX C: SOLUTIONS EVALUATED

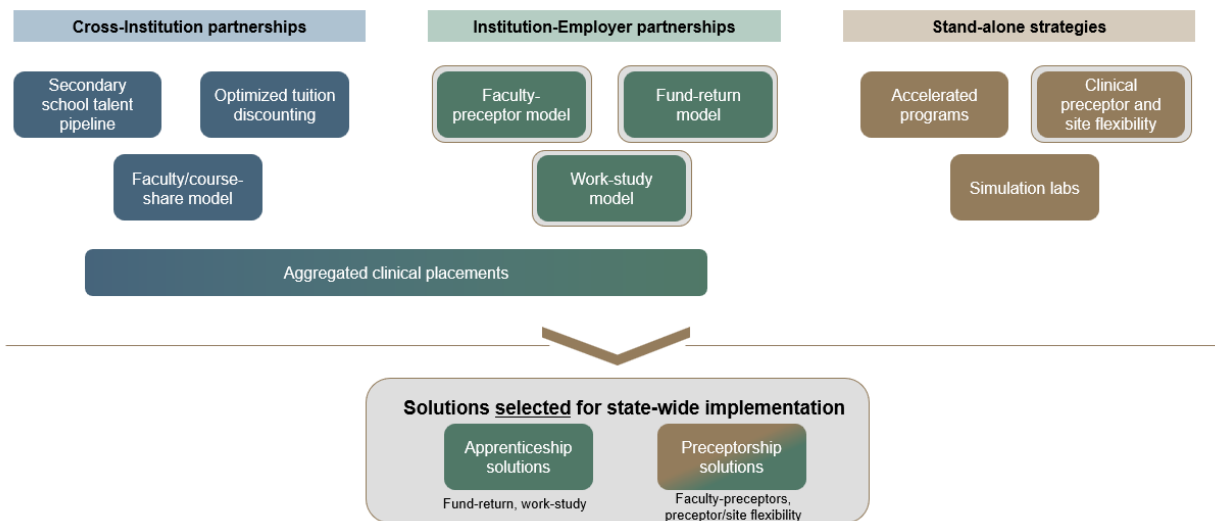
To address the challenges in Idaho's healthcare education and training pipeline, ten potential solutions, listed below in Figure 5, were examined involving cross-institution partnerships, employer partnerships, and standalone approaches.

Figure 5:

	Approach	Description	Examples
Cross-institution partnerships	Faculty/course share model	<i>Institutions share faculty and/or online didactic courses to expand available seats</i>	Open Medical Institute, IL Area Health Education Center
	Secondary school talent pipeline	<i>Establish partnerships between institutions and secondary schools to grow student awareness, expand pipeline, and offer entry-level programs</i>	Bloomberg Philanthropies Initiative
	Optimized tuition discounting	<i>Redirect tuition discounts across the state from programs with high-demand and low-need to low-demand programs with high need to foster demand</i>	University of Providence, GMercyU & St Luke's University Health Network
	Aggregated clinical placements	<i>Create centralized entity for assigning clinical placement spots to institutions</i>	Hawaii Clinical Placement Collaborative, California CCPS
Employer partnerships	Faculty-preceptor model	<i>Create joint faculty-preceptor roles that sit across employers and institutions; may range from employer preceptors serving as faculty to an established DEU</i>	Colorado Rural Health Center
	Fund-return model	<i>Student receives funding for program (entry-level or upskilling) in exchange for guaranteed employment after completion.</i>	Illinois Nursing Education Scholarship Program
	Work-study model	<i>Employers train students to work in entry-level roles while studying for more advanced degree; student receives funding and job guarantee, and institution receives clinical placement.</i>	Mercy Medical & Mount Mercy University - Iowa, Berkshire Community College
Stand-alone strategies	Simulation labs	<i>Create simulation labs that allow students to receive clinical credit, creating more preceptor slots</i>	NJ Atlantic Health System, Nebraska Medicine/UN Medical Center Omaha
	Accelerated programs	<i>Created shorter, accelerated programs in key disciplines improve ROI and foster demand (e.g., ABSN)</i>	Southern New Hampshire University, St. Joseph's College of Maine
	Clinical preceptor and site flexibility	<i>Utilize preceptors in other, advanced practice occupations and non-traditional clinical settings to expand clinical placement availability</i>	Georgetown University

Clinical site/preceptor flexibility and apprenticeship models emerged as the top models to implement through a selection and consolidation of top solutions (see Figure 6).

Figure 6:



APPENDIX D: EDUCATION AND TRAINING WORK GROUP MEMBERS

TJ Bliss – Chief Academic Officer, Idaho State Board of Education (Chair)

Angela Sackett – Dean of Health and Human Services, College of Eastern Idaho

Erlene Pickett – Associate Dean of Nursing & Health Professions, North Idaho College

Matthew Nolan – Program Director of Radiography Technology, North Idaho College

Jayson Lloyd – Dean of Health Sciences and Human Services, College of Southern Idaho

Rex Force – Vice President for Health Sciences and Senior Vice Provost, Idaho State University

Tim Dunnagan – Former Dean of College of Health Sciences, Boise State University

Joelle Powers – Dean of College of Health Sciences, Boise State University

Aaron von Lindern – Dean of School of Health, College of Western Idaho

Krista Harwick – Associate Dean of the School of Professional Studies, Lewis-Clark State College

Jeff Seegmiller – Regional Dean and Director of WWAMI Medical Education Program, University of Idaho

Kevin Wilson – Dean and Chief Academic Officer, Idaho College of Osteopathic Medicine

Rod Gramer – President and Chief Executive Officer, Idaho Business for Education

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024**

UNIVERSITY OF IDAHO

SUBJECT

Doctor of Anatomical Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to establish a Doctor of Anatomical Sciences (DAS) in the School of Health and Medical Professions, College of Graduate Studies. The Doctorate in Anatomical Sciences is designed to train students to become fully qualified educators in all disciplines of the anatomical sciences. The program will draw upon expertise and facilities supported by the State of Idaho to support medical education. The program will be well aligned with, support, and be supported by the University of Idaho's WWAMI Medical Education Program. This is an independent program that will not replace existing programs.

Knowledge of anatomy has long been central to medical education and diagnosis of disease. With increased reliance on medical imaging, such as point of care ultrasound and regular imaging screens as part of normal patient care, the need for medical providers to master anatomical knowledge extends beyond surgery. This is reflected in a recent increase in the number of anatomy lab hours devoted to training medical care providers. Despite the increasing need for anatomy instruction, there is a long-recognized mismatch between the supply of and demand for trained anatomists to teach in medical education, recognized as early as 1961. Subsequent studies through the 1990s have confirmed the continuation of this trend. The decline in trained anatomists was further underscored in 2003 in reports published in *Science* and the *American Association for the Advancement of Science* that found that more than 80% of department chairs express moderate or great difficulty hiring to meet anatomy teaching needs. More recent studies in 2020 have confirmed the continued shortage of trained anatomists and the difficulty in filling position openings.

The national shortage of trained anatomists directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's colleges and universities have pre-health and health professions programs but often struggle with staffing the programs, limiting the ability to grow and develop these programs. Likewise, the individual instructors of health professional programs often have non-terminal degrees, for example master's degrees, limiting their own professional opportunities including the ability to secure extramural funding. The proposed program will help to train Idaho's workforce to deliver health care related education. The program will use existing physical and human infrastructure, synergize with

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024

existing programs and increase the value of state support to the University of Idaho.

IMPACT

The proposed DAS program will train the next generation of anatomy instructors, those who are not only content masters in areas of the anatomical and related sciences but who are also equipped with the skills to be highly effective educators in health care professions programs. This will help address a well-recognized shortage of classically trained anatomists in the United States, one that has direct implications for training Idaho's health care workforce.

Based on this important need, the proposed DAS degree aims to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Producing Highly Qualified Instructors to Train New Healthcare Professionals
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future anatomists. Expanding existing healthcare professions programs at Idaho's colleges and universities to meet this need is challenged by difficulties in staffing anatomical sciences courses with highly qualified instructors. The proposed program will help overcome this challenge by producing highly qualified instructors who will ultimately help support the training of new healthcare professionals, both within Idaho and beyond.

The DAS program will utilize facilities under the WWAMI program, including three active learning classrooms, a state-of-the-art human anatomy facility, nine standardized patient rooms, research offices, and student common study areas. The human anatomy facility is central to the DAS program and can support it during summer sessions. The DAS program will pay an annual rental fee of \$20,000 to WWAMI for using the anatomy facility.

The impact on the WWAMI program is minimal as DAS students will share buildings, classrooms, and laboratories with WWAMI medical students, but their schedules will not overlap. DAS summer classes will be held when WWAMI is not using the facilities, while fall and spring classes will be conducted remotely. To manage the additional workload, the program will hire more faculty, administrators, and lab aides, and adjust existing staff positions as needed.

All healthcare programs indicate minimal impact, but cumulative effects may eventually affect the WWAMI program. Additional resources required include 10-15 donors for dissection annually, costing \$35,000 to \$52,500, and laboratory

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supplies, equipment replacement, or repairs costing \$3,000 to \$5,000 annually. An additional \$3,000 is budgeted for library resources and other unidentified costs.

The program requires 23 new courses and 4 FTE to implement. WWAMI anatomy faculty, with flexible summers, will teach in the DAS program without impacting their WWAMI responsibilities. The administrative core of WWAMI will support the FTE buyout for the DAS program.

No state appropriated funds will be reallocated for the DAS program. The DAS program will cover costs by paying rental fees to WWAMI and supporting faculty buyouts during the academic year. Advertising and recruitment travel costs will be funded by WWAMI's F&A reserve funding. The budget indicates total annual expenditures of \$475,698 to \$775,435 in ongoing funds.

ATTACHMENTS

- Attachment 1 – Doctor of Anatomical Sciences Proposal and Letters of Support
- Attachment 2 – External Review Report and University of Idaho Response
- Attachment 3 – March 2024 External Review Letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho projects 16 initial enrollments reaching 43 in year three and in subsequent years. Graduates are projected to be 13 by year four of the program. These numbers represent capacity for students in the program given the facility size. The program identified 16 students per cohort or 30 students overall to maintain sustainability. These are based on revenues needed to sustain program delivery. If minimums are not met, the program will be evaluated after three years of concurrent enrollment deficiency. The program will sunset following four years of enrollment deficiency after which teach-outs will occur for matriculating students and a new cohort will not be filled.

Consistent with Board Policy III.G, the proposed Doctor of Anatomical Sciences was reviewed by an external review panel consisting of Dr. Jessica Byram, Indiana University; Dr. Adam B. Wilson, Rush University, and Dr. Caroline H. Wilson, Chapman University. Reviewers conducted their onsite review in August 2022 and provided observations to include eight core recommendations for program improvement and success. These focused on providing clear program requirements, comprehensive curricula in research methods, defined research mentorship roles, and workload allocations. Reviewers noted that assessment methods for objectives, articulation of student learning outcomes, and detailed research project guidelines are essential. Reviewers also emphasized the importance of faculty engagement in the program and developing formal partnerships to fill existing faculty gaps, sharing resources, and providing a clear course schedule for program success. Lastly, reviewers recommended that the university justify the three-year program duration to ensure it meets academic standards.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 21, 2024**

The university provided a written response and amended their proposal to include information and clarification to address recommendations provided by the panel. Given the gap between the external review and proposal submission to the Board office, a letter dated March 20, 2024, from the lead external reviewer, Dr. Adam B. Wilson, was provided in which he confirmed accuracy of the report. The review team did not have further updates or revisions to add at this time. Dr. Wilson was informed by the university that the proposal was revised based on the recommendations provided in the external review report that will address the concerns and strengthen the proposal.

UI's request to offer a Doctor of Anatomical Sciences is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. In accordance with Board Policy III.Z., no institution has statewide program responsibility specifically for anatomical sciences. Currently there are no other doctoral programs in anatomy offered by Idaho's public postsecondary institutions.

Thirty-three letters of support were provided representing the health care industry, in and out-of-state neighboring institutions, community, and other stakeholders. These include Kootenai Neurosurgery and Spine, Northwest Specialty Hospital, Kootenai Health, Syringa Hospital and Clinic, Bonner General Hospital, Shoshone Medical Center, WWAMI-Wyoming, representatives from Washington State University and Montana State University, representatives from North Idaho College, Lewis-Clark State College, College of Western Idaho, and University of Idaho, retired physicians, and former Lt. Governor of Idaho Jack T. Riggs.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 11, 2024; and to the Instruction, Research, and Student Affairs on August 8, 2024.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a Doctor of Anatomical Science as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Institutional Tracking No. _____

**Idaho State
Board of Education**

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	February 13, 2024, revised 3/28/24		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	School of Health and Medical Professions (Pending Approval)		
Name of Department(s) or Area(s):	Department of Medical Education		
Official Name of the Program:	Doctorate of Anatomical Sciences (DAS)		
Implementation Date:	FY25, Summer 2025		
Degree Information:	Degree Level: Graduate	Degree Type: Doctoral	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid: 40% face-to-face, 60% distance delivery		
Geographical Delivery:	Location(s)	Moscow	Region(s) 2
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> 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

AB Segulla

5/20/24

College Dean _____ Date

Vice President for Research (as applicable) _____ Date

Gregory M...

5/20/24

Graduate Dean/other (as applicable) _____ Date

Patty Sanchez

6/28/2024

Academic Affairs Program Manager, OSBE _____ Date

... 5/21/24

FVP/Chief Fiscal Officer _____ Date

... 7/3/2024

Chief Financial Officer, OSBE _____ Date

Torrey Lawrence

Provost/VP for Instruction _____ Date

JJ Bliss 7/1/2024

Chief Academic Officer, OSBE _____ 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.

The Doctorate in Anatomical Sciences is a new proposed graduate program designed to train students to become fully qualified educators in all disciplines of the anatomical sciences. The program will draw upon expertise and facilities supported by the state of Idaho to support medical education. The program will be well aligned with, support, and be supported by the University of Idaho's WWAMI Medical Education Program. This is an independent program that will not replace existing programs. It will be housed in the new School of Health and Medical Professions at the University of Idaho.

- 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.

Knowledge of anatomy has long been central to medical education and diagnosis of disease [1]. With increased reliance on medical imaging, such as point of care ultrasound and regular imaging screens as part of normal patient care, the need for medical providers to master anatomical knowledge extends beyond surgery. This is reflected in a recent increase in the number of in anatomy lab hours devoted to training medical care providers [2, 3]. Despite the increasing need for anatomy instruction there is a long recognized mismatch between the supply of and demand for trained anatomists to teach in medical education, recognized as early as 1961 [4]. Subsequent studies through the 1990s have confirmed the continuation of this trend [5, 6]. The decline in trained anatomists was further underscored in 2003 in reports published in Science and the American Association for the Advancement of Science that found that more than 80% of department chairs express moderate or great difficulty hiring to meet anatomy teaching needs [7]. More recent studies in 2020 have confirmed the continued shortage of trained anatomists, and the difficulty in filling position openings. The studies highlighted some possible causes, such as an increase in the number of programs training students to become research specialists in fields outside of anatomy in order to capture a greater share of funding from NIH and other funding agencies [8, 9]. For example, between 1969 and 2019 the number of anatomy PhDs awarded fell from 163 per year to a low of 8-10 per year between 2017-2019. On the other hand, research focused neuroscience PhDs increased from 0 in 1969 to over 1,000 by 2019 [9].

The national shortage of trained anatomists directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's Colleges and Universities have pre-health and health professions programs but often struggle with staffing the programs, limiting the ability to grow and develop these programs. Likewise, the individual instructors of health professional programs often have non-terminal degrees, for example master's degrees, limiting their own professional opportunities including the ability to secure extramural funding. The proposed program will help to train Idaho's workforce to deliver health care related education. The program will make use of

existing physical and human infrastructure, synergize with existing programs and thereby increasing the value of support provided by the state to the University of Idaho.

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

The lack of trained anatomists to teach in health care programs is a national problem that includes Idaho's Colleges and Universities. While the ranks of trained anatomists are declining, the number of medical schools and new health professions programs across the country are increasing rapidly [8]. In the past five years alone 17 new medical schools (total 192), 65 new physician's assistant programs (282 total), 30 new Doctor of physical therapy programs (121 total) and 29 new Doctor of occupational therapy (202) *Schools* opened [8], all of which require anatomy instruction. This is in addition to 996 nursing schools, a profession where anatomy teaching is also central. Significantly, Nursing schools currently turn away over 80,000 qualified applicants each year despite the nation's dire need to increase the number of nursing graduates per year. This is due in part to a lack of qualified nursing faculty, which limits development of additional programs and placements [10].

The establishment of new programs is only part of the challenge posed by a lack of trained anatomists because faculty retirements also need to be refilled. In 2020 the nation's 192 medical schools (MD or DO) employed 1,455 *anatomy* faculty, with an 8% annual turnover, which would result in ~116 openings per year if the positions were to be refilled. Attempts to fill anatomy positions in medical schools, which would be the highest paid positions compared to other programs, often result in failure, with only 47% of openings being filled within six months and 1 in 5 searches failing [8]. This is against a backdrop of only 8-10 PhDs being awarded in anatomy per year.

Training the nation's future health care workforce utilizing expertise and infrastructure in Idaho will benefit development of health care education infrastructure in Idaho. We will recruit students nationally who will provide tuition and support for one of the state's Universities and for an Idaho community when in person. To maximize the impact and appeal of our program we plan to train tomorrow's health care faculty to fill several roles, including the following:

1. Clinical Anatomist
2. Anatomy and Physiology Instructor (secondary, undergraduate, and graduate)
3. Anatomy Instructor in Medical Schools and Health Sciences programs
4. Neuroanatomy Instructor
5. Anatomy Laboratory Manager
6. Biomedical Sciences Instructor
7. Health Professions Program Instructor

Data from the Idaho Department of Labor indicate an ongoing need for new healthcare faculty within the state of Idaho (lmi.idaho.gov). For example, in the occupational categories "Health Specialties Teachers, Postsecondary" and "Nursing Instructors and Teachers, Postsecondary", there are a combined total of 67 projected annual openings, 2022-2232. The proposed Doctorate in Anatomical Sciences program is well-positioned to help meet these statewide workforce needs.

