INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 20, 2025

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY III.G. POSTSECONDARY PROGRAM REVIEW AND APPROVAL – SECOND READING**	Action Item
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SUBJECT

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

REFERENCE

Oct/Dec 2019	The Board approved the first and second readings of proposed amendments, which add baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
June 10, 2020	The Board approved a one-year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June/Aug 2021	The Board approved the first and second readings of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.
Dec 2021/Feb 2022	The Board approved the first and second readings of proposed amendments to Board Policy III.G., correcting duplicative language and aligning approval roles.
April/June 2024	The Board approved the first and second readings of proposed amendments to Board Policy III.G., which clearly articulated the differential roles and responsibilities of the Board's executive director and the Idaho Division of Career Technical Education state administrator in program review and approval.
June 18, 2025	The Board approved the first reading of proposed amendments to Board Policy III.G, which further articulated the responsibilities of the Executive Director's delegated authority for program review and approval, clarified that any relevant contracts must be included with an academic program proposal, and also explained the program exemption process pursuant to Section 67-5909D, Idaho Code.

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.G. outlines procedures for developing, approving, and discontinuing academic and career technical programs at Idaho's public institutions. The revised policy clarifies financial and credit hour thresholds for full proposals, short proposals, and letters of notification. A new provision aligns program exemption requests with Section 66-5909D, Idaho Code, using a timeline and template set by the Executive Director or designee. Other amendments clarify that "financial impact" refers to annual expenditures and revise procedures for converting program options to emphases or specializations, requiring full proposals for such changes (excluding doctoral programs). Career Technical Program approval procedures were also reorganized for clarity.

IMPACT

These amendments are intended to enhance clarity, improve consistency across institutions, and ensure appropriate oversight based on program scope and fiscal impact.

ATTACHMENTS

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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

No comments were received after the first reading of Board Policy III.G. Board staff recommends approval of these amendments.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: G. Postsecondary Program Review and Approval ~~June 2024~~August 2025

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

1. Classifications and Definitions

   a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.

   b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.

   c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.

   d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.

   e. Financial Impact shall mean the total annual financial expenditures regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit.

   f. Full Proposal shall mean a document submitted to the Board Office or Idaho Division of Career Technical Education (IDCTE) that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board, the Board's Executive Director, the IDCTE State Administrator (State Administrator), or designee, as specified in this policy. The Full Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate.

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

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

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

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

2. Roles and Responsibilities

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

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

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

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

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

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

a. Actions Requiring a Full Proposal

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

i. The following actions require approval by the Board:

1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority. Subsection 3.a.i.1 does not apply to community colleges.

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

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

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

b) New educator preparation programs must utilize the Board approved new education preparation program approval process and require submission of a Full Proposal to the Executive Director or designee regardless of financial impact. The new education preparation program approval process ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and pursuant to Section 33-1254 Idaho Code.

3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A, Idaho Code.
4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.
~~5)~~6) Any contracts associated with this proposal must be included with the proposal and require full Board approval consistent with Board Policy Section V.N Grants and Contracts.

ii. The following actions require approval by the Executive Director or designee:

1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than $250,000 per fiscal year.
2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
3) Establishment of any new instructional or administrative unit.
4) Establishment of any new or discontinuation of any existing academic undergraduate, ~~and~~ graduate, or specialized certificates ~~consisting of more than 30 credits and~~ with a financial impact of $250,000 or more per fiscal year.

5) Expansion of an existing program outside an institution's Designated Service Region, with the exception of programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.
6) Conversion of a program option into a stand-alone program with a financial impact of $250,000 or more per fiscal year.
7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of $250,000 or more per fiscal year.
8) Consolidation of two or more graduate programs into one program.
9) Splitting of a graduate program into two or more programs.
~~10) Addition of an academic undergraduate, graduate, or specialized certificate to an existing program with a financial impact of $250,000 or more per fiscal year.~~

Each Full Proposal shall be reviewed by CAAP within thirty (30) days of submission to the Board Office. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. The Executive Director or designee shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution as a Short Proposal:

i. Establishment of a new or discontinuation of any existing academic undergraduate, ~~or~~ graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of more than 30 credits with a financial impact of less than $250,000 per fiscal year.
~~ii. Addition of an academic undergraduate, graduate, or specialized certificate consisting of fewer than 30 credits to an existing program with a financial impact of less than $250,000 per fiscal year.~~
~~iii.~~ii. Splitting of an undergraduate program into two or more undergraduate programs.
~~iv.~~iii. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than $250,000 per fiscal year.
~~v.~~iv. Conversion of one or more program options, emphases~~is~~, or specializations~~,~~ into a stand-alone program with a financial impact of less than $250,000 per fiscal year. This provision does not apply to doctoral programs for which~~and must submit~~ a full proposal must be submitted as provided in subsection 3.a.~~.~~
~~vi.~~v. Conversion or transition of a degree type (e.g., Bachelor of Arts to Bachelor of Science).

~~vii.~~vi. Conversion or transition of a certificate type (e.g., Technical Certificate of Completion to Basic Technical Certificate).
~~viii.~~vii. Deviation from certificate or degree program credit definitions as provided in Board Policy III.E.
~~ix.~~viii. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
~~x.~~ix. Establishment of new programs consisting of multiple certificates with similar coursework.
~~xi.~~x. Establishment of a dual degree from existing programs with a financial impact of less than $250,000 per fiscal year.
~~xii.~~xi. Modification to existing academic instructional or administrative units to include consolidation of existing units and of splitting existing units.

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

c. Actions Requiring a Letter of Notification

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

i. Establishment of a new, modification to, or discontinuation of an academic program component.
ii. Establishment of a new or discontinuation of any existing academic undergraduate, ~~or~~ graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of fewer than thirty (30) credits~~.~~ with a financial impact of less than $250,000 per fiscal year.
iii. Expansion of an existing program within an institution's Service Region as defined in Board Policy III.Z.
iv. Expansion of an existing statewide program offered by an institution with Statewide Program Responsibilities as defined in Board Policy III.Z.
v. Addition of an online option to an existing academic program.
vi. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
vii. Transition of an academic program to an exclusively online format.
viii. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
ix. A change in name or title of any academic program or instructional or administrative unit.
x. A change of Classification of Instructional Program (CIP) code for any academic program.
xi. A change to the total number of credits required to earn a certificate or degree to an existing academic program.

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

d. Other minor content changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.

e. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template~~d~~ developed by IDCTE.

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

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

i. The following actions require approval by the Board:

1) New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.

~~i.~~ ii. The following actions require approval by the State Administrator or designee:

1) Establishment of a new career technical education program or certificate with a financial impact of less than $250,000 per fiscal year.

~~iii. New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.~~

~~iv.~~ 2) Discontinuation of career technical programs.

~~v.~~ 3) Establishment of new career technical administrative or instructional units.

~~vi.~~ 4) Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.

~~vii.~~ 5) Consolidation of two or more career technical programs into one career technical program with a financial impact of $250,000 or more per fiscal year.

~~viii.~~ 6) Conversion of one certificate or degree option within a career technical program into a stand-alone career technical program with a financial impact of $250,000 or more per fiscal year.

~~ix.~~ 7) Addition of career technical certificates or degrees to existing career technical programs with a financial impact of $250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile is required. Each Full Proposal shall be reviewed by CAAP within 30 days of

submission to IDCTE. At the sole discretion of the State Administrator or designee, any Full Proposal may be referred to the Board for review and approval. The State Administrator shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings.

b. Actions Requiring a Short Proposal

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

i. Splitting of a career technical program into two or more career technical programs.
ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than $250,000 per fiscal year.
iii. Conversion of one certificate or degree option within a career technical program into a stand-alone career technical program with a financial impact of less than $250,000 per fiscal year.
iv. Addition of career technical certificates, specialized certificates, or degrees to existing career technical programs with a financial impact of less than $250,000 per fiscal year.
v. Inactivation of a career technical program (refer to paragraph 8 of this policy).
vi. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.
vii. Modification to existing career technical instructional or administrative units.
viii. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
ix. Transition of a career technical program to an exclusively online format.
x. Addition of an online option to an existing career technical program.
xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

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

c. Actions Requiring a Letter of Notification

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

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

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

d. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template developed by IDCTE.

e. Requests requiring new state appropriations shall be included in the annual budget request of IDCTE for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

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

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

a. The Executive Director, State Administrator, or designees shall act on any Full Proposal or Short Proposal within forty-five (45) days from proposal submission

b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its

request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

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

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

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

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

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

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

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

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

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by IDCTE.

a. Conditions for Reduction or Termination
A program is subject to reduction or termination when two or more of the following conditions exist. Standards for the metrics listed below will be predetermined at

the local level according to the institution's program health metrics for each category.

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

b. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the institution shall submit a discontinuation full proposal pursuant to paragraph 4 of this policy.

c. Notice to Employees

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

9. Program Exemption Process
Institutions seeking Board exemption for programs pursuant to Section 67-5909D, Idaho Code, must submit programs in accordance with a timeframe and template developed by the Executive Director or designee.

~~9.~~10. Reporting

a. Semi-annually all approved program changes shall be reported to the Board.

b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

SUBJECT

Update on Academic Program Exemptions (Idaho Code § 67-5909D)

REFERENCE

June 2025	The Board was provided with an update on academic program exemptions guidance and procedures.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 67-5909D

Idaho State Board of Education Policy III.G. Instructional Program Review and Approval

BACKGROUND/DISCUSSION

During the 2025 legislative session, Senate Bill 1198, Freedom of Inquiry in Higher Education was passed and codified as Idaho Code § 67-5909D. This law prohibits state education institutions to include four-year institutions, community colleges, career technical schools and private universities/colleges that receive state-appropriated funding from engaging in certain “diversity, equity, and inclusion” activities.

In light of the law's effective date and its potential impact on summer session curricula, Board staff—with the support of the Board—issued a guidance memorandum to institutions. The memorandum outlines an interim process through which institutions may request exemptions for certain academic program requirements that may constitute focus on racial, ethnic, or gender studies.