- 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.

Our program will recruit students from across the state of Idaho as well as nationally, targeting two groups: 1) students pursuing prerequisite undergraduate and/or graduate degrees, and 2) current instructors in health science related programs who lack a doctoral degree.

The first group represents a very deep pool of potential applicants. Undergraduate degrees in biology represent the fourth most popular degree type with over 120,000 degrees awarded nationally per year. Similarly, the fields of kinesiology and physical therapy produce over 37,000 graduates per year and health professions related degrees over 35,000 graduates per year. For context, our proposed program has the capacity to accept yearly cohorts of 20 students, based on the shared use of our anatomy lab facility with other programs that use the facility. We acknowledge that there exists limited awareness among undergraduates of career opportunities in anatomy. The lack of programs dedicated to training anatomists directly contributes to this [11]. However, we are confident that targeted messaging and recruiting will yield a substantial number of interested students. The average anatomy professor salary is over \$93,000.00 per year and there is a clear and present demand for qualified educators in this discipline. Graduates will be qualified to teach a variety of health sciences programs and biology.

The second group of potential students, those currently employed in higher education as anatomy instructors but who lack a doctoral degree, face limited professional opportunities. In health sciences fields at the university level, a terminal degree, i.e. a doctoral degree, is required for a tenure track faculty appointment. In our research regarding development of this program, we found that it is common for Idaho's 2- and 4-year Colleges and Universities to staff anatomy related courses with instructors who lack a doctoral degree, with the lack of better qualified applicants cited as a primary reason. In surveying instructors and department heads in Idaho and among our WWAMI sister sites, we found there was clear demand from instructors to complete a doctoral degree since it would increase their professional opportunities (See Appendix D: Letters of Support). To maximize student interest and appeal to non-traditional students who are currently employed teaching, our program is designed a hybrid education model with academic year remote learning over academic (spring and fall terms) and intensive on-site learning over summer terms.

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

The proposed DAS program will train the next generation of anatomy instructors, those who are not only content masters in areas of the anatomical and related sciences but who are also equipped with the skills to be highly effective educators in health care professions programs. This will help address a well-recognized shortage of classically trained anatomists in the United States, one that has direct implications for training Idaho's health care workforce. Idaho currently struggles with a shortage of health care professionals, particularly in rural areas. Expanding existing health care professions programs at Idaho's Colleges and Universities to meet this need is challenged by difficulties in staffing anatomical sciences courses with highly qualified instructors. The proposed program will help overcome this challenge by producing highly qualified instructors who will ultimately help support the training of new health care professionals, both within Idaho and beyond.

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'.

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.

Our institution is deeply committed to ensuring that students pursuing the Doctoral of Anatomical Sciences (DAS) degree have access to an affordable, high-quality education. To that end, we have implemented several measures aimed at maximizing affordability for our students:

1. Textbooks: Recognizing the high cost of textbooks, our faculty have made a concerted effort to adopt Open Educational Resources wherever possible. These OER materials are freely accessible, openly licensed, and can be used, reused, or adapted, thus significantly reducing or even eliminating the cost of textbooks for our students. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks.
2. Online Delivery Methods: We offer a majority of our DAS courses hybrid-online, providing students the flexibility to learn from anywhere and reducing the need for physical attendance. This can lead to savings in terms of transportation, accommodation, and other related expenses.
3. Reduced Costs: We have worked diligently to minimize additional costs associated with the program.
4. Digital Resources and Libraries: Our digital library resources are extensive, reducing the need for students to purchase additional materials or subscriptions. Students have access to a wide range of e-journals, e-books, and databases relevant to the anatomical sciences.
5. Compressed Course Scheduling: Our DAS program offers a compressed course schedule that allows students to complete their degree in a shorter timeframe. On-site course requirements are further compressed into two summers, reducing the amount of time students need to be away from home.
6. Scholarships: qualified students will have access to scholarship opportunities.

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.

There are no Doctoral of Anatomy programs in Idaho.

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

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

There are no similar programs in Idaho. Furthermore, the University of Idaho’s WWAMI medical education program is unique for its state-of-the-art anatomy facilities and the number of trained anatomists on its faculty. The lack of comparable facilities and the paucity of anatomy faculty at other Colleges and Universities in Idaho make it infeasible to offer the program elsewhere in the state.

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: Doctorate in Anatomical Sciences										
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program					
FY26_ (first year)	FY27_	FY28_	FY29_	FY30_	FY26_ (first year)	FY27_	FY28_	FY29_	FY30_	
16	30	43	43	43	0	0	0	13	13	

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?

There is ample need for trained anatomists and the pool of qualified students is very large. Numbers presented in table 8 represent our capacity for students in the program given the facility size. Specifically, the anatomy lab has the capacity for 40 students, which will include 20 first year and 20 second year students. Third year students will not utilize the anatomy lab.

Our enrollment target is 16 first year students per year; however, we utilize attrition rates based on University of Idaho doctorate in athletic training. We anticipate 10% dropout between years 1 and 2 and a 5-10% dropout between years 2 and 3. We project a three-year enrollment of 43 students.

A lack of knowledge about anatomy teaching careers is cited as a reason for the low number of qualified anatomists and we budget for outreach and recruitment. Recruitment efforts will be a mixture of broadly targeted online advertisement and direct mailings following the model of the athletic training graduate programs at the University of Idaho.

10. **Minimum Enrollments and Graduates.**

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

The minimum class size is 16 students per cohort or 30 students overall. These minimums are based on revenues needed to sustain program delivery.

We developed a budget model that projects a 10% attrition rate in the first year and a 5-10% attrition rate between years 2 and 3, which would still result in a surplus that could sustain a further drop in enrollment. This attrition rate is based on attrition rates observed in the U of I Doctorate in Athletic Training Program. While we anticipate being able to fill our cohorts, if enrollment is chronically low the program could be revised to support as few as five students per

cohort.

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

In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled. Tenured faculty contributing to the program would be reassigned to other duties. Clinical track faculty would not be renewed; given the demand for faculty in this area they will likely be able to rapidly find employment.

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

The program will undergo program prioritization as part of the University of Idaho quality improvement plan <https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review>.

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**.

An external peer review has been completed. See Appendix A.

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.	68
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	12
Total credit hours required for degree program:	80

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

The DAS curriculum requires 80 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner. The curriculum utilizes a hybrid mode of course delivery with in-person and online didactic instruction along with practical experience in course development and delivery.

Please see Appendix C for descriptions of new courses developed for this program.

DAS Degree Plan**Summer 1**

Course	Description	Credits
MEDS 539	Advanced Gross Anatomy for Teachers I	8
MEDS0000	Embryology for Anatomy Teachers	4
MEDS0000	Introduction to Medical Imaging	2
Total semester credits		14

Fall 1

Course	Description	Credits
MEDS 542	Histology for Anatomy Teachers	4
MEDS0000	Philosophical Underpinnings of Medical Education	3
Total semester credits		7

Spring 1

Course	Description	Credits
MEDS0000	Physiology Elective I	4
	Free Elective	3-4
Total semester credits		7-8

Summer 2

Course	Description	Credits
MEDS 541	Advanced Gross Anatomy for Teachers II	8
MEDS0000	Instructional Practicum	2
MEDS0000	Seminar: Practice in the Allied Health Professions	1
MEDS0000	Curriculum Development in Medical Education	3
Total semester credits		14

Fall 2

Course	Description	Credits
MEDS0000	Radiology Elective	1-2
MEDS 546	Neuroanatomy for Anatomy Teachers	4
MEDS0000	Measurement and Evaluation in Medical Education	3
Total semester credits		8-9

Spring 2

Course	Description	Credits
MEDS0000	Physiology Elective 2	4
MEDS0000	Research Methods	3
Total semester credits		7

Summer 3

Course	Description	Credits
MEDS0000	Immersion 1	4
MEDS0000	Principles of Online Course Design	2
	Free Elective	3-4
Total semester credits		9-10

Fall 3

Course	Description	Credits
MEDS0000	Immersion 2	4
	Free Elective	3-4
Total semester credits		7-8

Spring 3

Course	Description	Credits
MEDS0000	Immersion 3	4
	Free Elective	3-4
Total semester credits		7-8
Total program credits		80-82

ELECTIVES:**Physiology Electives (2 required)**

Course	Description	Credits
MEDS0000	Cell Physiology	4
MEDS0000	Medical Physiology	4
MEDS 544	Medical Pathophysiology	4

Radiology Electives (1 required)

Course	Description	Credits
MEDS0000	Radiology Seminar	1
MEDS0000	Point-of-Care Ultrasound	2

Free Electives* (4 required)

Course	Description	Credits
MEDS0000	Teaching Paradigms in Medical Education	3
MEDS0000	History of Educational Philosophy	3
MEDS0000	Characteristics of Adult Learners	3
MEDS0000	Biological Basis of Sensation and Perception	3
PSYC 526	Cognitive Neuroscience	3
PEP 507	Sports Biomechanics	3

*Physiology and Radiology electives may also be used to satisfy the Free Elective requirement

Immersion 1, 2, and 3 (Students complete one of the following tracks during each Immersion term. Individual tracks may be repeated in more than one Immersion term):

- i. Pedagogical Immersion
- ii. Research Immersion (non-dissertation doctoral research)
- iii. Anatomy Prosection Immersion

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.

Research Design Competency: Students will take course work in research methods and statistical methods, including both quantitative and qualitative methods.

Education Competency: Students will take course work including education theory, instructional design and assessment.

Teaching Practicum: Students will teach in a subject area related to anatomy.

Immersion Sessions: Students will complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):

- i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.
- ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.
- iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

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 intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to

light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. Most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project.

Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In Summary the students will:

- Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
- Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g., education research) and/or extensive, hands-on instructional experience.
- Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
- Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.
- Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.
- Promote effective communication among students and colleagues.

16. 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.

Learning outcomes will be assessed both through formative and summative methods.

Learning outcome 1:

Formative assessment of students' teaching practice is built into the curriculum in several ways. First, students will take formal course work in pedagogy that will engage them in the study and assessment of their own methods. Course grades and assignment portfolios will serve as regular assessment of student pedagogical knowledge.

Second, all students will return in their second summer to mentor incoming students in the intensive summer gross anatomy course. Faculty will oversee their teaching, and incoming students will provide feedback on their student mentors.

Third, course work aimed at developing core subject area knowledge for future teaching roles (e.g. neuroanatomy) will have major assignments aimed at developing future teaching materials. In keeping with the program's goal to produce professional educators, these courses are designed not only to provide competency in the subject matter, but to force students to grapple with the material as an educator, i.e. how and why would they choose to teach what they are learning to their future students.

Finally, we anticipate that many students will be employed as educators in some way while they progress through the DAS curriculum. For these students, we will collect "impact journals" wherein students will chronicle the impact of their DAS studies as it relates to their teaching practices. These journals will contribute to the summative assessment.

Summative assessments of student pedagogical development will be achieved primarily through the journaling component of their DAS experience together with student and mentor feedback of their teaching performance(s).

Assessments of Outcome 1 will be used to monitor the development of students' pedagogical mastery, as well as improve our program and process.

Learning outcome 2:

Formative assessments of students' professional knowledge will occur primarily in pedagogical coursework.

Summative assessments will take the form of research pertaining to their professional practice and/or student and instructor evaluation of their practice.

Learning outcome 3:

Formative assessments pertaining to the anatomical sciences are built into the main coursework components of the curriculum. For example, major assignments, exams, and course outcomes in the gross anatomy summer intensive, the neuroanatomy, histology, and embryology courses, and so on.

Summative assessments in the form of comprehensive exit testing ensure that knowledge is

retained and synthesized in a productive way to facilitate professional teaching practice.

Learning outcome 4:

On completion of the DAS, it is important that students do not simply re-learn the core knowledge in anatomical sciences that they may already be proficient in. Students should come away with the ability to teach a wider range of health sciences. As students develop a study plan, novel topics should be identified and included for study. Course outcomes in these areas as in Outcome 3 will serve as **formative** assessment of outcome 4. Similarly, exit testing will serve as **Summative** assessment for outcome 4.

To ensure rigor in the coursework and curriculum in general, students must maintain at least a 70% average in the gross anatomy intensives and all other core anatomical science courses (neuroanatomy, embryology, and histology) to continue in the program. The Immersion experiences will be vetted and approved under the guidance of faculty mentors and the program director.

Additionally:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Direct measures to ensure student learning include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

Finally, assessments will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations, term projects, reflection essays) will occur at the end of relevant courses and following at the end of each year. Alumni and industry surveys will be completed two years following graduation.
- Case studies, teaching plans, and projects will be assigned periodically.

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.

17. 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 University of Idaho is the home of the WWAMI Medical Education Program. This program is housed in two buildings on the University of Idaho Moscow campus. Facilities include three active learning classrooms, a state-of-the-art human anatomy facility, 9 standardized patient rooms, research offices and student common study areas. The human anatomy facility will be central to the functions of the DAS program, and it has sufficient resources to support the DAS program during summer intensive sessions. The facility includes the anatomy laboratory, faculty offices, a conference room, classroom, lounge, and common area totaling 8,230 square feet. The lab currently supports up to 17 individual dissection or teaching stations, with storage for up to 20 additional donors. In addition to technology for large group presentations, the lab learning experience is augmented with individual touch screen computers at 14 of the 17 possible teaching stations. This technology allows for digital access to learning and teaching resources while in the lab. There are gendered locker rooms with showers and restrooms, and a full suite of dissection tools that far exceeds the needs of our 40-student WWAMI cohorts. The lab also provides access to hundreds of individual osteology samples and anatomical teaching models. The DAS program will pay the WWAMI Program an annual rental fee of \$20,000 to utilize the human anatomy facility.

- 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?

As the program is envisioned currently, there will be minimal impact to accommodate. DAS students will share the same buildings, classrooms, and laboratories with WWAMI medical students, but DAS use will not overlap with the medical student curriculum. Summer classes for the DAS students will be scheduled when WWAMI is not using the facilities. Fall and Spring classes for DAS students will be completed remotely. The increased workload required to facilitate additional course administration will be managed by hiring additional faculty, administrators, and/or lab aides, as well as adjustments to position descriptions of existing faculty and staff as appropriate.

- 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.

To provide an immersive, rigorous, dissection-based course in anatomy, it is necessary to procure donated human remains from an established Willed Body Program. To serve a 18-student cohort, we require at least 10, and possibly up to 15 additional donors for dissection, annually. The cost for these donors would range from ~\$35,000-\$52,500.

The scope and duration of the DAS anatomy courses could easily double annual consumption of laboratory supplies (soap, paper towels, etc.) and wear and tear on equipment. Costs for consumable supplies, and replacement or repairs of equipment could range from ~\$3,000-\$5,000 annually, barring catastrophic damage to specialized equipment.

18. **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.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus or attending online will have access to needed search databases, journals, and scholarly works related to anatomical sciences, healthcare, and education. It is not expected that the DAS program will have a noticeable impact on library usage. Library resources for students and faculty attending online <https://www.lib.uidaho.edu/services/distance.html>

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

Additional funds (\$3000 annually) have been budgeted from program revenues to accommodate unidentified program needs and costs, for example publication fees.

19. 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?

The DAS program will be adding 80 credits in 23 new courses developed for the degree (see Appendix C: DAS Course Descriptions).

We anticipate that we will require 4.0 faculty FTE to implement teaching of the content, including support for teaching additional sections of existing 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 University of Idaho has a state-of-the-art cadaver lab and anatomy facility. The facility is not utilized during summer months by medical students in WWAMI program and is therefore available for use by the DAS program.

The WWAMI medical education program has a core of faculty and facilities that can be utilized for this degree. Specifically, WWAMI anatomy faculty have academic year positions and flexible summers. They will be able to teach in the program over the summer, without detracting from their WWAMI teaching. The WWAMI program also has an administrative core in place and will be able to support FTE buyout to support the DAS program.

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

The DAS degree will provide a source of support for WWAMI anatomy faculty over the summer when they would otherwise be unemployed. This will not detract from the existing program and will increase the appeal of teaching anatomy for University of Idaho because of increased flexibility in terms of summer employment.

- 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.

Anatomy Director 0.5 FTE

DAS Support Staff 1.0 FTE

Anatomy Faculty 1.0 FTE equivalent to support teaching efforts of anatomy faculty over the summer.

Anatomy Faculty 1.0 FTE instruction for year one of program. 2+2 course load and mentoring for a student cohort.

Anatomy Faculty 1.0 FTE instruction for year two of program. 2+2 course load and mentoring for a student cohort.

Anatomy Faculty 1.0 FTE instruction for year three of program. 2+2 course load and mentoring for a student cohort.

20. Revenue Sources

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

Not applicable. Reallocation of existing state appropriated funds will not be used to fund the proposed program. The DAS program will pay the WWAMI Program a rental fee to utilize WWAMI facilities. WWAMI faculty who teach in the DAS program will do so during summer months when off contract with the U of I. WWAMI faculty who teach in the DAS program during the academic year will be supported by FTE buyout by the DAS 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?

During the initial year, the WWAMI Program will provide funding to cover the cost of advertising the DAS program as well as travel related to recruiting students. This funding will come from WWAMI Facilities and Administrative (F&A) reserve funding.

- 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.

This program does not have a professional fee nor is it a self-support program. Tuition and fees will define the programs student cost (in-state/out of state). For the first three years of the program (FY25, FY26, FY27) we will focus on building our student cohorts, developing faculty and instructional expertise. Support for the program will include contributions from current faculty. We anticipate the program will begin generating a net gain in its second year. Excess funds will be utilized for the following purpose: 1) develop a reserve to support the program in the event of enrollment declines, 2) develop a willed body program, 3) develop a scholarship program for students enrolled in the program.

The cost per student for this hybrid graduate program is \$5,274 per semester (\$10,548 for the academic year), plus summer tuition \$6,408 (12 credits) for a full-time Idaho resident and \$14,892 per semester (\$29,784 per academic year), plus summer tuition \$6,408 (12 credits) for a non-Idaho resident. Students can complete the degree in three years for a total tuition of \$50,868 for full-time Idaho residents and \$108,576 for full-time non-Idaho residents. These rates are comparable to other industry rates for doctoral degrees in anatomy. The tuition includes all administrative costs and costs associated with instruction, including faculty and staff salaries, program travel costs necessary for accreditation and instruction, books, materials, supplies, technology costs including online delivery costs, capital equipment and renovation costs, and repair and restoration.

The tuition does not include room and board or travel. However, the proposed summer residency model will minimize room and board costs for each student, requiring only that they pay for room and board while they are in residence during the summer term. Once the program is fully implemented and enrollment targets are met in years 4 and 5, we intend to allocate funding in the form of scholarships and teaching assistantships to offset room, board, and travel costs.

A short-term and long-term strategy has been developed to evaluate the program for fiscal sustainability on an annual and long-term basis. Specifically, a short-term strategy has been developed for making annual decisions regarding staffing, operational, and capital expenses, and a long-term strategy has been developed for making decisions regarding program continuance or discontinuance.

Short Term Strategy – Key Elements

- a. The staffing plan for the program (including faculty and administrative support) has been designed to align with the projected enrollment targets (to ensure appropriate student-to-faculty ratios for quality instruction) and with the projected revenues generated by these enrollments (to ensure a fiscally viable program). As enrollment targets are exceeded or not met, personnel hires will be adjusted accordingly.
- b. To ensure the practice described in 'a' for the first three years of the program, application, admission, and enrollment numbers will be evaluated every 3 months so that appropriate decisions can be made regarding staffing for the upcoming fiscal year. This decision process will include review and input by the Program Director, the Department Chair, the Director of School of Health and Medical Professions,

- and the Executive Director for Planning and Budget.
- c. Operational and capital expenses will be evaluated every three months as projections about revenue are examined. This will ensure that we remain within budget throughout each fiscal year as the program is launched.
 - d. At the end of year three, the frequency of these evaluations will be reviewed to determine whether frequency can be decreased (assuming program continuance).

Long Term Strategy – Key Elements

- a. Trend analysis will be utilized to make decisions about program continuation. Inputs for the trend will include market demand (i.e., employment projections, placement of graduates, number of applicants, etc.) and market supply (number of competitive programs, cost of competitors, etc.).
 - b. We anticipate a minimum of three years in order to provide ample opportunity to determine whether the program is viable. The University of Idaho has made a commitment to allocate funding for up to three years to the program so that students are appropriately served in the event that the program is not deemed fiscally sustainable. These funds will be provided primarily through existing allocations in the form of equipment that is currently owned, space that is currently allocated, and state appropriations that are currently allocated to personnel and operation of the DAS program.
 - c. Decisions about program continuance will be made in August, prior to the beginning of the admission cycle for the entering cohort in the subsequent summer.
21. 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).

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8. Wilson, A.B., et al., *A Look at the Anatomy Educator Job Market: Anatomists Remain in Short Supply*. Anat Sci Educ, 2020. **13**(1): p. 91-101.
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11. McCuskey, R.S., S.W. Carmichael, and D.G. Kirch, *The importance of anatomy in health professions education and the shortage of qualified educators*. Acad Med, 2005. **80**(4): p. 349-51.

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 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		16		16		16		16 Year 1
				14		14		14 Year 2
B. Shifting enrollments						13		13 Year 3
Total Enrollment	0	16	0	30	0	43	0	43

	FY26	FY27	FY28	FY29
HC		16	30	43
Student Credit Hours				
PT Enrollment	0	0	0	0
Rates:				
Res Tuition - FT	8,272.00	66,176.00	124,080.00	177,848.00
NR Tuition - FT	27,508.00	220,064.00	412,620.00	591,422.00
Fees - FT	2,276.00	36,416.00	68,280.00	97,868.00
Summer Tuition - PT	534.00	102,528.00	192,240.00	275,544.00
Summer Fees - PT	52.00	9,984.00	18,720.00	26,832.00
Profession Fee - Annual	-	0	0	0
		435,168.00	815,940.00	1,169,514.00
Tuition	388,768.00	728,940.00	1,044,814.00	1,044,814.00
Fees	46,400.00	87,000.00	124,700.00	124,700.00

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$112,750.00	\$56,699.00						
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$388,768.00	\$0.00	\$728,940.00		\$1,044,814.00		\$1,044,814.00	
5. Student Fees	\$46,400.00		\$87,000.00		\$124,700.00		\$124,700.00	
6. Other (i.e., Gifts)								
Total Revenue	\$547,918	\$56,699	\$815,940	\$0	\$1,169,514	\$0	\$1,169,514	\$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		3.0		4.0		4.0	
2. Faculty	\$160,000.00		\$240,000.00		\$320,000.00		\$320,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	75,000.00		75,000.00		75,000.00		75,000.00	
7. Administrative Support Personnel	60,000.00		60,000.00		60,000.00		60,000.00	
8. Fringe Benefits	\$97,630.00		\$122,430.00		\$147,230.00		\$147,230.00	
9. Other:								
Total Personnel and Costs	\$392,630	\$0	\$497,430	\$0	\$602,230	\$0	\$602,230	\$0

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$2,500.00	\$2,500.00	\$2,500.00		\$4,000.00		\$4,000.00	
2. Professional Services	15,000.00		15,000.00		15,000.00		15,000.00	
3. Other Services								
4. Communications		40,000.00	40,000.00		40,000.00		40,000.00	
5. Materials and Supplies	35,000.00		52,500.00		52,500.00		52,500.00	
6. Rentals	20,000.00		20,000.00		20,000.00		20,000.00	
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$72,500	\$42,500	\$130,000	\$0	\$131,500	\$0	\$131,500	\$0

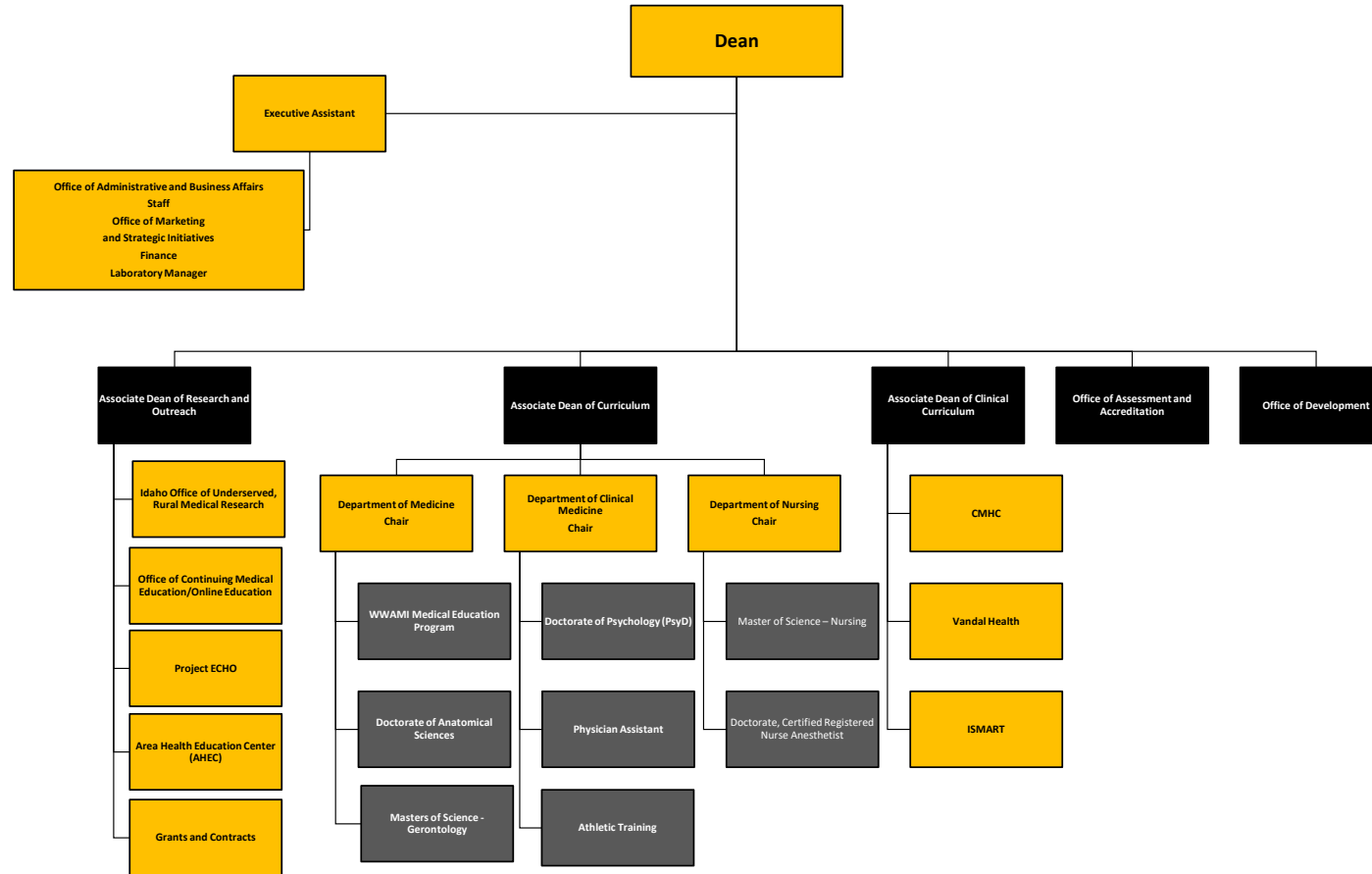
	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources			\$3,000.00		\$3,000.00		\$3,000.00	
2. Equipment	\$5,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
Total Capital Outlay	\$5,000	\$0	\$13,000	\$0	\$13,000	\$0	\$13,000	\$0

	<u>FY 26</u>		<u>FY 27</u>		<u>FY 28</u>		<u>FY 29</u>	
	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								
Utilities								
Maintenance & Repairs			\$10,000.00		\$10,000.00		\$10,000.00	
Other UI Overhead	\$5,568.00		\$11,310.00		\$17,458.00		\$18,705.00	
Total Other Costs	\$5,568		\$21,310		\$27,458		\$28,705	
TOTAL EXPENDITURES:	\$475,698		\$661,740		\$774,188		\$775,435	
Net Income (Deficit)	\$72,220	\$56,699	\$154,200		\$395,326		\$394,079	

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

I.A. 14.F	Enrollment target of 16
I.B. 15.J	Project a 10% dropout between years 1 and 2
I.B. 16.N	Project 5-10% dropout between years 2 and 3. Project three year enrollment of 43 students.
II. 2. 27	Advertisement of program in Year 1 based on U of I Doctorate in Athletic Training Program expenses; Funding to come from WWAMI reserve
II. 2. 28	Travel for recruiting and professional development in Year 1; Funding to come from WWAMI reserve
II. 5. 35	Based on projected enrollment with 20% being in state and 80% out of state.
III. A. 51	Two Clinical Faculty in Year 1; Up to four clinical faculty FTE to maintain program.
III. A. 61	0.5 FTE of Director of Anatomical Sciences
III. A. 63	1 FTE Administrative Support
III. A. 65	Fringe on III. 53 and III. 61 U of I rate: 0.31% + Fringe on III. 63 U of I rate: 41.3%
III. B. 80	Travel for recruiting and professional development (see also II. 2. 28)
III. B. 82	Support from U of I: web services, IT etc.
III. B. 86	Advertisement of program based on U of I Doctorate in Athletic Training Program expenses, beginning in Year 2 (see also II. 2. 27)
III. B. 88	Provision of cadavers for class (10 in Year 1, 15 in subsequent years)
III. B. 90	Cost of anatomy lab facility use
III. C. 105	Support of Library Resources, beginning in Year 2
III. C. 107	Disposable and semi-reusable equipment (gloves, scalpals etc.; \$250 per student).
III. E. 121	Maintenance fund for cadaver lab and equipment, beginning in Year 2
III.E 123	This cost represents internal overhead applicable to mandatory fee revenue.
III. E. 131	Budget surplus will be used to establish a reserve and an Idaho willed body program covering Northern Idaho

School of Health and Medical Professions



APPENDIX C: Course Descriptions

Summer One

Course	Description	Credits
MEDS 539	Advanced Gross Anatomy for Teachers I This is the first of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. Its goal is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.	8
MEDS0000	Embryology for Anatomy Teachers This is an online class that will cover the structural development of the human embryo and fetus, mainly by organ systems. Its goal is to prepare Anatomy instructors so they can present this material in Gross Anatomy in Medical Schools, or in Anatomy or Anatomy and Physiology courses for undergraduate students in Health Programs such as nursing, physical therapy, and pharmacy. Along with normal human development, the course cover abnormalities of development, so the students can learn and teach birth defects, the developmental anomalies that are so important in the health fields.	4
MEDS0000	Introduction to Medical Imaging Today's medical practitioners now require a solid understanding of the principles underlying each of the major biomedical imaging modalities along with expertise in interpreting the digital data and anatomical images generated. As such, medical imaging has become an essential component of Health Sciences curricula. This course will help equip Anatomy instructors with the requisite knowledge to utilize medical imaging in the coursework of Medical Schools or other Health Sciences training programs.	2

Fall One

Course	Description	Credits
MEDS 542	Histology for Anatomy Teachers This is an online class that will cover the microscopic anatomy (histology) of the human body. Histology covers the body's cells and subcellular structures, its tissues, and the microscopic structure of its organs. The goal of this course is to prepare Anatomy teachers to present this material in Histology courses in Medical Schools, or in Anatomy or Anatomy & Physiology courses for undergraduate students in Health Programs such as nursing, pre-physical therapy and pre-pharmacy.	4
MEDS0000	Philosophical Underpinnings of Medical Education Students will grapple with the philosophical foundations of education, including essential topics such as the nature of knowledge, the purposes and goals of medical education, and the social, political, and ethical considerations inherent in healthcare practice and teaching. Moreover,	3

	this course challenges participants to become reflective medical educators capable of developing and articulating their own philosophy of education.	
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Spring One

Course	Description	Credits
MEDS0000	Physiology Elective 1 (see below for list of "Physiology Electives")	4
MEDS0000	Free Elective (see below for list of "Free Electives")	3-4

Summer Two

Course	Description	Credits
MEDS 541	Advanced Gross Anatomy for Teachers II This is the second of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. It will directly follow Advanced Anatomy I in each summer session. The goal of these courses is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs.	8
MEDS0000	Instructional Practicum Instructional practicum provides students with an opportunity to improve teaching methods and techniques and expand professional skills under the guidance of faculty mentors. Teaching experience will include developing and delivering classroom lectures, learning assessments, and grading schemas, and demonstrations in the anatomy laboratory.	2
MEDS0000	Seminar: Practice in the Allied Health Professions It is essential for educators in the health professions to understand some aspects of the clinical practice that their students are pursuing. Through a blend of lectures, discussions, case studies, and collaborative projects, this seminar fosters interdisciplinary perspectives on contemporary allied health practice for various professions (e.g., RN, CRNA, MD/DO, PA, NP, etc.) within the American medical system.	1
MEDS0000	Curricular Development in Medical Education In an era marked by the rapid evolution of medical science, it is imperative that educators and administrators continuously adapt their curricula to align with the latest best practices and evidence. This course immerses students in the foundational principles of curriculum development tailored specifically for allied health professional training programs. Furthermore, students will be exposed to multiple curriculum development frameworks, equipping them with a versatile toolkit for shaping future curricula that remain responsive to evolving industry standards and educational needs.	3

Fall Two

Course	Description	Credits
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MEDS0000	Radiology Elective (see below for list of “Radiology Electives”)	1-2
MEDS 546	Neuroanatomy for Anatomy Teachers This is an online course that will cover topics in neuroanatomy. Topics include functional organization of the human nervous system, neurophysiology, supporting structures, and clinical relevance of these topics for health care practitioners.	4
MEDS0000	Measurement and Evaluation in Medical Education This course is designed to survey principles of measurement and evaluation within the context of medical education. Students will delve into the foundations of assessment theories and methods of designing and implementing assessment tools for students in the allied health professions. Topics will encompass formative and summative student assessments, including written exams, question design, clinical evaluations, and other assessment methods such as simulation and portfolio assessment. Course assessments soliciting feedback from students will also be discussed.	3

Spring Two

Course	Description	Credits
MEDS0000	Physiology Elective 2 (see below for list of “Physiology Electives”)	4
MEDS0000	Research Methods This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. The course will introduce students to qualitative, quantitative, and mixed methods research approaches in education. Students will develop a broad understanding of these methods and how/when they should be employed. Specific topics will include conceptualizing educational research, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, drawing inferences, and writing research proposals. As a depth requirement, students will employ one specific method in the design and possible implementation of a small research study which they will present orally and as a written formal research proposal or article.	3

Summer Three

Course	Description	Credits
MEDS0000	Immersion 1 Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.	4

	<p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	
MEDS0000	<p>Principles of Online Course Design</p> <p>This course explores the skills and knowledge necessary to craft engaging, accessible, and effective online learning environments tailored to the needs of allied health professional students. Participants will dive into key concepts, including learner-centered design, accessibility and inclusivity considerations, multimedia integration, and assessment methods for online contexts.</p>	2
MEDS0000	Free Elective (see below for list of “Free Electives”)	3-4

Fall Three

Course	Description	Credits
MEDS0000	<p>Immersion 2</p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	4
MEDS0000	Free Elective (see below for list of “Free Electives”)	3-4

Spring 3

Course	Description	Credits
MEDS0000	<p>Immersion 3</p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor,</p>	4

	<p>students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p>	
MEDS0000	Free Elective (see below for list of "Free Electives")	3-4