Board staff will provide an update on progress regarding the program exemption process, requests from institutions, and approvals.

IMPACT

Continued guidance and direction from the Board and staff will ensure that institutions of higher education are aligned with the requirements in Idaho Code § 67-5909D.

ATTACHMENTS

Attachment 1 – Approved Program Exemptions by Institution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Over the summer, Boise State University, Idaho State University, Lewis-Clark State College and University of Idaho conducted reviews of their existing offerings and submitted a list of programs and courses that required exemption for summer and fall sessions. In accordance with the interim process, those requests were approved. Additionally, an addendum to the guidance memorandum was provided for Idaho’s community colleges that will aid in determining whether an institution needs to submit a program or course for exemption.

BOARD ACTION

This item is for informational purposes.

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	Critical Theory Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Gender Studies Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Bachelor of Social Work (BSW and BSW Online)	This bachelor's program requires SOCWRK 101, which is a survey and critical analysis of contemporary social welfare policies and programs, their historical development, underlying philosophy, and the need for social services in modern society.	SOCWRK	101	Introduction to Social Welfare	3	Summer 2025
		This bachelor's program requires SOCWRK 201, which is an overview of the generalist intervention model with a focus on strengths, perspectives, dimensions of poverty, cultural humility, values and ethics.	SOCWRK	201	Foundations of Social Work	3	Summer 2025
		This bachelor's program requires SOCWRK 320 that provides knowledge of empirically based theories that focus on the interactions between and among individuals, families, groups, communities, institutions, and societies. This course explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	320	Human Behavior and the Social Environment I	3	Fall 2025
		This bachelor's program requires SOCWRK 355, which introduces concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. This course examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases, and explores the concept of a human rights approach in social work practice. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	355	Diversity and Social Justice in Social Work Practice	3	Fall 2025
		This bachelor's program requires SOCWRK 420, which is the second course in the Human Behavior and the Social Environment (HBSE) sequence. Drawing on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination, course examines how experiences differ across factors such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality, and examines strategies designed to eliminate oppressive structural barriers. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	420	Human Behavior and the Social Environment II	3	Fall 2025
BSU	Master of Social Work (MSW, MSW Online and MSW Advanced Standing)	MSW program requires SOCWRK 512, which explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course.	SOCWRK	512	HBSE I Human Development through the Life Cycle	3	Summer 2025
		MSW Advanced Standing program requires SOCWRK 514, which fouses on exploration of power, privilege, and oppression experienced by identity-based groups and communities.	SOCWRK	514	Navigating Identity in Social Work	3	Summer 2025

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		MSW program requires SOCWRK 513, which fouses on understanding of the social work profession's commitment to practice grounded in equity and social justice.	SOCWRK	513	Advanced Issues in Human Diversity	3	Summer 2025
		MSW programs require SOCWRK 505, which critically examines welfare policies that affect wellbeing, human rights, service delivery, and access to social services in the context of U.S. Emphasis is placed on examination of policies for effectiveness, equity, and access to basic social and economic security, particularly for vulnerable populations. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	505	Foundation of Social Welfare Policy	3	Fall 2025
		MSW programs require SOCWRK 521, which examines strategies designed to eliminate oppressive structural barriers and ensure human rights are protected. This course draws on traditional and alternative/conflict	SOCWRK	521	HBSE II Social Dimensions of Human Behavior	3	Fall 2025
BSU	Ethnic Studies BS	This bachelor's program requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This bachelor's program requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Ethnic Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This minor requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Mexican American Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		Comparative analysis of contemporary socioeconomic and political issues confronting Mexican Americans in U.S. society. Topics include study of community, gender, labor, immigration, heterogeneous identity, environmental justice, and social change. Special attention given to comparing the Mexican American experience with other racial-ethnic groups. Institutional and social responses to contemporary issues will also be examined.	SOC	333	Contemporary Chicanx Issues	3	Fall 2025
BSU	MA in Counseling	This master's program requires COUN509 course, which is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselors-in-training preparing to work in a pluralistic society. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	COUN	509	Culturally Aware Counseling	3	Fall 2025

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	PhD in Counselor Education and Supervision	This PhD program requires COUN 609 course, which explores advocacy models and current multicultural issues as they relate to social change theories. Student learn about models, leadership roles, and strategies for responding to community, national, and international crisis and disasters, as well as understand current topical and political issues in counseling. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	COUN	609	Advanced Culturally Aware Counseling	3	Fall 2025
ISU	Gender and Sexuality Studies -- Minor	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Bachelor of Arts in Social Work	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Master of Social Work (Standard Admissions and Advanced Standing Admissions)	This course is designed to familiarize students with the ways in which diversity impacts social work practice. Course content will focus on increasing students' knowledge of the lived experiences of diverse populations, awareness of theoretical frameworks regarding privilege, oppression, and perception of others, and increased knowledge of contemporary social issues related to diversity. Students will explore their personal positionality and learn to identify the ways in which this can shape their practice with diverse populations. This class will emphasize cultural humility and examine how this can be practically applied in a social work setting.	SOWK	6635	Diversity in Social Work Practice	3	Summer 2025
ISU	Master of Counseling (all areas)	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. This course builds core competency in counselor populations so that they can deliver responsive care with improved outcomes for various human populations.	COUN	6624	Cultural Counseling	3	Fall 2025
ISU	Doctor of Philosophy in Counselor Education and Counseling	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. These trainings build core competency in counselor populations so that they can deliver responsive care with improved outcomes for different human populations. Pedagogy relevant to current social and cultural issues is engaged in, as well. The role of diversity issues in counselor education, supervision, and counseling are also examined. This course builds core competency in counselor and counselor educator populations so that they can deliver responsive education for counselors in training as well as care with improved outcomes for various human populations.	COUN	7724	Advanced Diversity Issues	3	Fall 2025
ISU	Doctor of Philosophy in Clinical Psychology	This course focuses on the critical evaluation of scholarship on and social representations of cultural diversity and individual differences. It includes a review of current theory, research, assessment, and intervention practices with diverse populations. It facilitates an understanding of and skill in working with diverse populations when seeking psychological care.	PSYC	6634	Cultural Diversity and Individual Difference	3	Fall 2025

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
LCSC	Social Work BSN	Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	340	Social Work Policy	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	343	Social Work Practice with Families	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	364	Social Work Children/Adolescents	3	Summer 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	140	Intro/Social Work	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	241	Social Work Practice Foundations	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	321	Human Behavior/Social Envir I	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	322	Human Behavior/Social Envir II	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	340	Social Work Policy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	341	Practice/Individuals	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	355	Self-Care	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	386	Social Work Research	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	407	Treatment/Complex/Trauma	3	Fall 2025

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	410	Dialectic/Behavioral Therapy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	480	Diversity Awareness	3	Fall 2025
LCSC	Women & Gender Studies Minor	Disciplinary standards require content and approaches that necessitate an exemption.	SS	200	Intro/Women's Studies	3	Summer 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300F	Gender/Culture	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300U	Women/20th Century	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	JS/SOC	422	Race/Class/Gender/Justice	3	Fall 2025
UI	Women's, Gender, and Sexuality Studies Minor	This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Summer 2025
		This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Equity and Justice Academic Certificate	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology/Anthropology Teaching Minor	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Human Development and Family Studies (BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Disability and Inclusive Human Services Undergraduate Academic Certificate	This certificate program includes one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
UI	Sociology (BA or BS)	This degree program requires one course with > 90% DEI content, SOC 2010. Thits course introduces sociological lenses for analyzing inequitiy and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microagressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

UNIVERSITY OF IDAHO

SUBJECT

Direct-Entry Master of Science in Nursing (MSN)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G., and III.Z.
Idaho Code § 33-113

BACKGROUND/DISCUSSION

The University of Idaho (UI) proposes to establish a Direct-Entry Master of Science in Nursing (MSN) in the School of Health and Medical Professions in the College of Graduate Studies. This degree program will be offered collaboratively with North Idaho College (NIC) in Coeur d'Alene in a hybrid format. An attached letter to State Board of Education members outlines the NIC-UI collaboration plan. To offer this program, UI will leverage existing faculty expertise. This Direct-Entry MSN prepares graduates for positions as Registered Nurses equipped to improve clinical outcomes by implementing evidence-based practices in varied settings, such as hospitals, health department, clinics, and other practice areas.

Currently, there is one other planned direct-entry Master of Science in Nursing (MSN) in Idaho, namely LCSC's newly approved program, and only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field must complete a second bachelor's degree or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry-to-Practice) MSN program fills this educational gap for Idaho. The proposed MSN Direct Entry program is a full-time accelerated nursing program that prepares students of all academic backgrounds who have a degree in a field other than nursing to become practicing nurses. Upon graduation, students will be prepared to take the nursing licensure exam NCLEX-RN to be licensed as an RN.

IMPACT

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. It is quite evident that we simply do not have enough healthcare workers to take care of us, and the situation could get worse if we do not act.

The MSN will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Rural areas are struggling to find adequate numbers of nurses, and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural

areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses, and rural facilities with tight budgets could not compete with better-funded urban healthcare centers. As a result, the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing, Idaho has remained below the national average of 10.6 RNs per 1,000 population (Idaho is at 7.06 employed RNs per 1,000 population), and Idaho healthcare agencies continue to report average monthly nursing vacancies of 750-1,000 nurses.

Research shows that graduate-level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). A direct-entry nursing education program addresses unmet needs for both an able student population and a rural nursing workforce by delivering an innovative education that harness technology to transform curricular offerings (Thompson, 2016).

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the MSN program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the MSN degree to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

To offer this program, we will assess a professional fee in accordance with Board Policy V.R.3.b.iii. A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. As stated above, upon graduation, students will be prepared to take the nursing licensure exam NCLEX-RN to be licensed as an RN.

The professional fee for this program will be $15,032 per year. The estimated tuition costs for Direct-Entry Nursing students will be approximately $23,792 per year for in-state students and $43,028 per year for out of state students (Note:

Mandatory fee revenue is excluded from the budget and costs as it is not available to cover program costs). The Direct-Entry MSN program is not a self-support program.