ELECTIVES:**Physiology Electives (2 required)**

Course	Description	Credits
MEDS0000	<p>Cell Physiology</p> <p>This course is a comprehensive study of underlying concepts common to the major cell physiology processes of the body. The course is designed for those seeking a solid grounding in cell biology and physiology. The course focuses on basic physiology of the cell and builds to understanding electrical activity, muscle physiology and neural physiology.</p>	4
MEDS0000	<p>Medical Physiology</p> <p>Fundamentals of Medical Physiology is designed to provide students with an in-depth understanding of the function, regulation, and integration of human body organ systems at a level required for clinical medicine and basic research in medical physiology. The physiology of all organ systems will be covered, with emphasis placed on a functional understanding of homeostatic maintenance in health as well as in disease processes. Core concepts of cellular chemistry, function, and signaling mechanisms will also be included. Concepts are taught using a combination of recorded lectures, clinical correlations, and online problem sets. This course is designed to provide critical knowledge for individuals who wish to teach anatomy and physiology at the post-secondary level or to equip those who wish to teach anatomy at the graduate or professional degree level with appropriate foundational knowledge related to "function".</p>	4
MEDS 544	<p>Medical Pathophysiology</p> <p>This course is a comprehensive study of underlying concepts common to the major pathophysiological processes of the body. The course is designed for those interested in teaching pathology or pathophysiology or related disciplines or for health and pre-health students. The course adopts a system-based approach to pathology and integrates material across systems using diseases such as cancer.</p>	4

Radiology Electives (1 required)

Course	Description	Credits
MEDS0000	Radiology Seminar	1

	This course is designed to strengthen students' understanding of clinical anatomy and of the application of medical imaging techniques in the clinical setting. Students will be required to prepare and present online presentations of clinical radiology cases selected from the primary medical literature. The use of real clinical cases will help students hone their skills in interpreting normal and abnormal anatomy using various medical imaging techniques and will reinforce topics in histology/histopathology and physiology/pathophysiology covered in previous courses. The course will include a focus on the design and delivery of instructional content for online delivery along with discussions surrounding best practices in developing test questions. This course is designed to provide critical knowledge and enhance instructional skills of individuals who wish to teach gross anatomy at the graduate or professional degree level or teach anatomy and physiology at the post-secondary level.	
MEDS0000	Point-of-Care Ultrasound Point-of-Care Ultrasound (POCUS) has been adopted across various medical specialties. This course focuses on imparting students with a strong foundation in ultrasound physics, instrumentation, and image optimization techniques. Through hands-on sessions, learners will acquire essential skills in probe manipulation, setting optimization, and the acquisition of high-quality ultrasound images, relevant to diverse clinical scenarios. These competencies will enable students to effectively contribute to POCUS teaching across various allied health professions, facilitating broader access to this valuable diagnostic tool in healthcare.	2

Free Electives (4 required)

Course	Description	Credits
MEDS0000	Teaching Paradigms in Medical Education Students will delve into various teaching paradigms, including but not limited to traditional didactic instruction, problem-based learning, team-based learning, simulation, and technology-enhanced approaches. Emphasis will be placed on critiquing the putative strengths, limitations, best practices, and real-world challenges associated with implementing each paradigm.	3
MEDS0000	History of Educational Philosophy This course extends upon the foundational concepts introduced in MEDS0000 - Philosophical Underpinnings of Medical Education by providing a historical exploration of the philosophy of education both within the realm of medicine and general education. Students will select a topic that resonates with their personal interests and develop a treatise that traces the evolution of teaching within their chosen subject. By immersing themselves in the history of educational practices, students will cultivate a deeper understanding of the ways in which teaching their subject has evolved over time, the driving forces behind these transformations, and the ensuing societal, political, or professional ramifications.	3
MEDS0000	Characteristics of Adult Learners	3

	Recognizing that medical professionals are destined to engage in lifelong learning, this course equips educators, healthcare practitioners, and administrators with the insights and strategies required to effectively educate and engage adult learners in the ever-evolving field of medicine. Participants will explore the foundational principles of andragogy, emphasizing its application in designing curricula, fostering active learning, and cultivating self-directed, motivated, and reflective medical professionals.	
MEDS0000	Biological Basis of Sensation and Perception This course content explores the biological processes that underpin human sensation and perception, including the anatomy and physiology of sensory receptors, neural pathways, and the role of the brain in processing sensory input to derive meaning.	3
PSCH 526	Cognitive Neuroscience Survey and analysis of major topics in field; emphasis on contemporary research and theory; related topics in perception, memory, and information processing and transformation. Additional projects/assignments required for graduate credit.	3
PEP 507	Sports Biomechanics The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics.	3

APPENDIX D: Letters of Support

Regional Unit Heads/Hiring Officials

Conley and Roberts	WSU Elison Floyd College of Medicine
Lambert	North Idaho College
Teintze	University of Montana WWAMI Medical Education Program
Schumaker	University of Wyoming WWAMI Medical Education Program

Idaho Faculty Interested in the Program

Bezzarides	Lewis Clark State College
Johnson	North Idaho College
Leavitt	College of Western Idaho
Moore	College of Western Idaho
Ozeran	North Idaho College
Reeds	North Idaho College
Zenker	University of Idaho/North Idaho College



Elson S. Floyd College of Medicine

December 8, 2021

Peter Fuerst, Ph.D. Associate
Professor
WWAMI Medical Education Program
Department of Biological Sciences University of
Idaho
Moscow, ID 83844

Dear Peter,

We are writing to express our strong support for the doctoral degree program in Anatomical Sciences that you are proposing to develop at the University of Idaho. As medical school faculty with many years of experience developing and delivering anatomy education at Washington State University and other major university programs (University of Washington and University of Minnesota), we know how difficult it is to find faculty trained in the anatomical sciences, including expertise in cadaveric dissection.

As biomedical research has transitioned to more cellular and molecular approaches to the study of disease, basic science departments that used to train graduate students in anatomical sciences have begun hiring faculty without expertise in anatomy. The downstream effect has been a nearly complete lack of graduate programs that include training in gross anatomy, embryology, histology, and macro- level neuroscience. We now have a situation where it is almost impossible to find trained anatomists, so we often hire applicants without this skill set, who we must then train ourselves, with no guarantee that an anatomy teaching career is a good fit. A well-trained individual with a degree in anatomical sciences would rise to the top of a typical applicant pool and would be highly competitive for positions at most medical schools, including our own. The additional areas of training proposed in your degree program, including histology, neuroanatomy, medical imaging, and kinesiology would further equip the degree holder to succeed in a broad range of programs, beyond medical (MD/DO) education. We could certainly use graduates from your program at our institution.

With the need clearly apparent, we strongly support the development of your proposed program, and we urge the Idaho State Board of Education to approve it, post haste. We stand ready to support your program in any way we can, including providing experiences in anatomy instruction at our institution.

We look forward to hearing of the approval of your program by the Idaho State Board of Education and your successful development and implementation of this program at the University of Idaho.

Sincerely,

A handwritten signature in black ink that reads "David M. Conley".

David Conley, PhD
Associate Professor
Department of Medical Education &
Clinical Sciences

A handwritten signature in black ink that reads "Ken Roberts".

Ken Roberts, PhD
Professor and Chair,
Department of Translational Medicine &
Physiology

PO Box 1495, Spokane, WA 99210-1495
509-358-7823 | medicine.wsu.edu



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Natural Sciences Division
(208)769-3495 phone
(208)769-7639 fax

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

Paula Lambert

Natural Sciences Division Chair
(208) 769-3249
paula.lambert@nic.edu



Peter Fuerst, PhD
Associate Professor, University of Idaho
Associate Director, WWAMI Medical Education Program
University of Washington School of Medicine

Dear Peter and State Board of Education,

I enthusiastically support your plan to offer a doctorate in anatomical sciences degree at the University of Idaho. As biomedical research transitioned to identifying molecular disease mechanisms over the past decades, PhD students were no longer being trained in anatomy. I know from our experience at MSU how difficult it has been for us to identify and hire trained anatomy faculty for our medical school and our undergraduate biology programs. At our WWAMI Medical Program, our last anatomy faculty search took three years; we eventually hired a senior faculty member from another medical school. This individual will be retiring soon, requiring us to search again. For the undergraduate program, we have hired underqualified applicants, who must then train on the job with no guarantee that teaching anatomy is a good career. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for these well compensated faculty positions. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education and allied health programs at universities like ours.

WWAMI Medical
Education Program

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Martin Teintze'.

Martin Teintze, Ph.D.
Director, WWAMI Medical Education Program
Montana State University
Assistant Dean, Foundations Phase
University of Washington School of Medicine



Bozeman Health
Deaconess Hospital
937 Highland Blvd.
Suite 5220
Bozeman, MT 59715
www.montana.edu/wwami

Tel : (406) 994-1411
Fax : (406) 994-4308
Email : wwami@montana.edu

Mountains & Minds



WWAMI Medical Education Program
Dept. 4238, 1000 E. University Ave.
Laramie, Wyoming 82701
(307) 766-4908 | www.uwyo.edu/WWAMI

January 11, 2022

RE: Anatomical Sciences Degree Program

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. We are currently searching for an anatomist with cadaver-based dissection experience and neuroanatomy expertise. It has historically been difficult for us to identify trained anatomists and we often have worry that our applicant pool will not meet our high medical education standards. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the MD degree we offer in our program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brant A. Schumaker'.

—
Brant Schumaker DVM, MPVM, PhD
Director, Wyoming WWAMI Medical Education Program, University of Wyoming
Foundations Assistant Dean, University of Washington School of Medicine
Clinical Associate Professor, University of Washington Department of Comparative Medicine
Tel: 307-766-2497 • Fax: 307-766-2492 • bschumak@uwyo.edu
[Facebook](#) | [Website](#) | [UWYO](#) | [UWSOM](#)



Alex Bezzerides, PhD
Professor of Biology
Division of Natural Sciences and Mathematics
Lewis-Clark State College
albezzerides@lsc.edu

January 03, 2022

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, physiology, pathophysiology, radiology, ultrasound, pedagogy, research methods and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

A. S. Bezzerides

Alex Bezzerides

Physical, Life, Movement and Sport Sciences
500 8th Avenue, Lewiston, ID 83501 | 208-792-2295 | www.lsc.edu/science

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology as well as Human Cadaver Prosection at my institution, North Idaho College, with a Master's of Science degree in Clinical Anatomy from Creighton University School of Medicine, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Katie Johnson, MS
Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: kjohnson3@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy and Physiology at the College of Western Idaho with a master's degree in biology, and have been actively considering and looking for a doctoral program that would aid in my professional development and allow me to expand my teaching portfolio. I work during the academic year but have flexible summers, and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year colleges, universities and community colleges who would greatly benefit from the unique program that you are proposing to found. I have sat on many hiring committees at CWI looking for A&P faculty, and it is very difficult to find highly qualified faculty for this particular subject. I believe that this unique program would help to change that situation.

Sincerely,

Hollie Leavitt, M.S.
Associate Professor of Biology
College of Western Idaho

From: Hollie Leavitt <holлиеavitt6@cwі.edu>
Sent: Friday, December 3, 2021 10:15 AM
To: Fuerst, Peter (fuerst@uidaho.edu) <fuerst@uidaho.edu>
Subject: Health Sciences Doctoral Degree

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology II and Human Structure and Function at the College of Western Idaho with Master's degrees in Plant Science from the University of Idaho and Educational Technology from Boise State University. However, I lack a dissertation-based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working and to spend two summers to gain in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year Colleges, Universities, and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

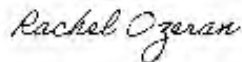
Christina Moore

Christina R. Moore
Assistant Professor of Biology
College of Western Idaho
MS 5300, P.O. Box 3010
Nampa, Idaho 83653

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Neuroscience from The Ohio State University, but lack a dissertation based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,



Rachel Ozeran, M.S.

Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: rozeran@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Microbiology, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Karen Reeds
Human Biology Instructor
North Idaho College

Lizabeth Zenker, DC
Instructional Laboratory Manager
College of Science
Department of Biological Sciences
LSS 359
208 885 6776
lzenker@uidaho.edu



DEPARTMENT OF
BIOLOGICAL SCIENCES
College of Science
875 Perimeter Drive MS3051
Moscow ID 83844-3051
P.O. Box 8780
208 885 7905 FAX
uidaho.edu/sci/biology

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently an Instructional Laboratory Manager at the University of Idaho, with a bachelor's degree in biochemistry and a Doctor of Chiropractic degree. I have worked in the field as a practitioner, and more recently in academia as an Assistant Professor in Anatomy & Physiology (A&P) and Prosection (Human Cadaver Dissection). I have served on several hiring committees at North Idaho College in search of additional A&P professors and adjuncts. In my experience, there have been many Doctors of Physical Therapy & Chiropractic that seek to join academia. Their practical knowledge is valuable, however during the interview process, many lacked the extensive scientific background or experience to properly teach courses in A&P or Prosection. This was also true of many applicants with master's degrees. I have been a member of the Human Anatomy & Physiology Society and have also served on their Cadaver Use Committee. This is a national organization that provides information, continuing education, as well as structure and continuity with Learning Outcomes across the differing levels of A&P from community colleges, four-year institutions & universities, as well as medical and osteopathic colleges. In my experience with this organization, there is a strong need for professors to have the proper background in Anatomy. Many current professors began teaching those courses without any prior experience or structured coursework and are seeking additional education to fulfill their knowledge gap. The Cadaver Use Committee has been trying to organize, unsuccessfully, to help train and fulfill this niche of training professors to teach Prosection courses. However, there is a lack of professors with these skills or background, even in this organization. Having a dedicated degree of this caliber would fulfill this significant need and be available for those educators to gain additional knowledge, experience, and professional development while they work concurrently. This is a very exciting and fantastic opportunity. Being able to complete coursework remotely during a three-year cycle and having the two in-depth summer sessions at the state-of-the-art cadaver lab at the Moscow, Idaho WWAMI Medical facility would be an option not only I am interested in, but that many across the nation or locally could attain.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lizabeth Zenker', enclosed in a hand-drawn oval.

Dr. Lizabeth Zenker

MOSCOW

BOISE

COLORADO

IDAHO FALLS

STATEWIDE RESEARCH AND EXTENSION

The production and distribution of this document by the University of Idaho is an equal opportunity/affirmative action activity.

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians, nurses, PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD), the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

A handwritten signature in black ink that reads "William F. Ganz, MD, FACS". The signature is written in a cursive style.

William F. Ganz, MD, FACS

Kootenai Neurosurgery and Spine

Steven E. Ozeran, MD, FACS



Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller:

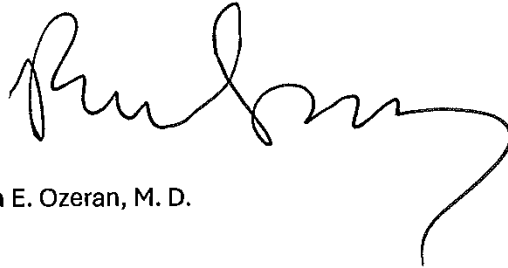
I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers. Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental health. With

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven E. Ozeran". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Steven E. Ozeran, M. D.



Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Northwest Specialty Hospital, I am writing to express our support for the University of Idaho and their proposed health professions programs, including the direct entry Master of Science in Nursing (MSN) and the Physician Assistant (PA) training programs. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) and Idahoans are left with severe shortages of healthcare access.

Importantly, these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Rick.Rasmussen@nwsh.com // 208-262-2310

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

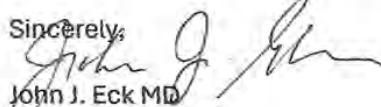
Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,



John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,



Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

John Huckabay

7800 S Swan Ct Coeur dAlene ID 83814

dhuckabay@aol.com (208) 771 4426

14 April 2024

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Jeff:

A few comments on your proposed expansion of the Medical School in Moscow. It can go without saying that I am deeply vested in the School. I fully believe that your proposed expansion of programs is badly needed. All help address the critical shortage of health care in Idaho. As the lowest ranked State in the US in medical professionals per population we need to do all we can to reverse this trend to provide better care for our population.

The program that I believe has the potential for quickest results is the Physician Assistant one. I work with other institutions with these programs. It fits very well with the MD instruction in that 23 of the 25 month program is identical. I realize that the purpose of the Education Board is to assure that costs are not duplicated with competing programs. This is not the case with your proposal as there are very few new costs and by adding to the existing classes you will actually lower the per student cost.

I have my personal medical care provided by practices that have PA's as the first line in patient care. I am always amazed at the quality and empathy that I see. Several of these practices are run by past students that I have supported that are now MD's. I get to chat with them about their experiences with the PA's and have never had a negative comment.

I will tell you a bit of a story on the CRNA program. As you are aware I worked in the military. I used to need to put in the nerve blocks for certain surgeries. It normally takes three, my average time was about 30 minutes, and I did a lot of them. I had emergency surgery a few years back. The CRNA completed the block procedure in less than 10 minutes, and was gentle in doing it. Obviously, I was impressed.

I believe that your proposed expansion is needed quickly. You have shown that you manage the School with limited overhead. I work with many other School's and none have a lower support and administration to student ratio. This shows me that you are not trying to build an empire at the burden of the taxpayers.

I fully support your proposals to the point that should they come to pass I will increase my financial support to the students in these programs to help assure their success. At least with the PA and CRNA ones you will find that most of the applicants will be alternative students, meaning they have come from the workforce and have obligations. It is critical to assist these people to rapidly become productive.

I certainly hope that you gain rapid approval for the expansion of education in Moscow.

Regards,

John Huckabay
Via email

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

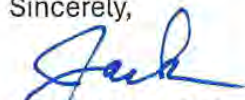
The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763



J-U-B ENGINEERS, INC.

J-U-B COMPANIES



THE LANGDON GROUP



GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master’s of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO



Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241

FAX 208.664.1748

www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shon Hocker', is written over a horizontal line.

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

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2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Espinoza", written over a circular stamp or seal.

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

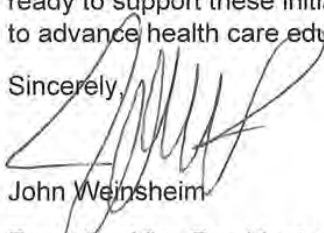
At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,



John Weinsheim

Executive Vice President of Kootenai Clinic



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Bobbitt".

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

A handwritten signature in black ink, appearing to read "Jameson C. Smith".

Jameson C. Smith
CEO, Kootenai Health



COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

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President & CEO



2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions. We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

A handwritten signature in black ink that reads "Kelly McCarthy Pöl".

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org



To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525



To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital



25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Paul Lewis
CEO

plewis@shomed.org

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenny@cdacasinocom



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

A handwritten signature in black ink that reads "Nick Swayne". The signature is written in a cursive, flowing style.

Nick Swayne, PhD
President, North Idaho College

To:

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

I am thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, Kootenai Health recognizes the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access. As Regional Medical Director of Virtual Care and Transfer Center, I work to help mitigate the complications of these shortages every day.

Access to care continues to be one of, if not the greatest, determinates to health within northern Idaho. How can we care for patients, both locally and regionally, in person or virtually, without the staff to care for them? As our population continues to drastically grow, where will the providers come from? Ideally, we should focus our efforts on training people from Idaho to care for Idaho communities.

It is becoming more commonplace to obtain a nursing degree in a nontraditional fashion. Many of our nurses earned their degrees while working to support themselves and their families. At current state, there is limited options for nursing school in northern Idaho. Furthermore, we have more nursing student clinical spots at Kootenai Health than can be filled by these nursing schools. As nurses look to advance their career to becoming, Physician Assistants, Nurse Practitioners or CRNA's, they have no other option than to look at schools in Spokane or virtual options if they to continue to support themselves. This not only leads them to incurring higher level of educational debt, but also makes them more likely to leave northern Idaho to work in the state where they received their training.

I believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kanan Silvas, MD
Regional Medical Director of Virtual Care and the Transfer Center

Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, Idaho 83814

208.625.3765 phone

208.625.5732 fax

ksilvas@kh.org

Onsite Visit Report
Doctorate of Anatomical Sciences Program

The contents of this external programmatic review are intended for the prospective Doctorate in Anatomical Sciences (DAS) Program of the University of Idaho.

External Program Reviewers

Jessica Byram, Ph.D.
Indiana University

Adam B. Wilson, Ph.D.
Rush University

Caroline H. Wilson, Ph.D.
Chapman University

Date of Onsite Visit

August 9, 2022

Date of Original Report Submission

August 18, 2022

Date Program Confirmed Accuracy of Report

November 13, 2023

Report Guidelines

The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program**1. Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.**

A review of the program's quality was determined on the basis of the following five elements:

Curricular Offerings and Sequencing

Judgements concerning the quality of course offerings and curriculum sequencing were determined according to: (a) the comprehensiveness of course syllabi, planned content delivery, and assessment practices, (b) faculty qualifications and demonstration of teaching excellence, and (c) the availability of necessary course-level resources.

As proposed and confirmed through interviews, the Doctorate of Anatomical Sciences (DAS) degree requires the successful completion of 81 total credit hours of coursework, including a dissertation, for graduation. The program's plan of study entails coursework in the anatomical sciences, related biomedical sciences, education, and research.

The quality of the biomedical course offerings was deemed appropriate for the program and training level based on classic offerings within the field and the quality and effectiveness of the teaching faculty as determined through CV reviews and interviews.

The original proposal did not specify a lab component for the neuroanatomy curriculum. About three neuroscience labs could be combined with gross anatomy labs in the summer without needing additional course credits. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum and to allow for radiology to follow gross anatomy in sequence.

The quality of the education course offerings was deemed appropriate for the program and training level based on traditional course offerings within the field of education and the general qualifications of the College of Education, Health and Human Sciences (CoEHHS) teaching faculty as determined through their CVs. No interviews were conducted with the proposed education teachers. The review team recommends incorporating the education teaching faculty in the program's next external review.

The syllabus for the required course "EDCI 582 Online Course Design" was not provided for review precluding the review team from making a judgment regarding this course.

Curricula related to educational research design, methods, and analysis consist primarily of quantitative methods and statistics (E.g., Research Methods I and II courses). Curricula

related to qualitative methods and mixed methods research is currently missing from the original proposal and the supporting documents. The on-site review team recommends adding these missing elements to ensure the program's graduates are well-rounded in classic education research approaches.

Across all proposed courses, it remains unclear how the program will assess all course-level objectives, listed in UI's boilerplate format. While it was evident how content knowledge would be formatively or summatively assessed, it was not clear how other objectives would be assessed (e.g., "clarify purpose and perspective" or "Practice citizenship"). All course-level objectives for a given course should be assessed.

All syllabi need a careful review to ensure each has the same general tenets of a typical syllabus including: course description and overview, course objectives, required versus recommended learning materials and resources, learners' roles and responsibilities, learner assessment specifics (formative and summative), grading policies, honor code, school policies related to disability services, and a course schedule and content outline.

Currently, all elective courses are either education, psychology, or athletic training courses. The program may benefit from shifting some of the required biomedical courses (e.g., kinesiology) to elective offerings to allow for other aspects of the program values (e.g., teaching experiences) to be transcribed as part of the required core cognates. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits. Per the supplemental documents, TAships will be available for credit as an elective. The program should consider making TAships for gross anatomy, histology, and neuroanatomy required to further enhance graduates' marketability.

No clear direction regarding the details or timing of the qualifying/preliminary exam were provided. Program faculty discussed options ranging from having no qualifying/preliminary exam to having an exam comparable to that of a Ph.D. candidate. The determination of what this qualifying/preliminary exam will entail is highly dependent upon the type and rigor of the required research project (e.g., dissertation vs. capstone project vs. other). No consensus has been reached by the program concerning the nature and extent of the research project, aside from its focus on education-related research. Once such decisions are made, the related policies and procedures (e.g., student handbook with dissertation committee membership requirements) can be further refined and formed to meet the programs exact needs, pursuant to the College of Graduate Studies' existing policies and expectations.

Faculty Qualifications and Workload Distributions

The current complement of core WWAMI faculty are well suited for delivering and overseeing the biomedical sciences component of the DAS curriculum. The faculty's demonstrated content knowledge, teaching experiences, and teaching quality in the subject matter (as demonstrated through their CVs, teaching observations, and interviews) meets the needs of the DAS program.

Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to assume lead teaching and research mentorship roles. Options for ensuring the program will have enough qualified faculty for teaching education courses and overseeing education-focused research projects include: 1) partnering with faculty from the CoEHHS, 2) partnering with education-focused faculty in the Doctorate of Athletic Training (DAT) program, and/or 3) hiring new program faculty with experience in education research and practice. Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research.

Dr. Dave Pfeiffer is slated to be the DAS program director. He will receive dedicated administrative time for this role and a release of some of his WWAMI responsibilities for program design and implementation to launch the program.

The program estimates needing 4.0 FTE to sustain the program once it reaches full capacity. Faculty workloads are likely to consist of time dedicated to teaching, student mentorship for research oversight, research, service, and administration. The exact workload allocations have not yet been determined and no labor distribution grid was provided.

Infrastructure Support

The program's facility infrastructure (i.e., primarily the gross anatomy laboratory) is maintained and supported by WWAMI. The anatomy laboratory is a new state-of-the-art facility equipped with the necessary resources for delivering gross anatomy instruction as observed during the campus tour.

The program's resource infrastructure (e.g., models, technology, library resources, etc.) meets or exceeds the program's needs. Resources are easily accessible and not dependent on cohort size. Ideally, DAS students will have access to all of the same resources WWAMI medical students have access to. More clarity on the feasibility of sharing identical resources between these student populations is needed.

The program's human capital is currently insufficient for initiating the program. Additional program faculty will be needed for curriculum development and implementation, committee work (e.g., admissions), advising/mentoring, and overseeing students' research projects. It is estimated that an additional 2.0 FTE will be needed to implement the program once at capacity (for 4.0 FTE total). The program would also benefit from offering their current faculty opportunities for professional development in educational research, andragogical practices, and educational theory.

The program's administrative infrastructure is consistent with that of similar UI graduate programs. Some services (e.g., program coordinators) are likely to be shared between programs and the program director can anticipate protected administrative time for program oversight.

Funding

In the first year, the program will run in deficit due to start-up costs. WWAMI will cover 2-years of teaching costs (totaling \$303,600.00) to establish the program. WWAMI funding has already begun and is likely to expand as early as fiscal year 2024. The year of the first matriculating class is contingent upon internal and external program approval by UI and the Idaho State Board of Education, respectively.

Ideally, funding for curriculum development and program administration would begin at least one year in advance of the first matriculating class to ensure the readiness of the curriculum (e.g., creation of new courses), policies/procedures, etc.

Program funding will not use state appropriated funds, federal grants, special fee arrangements, or contracts.

The program will be funded through student tuition revenue. Per the budget estimates, to sustain program funding for 4 full-time faculty, the program must maintain an annual minimum enrollment of 16 students per cohort. Once the program's proposal moves forward in the University's internal process, a formal market analysis will be conducted. This market analysis will be helpful in determining whether a sufficient annual volume of applications to sustain this high enrollment program is likely. For program marketing, the program plans to dedicate funds for outreach and intentional marketing at conferences and elsewhere.

External Partnerships

To date, no partnerships external to the WWAMI DAS program have been formalized. Future talks and potential partnerships with the UI CoEHHS are pending for the purpose of integrating students in education-focused courses and involving faculty with education research expertise in the mentorship of student research projects.

2. The program objectives and requirements; the mechanisms for program administration and assessment.

Student Objectives

The original proposal contained three global student learning objectives that students are expected to attain prior to graduation. These objectives broadly aligned with the proposed goals of the program.

1. The DAS students will have a broad teaching competency relevant to medical and clinical education.
 - a. This objective is well-established throughout the curriculum and is essential for developing expertise in anatomy education.

2. The DAS students will enter their profession with a combination of teaching experience and a foundation in higher education theory.
 - a. In addition to taking courses in the biomedical sciences, students would take education-related coursework within three major content areas (i.e., curriculum design and assessment, educational and learning theory, and program design and evaluation) to develop their competence in educational pedagogies, theory and practice. Teaching assistantships may be offered as elective credits. However, details about these practical teaching courses were not provided.
3. The DAS students will have experience to develop and assess the outcomes of educational interventions, programs and processes.
 - a. Through the process of writing an original research dissertation, students are likely to critically analyze data related to educational interventions and related outcomes.

The proposal also contained the below learning objectives that are similar to, but different from, those listed above. It is not clear which set of objectives will be used and how these student learning objectives map to the program-level objectives.

1. The DAS students will develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
 - a. The curriculum contains required coursework in curriculum design whereas teaching/pedagogy courses fall in a required and elective list. However, it is unclear whether the proposed elective practicum courses will be required to assess students' improvements in teaching practice.
2. The DAS students will improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research).
 - a. The original proposal was unclear on the scope of the dissertation as descriptions ranged from a "dissertation capstone project" to "dissertation-like experience" to dissertation. The project would be original research into instruction or an educational intervention. However, more details about the dissertation are needed to demonstrate it will achieve this outcome of applied scholarly inquiry.
3. The DAS students will expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
 - a. Biomedical coursework in the areas of anatomical sciences, including dissection-based gross anatomy, histology, and embryology demonstrate the program is likely to meet this objective. Dissection-based neuroanatomy may also be included to further achieve this outcome.
4. The DAS students will broaden their scope of expertise in subjects relevant to

educating allied health professionals, including medical imaging, (patho)physiology, and Kinesiology.

- a. Coursework in physiology, pathophysiology, radiology, and medical imaging indicate the program will meet this objective.

Assessment of Student Learning Objectives

Assessment plans for student learning outcomes in the original proposal included formative and summative assessments. The program's summative assessment plans related primarily to a "dissertation-like" experience and comprehensive testing in the form of a preliminary examination. Formative assessments were proposed to be built into the coursework. However, the syllabi only contained placeholders for assessments and had not been fully fleshed out. The proposal could be strengthened by linking program-level objectives and student learning outcomes to specific assessments within the program and curriculum. More specificity related to course-level assessments, especially formative assessments, is needed.

Program-Level Objectives and Assessment

Program-level objectives were later provided as supplementary materials as "WWAMI's Doctoral Standards and Assessment Strategies" within the Program Practices (4) document and have been adapted from the University of Idaho's Learning Outcomes to provide additional details on graduate-level program evaluation and assessment. Details are provided below:

"WWAMI's standards are assessed at various times during the doctoral student's program, through both direct and indirect means. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. Graduate students will be asked to complete a survey periodically or participate in a focus group where data will be gathered on the program goals, and doctoral learning outcomes. Regardless of the tool used to collect data for program evaluation and learning assessment, the student's identity will be kept confidential.

- *Learn and Integrate*: University of Idaho WWAMI DAS graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery, with the ability to integrate their knowledge into their teaching.
- *Think and Create*: University of WWAMI DAS graduates design, conduct, interpret, evaluate, and disseminate research. Graduates understand research frameworks and can apply research skills to contribute to the expansion of knowledge, address societal problems, or exemplify creative expression. They are critical consumers and producers of research to generate new knowledge for the profession.

- *Practice Citizenship*: University of Idaho WWAMI DAS graduates are effective leaders, teachers, and mentors. Our graduates are about to work with various stakeholders to engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.
- *Clarify Purpose and Perspective*: University of Idaho WWAMI DAS graduates have a critical awareness of educational practices and evaluation procedures. Graduates design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- *Communicator*: University of Idaho WWAMI DAS graduates disseminate new knowledge through published works, professional presentations, contract and grant activity, teaching, and consulting. Graduates contribute to scholarship and practice at local, national, and international levels, while serving as advocates for social justice, equity, learning, and change.”

STRENGTHS: Updated program objectives align with the UI learning outcomes and are appropriate for a doctoral-level program.

IMPROVEMENTS: Currently, the program-level objectives are not clearly linked with outcomes of program coursework, examinations, or research requirements. The program would benefit from: 1) specifying the direct measures that will be used to evaluate the program-level objectives, 2) establishing target expectations for each program-level learning objective, and 3) describing processes for the regular review of program outcomes and how this relates to continuous quality improvement. The program would also benefit from closely monitoring indirect measures of program performance such as GPA, grades, and graduation/attrition rates.

Program Requirements

DAS students may be required to complete a preliminary examination (qualifying examination) before advancing to candidacy, and into the research phase of the program. Details of the qualifying examination are yet to be determined (e.g., timing, type [oral/written/both], and whether the examination will be a requirement or not). Furthermore, details of the dissertation and expectations are yet to be determined but may be linked to several program-level objectives.

Program Administration

3. The program's alignment with the institution's mission.

As stated on the [University website](#), the institutional mission emphasizes *innovative thinking, community engagement* and *transformative education*. The DAS mission statement (described on “1. DAS mission and Vision.doc”) is “to train the next generation of educators who will lead the field in providing expert teaching and research

in anatomical sciences to train the future health care workforce.” The two missions appear to be in alignment, with some improvements noted:

- The proposed hybrid DAS program appears *innovative* in its combination of online and in-person, and science and educational coursework to train future health care professional educators. Students will be asked to develop a dissertation on educational innovations and outcomes, although there are few details on the dissertation project or how the information could be disseminated through public presentations and publications. Collaborations with other departments such as the DAT and possibly the CoEHHS will provide opportunities for interdisciplinary scholarship, further increasing opportunities for innovation. In addition, this innovative curriculum also includes training in radiology and medical imaging, which are increasingly used for medical diagnoses.
- While opportunities for *community engagement* may be feasible through students’ dissertations on educational projects, the proposal did not mention community interventions explicitly. The proposal’s societal goals do include addressing staffing issues related to health care professional education, and a hybrid program will allow accessibility to those in diverse communities who may need training in this field.
- The degree should allow educators with non-terminal degrees new opportunities to *transform* their teaching practice and also address the shortage of anatomy educators in the workforce. According to “1. DAS mission and Vision.doc”, the DAS program hopes to contribute to the reputation of the Department, College, and University with diverse student recruitment, diverse program scholarship, and the development of a national reputation as a program leading in the training of anatomy educators. However, explicit details regarding how this mission may be carried out are largely missing from the proposal.

STRENGTHS: Innovative hybrid program with opportunities for interdisciplinary research and long-term job prospects for those who complete the program.

IMPROVEMENTS: No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.

4. **The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.**

Faculty availability and expertise: Three people were identified in the proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager). A fourth anatomist was also mentioned but not identified (p.4 of proposal). The final

proposal should consider adding the information for the additional biomedical faculty members identified in “5AandB. Required & elective course list with instructors.xls”, including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker.

All identified biomedical science faculty already have teaching assignments in the WWAMI program, DAT, or both. The program proposal indicates they “have intensive teaching responsibilities during the academic year but flexibility over the summer months,” (p.4), which indicates that at least four already-hired faculty members may not teach the core courses proposed in this program or they will record materials for the core courses during the summer to be delivered asynchronously during the fall and spring. The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.

CVs of all bioscience faculty outline their extensive, award-winning teaching experiences and expertise in anatomy and/or biomedical science education. The proposed director of the program, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school anatomy curriculum, and has considerable administrative experience as a Director of Anatomy and in Undergraduate Research Program management. All additional faculty have ample experience in teaching courses related to those proposed in “5AandB. Required & elective course list with instructors.xls” with the exception of Tyler Bland who may not have taught a pathophysiology course previously (committee did not meet with Dr. Bland).

Faculty members who teach in existing College of Education courses, planned as part of the requirements for the DAS, also are identified in the “5AandB. Required & elective course list with instructors.xls” file and include: Drs. Krista Soria, Michael Kroth, Rodney McConnell. One faculty member in Movement Sciences, Joshua Bailey, was also identified for teaching a required Sports Biomedicine course. The CVs of the non-WWAMI faculty members all include evidence of expertise in their respective courses and content areas, with many faculty members having taught the same or similar course previously. The course regularity / faculty availability is assumed to be scheduled by their respective colleges or departments and not controlled by the WWAMI program. As such the DAS program should obtain formal agreements with the relevant colleges and departments if the core education courses are to be taught by faculty external to WWAMI.