The program will utilize existing resources and facilities under the newly established School of Health and Medical Professions that houses the WWAMI medical education program, athletic training programs, and two other new graduate programs. The proposed program will also utilize other classroom and lab space in the College of Education, Health and Human Services. With the anticipated completion of the expansion to the medical education building this fall, the program will have access to an additional classroom, group learning rooms, new offices and storage to support the program.

Over a four-year period, total expenditures are projected to range between $1,273,042 and $1,540,986. This includes a one-time university commitment of $212,400 in FY26 to support the program's initial year. Upon program approval, approximately 5.5 full-time equivalent (FTE) positions will be hired to support implementation, with associated annual personnel costs estimated at $837,145.

In summary, if this request is granted, the primary beneficiaries will be the individuals and communities to be served by future nurses. In addition, Idahoans who desire to pursue this MSN Direct Entry degree will be able to remain in the state for their training, increasing the likelihood they will practice in Idaho.

ATTACHMENTS

Attachment 1 – Direct-Entry Master of Science in Nursing Program Proposal
Attachment 2 – NIC-UI Collaboration Letter July 2025
Attachment 3 – ISU-UI MOU July 2024
Attachment 4 – LCSC-UI Collaboration Plan July 2024

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the June Board meeting, the State Board of Education considered a proposal from Lewis-Clark State College to offer a new Direct-Entry Master of Science in Nursing program. During the review process of LC's proposal, no concerns were raised by the participating institutions; however, the University of Idaho reiterated its continued interest in collaborating to address Idaho's critical nursing shortage. Following further deliberation and conversation for collaboration between the institutions, the Board approved LC State's Direct-Entry MSN proposal and directed LC State to convene a meeting with the other four-year institutions to develop a coordinated plan for collaboration on nursing education. This plan was to include, but not be limited to, the sharing of faculty, facilities, and curriculum.

A meeting was held on July 21, 2025, resulting in the development of a collaborative framework based on those discussions. The plan begins by identifying a potential area for future statewide collaboration among all institutions, with a pilot initiative focused on northern institutions as an early proof of concept

for nursing education. It then outlines a more specific collaboration with North Idaho College to include several major components around joint curriculum development and instruction, clinical faculty recruitment, advanced faculty training opportunities, space and equipment, clinical placement coordination, transfer pathways, and co-branded nursing marketing campaign. The plan also includes proposed timelines for each. As detailed in the plan, this collaborative approach aims to benefit students, enhance operational efficiencies, and deepen partnerships with North Idaho regional healthcare organizations. Institution representatives and Board staff will provide an overview of the proposed framework for the Board's consideration. Additionally, a memorandum of understanding is included with agenda materials to articulate Idaho State University's awareness of the U of I's proposed Direct-Entry MSN given the statewide program responsibility for Nursing at the Master's level. Additionally, a document is provided articulating the collaborative plans for Master of Science in Nursing efforts between Lewis-Clark State College and University of Idaho.

The proposed program plans to enroll 15 students initially, increasing to 25 by the fifth year, with an expected graduation of 12 students beginning in the second year. Enrollment projections are based on approximately 43 students who have indicated an interest in nursing through a designated "pre-nursing" cohort code in the UI VandalStar system, as the university does not offer a formal "pre-nursing" major. This data informed the projected cohort size of 25 students by year five. The program established a minimum enrollment threshold of 10 students per cohort, or 20 students in total, to ensure financial sustainability. Should enrollment fall below these levels for three consecutive years, the program will undergo evaluation. If enrollment deficiencies persist for a fourth consecutive year, the program will be discontinued. A teach-out plan will be implemented for currently enrolled students, and no new cohorts will be admitted.

The proposed program is consistent with the University of Idaho's Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. In accordance with State Board Policy III.Z program responsibilities, Idaho State University has statewide program responsibility for the Master of Science in Nursing and shares responsibility with Boise State University in Region III. As provided in Board Policy III.Z.4.b.i, University of Idaho and Lewis-Clark State College are the Service Region Designated Institutions responsible for providing undergraduate and graduate programs within Region II.

As provided above, currently, there is one Direct-Entry MSN program in the state to be offered by Lewis-Clark State College starting in Spring 2026. The chart below represents the status of graduate nursing program offerings.

Instit.	Program	Degree	Location	Responsibility	Method of Delivery
BSU	Nursing (suspended)	MN/MSN	Boise	Regional	Online
ISU	Nursing: Education Option	MS Option	Online	Regional	Online

LCSC	Nursing Leadership in Healthcare	MSN	Online	Regional	Online
LCSC	Nursing, Direct-Entry	MSN	Lewiston	Regional	In-person

Idaho State University offers an MSN Education option. This program's admission requirements indicate that applicants must have an undergraduate degree in nursing. Similarly, Lewis-Clark State College offers a Nursing Leadership in Healthcare Master's program that also requires applicants to have an undergraduate degree in nursing.

University of Idaho also requests approval to assess a professional program fee of $15,032 per year for the Direct-Entry MSN program. Based on the information provided in the proposal, the program aligns with Board Policy V.R.3.b.ii for the application of the professional fee, considering the program's focus on licensure based professional practice. The projected student costs, program revenue, and operational structure appear well developed. The total expenditure provides consistent annual investment in the program's scale, scope, and growth over the four-year period.

The proposal completed the program review process initially in March 2024 and was shared with the Council on Academic Affairs and Programs on March 28, 2024 and Instruction, Research, and Student Affairs on April 4, 2024. The proposal was scheduled for the June 2024 Board meeting where it was pulled from the agenda pending further discussion. Since that time, University of Idaho submitted a revised proposal in late July and was shared with the Council on Academic Affairs and Programs on July 31, 2025 and with the Instruction, Research and Student Affairs on August 7, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Direct-Entry Master of Science in Nursing, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by the University of Idaho to charge a professional fee of $15,032 per year in addition to standard graduate tuition and fees for the Direct-Entry Master of Science in Nursing, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	July 2025 (Rev. 7.25.25)			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Graduate Studies			
Name of Department(s) or Area(s):	School of Health & Medical Professions (SHAMP)			
Official Name of the Program:	Direct-Entry Master of Science in Nursing (MSN)			
Degree Information:	Degree Level: Graduate	Degree Type: MSN		
CIP code or Modification of CIP Code (consult IR /Registrar):	51.3801			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	80% Hybrid			
Implementation Date:	Fall 2026			
Geographical Delivery:	Location(s)	Coeur d'Alene	Region(s)	2
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	x Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	x	Regional Program Responsibility		Statewide Program Responsibility

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [x] New Program
- [ ] 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 programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

College Dean	Date 7/16/25	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date 7/17/25	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date 07/16/25	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date 07/16/25	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion 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 Direct-Entry Master of Science in Nursing is a newly proposed graduate program designed to prepare students to become Registered Nurses. The MSN program is an independent program and will be housed in the School of Medical and Health Professions at the University of Idaho and offered jointly in Coeur d'Alene with North Idaho College (NIC).

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

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

   The need for nursing professionals is seeing a significant surge and is anticipated to grow even more. As the older generation from the baby boomer era steps into retirement and healthcare necessities expand, especially with an older population and the rise in long-term diseases, the urgency for nurses becomes paramount. Data from the US Bureau of Labor Statistics for the period 2016-2026 highlights that Registered Nursing will be among the leading professions in terms of employment growth up to 2026. It is predicted that the RN workforce will see a growth from 2.9 million in 2016 to 3.4 million by 2026, marking a 15% increase. More recent projections indicate a continued 6% increase in the RN workforce nationally through 2033.

   By June 2022, Idaho faced a shortage of over 2,000 registered nurses. Reports from the Idaho Center for Nursing indicate that the weekly average of travel nurse deployments in healthcare facilities throughout the state surpassed 1,500. This comes with a substantial financial burden in both populated and remote areas. Relying heavily on travel nurses is a costly approach and doesn't cater to the essential requirement of nurturing a proficient nursing workforce within Idaho.

   Data from the Idaho Department of Labor in 2022 reveals that there were 8,922 job openings for Registered Nurses, anticipating a growth rate of 19.9% from 2020 to 2030. Further, the 2024 Idaho Nursing Workforce Report noted that nearly 7% of Idaho nurses are older than 67, that Idaho remained below the national average of 10.6 RNs per 1,000 population (Idaho is at 7.06 employed RNs per 1,000 population), and Idaho healthcare

agencies continue to report an average monthly nursing vacancies of 750-1,000 nurses.

Annually, Idaho's nursing educational institutions produce between 750 and 825 graduates. This figure falls short in addressing the escalating demand for RNs. By 2022, hospitals in Idaho felt the pinch, with only 41% of RNs working there, a drop from the 60% seen in 2018, as per the Idaho Center for Nursing. Healthcare leaders in Idaho label the shortage of nurses as reaching a "critical stage," impacting patient care, hiring and retaining staff, and the overall well-being of individuals and communities. The challenge of preparing for the upcoming nursing workforce is intensified by the projected one-third reduction in presently licensed nurses in Idaho, attributed to retirements.

Nevertheless, nursing institutions in Idaho are gearing up to boost their intake and provide quality education to RNs, leveraging expanded collaborations and introducing novel clinical training methods.

Rural areas struggle to find adequate numbers of nurses, and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number had dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure had dropped to 13.4%.

The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses. Rural facilities with tight budgets could not compete with better-funded urban healthcare centers, and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven, with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Research shows that graduate level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce. Further, our industry partners (e.g., Kootenai Health, St. Jospeh Regional Medical Center, etc.) continue to stress the need for expanded training of RNs in Idaho, with an emphasis on needing to train them in North Idaho and with master’s degree level training.

Lewis-Clark State University (LCSC) has recently been approved to offer a Direct-Entry Master of Science in Nursing (MSN), and there are no existing direct-entry MSN programs in Idaho. In fact, only 41 programs of this type exist in the nation. Idaho students who have already obtained a bachelor’s degree in a non-nursing field must complete a second bachelor’s degree or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this need.

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.*

Idaho has a significant need for nurses, and the currently existing RN programs require students to earn a bachelor's degree (or second bachelor's degree in the case of a career change). This need to earn a second baccalaureate degree limits the option for financial aid for students who have already earned a bachelor's degree and want to pursue a career in nursing; further, it is likely to be more appealing for students to earn a graduate degree in nursing instead of a second bachelor's degree as seen in many states across the country where direct-entry MSNs have been created. The only other in-state direct-entry MSN program within the region is LCSC's newly approved program, which has a limited number of seats. The significant need for nurses, the desire for many working professionals to transition to a nursing career, and the limited number of available nursing seats in North Idaho provide a substantial base for student demand. Further, many surrounding states have nursing programs with applications exceeding demand. The opportunity for out-of-state students to attend a direct-entry MSN at the University of Idaho will likely lead to a meaningful pool of applicants who are from outside of Idaho. Training these students in Idaho increases the odds that we may be able to retain these future RNs in Idaho.

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

Rural areas struggle to find adequate numbers of nurses, and data shows there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number had dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure had dropped to 13.4%.

The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses. Rural facilities with tight budgets could not compete with better funded urban healthcare centers, and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven, with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Direct-entry Master of Science Nursing programs provide one important way to meet the need for more nurses. Research shows graduate level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013).

A direct-entry nursing education program addresses unmet needs for both an able student population and a rural nursing workforce by delivering an innovative education that harness technology to transform curricular offerings (Thompson, 2016),

Currently, there is one other planned direct-entry Master of Science in Nursing (MSN) in Idaho, namely LCSC's newly approved program, which will offer a limited number of seats. Absent a direct-entry MSN program, Idaho students who have already obtained a

bachelor's degree in a non-nursing field must complete a second bachelor's degree or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this need.

Feedback from Idaho's nursing workforce data and industry partners (e.g., Kootenai Health and others) indicates there is a specific industry need to establish this program at the University of Idaho. The demand for nurses in north Idaho is so high that no single institution alone could meet it. To help do so, UI will build on strong existing partnerships and expertise, thus fulfilling our regional responsibility to serve north Idaho. Because our proposed program will complement LCSC's newly approved Direct-Entry MSN, it takes a particularly effective approach to addressing Idaho's nursing shortage. The new LCSC program will produce MSN graduates prepared to move into leadership roles. Our proposed program will produce MSN graduates prepared to continuously assess and improve clinical practices. Both sets of expertise are important for north Idaho and for the state. Together, LCSC's and UI's Direct-Entry MSN programs will serve the region and Idaho better than either could alone. Further, UI's direct-entry MSN will leverage important NIC strengths, from state-of-the-art educational facilities to strong clinical training relationships with regional healthcare providers.

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 crosswalks 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 Master of Science in Nursing (MSN) degree have access to an affordable, high-quality education. The currently proposed program has total costs significantly lower than those of existing direct-entry MSN programs at other universities in the Pacific Northwest to which Idaho residents currently apply. To keep costs low, we have implemented several measures aimed at maximizing affordability for our students:

1. **Open Educational Resources (OER) for 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.

2. **Online Delivery Methods:** We offer a majority of our MSN 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 Fees:** We have worked diligently to minimize additional fees associated with the program.

4. **Compressed Course Scheduling:** Our MSN program offers a compressed course schedule that allows students to complete their degree in a shorter time frame. This schedule not only gets them into the workforce faster but also reduces the overall cost of their education in terms of time and associated living expenses.

5. **Cost-effective Clinical Placements:** We coordinate with local healthcare providers to ensure that clinical placements are within reasonable commuting distances for students, minimizing travel-related expenses.

6. **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 nursing.

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.

As noted above, LCSC recently gained State Board approval to offer a Direct-Entry MSN program, but because the program is still being launched, there are no enrollments yet. Further, the direct-entry MSNs at LCSC and UI will offer master's degree training with

different expertise/focus areas (i.e., leadership vs. quality improvement research).

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)

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.

Our proposed MSN degree is a "direct-entry" master's degree in nursing. Currently, there is one other planned direct-entry MSN degree program in Idaho, namely, LCSC's newly approved program. These two programs, LCSC's and UI's, have distinct – and complementary – focus areas. To address the need for nurses prepared to move into managerial and executive roles, LCSC's program focuses on leadership. To address the need for continuous improvement of clinical practice, UI's program focuses on 1) earlier and increased clinical practice experience and 2) evidence-based practice and research on issues such as quality improvement, rural healthcare, and effective implementation of research-based approaches in clinical settings.

There are two other graduate-level nursing degrees in Idaho.

- **Boise State University:** BSU offers an Adult-Gerontology Nurse Practitioner program at the master's level. This program's admission requirements indicate that applicants require an undergraduate degree in nursing and an RN license. https://www.boisestate.edu/nursing-agnp/agnp-master-nursing/admission/#application-requirements

- **Idaho State University:** ISU offers an MSN graduate degree in nursing as well. This program's admission requirements indicate that applicants must have an undergraduate degree in nursing. https://www.isu.edu/nursing/programs/master-of-science-in-nursing-msn/

How these differ from the proposed direct entry MSN: In Idaho, students with a non-nursing bachelor's degree and who desire to become a nurse must enroll in a nursing program to obtain a second bachelor's degree. Each year there are students who graduate and then decide later to pursue nursing. Our premise is that having a direct-

entry MSN would increase the number of individuals deciding to pursue nursing because it supports career progression for applicants who already have a bachelor's degree. The existing master's programs available at other state institutions currently require applicants to have a prior degree in nursing, typically a BS in nursing (i.e., BSN). However, the direct entry MSN program is suitable for individuals who already hold a bachelor's degree in another non-nursing field and are committed to transitioning into a nursing career. The proposed program would be the second direct- entry master's in nursing degree in Idaho.

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											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY26 (1st year)	FY27	FY28	FY29	FY30		FY26 (1st year)	FY27	FY28	FY29	FY30	
15	31	37	38	40		0	12	17	18	20	

*Projected graduation based on 85% graduation rate

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?

Research shows that graduate level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Currently, one other institution in Idaho, Lewis-Clark State College, will soon offer a Direct Entry Master of Science in Nursing (MSN), and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field must complete a second bachelor's degree or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct-Entry (aka Entry to Practice) MSN program fills this need.

Recruitment efforts include internal institutional recruiting and regional recruiting. There are currently 43 students identified as "pre-nursing" in the UI VandalStar system. As there is no "pre-nursing" major, students can declare their professional interest/intent through a "pre-nursing" cohort code. Of these 43, there may be students who are working on prerequisites at UI with the intent to transfer to a school of nursing before completing their degree at UI, students who intend to finish their degree at UI before matriculating to another institution to complete a second undergraduate degree in nursing, and/or students who intend to finish their degree at UI before matriculating to another institution to complete a master's degree in nursing. We used this internal information to project a cohort of 25 students in the fifth year of program delivery. Our model begins at 15 per cohort and grows every two years for the first 4 years. This stepwise growth is intentional as our model allows a measured increase in clinical rotations over time. Other recruitment efforts will be incorporated into the recruitment efforts for the health professions programs in the School of Health and Medical Professions at UI (SHAMP). While many graduates of NIC's Associate of Science in Nursing (ASN) program will likely pursue LCSC's BSN, the NIC-UI collaboration will allow those who are interested to explore other health professions degree programs, such as UI's existing Bachelor of Science Exercise, Sports, and Health Sciences or Bachelor of Science Medical Sciences. These degree programs prepare students for graduate training, such as the Master of Science in Athletic Training and medical education programs, with potential to continue into the Doctor of Anatomical Sciences or Doctor of Athletic Training.

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 10 students per cohort or 20 students overall. These minimums are based on revenues needed to sustain program delivery.

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 deficiencies. 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.

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.) The assessment plan for the program will also include the faculty establishing program learning outcomes and benchmarks, with annual assessment of benchmarks being met. The assessment process will inform program outcome changes, benchmark modifications, or assessment process modifications as a process of continuous improvement to ensure students are meeting necessary benchmarks. Benchmarks or

program outcomes that may be assessed include program completion rates, board exam pass rates, licensure rates, graduate employment data, student satisfaction surveys, and alumni surveys. The program will also undergo external accreditation through the Commission on Collegiate Nursing Education (CCNE).

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**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

    Not applicable to this program.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

    Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

    Yes ____ No X

    If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

    Date _____

    All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

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

    Yes X No ____

    If yes, proceed to question 15. If no:

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

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:

	The 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.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

Not applicable

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.	67
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	0
Credit hours in free electives	0
Total credit hours required for degree program	67

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

The Direct Entry MSN Nursing Curriculum is an accelerated program that requires 67 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner in context of patient care. Hybrid mode of course delivery with in-person and online didactic instruction followed by in-person skills labs and clinical immersion experiences.

Semester One

Course	Description	Credits
MSN 506	Foundations of Nursing Practice	3
MSN 507	Health Assessment	2
MSN 508	Health Assessment lab	1
MSN 509	Pathophysiology	3
MSN 510	Integrated Clinical Management 1: concepts and interventions to promote mental health	3
MSN 511	Integrated Clinical Management 1: concepts and interventions to promote mental health clinical	2
MSN 512	Pharmacotherapeutics	3
Total credits		17

Semester Two

Course	Description	Credits
MSN 513	Nursing Fundamentals and Professional Practices	3
MSN 514	Theoretical Foundations for Nursing Practice	3
MSN 515	Integrated Clinical Management 2: adult and gerontological chronic health alterations	3
MSN 516	Integrated Clinical Management 2: adult and Gerontological Chronic Health Alterations clinical	2
MSN 517	Ethics, Policy, and Health Care Advocacy	3
MSN 518	Health Promotion and Risk Reduction Across the Lifespan	3
Total credits		17

Semester Three

Course	Description	Credits
MSN 519	Healthcare Research and Evidence-based Practice	3
MSN 520	Interprofessional Collaboration and Population Health	3
MSN 521	Quality and Patient Safety in Health Care	3
MSN 522	Integrated Clinical Management 3: adult and gerontological acute health alterations	3
MSN 523	Integrated Clinical Management 3: adult and Gerontological Acute Health Alterations clinical	2
MSN 524	Informatics, Technology, and Professional Issues	3
Total credits		17

Semester Four

Course	Description	Credits
MSN 525	Healthcare Organizational and Systems Leadership	3
MSN 526	Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health	3
MSN 527	Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health clinical	2
MSN 528	Professional Nursing Practice Capstone Experience	5
MSN 529	Emerging Topics and Transition to Nursing Practice	3
Total credits		16

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.