The program proposal also details plans to hire an additional two full-time non-tenure track faculty in the first year of the program, and may add two additional hires in subsequent years (see budget and p.16 of proposal). More clarity is needed regarding the intended qualifications and experiences of the faculty the program desires to recruit. New faculty were indicated to have a reasonable 2 course teaching load per semester, but it is unclear if they would serve as course directors or co-instructors. When hiring new faculty, consider requiring experience in educational research, as the current biomedical

science faculty have strong biomedical research publications and curriculum development experience, but lack expertise in medical education research approaches.

All core program faculty may need to support and oversee students' dissertation projects, although only the newly proposed FTEs listed education research mentoring for a student cohort as part of their workload (p. 16, proposal). The proposal outlines a total of at least four core faculty, who will supervise up to 20 students per year; this is a ratio of 1 faculty member to 5 students per year, at least initially. A clear expectation of research mentorship (including the role of major professor and committees) for both newly hired and existing faculty should be addressed. It was noted that current faculty may have their workload adjusted, if needed. Faculty in DAT or College of Education, Health and Human Sciences may also be tasked to support dissertation projects through committee work and mentoring. We suggest creating a formal agreement with other UI colleges/departments for mentorship and dissertation oversight.

Additional faculty responsibilities are likely to include the oversight of second-year DAS students teaching first-year DAS students in the summer anatomy laboratories. Students are required to keep "impact journals" relating to their teaching practice, which faculty will need to evaluate (perhaps as part of a capstone course, although no such course was listed in Appendix C). All courses in the program listed in Appendix C are "new", so faculty will also be responsible for course development. One suggestion regarding program development would be to hire faculty prior to the program start date so they could work with the Office of Online Education to develop state-of-the art online curricula for the students. Innovative curricular approaches could be used in marketing the program as well.

STRENGTHS: Current biomedical science faculty members are experienced and capable of teaching and developing curriculum in the biomedical sciences, and all have flexible summer availability.

IMPROVEMENTS: There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.

Regular course offerings and directed study: The DAS proposal proposed courses offered by both WWAMI and additional departments and colleges (non-WWAMI):

WWAMI: Regular courses proposed by the DAS include a breadth of subjects that a trained anatomist should be exposed to in a quality program including anatomy, histology, physiology, pathophysiology, embryology, and neuroanatomy (Appendix C). In addition, this innovative curriculum also includes training in radiology and medical imaging, which are important skills for anatomy educators to teach future health care professionals making diagnoses. While the breadth of subjects may be useful for training future anatomists, consider adding tracks of study within the curriculum with different

required core courses, such as a “physiology” track that includes Neuro, Cell- and Patho-Physiology and a “kinesiology” track that includes Sports Medicine and other identified anatomy-based coursework. Students may also focus their dissertation topics within the same tracks based on their inherent interest.

All DAS biomedical courses are modeled from parts of the WWAMI medical school curriculum, which has a 50-year mature and time-tested approach to learning. Knowledge in most of the core courses will be assessed through summative course-level assessment and writing assignments. One exception to this is included in the Radiology syllabus. This course is an asynchronous self-paced course which requires the review of 24 medical cases followed by a multiple choice question (MCQ) assessment. Students are required to design and deliver two online presentations and take the accompanying set of multiple choice questions developed by their peers. Each student will also be required to critique the design of one presentation and question set developed by a fellow classmate prior to its delivery in the course. This assessment approach meets the objectives of the program to train future anatomy educators. In talking with the director of the DAT program, some of their courses require iterative research projects to assess learning objectives. The DAS program may borrow some of the DAT course assessments and curriculum design to increase alignment of the program’s goals.

Regarding the anatomy content, two core anatomy courses will be taught in a state-of-the-art anatomy lab facility (Anatomy I, Anatomy II) in two 9 credit, in-person, summer courses (18 of the proposed 78 credits). These two courses are the main focus of the core DAS curriculum as the students will go in-depth to learn cadaver-based gross anatomy in a way that could not be offered remotely. Anatomy II credits may also entail teaching the Anatomy I students, but this goal was not directly indicated in the syllabus. Consider adding teaching practicum credits as part of the second summer curriculum to ensure separate learning objectives for this opportunity. The Anatomy I syllabus also notes that medical imaging will be included in the Anatomy I course without explicit reference to how the material may be expanded on in the Medical Imaging core course. Creating links between the courses will be important, as well as ensuring the degree type is maintained (e.g. the Anatomy I syllabus (p. 44) notes the goal of teaching an online course for a PhD program, not the DAS). More information is also needed regarding how the program and University compute course credit hours. A total of 18 credits for the instruction of human gross anatomy is high and nearly double that of comparable anatomy education programs (e.g., at Indiana University “Human Structure” is 9 credits (and also include histology); at the University of Mississippi Medical Center, “Gross Anatomy” is 6 credits; at Lake Erie College of Osteopathic Medicine “Gross Anatomy” is 10 credits). The excess of credit hours for the DAS anatomy course could be reallocated for teaching practica credits to help fill this current gap.

Additional anatomy topics (Neuroanatomy, Embryology, Histology) are scheduled to be taught online (course names abbreviated here; see Appendix C for the full names). Neuroanatomy was listed as an online lecture (*note, this course is missing from p.10 list of proposal and is listed as Neurophysiology on the “5AandB. Required & elective course list with instructors.xls” file*). As the curriculum becomes more concrete, a

neuroanatomy lab opportunity and practical exams in histology and neuroanatomy could be added as additional forms of assessments. If a physiology track is added, Neurophysiology could be added as an elective.

The depth of DAS courses may also depend on the delivery mode. Some of the syllabi include the term “online” while some list “recorded lecture” as the mode of content delivery. Adding more descriptive terms like “synchronous learning” or “asynchronous learning” may be necessary to assist students in understanding the delivery style for each course. Mapping the goals of the curriculum delivery ahead of time may also help to guide faculty workload allocations for current and incoming faculty. Consider working with the Office of Online Education to outline and apply instructional design methods to ensure up-to-date approaches for course delivery.

All DAS syllabi outline learning objectives in line with UI’s standards of learning/integrating, thinking/creating, communicating, clarifying purpose and perspective, and practicing citizenship. As this program emphasizes the need to train future anatomy educators, the program may consider expanding their assessment goals to include the creation of more educational products (e.g., the Radiology course requires students to develop their own MCQs and cases; most other assessments measure content knowledge or ask the learners to write reviews about basic science research). Having students create a team-based learning (TBL), problem-based learning (PBL), and flipped classroom module could easily be incorporated across teaching practica as required deliverables. Currently, it’s not clear how all course-level objectives will be assessed in each course (e.g., clarify purpose and perspective; practicing citizenship) or how course objectives map to program level objectives.

Non-WWAMI: Courses in higher education, curriculum design, and educational research methods were also included in the document “5AandB. Required & elective course list with instructors.xls”. The courses fit the educational goals of the DAS curriculum with assessments that require the application of material, rather than purely rote memorization. The courses are appropriate in depth and breadth. Currently, qualitative research methods are not covered in the curriculum, though students need exposure to quantitative, qualitative, and mixed methods designs. Consider working with the education faculty to develop and apply a variety of assessments in the biomedical coursework (e.g., weekly written reflections found in the AOLL 574 syllabus). Ideally, the program will have strong continuity between teaching about educational practices and demonstrating directly how educational practices are applied to biomedical and education courses.

The regularity of course offerings was not directly addressed in the proposal. Presumably the courses would be offered each term as outlined in the “4 DAS POS Schedule Outline.xlsx” file, thereby offering each cohort a yearly offering of each course. The curriculum plan does not indicate plans for remediating students or gaps if students have to take a leave of absence or enroll part-time. The three year plan may be too ambitious for a student who still works as an instructor while completing the degree; one of the program’s target populations. Consider developing an alternate part-time option.

Similarly, the timing and duration of the dissertation phase may vary if a student requires flexibility.

STRENGTHS: The core biomedical courses are based on tried and true curricula used in the WWAMI medical program and will be valuable courses for future anatomy educators.

IMPROVEMENTS: Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.

Support resources: The proposed program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.v of the Idaho State Board of Education Governing Policies and Procedures. The proposed program is housed within the WWAMI Medical Education program which reports to the Provost and Executive Vice President ([organizational chart](#)). The [College of Graduate Studies](#) will also support graduate training if teaching assistantships are developed. The proposal also mentions sharing resources with the UI's DAT program, including provisions for a shared curriculum and student recruitment efforts. Further details regarding the nature of this sharing agreement are needed. Program support also relies on high enrollment goals. As the program builds, a possible minor in anatomy for UI undergraduate students may help to ensure the program's success and sustainability.

All core courses recommend "classic" textbooks which may be available online through UI's library services, but their availability was not noted. In most courses, textbooks are listed as course recommendations (not requirements), but p. 4 of the proposal noted the desire to "utilize open educational resources or faculty developed resources when possible. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks." No examples of faculty-developed materials were provided. It is unclear how much curriculum development is needed. The Office of Online Education may provide support in instructional design for these materials, while the Library may be able to identify open educational resources or subscription services like Clinical Key that the students can use remotely.

No external resources are being requested by the program. It will subscribe to a self-support model utilizing WWAMI's existing facilities and UI's existing education infrastructure. The proposal notes that if the self-support model fails, the program will be discontinued with tenured faculty offered reassignment and non-tenured faculty positions terminated.

STRENGTHS: If projected enrollments are met, the program will be self-supported with existing facilities and no external resource requirements. Regular course offerings could

include open educational resources or hyperlinks with support from library and/or Office of Online Education.

IMPROVEMENTS: Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.

- 5. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.**

The DAS program will be a WWAMI program situated within the University of Idaho and subject to oversight by the College of Graduate Studies. DAS students will have access to the same institutional resources as other UI graduate students. However, it is unclear whether they will have access to the same textbooks, library resources, and programs/platforms (e.g., ExamSoft) as WWAMI medical students. This is an important consideration to ensure DAS students have the appropriate resources to be successful in their coursework and exposure to other biomedical and clinical resources available to medical students, whom DAS graduates may one day educate.

This program was not proposed to have direct relationships and partnerships with other institutions in the state of Idaho, but DAS students may be employed at post-secondary institutions across the country and may possibly complete elective teaching practica within these institutions. The proposal could be improved by further elaborating on how teaching objectives can be met through teaching practica while at UI (e.g., in Gross Anatomy II) or through other mechanisms given the majority of the program will be delivered through distance learning.

The proposal includes several College of Education, Health and Human Sciences (CoEHHS) courses within the required and elective program plan of study, yet the details of the relationship with the CoEHHS have not been fully developed. Interviews with Drs. Feurst and Pfeiffer indicate a model outlining the relationship of cost-sharing for tuition for DAS students enrolled in CoEHHS is yet to be determined. There were discussions of using CoEHHS coursework during the initial launch of the program and then moving toward in-house offerings of education coursework by DAS faculty.

The online biomedical science courses will be developed in partnership with the UI Center for Excellence in Teaching and Learning staff in the Office of Online Education. According to Dr. Ken Udas, UI currently has 35 online graduate programs that are undergoing review for viability and sustainability.

During the summer semesters of year 1 and year 2, the program will require DAS students to attend UI in-person for Gross Anatomy I and II. In-person components will allow for connection of DAS students to students in their cohort and the greater UI community. It was proposed by the review team to consider beginning the program in the

summer to allow DAS students to meet their cohort prior to beginning the online components of the program and to allow the curriculum to lead with Gross Anatomy. This approach may facilitate stronger collaborative relationships among students before they transition to fully remote coursework.

The proposal did not discuss joint research projects, but more details on research were requested prior to the site visit (“3. Research Support”) and were further discussed during the interview with Dr. Seegmiller. He discussed several potential collaborative research relationships with local projects and organizations. The Area Health Education Center (AHEC) Scholars program “brings together students from multiple health disciplines, emphasizing a team-based approach to addressing health disparities.” DAS students would have to receive Health Resources Services Administration (HRSA) approval to take part in the program. A second program that partners with WWAMI Medical Education is [Project Echo](#) (Extension for Community Health Outcomes), which “uses an ‘all teach, all learn’ model that empowers Idaho healthcare professionals to treat complex diseases with specialist-level expertise no matter where they practice.” Finally, the [Office of Underserved and Rural Medical Research](#) falls under WWAMI Medical Education and may provide opportunities for DAS students to conduct joint research projects in the areas of health equity and social determinants of health.

STRENGTHS: There are well-established research programs at WWAMI Medical Education in the areas of health education and equity. These existing programs could serve as collaborators for DAS students.

IMPROVEMENTS: It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.

- 6. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.**

Overall, the justification for initiating this program is sound, reasonable, and supported by published evidence.

According to a 2021 publication (Wilson et al.), only 8 Anatomy Education PhD programs exist in the U.S. and none of these programs are affiliated with the WWAMI system or the state of Idaho. The current demand for skilled anatomy educators in the U.S. is high as demonstrated by a triangulation of data involving the perceptions of chairpersons of anatomy-related departments (Wilson et al, 2020), job posting data from the American Association for Anatomy (AAA; Wilson et al, 2020), Survey of Earned Doctorates data from the National Science Foundation (Wilson et al, 2021), and faculty retirement data from a survey of AAA members (Edwards et al, 2022 - in press). Student enrollment surges and the increased number of health professions programs requiring anatomy instruction are the driving forces yielding an increased demand for anatomy

educators across the U.S. As such, more anatomy PhD programs are needed for the profession to reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire.

Access to anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. Many programs provide tuition waivers and stipends to their PhD students through a classic PhD infrastructure model. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding, though is still constrained by the number of available faculty mentors capable of overseeing students' required research projects.

While the self-support model may be effective for the program, compared to other Anatomy Education track PhD programs, the cost incurred by students for degree completion (\$54,000) is substantially higher. However, DAS program tuition costs are comparable to programs offering professional practice degrees (e.g., DPT and OTD).

References

- Wilson AB, Notebaert A, Schaefer AF, Moxham B, Stephens S, Mueller C, Lazarus MD, Katrikh A, and Brooks WS. A look at the anatomy educator job market: Anatomists remain in short supply. *Anatomical Sciences Education*. 2020; 13(1):91-101.
- Wilson AB, Kaza N, Singpurwalla DJ, Brook WS. Are anatomy PhDs nearing extinction or adapting to change? United States graduate education trends in the anatomical sciences. *Anatomical Sciences Education*. 2021; 14(4):432-439.
- Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.

7. **Potential impact of the program on the department or academic unit and college/university, as well as its effect on current programs.**

The DAS program is predominantly online (distance learning) with the exception of the anatomy dissection courses offered during the summer terms. In the summer terms, WWAMI's anatomy laboratory will be fully dedicated to the DAS program and will have no overlap with other competing programs. The program's impact on the college/university is perceived by the Vice Provost for Academic Initiatives and Dean of the College of Graduate Studies to be positive as it may help the university to achieve its goal of reaching R1 research status, depending on whether the program awards a research focused degree.

Starting and sustaining this program is likely to have the greatest impact on UI's local WWAMI academic unit in the form of increased faculty workload (e.g., involvement in admissions, extra teaching, and mentoring research projects). A class size of 20 students per cohort is very large for this type of doctoral program. By comparison, most Anatomy Education track programs admit 5 or fewer students annually. By the third year of implementation, the program plans to enroll a total of 60 students and will have 4 program faculty yielding a student to faculty ratio of 15:1. This suggests that each faculty member would be responsible for at least 5 dissertations on an annual basis, assuming all dissertations can be completed within 1 year. Per the handbook for graduate students within UI's Department of Biological Sciences, "The advisory committee for Ph.D. candidates consists of at least four people: your major professor, two other faculty members from within the department, and a faculty member from outside the department. Half of the members on the advisory committee must be graduate faculty from the department." If these requirements are also applied to the DAS program, then 3 of 4 program faculty at any given time will be on the advisory committee for all dissertation projects. Involvement in as many as 20 different dissertation projects annually, whether as the primary mentor or an advisory committee member, does not seem logistically feasible from a faculty workload perspective.

Faculty labor distributions for the program's core faculty were not provided for review. The program will need to provide this information for the program's next external review to ensure the projected workloads are feasible and equitable across program faculty.

8. **The program's major strengths and potential challenges**

MAJOR STRENGTHS: The program's innovative hybrid approach will allow training of many future health care educators with considerable job prospects due to a shortfall of trained anatomists.

CHALLENGES: The mentorship and oversight of students' education research projects for such a large annual cohort will be a challenge. Faculty will need clear workload responsibilities and dedicated time for research oversight. The program's short 3-year timeline and the absence of a clear process for defining the scope of research projects may also present a challenge for students to graduate on time.

Because this program plans to target individuals who are current educators, it may be challenging for such individuals to take a full-time course load. While the DAS program is planning for its online courses to be delivered in a hybrid (synchronous and asynchronous) fashion, it remains unclear whether courses will be offered in the evenings and/or on the weekends to best accommodate the intended population of learners.

The marketability of a new type of doctorate (i.e., the DAS degree) is currently unknown. The DAS program director is likely to assume responsibility for marketing the degree to anatomy professionals and prospective students.

9. **Whether there are additional program specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.**

The UI DAS program is not eligible for specialized accreditation.

2. Faculty

a. **The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.**

Three key faculty were identified in the original proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager, ABD). The CVs of all three faculty outline their notable training, extensive careers, award-winning teaching, and scholarly and research contributions.

Additional WWAMI faculty were identified in "5AandB. Required & elective course list with instructors.xls", including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. Review of their qualifications also included extensive training, teaching experience, and scholarly contributions.

Training: All identified faculty have achieved terminal degrees (PhDs, DATs, etc.) from credentialed graduate programs in the United States, Germany, and Canada. The anatomy lab manager, Joshua Johnson, has an MS in Integrative Physiology and is currently pursuing a doctoral degree.