MSN students will complete 8 credits of practicum as part of the clinical learning curriculum. Courses include:

- Integrated Clinical Management 1: Concepts and Interventions to Promote Mental Health Clinical,
- Integrated Clinical Management 2: Adult and Gerontological Chronic Health Alterations Clinical,
- Integrated Clinical Management 3: Adult and Gerontological Acute Health Alterations Clinical,
- Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health clinical.

Students will also complete a capstone research project relevant to creating changes or improvement in the health system (e.g., quality improvement project, etc.) or advancing knowledge (e.g., bioinformatics research).

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

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

The Essentials: Competencies for Nursing Education 2021.

The Competencies for nursing education include competencies and student learning outcomes required for successful program accreditation by the Commission on the Collegiate Nursing Education (CCNE)

These learning outcomes also prepare students for the national board examination for nursing practice (National Council Licensure Examination).

Student Learning Outcomes:
Intended Learning Outcomes for the Nursing Program Component:

1. Knowledge Acquisition and Application: Upon completion of the program component, students will demonstrate a comprehensive understanding of core nursing concepts, theories, and evidence-based practices. They will be able to apply this knowledge to solve complex healthcare challenges.

2. Clinical Competence: Students will develop clinical competence in patient care, including assessment, planning, implementation, and evaluation of nursing interventions. They will be capable of delivering safe and effective nursing care across diverse healthcare settings.

3. Demonstrate holistic nursing care: Perform comprehensive, safe, holistic nursing care, integrating physical, psychological, social, spiritual, and cultural dimensions of health.

4. Critical Thinking and Problem-Solving: Graduates will possess strong critical thinking skills, enabling them to analyze clinical situations, identify potential problems, and make informed decisions to optimize patient outcomes.

5. Implement Evidence-Based Practices: Utilize evidence-based practices to provide high-quality care, particularly in resource-limited settings, ensuring interventions are grounded in the latest research and contextualized to meet local needs.

6. Communication and Interpersonal Skills: Students will exhibit effective communication and interpersonal skills, fostering therapeutic relationships with patients, families, and the healthcare team.

7. Foster Community Engagement and Population Health: Collaborate with community stakeholders to identify, design, and implement population health initiatives that consider geographic location, geopolitical influences, and community specific needs to improve healthcare delivery and outcomes.

8. Professionalism and Ethical Practice: Graduates will uphold the highest standards of professionalism and ethics, adhering to legal and ethical guidelines while demonstrating cultural competence, empathy, and respect for patient autonomy. Graduates will apply ethical principles and legal standards to complex healthcare scenarios, respecting patient autonomy and rights in all settings, including those with limited resources.

9. Leadership and Collaboration: Students will acquire leadership and collaboration skills, enabling them to work effectively within interdisciplinary healthcare teams, advocate for patients, and contribute to improving healthcare systems. Students will lead and collaborate with interprofessional healthcare teams to coordinate comprehensive care for diverse populations, emphasizing person-centered and holistic approaches.

10. Deliver Person-Centered, Culturally Competent Care: Engage in shared decision-making to provide culturally sensitive, inclusive care that honors individual preferences, values, and needs with dignity and respect, while addressing the unique challenges of diverse populations to enhance patient outcomes.

11. Integrate Informatics and Technology in Patient Care: Effectively use health informatics and telehealth technologies to deliver and improve patient care, especially in underserved and rural communities.

12. Engage in Lifelong Learning and Reflective Practice: Commit to lifelong learning and self-reflection, continuously improving professional practice to meet evolving healthcare needs and standards.

17. Assessment plans.

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

Assessment Process

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.

2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.

3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. Peer and Self-Assessment: Peer evaluations and self-assessments will be incorporated for group projects and personal reflection on skills development.

Using Assessment Findings for Program Improvement

Assessment findings will be used for continuous program improvement through the following mechanisms:

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 were student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

5. Benchmark Assessment: assessment of relevant benchmark data (e.g., program completion rates, NCLEX Practice Exam pass rates, student surveys, alumni surveys, employer surveys, etc.) will provide data for program assessment and modification for improvement.

Assessment Activity Timing

Assessment activities 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) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.

- Clinical skills assessments and evaluations will be conducted during clinical rotations.

- Case studies, care 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.[2]

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

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

The Meyer Health and Sciences Building on NIC's campus houses the college's Health Professions and Nursing Division and its Natural Sciences Division. Its ample spaces include laboratories, classrooms, and study areas. The facility's state-of-the-art simulation equipment, anatomy labs, and other health professions training resources will provide an ideal learning environment for MSN students.

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

The Meyer Health and Science Building facilities are available for use by the UI MSN program during times when they're not being utilized by existing NIC programs. To ensure that the MSN program has no negative impact on students in existing programs, NIC and UI will schedule the MSN program's use of the facilities at times that do not conflict.

    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.

On occasion, UI will assist in updating simulation training equipment, which is essential to nursing education and which must be replaced or upgraded periodically. Over time, resources will be needed for upgrades and replacements. There are four types of simulation training:

- Manikin-Based Simulation
- Skills-Training Simulation
- Tissue-based Simulation
- Virtual Reality Simulation
- Standardized Patient Simulation

Because NIC will allow UI to use its simulation equipment for the MSN program, UI will not need to purchase simulation equipment to launch the program. Therefore, UI will not

[2] 2 Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

make a request for a legislative appropriation of funds for this purpose, as previously planned. Thus, the NIC-UI collaboration is effectively stewarding Idaho resources.

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

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

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 medicine and healthcare. It is not expected that the direct-entry MSN 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.

SHAMP currently supports Library resources at UI for health and medical professions students, including those in WWAMI and athletic training programs, which will also benefit MSN students. In addition to our existing support, we are planning a modest increase in resources dedicated specifically to enhancing the MSN program. Funding for these resources is integrated into the proposed budget in the already provided in ongoing university support and will include resources such as journal subscriptions specific to nursing.

20. Faculty/Personnel resources

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

The direct-entry MSN program will be adding 67 credits in 24 new courses (see course information). Instructional capacity includes the proposed 5.5 FTE (Faculty, Directors/Administrators, and Administrative Support Personnel) who would be hired with program approval. The program has been allocated financial resources to support the hiring of faculty and staff for the program, which are presented in the budget proposal (e.g., on-going institutional funds, etc.).

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 School of Health and Medical Professions currently has administrative staff who will help support this 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?

This program will have minimal impact on existing NIC and UI programs. While it can operate with existing SHAMP faculty and adjuncts, additional hires will be made to support the program given the resources already allocated for nursing education in SHAMP. The program will undergo annual program review as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review.

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.

MSN will require 5.5FTE, which includes the following personnel: Faculty, Directors/Administrators, and Administrative Support Personnel.

21. Revenue Sources

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

Not applicable

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.

A request to fund the new program was submitted to the State of Idaho for FY25 and was approved.

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

Not applicable

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

Not applicable

d) **Student Fees**:

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

Not applicable

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

This program will assess a professional fee in accordance with Board Policy V.R.3.b.iii. A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. The professional fee for this program will be $15,032 per year. The estimated tuition costs for Direct-Entry Nursing students will be approximately $23,792 per year for in-state students and $43,028 per year for out of state students (Note: Mandatory fee revenue is excluded from the budget and costs as it is not available to cover program costs). The Direct-Entry MSN program is not a self-support program.

*This program is defined as a professional fee program in accordance with the policies set forth in Sections V.R.3.b.iii of the Idaho State Board of Education Governing Policies and Procedures.

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

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 20, 2025

ATTACHMENT 1

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		15		18		20		20
B. Shifting enrollments				13		17		18
Total Enrollment	0	15	0	31	0	37	0	38

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 Reques	$0.00	$0.00						
2. Institution Funds	$417,600.00	$212,400.00	$417,600.00		$417,600.00		$417,600.00	
3. Federal	$0.00		$0.00		$0.00		$0.00	
4. New Tuition Revenues from Increased Enrollments	$217,962.00		$450,454.80		$537,639.60		$552,170.40	
5. Student Fees	$225,480.00		$465,992.00		$556,184.00		$571,216.00	
6. Other (i.e., Gifts)								
Total Revenue	$861,042	$212,400	$1,334,047	$0	$1,511,424	$0	$1,540,986	$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.