Experience: The DAS Director, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school, undergraduate, and graduate anatomy curricula, and has considerable administrative experience as a Director of Anatomy. The WWAMI faculty are also a mixture of tenured full or associate professors and clinical (non-tenured) professors who have taught in the WWAMI Medical Education program, Doctorate in Athletic Training (DAT) program, or both for many years. Jon Mallatt, an anatomist, has over 40 years of experience training anatomy and medical students. Belinda Sanchez graduated from the DAT program and may have special insight into how the DAS and DAT programs could align. Russel Baker's background in research methods will be particularly important as the design of the dissertation project evolves.

Research/scholarly contributions/ ability to generate external support/stature in the field: The core DAS program faculty are well-published in their respective fields. For instance, Dr. Pfeiffer has published over 40 peer reviewed articles, written book chapters, and received many grants and contracts, including current funding. His work has been cited over 3,500 times and he publishes in a wide variety of topics from human anatomy and physiology to comparative anatomy. Jon Mallatt's co-authored textbook, [*Human Anatomy*](#), is the #1 best-selling anatomy textbook on the market today. Russel Baker and Jeff Seegmiller co-authored a series of papers about creating the DAT program in the *Athletic Training Education Journal*. This seminal report can be used as a model for the DAS program. Baker and Seegmiller are the only faculty members in the DAS program who have published in the education research literature, rather than scholarly work in biomedical sciences. The majority of the DAS faculty are well-respected in the biomedical sciences.

Qualifications: All identified faculty members are qualified and will serve the graduate program well for instruction in the biomedical sciences. Many of the faculty have served as major professors for graduate level training and almost all have served on committees for graduate students. The only faculty who have served on education-focused dissertation committees are Drs. Seegmiller and Baker. The other identified faculty have completed research in the biomedical or athletic training fields.

Non-WWAMI faculty were also identified in "5AandB. Required & elective course list with instructors.xls". The credentials and qualifications of the CoEHHS faculty are typical of education faculty and fully meet the needs of the program for teaching education courses, assuming a formal partnership is developed between DAS and CoEHHS.

STRENGTHS: Several highly-qualified faculty members in the biomedical sciences are part of the core group that will lead the DAS program. The director has experience writing grant proposals for program development and all have award-winning experiences teaching.

IMPROVEMENTS: Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty

have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.

b. Alignment of current faculty research agendas and alignment with the proposed program.

Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research. Whether these individuals will be closely involved in overseeing DAS student research projects remains unclear. As such, the program will need to either: 1) rely heavily on faculty external to the program (e.g., from the DAT program or from the CoEHHS), 2) hire more specialized faculty with experience in educational practices and research, and/or 3) enrich current faculty through a series of education-focused professional development opportunities.

c. Alignment of current sources of external funding to support faculty and subsequently doctoral student research

The DAS program will subscribe to a self-support model and will not rely on any external funding aside from program startup funds allocated by the WWAMI Medical Education Program. Per the proposed budget and as confirmed through interviews, startup funds will be used to reallocate WWAMI faculty time to DAS program development. WWAMI funds totaling \$303,600 will be dispersed over 2 years. On an ongoing annual basis, the UI will contribute \$20,000 to the program. Tuition revenue is the primary source of program funding. The program's operating expenditures have budgeted for annual conference travel (\$2,500-\$4,000). Funding to help cover students' research-related expenditures, publication fees, etc. were not explicitly itemized in the proposed budget. However, an annual amount of \$55,000 was designated for "materials and supplies," a likely source for covering costs incurred for doctoral student research.

d. The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

Size: The original proposal indicates that 4 trained anatomists will be responsible for administering the program (the proposal named 3) and that 4 new non-tenure (clinical) faculty FTEs would be requested. In addition, file "5AandB. Required & elective course list with instructors.xls", listed additional faculty including: Drs. Belinda Sanchez, Jon Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. The total number of core faculty who will be directly involved in the program is unclear. Clarity on the number of faculty and the courses they may direct or instruct is important so their workloads within the DAS program can be determined and reviewed by the next onsite team.

Qualifications for areas of specialization: Four of the WWAMI faculty are capable of teaching the proposed summer anatomy course based on their qualifications, and the course may be co-taught (P. Fuerst, personal interview). The remaining professors also have experience teaching the additional proposed core biomedical courses, except for pathology. It is unclear how teaching these additional graduate courses will be possible if WWAMI faculty are only available in the summer months.

Research is an important part of the proposed curriculum. Research Methods I and II, taught by Dr. Russel Baker, will include training in quantitative methods, meta analysis, case studies, and diagnostic testing, but the focus of the course may be more on biomedical research than on educational research. Instruction in qualitative and mixed methods research training also needs to be included.

Additional coursework is proposed to educate the DAS participants in adult learning, curriculum, instruction, and assessment design, and developing online course content. These courses are critical for future anatomy educators. Information about how this coursework will inform the program-level learning objectives and dissertation projects should be included in future proposals.

Student body: The planned DAS student population will differ from the medical students currently taught by the proposed DAS faculty in the Idaho WWAMI Medical Education Program. The Idaho WWAMI program is a partnership between the University of Washington School of Medicine and four “sister” states (Wyoming, Alaska, Montana, and Idaho) to help educate future physicians. According to the [Idaho WWAMI website](#), the WWAMI program goals include providing medical education, increasing the number of primary care physicians, providing community-based medical education, expanding graduate medical education (residency training) and continuing medical education, and providing it in a cost-effective manner. The current WWAMI goals do not include expanding education to graduate student populations. Thus one suggestion is to revisit the WWAMI goals if WWAMI will house the DAS degree. WWAMI Idaho may also consider aligning their goals with their sister partners and the University of Washington School of Medicine through a formal partnership agreement if required.

The proposed DAS program will serve a student body of future anatomy educators, which are in short supply across the country. Students will be recruited nationally by targeting multiple disciplines (e.g., biological sciences, kinesiology) and individuals with interest in doctoral training. The future student body could also include Master’s trained anatomists with no terminal degree. Considerable documentation from regional unit heads / hiring officials requesting the need for anatomists at Idaho regional campuses was provided in Appendix D of the proposal. Enrollment will begin with 20 students per year, then it increases to 30 students by year 5, which is the maximum reported capacity. These high enrollment numbers would make DAS the largest program of its kind.

Sustainability: The program’s sustainability was addressed in the proposal (p.6). The budget additionally includes a 10% attrition rate in the first year and a 25% attrition rate by the third year of the program, but with the goal of filling the program enrollments each

year. If the student body is small, the proposal outlines a reduction to as few as 5 students who would continue the program through online, recorded coursework. If the program were to be reduced or have to close, students may be able to complete their degree with this plan, but the timeline or formal procedures for program closure were not reported in the proposal.

The sustainability of the program also is dependent on the types of students who will be admitted. If the program requires applicants to have teaching experience, the pool of available applicants may be substantially limited. The pool may also decrease if the DAS program is not robustly marketed or advertised.

Regarding faculty retirement, one faculty member indicated there may be upcoming WWAMI retirements but did not elaborate (B. Sanchez, personal interview). The final proposal should create a clear succession plan for any upcoming retirements, unless there is already redundancy built into faculty workloads.

e. Sufficient faculty to support doctoral committee membership initially and into the future.

Details of the doctoral dissertation were not provided in the proposal, but were requested and provided prior to the onsite visit. The document “4. Program Practices” outlines the establishment of the doctoral committee and states committees must “consist of a minimum of four members. All members appointed must be UI faculty, affiliate faculty members, or on the graduate faculty at another institution.” It was stated in the proposal that DAS students would complete a dissertation on an educational intervention (or comparable). However, Drs. Baker and Seegmiller are the only two faculty with prior experience in conducting educational research. Joshua Johnson is pursuing a doctoral degree in education and some of the proposed new faculty hires may have a background in educational research. Drs. Krista Soria, Michael Kroth, Rodney McConnell are faculty in the CoEHHS who teach in required courses for the DAS program and have extensive involvement in graduate research committees. Despite this, if the program was to meet the proposal goals of matriculating 20 students per cohort, DAS faculty and affiliates would carry a significant mentorship burden to guide 5 or more students through an educational research project in the proposed 1-year timeline, while presumably completing other teaching and service-related tasks associated with their roles.

Supplementary document “4. Program Practices” highlights the composition of the research committee and indicates that UI allows external or affiliate committee members. “Doctoral committee members outside of the University of Idaho may be an affiliate faculty member or a faculty member at another graduate degree granting institution. They should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field.” Further, special permission must be granted if the affiliate faculty is not associated with the graduate school at their institution. Finally, half of the committee must be UI Faculty. This indicates there is support for involvement of external faculty on research committees within the DAS program.

f. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Specific labor distributions for the program's prospective faculty were not provided for review. This documentation, in the form of a labor distribution grid, will be needed for the program's next external review. The labor distribution grid is critical for understanding faculty workloads and helps the external reviewers to better understand which faculty are core versus supplemental faculty. Aside from Dr. Pfeiffer's direct involvement in the program as the prospective program director, program involvement has not been finalized with other faculty.

During interviews, there was indication that WWAMI is reasonable and effective in its approach to assigning faculty workloads. However, it is not clear if a standard formula or process is used to determine workload allocations. More information on faculty workloads and the feasibility of utilizing WWAMI faculty, athletic training faculty, and/or CoEHHS faculty is needed.

Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.

g. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

Drs. Krista Soria (Curriculum), Michael Kroth (Adult Learning), Rodney McConnell (Measurement & Evaluation) are faculty in the CoEHHS who have been proposed to teach in required courses for the DAS program. Drs. Kroth and Soria have extensive experience on MS and PhD research committees and actively publish educational research. Dr. McConnell has had experience on MS and doctoral committees but not in the last 6 years. It is unclear as to what extent these faculty may take part in doctoral research committees for DAS students, but all of them have adequate and extensive (Drs. Soria and Kroth) experience mentoring and advising students in educational research.

The DAS program plans to begin collaboration discussions with the CoEHHS related to CoEHHS faculty involvement in DAS's educational efforts and research. The primary collaborative efforts have been with the two self-support programs in the DAT and MSAT programs. This collaboration includes the use of educational spaces, faculty, and research spaces. An established CoEHHS provides evidence that UI values and supports educational research/scholarship and better positions the DAS program to provide its students with educational research experiences and training. Given a formal agreement between the DAS program and CoEHHS has yet to be finalized, it is unclear which CoEHHS faculty would directly support DAS students in their research endeavors.

No other details were provided in the initial proposal or supplementary documents about support faculty from other departments/schools within the institution, or adjunct faculty.

STRENGTHS: The DAS faculty have an existing relationship with the DAT and MSAT programs within WWAMI Medical Education at UI. Faculty who may be associated with DAS educational courses, presumably from the CoEHHS, have extensive experience with educational research mentorship.

IMPROVEMENTS: It is unclear the extent to which faculty from CoEHHS will mentor DAS students in their educational research projects and whether their involvement in doctoral research committees would be at the chair or membership level. These are important considerations since few WWAMI faculty have experience in educational research.

3. Need

a. The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.

Despite other institutions offering a similar program, a shortage of qualified anatomy educators remains, as outlined above (Wilson et al, 2020; Wilson et al, 2021; Edwards et al, 2022 - in press). As such, there is significant demand for more doctoral anatomy education programs.

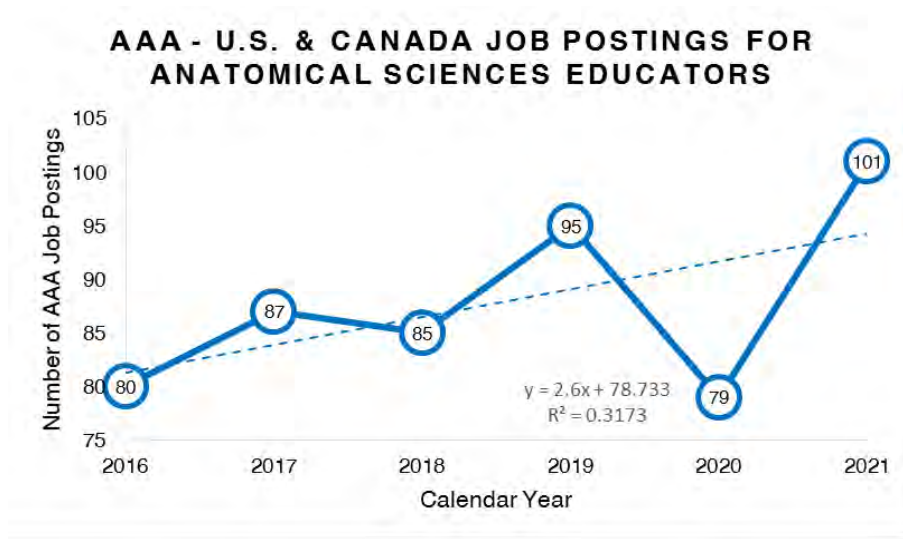
Furthermore, “Each year, anatomy education programs attract a breadth of applicants who are interested in teaching anatomy. However, in the case of IU [Indiana University], an average of 12 applicants are turned away annually (a rejection rate of 71% [2018–2020]) due to a limited availability of slots predetermined by financial and other constraints” (Wilson et al. 2021). The unique flexibility of the DAS hybrid program is likely to attract a number of applicants from across the U.S. including individuals who are working full-time in education and other sectors.

b. The evidence of sufficient and relevant employment opportunities for graduates of this program.

In the literature, there is clear and sufficient evidence of relevant employment opportunities for program graduates. For example, from 2018-2020, there were a total of 259 anatomy educator jobs posted on the AAA job board with an alltime high of 101 anatomy educator postings in 2021 (Figure 1).

According to responding department heads from 42 queried schools with job openings, most anatomy educator positions were opened to fill a vacancy due to either faculty retirements (36%, 15 out of 42) or faculty relocating, taking sabbatical, or assuming different responsibilities (31%, 31 out of 42). Twenty-four percent (10 of 42) of positions were brand new positions. An estimated 40% of anatomy educator openings take longer than 6 months to fill or are never filled (Wilson et al., 2022).

Figure 1: United States and Canada job postings to the American Association for Anatomy Job Board were quantified and plotted for years 2016-2021 (solid line). Linear correlation was calculated and plotted (dashed line). FROM: Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.



c. Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.

According to the National Science Foundation’s Survey of Earned Doctorates ([Table 5: State or location of doctorate institution ranked by total number of doctorate recipients, by sex: 2020](#)), Idaho ranks 48th out of 52 states, including District of Columbia and Puerto Rico, for the total number of doctorates awarded by its institutions of higher learning. In 2020, Idaho produced only 9 doctorates in education and 11 doctorates in the biomedical sciences across three institutions including Boise State University (n=3), Idaho State University (n=1), and the University of Idaho (n=7; NSF; [Table 7: Doctorate recipients, by state or location, institution, and major science and engineering fields of study: 2020](#); [Table 8: Doctorate recipients, by state or location, institution, and major non-science and engineering fields of study: 2020](#)). These data suggest there is room for growth within the state of Idaho to produce more individuals with doctorates in the biomedical sciences, including the anatomical sciences with a focus on education.

According to [Idaho’s Department of Labor 2020-2030 projections](#), Idaho anticipates a growth rate of 15.9% and 19.3% for postsecondary teachers in the Biological and Health Sciences, respectively, for individuals with doctoral or professional degrees. The DAS program is one possible mechanism for meeting the state’s projected needs for these occupations.

4. Resources

- a. **The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).**

The proposal indicates that the library resources are adequate, especially considering the need for support for the remote curriculum. More detailed information on library resources including example links to online resources such ebooks, may help strengthen the goals of using open educational resources for the program as outlined on page 4.

The online nature of the program will require students to own a computer, although this requirement was not explicitly stated in the proposal. The Office of Online Education should also be consulted regarding best practices in online curriculum design and administration. The anatomy laboratory is equipped with touch-screen computers. This resource will be useful for digital access to learning and teaching resources while in the lab.

The laboratory, research facilities, and equipment are appropriate and commonplace for anatomical education. Seventeen dissection stations, anatomical teaching models, and a classroom offer opportunities for student learning during the summer months when WWAMI medical students are not present. The large lab should be able to support the cohort sizes indicated in the proposal (e.g. first and second year students at the same time). The lab facility does not currently have technologies that are used by some for anatomy teaching (e.g., Anatomage table, HoloLens, etc.). Ideally, DAS students should have some exposure to these types of anatomy teaching resources.

The WWAMI suite includes faculty offices, classrooms, and a lounge available for student study. Additional facilities include locker rooms for changing in and out of appropriate lab attire. These facilities are adequate for the proposed students.

Additional support services and collaborations with Athletic training (shared courses, mentorship, facilities), the College of Graduate Education (Teaching Assistantships, scholarships, dissertation guidelines), and the CoEHHS (shared courses, mentorship) should also be indicated in future proposals. The Research Outreach and Compliance Office should also be consulted as the dissertation projects are finalized.

No outside university resources are required for the DAS degree program. Cooperative agreements between other institutions would only be necessary if students needed to complete dissertation projects within those institutions.

STRENGTHS: The program's access to a modern anatomy lab facility, learning spaces, and student study areas are strengths.

IMPROVEMENTS: Additional information on computer and library resources for DAS students is needed. Develop program with assistance from Idaho offices for Graduate Education, Online Education, Research, and Athletic Training.

- b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).**

The DAS program will use a self-support model to operate the program. While the program eventually intends to allocate funding for scholarships and teaching assistantships to offset room, board, and travel costs for students, it is unclear to what extent this proposed support would cover the costs for all or a subset of students to attend the onsite components of the program in the summer of years 1 and 2. Further, if this support were to be provided to only a subset of students, there was no mention of which criteria would be used to determine eligibility for the award and the number of students who could be supported.

The budget allocated \$2,500-\$4,000 for conference travel, but no other line items were provided for student research or teaching support. No criteria were provided for eligibility for conference travel, which conference costs would be covered, nor the amount that would be allocated per student.

Several highly competitive external funding sources exist to fund medical education research and range from small-scale, organizational grants (e.g., AAMC Group on Educational Affairs, IAMSE, AERA) to large-scale governmental grants (e.g., NIH R25, HRSA, NSF). It is unclear as to what extent DAS students would be encouraged or required to apply for grant funding to support their educational research.

- c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).**

Currently, no standards exist for doctoral-level education in the anatomical sciences. If approved, the DAS program would be one of two self-support doctoral programs in anatomy education whereas all other programs provide financial support for their students. The self-support program at Eastern Virginia Medical School (EVMS) demonstrates that the model is a viable option for students seeking a doctoral degree in anatomy education. However, EVMS has yet to graduate a student from the program due to its relative newness, and therefore the long-term viability of the program is yet to be fully realized.

It is unclear what the workload distribution will look like once all core DAS courses are offered. With the addition of non-tenure track clinical professors, it is likely the core

biomedical faculty will have adequate workload distributions across teaching responsibilities in those courses. More clarity of how workloads are assigned is needed.

The DAS program would have significantly more students per cohort than any other PhD program in anatomy education. Small student enrollment numbers in typical anatomy education programs are primarily due to funding (as the majority of programs provide their students with stipends and tuition waivers) and the need to provide appropriate mentorship in research. One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.

The budget includes support for administrative personnel. Dr. Nasypnay, program director of the DAT program, described his administrative support to involve 0.5 FTE for administrative assistance and 0.25 FTE for financial assistance and this would likely be the comparable model for the DAS program. This would likely be an adequate amount of support for the administration of the program and would reduce the administrative burden on faculty involved in teaching and research mentorship.

d. Institution leaders' commitment to this program in the long term.

The external reviewers were supplied a supplemental letter of support from the Director of the WWAMI Idaho program, and also met with him and other leaders at the University of Idaho (Gwen Gorzelsky, Vice Provost for Academic Initiatives; Ken Udas, Director of Online Education; Jerry McMurty, Dean of the College of Graduate Studies). All leaders were enthusiastic about the DAS program proposal, noting the large need for anatomists, the new anatomy training facility, and the success of the Doctorate in Athletic Training (DAT) program, on which the DAS is modeled.

Gwen Gorzelsky indicated a need to hire more non-tenure track faculty, and thus the DAS proposal to hire clinical non-tenured professors is in alignment with the university's goal. As the institution strives to become an R1 Carnegie classified institution, growth of research programs is anticipated as a key factor to success; however, depending on the nature of the DAS degree and program, it may not be counted towards these metrics.

The university has a strong track record of online graduate programs. With the existing UI resources, the DAS program will be uniquely flexible and accessible further strengthening its long-term potential.

e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

Per the proposal and as confirmed by the WWAMI associate curriculum director, two-years of teaching resources from WWAMI will be allocated to establish the program. Annual expenditures totaling \$40,000 will also be directly allocated for widespread program marketing to attract a diverse learner population and to meet the high enrollment

requirements for program sustainability. Program enrollments will be carefully reviewed on a regular basis to ensure the adequacy of the self-support model. No funding assistance from other external sources is planned, aside from WWAMI's startup funds and the institution's annual \$20,000 contribution. If the program is unable to sustain the required enrollment numbers, non-tenured faculty may be released from their duties.

STRENGTHS: All interviewed institutional leaders are supportive of the program and its self-support model. A considerable number of online graduate programs already exist at UI allowing the DAS program to capitalize on UI's existing distance learning infrastructure.

IMPROVEMENTS: The DAS program and UI leadership will collaboratively need to determine how best to align/categorize the program to help the University meet its R1 status goal (e.g., counting DAS student publications in the institutional metrics).

5. Comments/Recommendations

- a. **Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.**

Strengths

- The DAS program will be led by a core group of classically trained anatomists who are highly motivated and have considerable experience instructing anatomy and related courses to medical students.
- The DAS program will utilize the WWAMI anatomy lab, a new, state-of-the-art anatomy teaching facility that is equipped with common resources for instruction in the anatomical sciences.
- Due to the anatomy educator shortage, more doctoral programs in anatomy education are needed; hence the timeliness of this proposal.
- The proposed hybrid DAS program is innovative in its combination of distance and in-person learning and science and educational coursework to train future health science educators.

Gaps and Challenges

- The implementation of a successful and high quality DAS program requires three primary components: 1) quality coursework and experiences in the anatomical sciences and education (including theory, psychology, pedagogies, and research); 2) ample opportunities to practice and apply what is learned from the coursework (e.g., through teaching practica), and 3) strong mentorship/oversight of students' education-focused research dissertations. Upon reviewing the program, many gaps remain including: formalizing who will lead the education coursework, ensuring student teaching experiences in histology and neuroanatomy, and ensuring the quantity and qualifications of faculty who will lead and oversee students' education-focused dissertations.

- The program has to be careful about balancing the quality of the educational experience with the need for high enrollment numbers to sustain its self-support funding model. Typically, anatomy education PhD programs are four years in duration and equip learners for successful careers in tenure-track medical school level positions. By comparison, the DAS program is 3 years in duration with much ambiguity surrounding the expectations for students' qualifying exams and research dissertations. Until these ambiguities are resolved and clarified, by comparison, the DAS degree appears to be an inferior degree to the existing PhD degrees offered in the field of anatomy education. As such, graduates of the DAS program may have difficulty attaining tenure-track faculty positions at allopathic and osteopathic medical schools. Unless the program is significantly altered, DAS graduates will likely be better equipped to attain faculty positions at liberal arts and community colleges.
- Given that no doctorate of anatomical sciences (DAS) degree currently exists, the program is taking a risk in hoping this degree will be accepted in the field by future employers. Before offering this new DAS degree, a market analysis should be performed to better forecast the degree's employability. Other degree options include an Ed.D. or a Ph.D. in the anatomical sciences. While an Ed.D. in anatomical sciences currently does not exist either, the Ed.D. degree is well established as an accepted and valued degree in higher education, including within medical and health sciences education.

b. Describe ways this program makes a unique contribution to the field.

Currently, there are only 8 anatomy education Ph.D. programs in the United States. Geographically, these programs are located in the Midwest, South, and Northeast. No programs are located in the Western half of the United States. The University of Nebraska Medical Center represents the Westernmost program in the Midwest region. Developing the first doctoral anatomy education program in the Western U.S. is very strategic and will help UI capitalize on the potential of the Western market.

c. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.

Major Recommendations

For program development to move forward, several key decisions must be made. The external review committee recommends the following major steps be taken:

1. Define the scope and nature of the dissertation research project and the qualifying/preliminary exam. Deciding on these key elements should help the program to determine how to classify the degree (e.g., as an Ed.D., Ph.D., Doctor of Anatomical Sciences, Doctor of Applied Science, etc.). Once the degree is classified, it will become clear whether existing policies and procedures (and student handbooks) from the College of Graduate Studies can be used or whether new policies, procedures, and handbooks will need to be written.

2. Determine which education-focused faculty to engage in the program (e.g., athletic training faculty and/or CoEHHS faculty) and work toward developing formal partnership agreements to fill the program's existing faculty gaps related to directing education courses and overseeing education-focused research dissertations.
3. Determine how to transcript and provide well-defined opportunities for teaching practica in gross anatomy, histology, and neuroanatomy. Consider credit waivers for those students who serve as active faculty at other institutions of higher learning for courses in the anatomical sciences they currently teach. One potential solution is providing opportunities for students to guest lecture/guest TA in summer allied health science courses offered at Lewis & Clark State College and/or Washington State University. Other curriculum gaps worth filling include offering an in-person neuroscience lab and offering instruction in qualitative and mixed methods research.
4. Determine the program's total time duration, optimal course sequencing, and matriculation timing. For example, consider matriculating each class in the summer to start the curriculum sequence with gross anatomy.

If the program's total duration remains at 3 years, consider revamping the application materials to require applicants to have a research project topic and primary mentor in place prior to program acceptance. Also consider developing research methods courses with assignments that require students to incrementally work on their research projects within each class as the curriculum progresses. In theory, this will help to keep dissertations on track for timely graduations.

5. Either hire more faculty or reallocate existing faculty time to fully develop the program's policies, procedures, and curricula prior to submitting the final proposal to the Idaho State Board of Education. There is a need for clear succession planning and to ensure balanced workloads among faculty. Given the potential opportunity for WWAMI to develop a PsychD program simultaneous to the development of the DAS program (interview, Dr. Seemiller), there may be additional program or curriculum design responsibilities assigned to WWAMI faculty that need to be accounted for.
6. The program needs to think more critically about program evaluation and how the success of the program and its many elements will be reported as measurable outcomes.
7. Overall, for this proposal to be successful, there must be stronger continuity between the proposal, all program specific documents, and the areas to be reviewed by the next onsite review team. Be certain to provide the Idaho State Board of Education (ISBoE) with the following information:

- a. Fully comprehensive program proposal that has been professionally copy edited.
- b. All supplemental program documents (e.g., CVs, syllabi, faculty labor distributions, student and faculty handbooks, committee policies and procedures, etc.)
- c. Include all information from ISBoE's external review template, even though several sections of ISBoE's external review template do not appear in ISBoEs program proposal template. We found the discontinuity between ISBoE's program proposal template and the required external review content to be striking and unexpected.

Minor Recommendations

The following additional recommendations are likely to enhance the quality and marketability of the program and its graduates.

- For DAS graduates to meet the needs of modern learners in the health sciences, some exposure to a breadth of technologies used for anatomy instruction (e.g., Anatomage tables, HoloLens, etc.) is required. It is not clear how DAS students will gain exposure to such technologies. Work with the Office of Online Education to identify tools that may already be available.
- Whenever possible (e.g., on transcripts) use the WWAMI Medical Education name and logo to further enhance the program's marketability. Anatomy education programs that are affiliated with reputable medical schools are more desirable and credible from a future employability perspective. Ideally, the DAS program would be housed within a department, as opposed to being housed under the current WWAMI program. The external reviewers support the idea of creating a WWAMI Department of Medical Education under one of UI's existing colleges (e.g., College of Graduate Studies), assuming this type of organizational structure is feasible. The degree awarding unit, college, and university must be made explicitly clear to all program applicants and graduates.
- Even though the degree would be awarded through UI, it is critical for the DAS students to have access to the same medical-level resources afforded to the WWAMI medical students. It would also be ideal for WWAMI faculty to use the same resources between the medical and DAS programs (e.g., ExamSoft) to significantly reduce workload redundancies.
- The program would benefit from applying a standardized grading policy across all courses (whether P/F or graded). Such a grading policy should specify all required minimum achievement levels for content mastery. Given the review team received different versions of various policies from different units (e.g., Department of Biological Sciences, the Colleges of Graduate Studies, etc.), more clarity is needed on exactly which policies and student handbooks the program will use.

- The program may benefit from additional alignment with the mission of the university to achieve R1 status (e.g., developing research goals to align with program objectives).
- Lastly, we recommend that at least 0.50 FTE be hired to support the administration of the DAS program, rather than relying on WWAMI staff who already support the medical education program.

[End of Report]

Response to External Peer Review of DAS Program Proposal

An external programmatic review of the proposed Doctorate of Anatomical Sciences was completed in August 2022. The external review team was asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources. The resulting Onsite Visit Report identified program strengths along with potential areas for improvement. We have addressed the team's suggestions for improvement and incorporated the changes into our program as appropriate. Below is a list of the review team's "areas for improvement" (in italics) along with our responses and description of changes we have made to our program:

- 1. The original proposal did not specify a lab component for the neuroanatomy curriculum.*
The majority of the neuroscience curriculum will be completed online, including lab exercises. A subset of neuroscience labs is incorporated into the advanced gross anatomy courses, which are taught in-person during summers.
- 2. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum.*
We have adjusted our curriculum sequence to begin in the summer term, as suggested.
- 3. Curricula related to qualitative methods and mixed methods research is missing from original proposal. The on-site team recommends adding these missing elements.*
These topics have been built into the Research Methods course.
- 4. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits.*
We have adjusted our curriculum to allow students who enter with appropriate prior or current teaching experience to receive a waiver of teaching practicum credits.
- 5. TAships are available for credit or elective. The program should consider making TAships required.*
We have altered our curriculum to make teaching a practicum required, unless students have appropriate prior or current teaching experience (see point 4, above).
- 6. Not clear how all-course level objectives will be assessed.*
We have better aligned course level objectives with outcomes of course-work, examinations, and Immersion experiences. Course level assessments will include student projects, examinations, reflection essays, teaching performance, peer and instructor evaluation of teaching performance, and an end of program comprehensive exam. Additionally, indirect measures of program performance such as GPA, grades, graduation/attrition rates, and employment placements of graduates will be closely monitored.
- 7. No clear direction of details or timing of the qualifying/preliminary exam were provided.*
The original DAS proposal included a preliminary exam and dissertation requirement. At the suggestion of the external review team, the dissertation component has been removed. In its place, we have added three terms of Immersion experience. In place of a preliminary exam, a comprehensive exam will be added at the end of fall 3, i.e. prior to the final Immersion term (spring 3 year).

8. *Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to lead teaching and research mentoring roles.*

The original program proposal reviewed by the External Peer Review team lacked syllabi for some of the courses in the education component of the curriculum. These have now been developed, all of which will be new DAS courses tailored specifically to the needs of students in our program. Instruction of these education-related courses will be led by current WWAMI faculty including Rusty Baker, DoE, (Research Methods), Joshua Johnson (Philosophical Underpinnings of Medical Education; Teaching Paradigms in Medical Education; History of Educational Philosophy; Seminar: Practice in the Allied Health Professions). Dr. Baker is the Associate Director of Medical Research and currently teaches Research Methods to medical students. Joshua Johnson currently teaches anatomy to medical students and is scheduled to be awarded a DoE degree in 2024. An additional faculty member with expertise in medical education will be hired to help teach the remaining DAS education courses.

9. *Syllabi only contained placeholders for assessments and had not been fully fleshed out. More specificity related to course-level assessments, especially formative assessments.*

Syllabi have been developed more fully, including descriptions of assessment plans.

10. *No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.*

While community engagement projects are encouraged, they are not required in our proposed program. This is due in part to the fact that most of our students will be dispersed and completing coursework remotely throughout the academic year, which makes tracking and monitoring projects difficult. During summers when students are on-site, there may be opportunities for DAS students to work with Moscow-area K-12 students on anatomy-related topics or demonstrations; however, this will not be a major focus of our program.

Student recruitment will take place across the country, including at institutions where 20% or more of the student body are students from underrepresented minority groups. Dr. Pfeiffer served as the PI of five NSF REU Site awards and has considerable experience in recruiting URM students from biology programs and health sciences programs. He maintains connections at several URM-serving institutions across the country and will be able to utilize them during recruiting efforts.

Our original proposal included a dissertation requirement. Based on concerns raised by the external peer review team and others, this requirement has been dropped. As such, research dissemination is not a major goal for our students, although we do anticipate some will present results and/or publish findings from their Immersion terms.

11. *The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.*

Workload plans will be developed closer to the start of the program. The proposed DAS program is one of multiple new programs being developed by new College of Health and Medical Professions. Several of these programs will share portions of current faculty FTEs as well as those of new hires. At this point, we will hold off defining exact workload agreements until we have a clear timeline of when and if each proposed program will start. The proposed summer anatomy courses will be co-taught by three current WWAMI anatomy faculty.

12. *There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.*

Joshua Johnson, current anatomy instructor in the WWAMI program, is scheduled to be awarded a DoE degree in 2024. He will assume a key role in the DAS program, teaching education-related courses and mentoring those students who choose to pursue education-related research projects during their Immersion terms. The DAS program will also hire an additional faculty with experience in medical education.

As originally planned, the DAS program would rely on several courses taught by the College of Education, Health, and Human Services. We have revised our program so that all required courses, including education-related courses, will be DAS courses, taught by our faculty. This removes the need for formal MOU's with other colleges/programs and enables us to tailor the courses to our students' needs and offer them on a schedule that works best for our students.

13. *Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.*

A greater variety of assessment and assignments, including written reflections, peer evaluations, term papers, capstone projects, and oral presentations, have been built into courses.

The dissertation requirement has been removed from the degree. In its place, the program now includes three Immersion terms during which students complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):

- i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.
- ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.
- iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

The curricular plan has been fully developed and now details when course offerings will take place and the mode of delivery.

14. *Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.*

The DAS program will utilize the WWAMI Medical Education Program's anatomy lab teaching facility during summers. The facilities anatomy lab and classroom are not used by medical students during this time. Other resource sharing is not necessary.

15. *It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.*

As noted above, the dissertation requirement has been removed from the DAS program.

16. *Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.*

As noted above, the dissertation requirement has been removed from the DAS program.

Joshua Johnson, current anatomy instructor, is scheduled to be awarded a DoE degree in 2024, which will increase our WWAMI faculty with doctoral level training in education to three. The DAS program plans to hire a fourth faculty member with similar strengths in education training and research.

17. *Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.*

See response in 17.

18. *One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.*

See response in 17.



DEPARTMENT OF ANATOMY & CELL BIOLOGY

RUSH MEDICAL COLLEGE

March 20, 2024

David R. Paul, Ph.D.
Chair, University Curriculum Committee
Professor, Department of Movement Sciences
University of Idaho
P.O. Box 442401 Moscow, ID 83844-2401

Regarding: Proposed Doctor of Anatomy Program at the University of Idaho

Dear Curriculum Committee,

I am writing as the lead external programmatic reviewer for the proposed Doctor of Anatomy program at the University of Idaho. The onsite review for this proposed program was conducted by an external three-member team in August of 2022.

Firstly, I would like to confirm that the comprehensive programmatic review, as previously submitted, remains valid. At this time, the review team has no further updates or revisions to add to the report.

Secondly, I have been informed by the University of Idaho WWAMI Medical Education Program that they have revised their program proposal based on the recommendations outlined in the review committee's report. Their revisions aim to address the raised concerns and strengthen the proposal.

On behalf of the review team, thank you for your consideration of this matter. Please let me know if you require any additional information or clarification.

Sincerely,

A handwritten signature in black ink that reads 'Adam Wilson'.

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