		FY26	FY27	FY28	FY29
Resident		70.0%	70.0%	70.0%	70.0%
Non-Resident		30.0%	30.0%	30.0%	30.0%
HC FT Enrollment		15	31	37	38
Student Credit Hours PT Enrollment		180	372	444	456
Rates:					
Res Tuition - FT	$ 8,760	$ 91,980	$ 190,092	$ 226,884	$ 233,016
NR Tuition - FT	$ 27,996	$ 125,982	$ 260,363	$ 310,756	$ 319,154
Fees - FT	$ 2,372	$ 35,580	$ 73,532	$ 87,764	$ 90,136
Summer Tuition - PT	$ -	$ -	$ -	$ -	$ -
Summer Fees - PT	$ -	$ -	$ -	$ -	$ -
Profession Fee - Annual	$ 15,032	$ 225,480	$ 465,992	$ 556,184	$ 571,216
		$ 479,022	$ 989,979	$ 1,181,588	$ 1,213,522
TUITION		$ 217,962	$ 450,455	$ 537,640	$ 552,170
PROF FEES		$ 225,480	$ 465,992	$ 556,184	$ 571,216
MAND FEES		$ 35,580	$ 73,532	$ 87,764	$ 90,136
		$ 479,022	$ 989,979	$ 1,181,588	$ 1,213,522
from template		$443,442	$916,447	$1,093,824	$1,123,386

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	5.5		5.5		5.5		5.5	
2. Faculty	$315,000.00		$315,000.00		$315,000.00		$315,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	200,000		200,000		200,000		200,000	
7. Administrative Support Personnel	115,000		115,000		115,000		115,000	
8. Fringe Benefits	207,145		207,145		207,145		207,145	
9. Other:								
Total Personnel and Costs	$837,145	$0	$837,145	$0	$837,145	$0	$837,145	$0

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 20, 2025

ATTACHMENT 1

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$25,000.00		$25,000.00		$25,000.00		$25,000.00	
2. Professional Services	$50,000.00		$50,000.00		$50,000.00		$50,000.00	
3. Other Services	$5,000.00		$5,000.00		$5,000.00		$5,000.00	
4. Communications	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
5. Materials and Supplies	$62,855.00		$62,855.00		$62,855.00		$62,855.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	$5,000.00		$5,000.00		$5,000.00		$5,000.00	
Total Operating Expenditures	$167,855	$0	$167,855	$0	$167,855	$0	$167,855	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$200,000.00						
Total Capital Outlay	$0	$200,000	$0	$0	$0	$0	$0	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other _____								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$1,005,000	$200,000	$1,005,000	$0	$1,005,000	$0	$1,005,000	$0
Net Income (Deficit)	-$143,958	$12,400	$329,047	$0	$506,424	$0	$535,986	$0

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

II.2	Request for $417,600 to support the new Masters of Nursing program was approved and will provide on-going isntitutional support for the MSN program. Institutional funds $212,400 will be provided for the first year of the program.
II.4 & 5	Line 4 represents standard graduate tuition rates. Line 5 represents professional fee revenue. Mandatory fee revenue is excluded from the budget as it is not available to cover program costs. The estimated costs for Direct Entry Nursing Students is broken down as follows: •Resident: $8,760 + $15,032 professional fee = $23,792 / year (shifting enrollment is divided 70/30 with instate and out of state numbers each year) •Non-Resident: $27,996 + $15,032 professional fee = $43,028 / year
III. A	Personnel - 5.5 FTE (Faculty, Administration and Staff)
C.1	Journal subscriptions and reference management support
C.2	Simulation and laboratory equipment
II.	
	Please see attached Master's of Science – Nursing Budget Addendum

North Idaho College University of Idaho

July 25, 2025

Dear State Board of Education Members:

We're writing to provide a collaboration plan for the University of Idaho's (UI's) proposed Direct-Entry Master of Science in Nursing (DE-MSN). This plan first outlines a potential area for future statewide collaboration among all institutions, using north Idaho as an early proof-of-concept pilot for nursing education. Then, it outlines plans for collaboration with North Idaho College (NIC). As explained below, the planned NIC-UI collaboration will benefit students, increase efficiencies, and strengthen partnerships with north Idaho healthcare organizations. Finally, two appendices explain briefly why collaboration plans explored with Lewis-Clark State College (LCSC) were not viable and the process by which UI received a legislative appropriation to fund the DE-MSN.

Collaborative Framework

Based on a review of other states' nursing collaborations, Idaho public institutions of higher education may have a promising opportunity to collaborate under the leadership of Idaho State University (ISU) to offer even higher-quality nursing education that more effectively addresses Idaho's severe shortage of trained nurses. For example, state-level collaborations on nursing education in Oregon (Oregon Consortium of Nursing Education) and Indiana show that it is possible to coordinate nursing education across state institutions to use a single, unified system of clinical placements (Oregon and Indiana) and a shared curriculum (Oregon). This coordination could include Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), and DE-MSN degrees offered by ISU, LCSC, and UI.

Because ISU has statewide responsibility and extensive expertise in nursing education, it could lead the collaboration. Dr. Sue Anderson, the new associate dean and director of ISU's School of Nursing, participated in statewide coordination of clinical nursing placements in the State of Indiana. Before leaving UI for ISU, she expressed interest in leading similar efforts in Idaho. If the board approves the collaboration plan with NIC outlined below, this collaboration could serve as a pilot for such statewide coordination. If so, while continuing to explore this opportunity with State Board leadership and the other institutions, we will also work to expand nursing education and strengthen the nursing student pipeline and workforce in North Idaho.

Planned NIC-UI Collaboration

Because the collaboration will clearly benefit each institution's students and programs, concrete steps and a viable plan emerged readily. These steps will benefit students and north Idaho residents served by the healthcare professionals who will graduate from the programs mentioned below. Further, they arise from established strengths, including well-developed collaborative projects involving NIC and UI's Coeur d'Alene Center, projects such as the Center for Intelligent Industrial Robotics. These efforts have built a track record of problem solving and effective communication. The following collaboration plan includes several major components, on the timeline noted for each:

1. Faculty Collaboration. This initiative will engage faculty in three significant ways:
    a. Joint Curriculum Development and Instruction. NIC and UI nursing faculty will co-develop and co-deliver the DE-MSN curriculum, including interdisciplinary projects. This approach will foster deeper collaboration across UI's School of Health and Medical Professions (SHAMP) with NIC and promote innovation in evidence-based nursing and health sciences education. *Implementation date: Fall 2026.*
    b. Clinical Faculty Recruitment. The university will recruit practicing registered nurses from Kootenai Health and other local healthcare organizations to serve as clinical faculty. The proximity of NIC's facilities and a planned space-sharing agreement make this approach feasible. Students will benefit significantly from instruction provided by these practicing nurses. *Implementation date: Fall 2026.*
    c. Advanced faculty training opportunities. This collaboration will provide the increase in clinically focused master's-level nurses needed to grow NIC's ASN program and will provide NIC faculty with opportunities to pursue advanced UI degrees such as:
        i. Doctor of Anatomical Sciences (DAS) – addressing the national shortage of qualified anatomy educators. Students in the DAS program could teach anatomy at NIC to support both NIC and UI nursing students.
        ii. Master of Science (MS) Gerontology – meeting the growing need for expertise in geriatric care.
        iii. Doctor of Athletic Training (DAT).

    Further, UI will offer tuition discounts to a limited number of NIC and LCSC faculty for SHAMP graduate degrees. *Implementation date: Fall 2026*
2. Shared Space and Equipment. NIC will provide access to its high-quality nursing facilities in the Meyer Health Sciences Building, eliminating the need for UI to build or lease new space. NIC and UI will pool resources to ensure students from both institutions benefit from advanced training equipment without duplicating purchases. This efficient use of funds will enhance the learning environment while reducing costs. *Implementation date: Fall 2026.*
3. Curriculum and Clinical Placement Coordination. While supporting broader statewide clinical coordination efforts, this collaboration will focus on expanding clinical rotations in the Coeur d'Alene area through joint engagement with key healthcare partners. This approach supports UI's growing suite of health professions programs and enhances opportunities for NIC students. Programs benefiting include:
    a. DAS
    b. Doctor of Clinical Psychology (PsyD)
    c. Master of Science Athletic Training (MSAT)
    d. DAT
    e. MS Gerontology
    f. Idaho's segment of the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) medical education program.

This approach will also reduce competition for clinical placements in Lewiston, preserving capacity for LCSC programs while strengthening north Idaho clinical networks.

4. **Transfer Pathways:** This collaboration will strengthen and streamline transfer pathways for graduates for multiple NIC degree programs:
    a. **Nursing.** While many NIC ASN graduates will likely pursue LCSC's BSN, the NIC-UI collaboration will allow those who are interested to explore other health professions degree programs, such as UI's existing Bachelor of Science Exercise, Sports, and Health Sciences (BS ESHS) degree or Bachelor of Science (BS) Medical Science. These degree programs prepare students for graduate training, such as the MSAT and medical education programs, with potential to continue to the DAS or DAT programs, at UI. *Implementation: Fall 2026.*
    b. **Physical Education and Pre-Physical Therapy.** These NIC Associate of Science (AS) degrees can feed directly into UI's BS ESHS and MSAT degree programs. Students could complete their BS and MSAT degrees in three years (Instead of four), accelerating entry into the workforce. *Implementation date: Fall 2026.*
    c. **Healthcare Administration.** Graduates of NIC's Applied Associate of Science (AAS) Medical Administrative Assistant program could continue into UI's planned BS Healthcare Administration and then into our planned Master of Health Administration (MHA), both of which we hope to present to the board for consideration in the next two years. With NIC, we will build an accelerated pathway into the MHA, enabling AAS graduates to complete both the BS Healthcare Administration and the MHA in three years instead of four. *Implementation: Fall 2027.*
5. **Co-Branded Nursing Marketing Campaign.** Finally, UI has proposed a collaborative north Idaho nursing marketing campaign to help maintain strong LCSC BSN enrollment, ensure that both LCSC's and UI's DE-MSN programs are fully enrolled, and promote NIC's ASN. This campaign will increase the institutions' collective ability to meet the region's healthcare workforce needs. To develop billboard advertisements and plans for direct outreach to prospective students, UI will collaborate with both LCSC and NIC and will fund the effort for two years.

Expected Impact

This collaboration will significantly enhance health professions education across north Idaho. Specifically, it will:

1. **Expand faculty expertise** through shared instruction and advanced degree opportunities.
2. **Maximize resources** by sharing facilities and equipment.
3. **Increase clinical placements** while minimizing regional competition.
4. **Improve student pathways** into high-demand careers.
5. **Enhance healthcare quality** by strengthening the pipeline of well-trained professionals.

These changes will reduce north Idaho healthcare providers' reliance on costly traveling nurses and out-of-state training programs by increasing the number of Idaho-educated healthcare professionals. By expanding these professionals' opportunities for advanced graduate training, the changes will also improve the quality and scope of regional healthcare. Therefore, this partnership will help both NIC and UI to fulfill their missions and improve the quality of life for north Idaho residents.

Thank you in advance for considering this collaboration plan.

Sincerely,

Nick Swayne, Ph.D.
President, North Idaho College

C. Scott Green
President, University of Idaho

Cc: President Robert Wagner, ISU
Provost Adam Bradford, ISU
Vice President and Senior Vice Provost Rex Force, ISU
Associate Dean and Director Sue Anderson, School of Nursing, ISU
President Cynthia Pemberton, LCSC
Provost Fred Chilson, LCSC
Interim Dean Krista Harwick, School of Professional Studies/Nursing & Health Sciences, LCSC

Appendix #1: Potential LCSC-UI Collaboration

In developing our DE-MSN proposal, UI discussed potential collaboration with LCSC at several points. Despite mutual interest, collaboration was deemed not feasible, largely due to the success of LCSC's existing Bachelor of Science in Nursing (BSN), which demands all of LCSC's relevant resources. Potential collaborations were discussed for each of the following topics and ultimately judged impractical for the reasons explained below:

1. **Faculty:** Joint faculty appointments were considered to enable LCSC faculty to teach in UI's DE-MSN program, with salary enhancements. However, it was concluded that LCSC faculty responsibilities to LCSC's programs are too demanding for them to contribute to a UI program.
2. **Space Sharing:** Because LCSC has a well-designed simulation center needed to train nursing students, use of this center for UI nursing students was discussed. However, this center is so heavily utilized by LCSC students that it cannot be made available to UI students.
3. **Curriculum:** The possibility of sharing courses was explored. However, LCSC's planned DE-MSN curriculum makes significant use of its undergraduate courses and focuses its graduate-level courses on nursing leadership, an important area of specialization. In contrast, UI's planned curriculum includes a higher proportion of graduate level courses and focuses on evidence-based practice and research, for

instance, on rural healthcare, quality improvement, and effective implementation of new approaches, another important area of specialization. Graduates of LCSC's program will be prepared to move quickly and successfully into nursing leadership roles. Graduates of UI's program will be prepared to promote continuous improvement of care in a wide range of healthcare settings. These complementary approaches will serve north Idaho residents well because both are much needed.

Due to the factors listed above, collaboration between LCSC and UI on the DE-MSN degree was not feasible. However, as explained above, NIC and UI have developed plans for a productive collaboration on this degree program. This collaboration builds on the strong existing partnership between NIC and UI across multiple projects and degree programs.

Appendix #2: Background on the U of I's Direct-Entry MSN Appropriation

Given concerns expressed regarding the process by which UI garnered a legislative appropriation, key points in this process are listed below:

1. On September 1, 2023, the university submitted a request to fund a nursing program in north Idaho for inclusion in the Governor's FY25 budget, consistent with Idaho State Board of Education policy.
2. Both Caroline Nilsson Troy, UI's special assistant to the president, and Sunny Wallace, the president's chief of staff, discussed this request with the SBOE's then-Executive Director. At no time was the university discouraged from pursuing this opportunity to meet the critical need to graduate more nurses in Idaho.
3. Notably, in a deviation from typical practice and due extenuating factors, the State Board office did not require institutions to present FY25 budget proposals at a board meeting prior to the 2024 legislative session. As a result, no higher education budget requests were formally reviewed by the Board that year. This approach was a departure from SBOE's typical budget planning and approval processes.
4. The Governor accepted the University of Idaho's budget request through the standard process, which includes a three-month window for vetting between the September 1 submission deadline and the release of the publicly available Executive Budget.
5. The state legislature's Joint Finance and Appropriations Committee (JFAC) funded the request in early 2024 with language stating that the funds allocated must not be used to start an undergraduate nursing program.

MEMORANDUM OF UNDERSTANDING

between

UNIVERSITY OF IDAHO
875 Perimeter Dr, Moscow, ID 83844

and

IDAHO STATE UNIVERSITY
921 S. 8th Ave., Pocatello, ID 83209

Related to

Direct Entry Master of Science in Nursing Program

The purpose of this Memorandum of Understanding (MOU) is to articulate Idaho State University's awareness of the intention of University of Idaho to develop a Direct Entry Master of Science in Nursing Program. Pursuant to Idaho State Board of Education Policy III.Z, subsection 2.b.v, 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." Idaho State University currently holds statewide responsibility for the Master of Science in Nursing degree, therefore, in accordance with the above referenced policy, we, the undersigned, agree to the below:

Be it hereby understood by both parties entering into this MOU that:

- University of Idaho intends to inaugurate a Direct Entry Master of Science in Nursing program and Idaho State University lodges no objections to their intent.
- University of Idaho has the facilities, faculty, financial resources and expertise to deliver the curriculum associated with this program.
- Idaho State University is willing to offer collaborative counsel on the design or execution of any aspect of the proposed program should University of Idaho require it.
- University of Idaho agrees to make a good faith effort towards collaborative engagement with Lewis-Clark State College related to the design and execution of its program in order to mitigate wasteful duplication of programming and resources in the region.

Signatures of participating institutions:

Idaho State University

Dr. Adam Bradford, Interim Provost and Vice President of Academic Affairs

7/11/2024
Date

University of Idaho

Dr. Torrey Lawrence, Provost and Vice President for Academic Affairs

7/16/2024
Date

University of Idaho/Lewis Clark State College Collaboration Plans
Master of Science in Nursing (MSN)

1. Simulation Training for Nursing Students: Utilize the LCSC simulation center for training UI nursing students, enhancing their practical skills and readiness for clinical environments.

2. Anatomy Training: Conduct anatomy training sessions at UI's state-of-the-art anatomy facility for LCSC nursing students and faculty, leveraging UI resources to benefit both institutions.

3. Sharing of Faculty Expertise: Facilitate the sharing of faculty expertise across both institutions. This could include guest lectures, joint research projects, and collaborative teaching efforts.

4. Inter-Professional Education: Develop inter-professional education (IPE) programs that bring together students from various health-related disciplines to learn from and with each other, fostering a collaborative approach to healthcare. The UI would utilize its north Idaho Area health education office to provide IPE experiences.

5. Clinical Site Development in North Idaho: Partner in developing and expanding clinical sites in North Idaho, providing more opportunities for both LCSC and UI students to gain hands-on experience in diverse healthcare settings.

6. Faculty Sharing with Salary Enhancements: Explore opportunities for faculty sharing, with the potential for salary enhancements when LCSC faculty teach in UI's direct-entry MSN program. This could provide financial incentives and professional growth for faculty members.

7. Faculty Development and Continuing Education: Collaborate on faculty development initiatives and offer free continuing education through UI Extension for Community Health Outcomes (ECHO) program offerings. This would support the professional growth of nursing faculty and ensure they remain at the forefront of their field.

8. Interested LCSC nursing students could dual enroll in UI's Master of Science in Gerontology.

From: Gorzelsky, Gwen (gwen@uidaho.edu)
To: Fredrick M. Chilson; Lawrence, Torrey (tlawrence@uidaho.edu); Adam Bradford
Cc: prov-response@uidaho.edu
Subject: Re: Response to Idea about PA/MSN
Date: Friday, July 19, 2024 12:48:38 PM
Attachments: image003.png
University of Idaho.Lewis Clark State College Collaboration Plans.docx

Hi Fred,

Great, your solution works from our perspective. Leadership here has agreed that UI will not oppose LC's upcoming MSN proposal and that we'll collaborate to offer the MSN as discussed. We've sent SBOE the attached statement of collaboration, which lists the items in your message below in a Word document. (The only changes were to replace pronouns, usually "our," by listing the institution to clarify who's doing what.) Patty S. confirmed that the document will be included in the materials for the August board meeting.

Apologies for my delayed reply. Because Scott and Torrey are both traveling, it took some time to ensure that everyone is on the same page.

Of course, please let me know if you have any questions or concerns. Glad to chat if helpful.

Thank you very much for working out a solution that's a fit for all concerned. Enjoy the weekend!

Best,
Gwen

From: Fredrick M. Chilson <fmchilson@lcsc.edu>
Sent: Wednesday, July 17, 2024 12:46 PM
To: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>; Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

CAUTION: This sender is from outside your organization.
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Good afternoon Gwen,
Thank you for reaching out!
I did have an opportunity to meet with our team and believe we have come up with a solution that incorporates your proposal and will help support the continual nursing shortage within the region and state.

We would like to propose that both UofI and LC State create parallel programs for the MSN Direct entry degree (our proposal has been on our 3 year plan) and will move to the SBOE early fall. We would like to collaborate utilizing UofI's proposal (below), which we believe would help eliminate duplication of state expenses, while expanding opportunity for nursing education. The collaboration piece would include:

1. Simulation Training for Nursing Students:
- Utilize the LCSC simulation center for training our UI nursing students, enhancing their practical skills and readiness for clinical environments.

2. Anatomy Training:
- Conduct anatomy training sessions at UI's state-of-the-art anatomy facility for LCSC nursing students and faculty, leveraging our resources to benefit both institutions.

3. Sharing of Faculty Expertise:
- Facilitate the sharing of faculty expertise across both institutions. This could include guest lectures, joint research projects, and collaborative teaching efforts.

4. Inter-Professional Education:
- Develop inter-professional education (IPE) programs that bring together students from various health-related disciplines to learn from and with each other, fostering a collaborative approach to healthcare. The UI would utilize our north Idaho Area health education office to provide IPE experiences.

5. Clinical Site Development in North Idaho:
- Partner in developing and expanding clinical sites in North Idaho, providing more opportunities for our students to gain hands-on experience in diverse healthcare settings.

6. Faculty Sharing with Salary Enhancements:
- Explore opportunities for faculty sharing, with the potential for salary enhancements when LCSC faculty teach in UI's direct-entry MSN program. This could provide financial incentives and professional growth for our faculty members.

7. Faculty Development and Continuing Education:
- Collaborate on faculty development initiatives and offer free continuing education through our ECHO program offerings. This would support the professional growth of nursing faculty and ensure they remain at the forefront of their field.
8. Interested LCSC nursing students could dual enroll in UI's Gerontology MS or certificate.

Please let me know if you have any questions!

Best Wishes,

Fred

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Administration Building 209
Lewis-Clark State College
500 8th Avenue / Lewiston, ID 83501
208-792-2213 / fmchilson@lcsc.edu

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From: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>
Date: Wednesday, July 17, 2024 at 10:03 AM
To: Fredrick M. Chilson <fmchilson@lcsc.edu>, Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>, Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Hi Fred,

I know you all are reviewing, so I'm writing just to keep today's due date on the radar.

Glad to chat if that would be helpful.

Thanks,
Gwen

From: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>
Sent: Monday, July 15, 2024 7:22 AM
To: Fredrick M. Chilson <fmchilson@lcsc.edu>; Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Thanks so much, Fred – really appreciate it!

Best,
Gwen

From: Fredrick M. Chilson <fmchilson@lcsc.edu>
Sent: Monday, July 15, 2024 7:21 AM
To: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>; Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Thanks Gwen!
I will get with our team right away, and if in agreement we can expedite for you. Thank you for work on this!
Best,
Fc

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Administration Building 209
Lewis-Clark State College
500 8th Avenue / Lewiston, ID 83501
208-792-2213 / fmchilson@lcsc.edu

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From: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>
Date: Monday, July 15, 2024 at 7:05 AM
To: Fredrick M. Chilson <fmchilson@lcsc.edu>, Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>, Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Hi Fred,

Below this message are ideas from Jeff S. and his team for possible collaboration between LCSC and UI on MSN. Jeff suggested that it may be helpful for Krista H. to meet with Sue Anderson, who will lead UI's nursing efforts, to discuss. Please let me know what you think. I'll be glad to put them in touch if that seems like the right next step.

Because the agenda materials due date for the August board meeting is this Wednesday, I imagine it may be difficult for Krista and Sue to talk before then. Once you and Krista have a chance to review the list below this message, could you let me know if you'd be comfortable with my submitting it as an addendum to our MSN proposal if I use both a watermark and title to indicate that it's a draft?

Of course, please let me know if you have any questions or concerns. Very glad to chat if that would be helpful.

Thanks,
Gwen

> Subject: Proposal for Collaborative Initiatives Between the University of Idaho and Lewis-Clark State College
>
> I am writing to propose several areas of collaboration between the University of Idaho (UI) and Lewis-Clark State College (LCSC) that can enhance our educational offerings and strengthen our institutions.
>
> We believe that by working together, we can provide enriched learning experiences for our students and professional development opportunities for our faculty. Here are some specific areas where we can collaborate:
>
> 1. Simulation Training for Nursing Students:
> - Utilize the LCSC simulation center for training our UI nursing students, enhancing their practical skills and readiness for clinical environments.
>
> 2. Anatomy Training:
> - Conduct anatomy training sessions at UI's state-of-the-art anatomy facility for LCSC nursing students and faculty, leveraging our resources to benefit both institutions.
>
> 3. Sharing of Faculty Expertise:
> - Facilitate the sharing of faculty expertise across both institutions. This could include guest lectures, joint research projects, and collaborative teaching efforts.
>
> 4. Inter-Professional Education:

- Develop inter-professional education (IPE) programs that bring together students from various health-related disciplines to learn from and with each other, fostering a collaborative approach to healthcare. The UI would utilize our north Idaho Area health education office to provide IPE experiences.

5. Clinical Site Development in North Idaho:
- Partner in developing and expanding clinical sites in North Idaho, providing more opportunities for our students to gain hands-on experience in diverse healthcare settings.

6. Faculty Sharing with Salary Enhancements:
- Explore opportunities for faculty sharing, with the potential for salary enhancements when LCSC faculty teach in UI's direct-entry MSN program. This could provide financial incentives and professional growth for our faculty members.

7. Faculty Development and Continuing Education:
- Collaborate on faculty development initiatives and offer free continuing education through our ECHO program offerings. This would support the professional growth of nursing faculty and ensure they remain at the forefront of their field.

8. Interested LCSC nursing students could dual enroll in UI's Gerontology MS or certificate.

We are excited about the potential these collaborations hold and are eager to discuss these ideas further. Please let us know a convenient time to arrange a meeting where we can explore these opportunities in more detail.

Thank you for considering these proposals. We look forward to the possibility of working together to achieve our shared goals of excellence in education and healthcare.

From: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>
Sent: Friday, July 12, 2024 1:10 PM
To: Fredrick M. Chilson <fmchilson@lcsc.edu>; Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Adam Bradford <adambradford@isu.edu>
Cc: prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Hi Fred,

Really appreciate the outreach. We're working on ideas for collaborating with LC on the direct-

entry MSN and will be in touch very soon.

Thanks for your message!

Best,
Gwen

From: Fredrick M. Chilson <fmchilson@lcsc.edu>
Sent: Tuesday, July 9, 2024 7:51 AM
To: Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Adam Bradford <adambradford@isu.edu>
Cc: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>; prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

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Good morning Torrey,
I hope you all had a great 4th!

I am reaching out to see if you and your team have come up with any collaborative opportunities for us to work together on the Direct Entry MSN? I know we are on a short time table for you and would like to get a plan in place if that is how you would like to move forward.
Best,
Fred

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Administration Building 209
Lewis-Clark State College
500 8th Avenue / Lewiston, ID 83501
208-792-2213 / fmchilson@lcsc.edu

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From: Fredrick M. Chilson <fmchilson@lcsc.edu>
Date: Monday, June 24, 2024 at 11:52 AM
To: Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>, Adam Bradford <adambradford@isu.edu>
Cc: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>, prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Re: Response to Idea about PA/MSN

Good morning Torrey,
Thank you for your response last week.
Again, I wanted to make sure we are on the same page with my proposal, as I had not put it in writing previously (below).

I understand UofI is wanting to continue to move forward with their MSN direct-entry proposal, however I do want to ensure you are aware of the potential direct impact to LC State, should we not be able to come to some sort of collaboration that *equally* makes sense for both institutions, as well as the state taxpayers.

1. LC State would walk away from the PA program allowing UofI and ISU to collaborate exclusively if:
    1. UofI would pull their current program request for MSN direct-entry and allow LC State to continue to be the nursing education provider for the region(s) as it has been for over 60 years. LC State has the resources and infrastructure to expand rapidly.
    2. LC State would agree to not propose or request additional graduate healthcare programs after the approval of the direct-entry MSN already on our 3 year plan.
    3. UofI would/could work with ISU to provide additional advanced degree areas in nursing specialty areas.

Direct Impact to LC State should UofI offer a MSN direct-entry program:

- Up to 20% of LC State's pre-licensure BSN program students have previously earned a non-nursing baccalaureate degree. The proposed Direct-Entry MSN program by UofI specifically targets this population. If this program is approved, will have a negative impact to future enrollment numbers in LC State's pre-licensure nursing program, thus potentially impacting future funding for the institution.
- LC State currently holds the expertise (Doctorally qualified faculty), technology and infrastructure for nursing expansion at an almost unlimited capacity at both the **undergraduate** and **graduate** level, as well as long standing successful accreditation

compliance. Additionally, LC State has been approved to offer a MSN by the State Board of Education, as well as NWCCU.

- The UofI direct-entry MSN proposal would require duplicate educational funds paid by Idaho taxpayers (both upstart and long-term).
- Will cause additional competition for qualified nursing faculty, with the potential to significantly impact LC State's BSN/MSN program offerings.
- Will have a direct impact on clinical placement opportunities with healthcare partners in the region(s), of which LC State currently competes for time and space (this also includes several Washington nursing programs in the region).
- As you are aware, LC State has also developed a Direct-Entry MSN program (on our 3 year plan) to meet the needs of Regions 1 & Region 2. LC State is in a positive position to be able to offer programming much sooner, addressing the vast number of severe nursing shortages that UofI promotes.

Additionally, LC State is approved to offer graduate programs by the State Board of Education as well as NWCCU.

Please let me know if you have any questions,
Best,
Fred

Fredrick M. Chilson, Ph.D.
Provost/Vice President for Academic Affairs
Administration Building 209
Lewis-Clark State College
500 8th Avenue / Lewiston, ID 83501
208-792-2213 / fmchilson@lcsc.edu

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From: Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>
Date: Wednesday, June 19, 2024 at 9:18 AM
To: Adam Bradford <adambradford@isu.edu>, Fredrick M. Chilson <fmchilson@lcsc.edu>

Cc: Gorzelsky, Gwen (gwen@uidaho.edu) <gwen@uidaho.edu>, prov-response@uidaho.edu <prov-response@uidaho.edu>
Subject: Response to Idea about PA/MSN

Adam and Fred,

Thank you for the discussion yesterday regarding both PA and MSN programming. Fred suggested an idea of UI walking away from MSN and LC walking away from PA, allowing both schools to focus on one program.

Our team met yesterday and again this morning. We really appreciate the creative idea, but we are not willing to walk away from our MSN proposal. Three areas of discussion for us are 1) UI holds the responsibility for graduate education in regions 1 and 2; and 2) we recently received state funding for this program; and 3) the nursing needs for the state are just too great. That being said, we do see opportunities to collaborate on nursing and want to have further discussion about those opportunities.

As for PA, the idea of a "summit" has come up to work out details and clarify the verbal agreements made between presidents Wagner and Green. We hope it can happen as soon as possible, probably via Zoom, so that we can keep moving forward for the August SBOE meeting.

Thanks again for your time yesterday. We look forward to further discussions about both programs.

Torrey

TORREY LAWRENCE, D.M.A.
Provost & Executive Vice President and Professor of Music
Administration Building 105 | tlawrence@uidaho.edu | 208-885-6448

University of Idaho

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.
August 2024	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 instructional scope at all publicly funded institutions and to limit wasteful duplication when possible and practical. Board Policy III.Z. establishes the process by which the Board limits or evaluates the need for program duplication and assigns program responsibilities for assessing the statewide educational and workforce needs.

Consistent with Board Policy III.Z.2.a.ii, institutions developed program plans aligned with their Statewide and Service Region Program responsibilities. These plans outline proposed programs to be offered over a three-year period starting with the 2026-2027 academic year and include an inventory of currently offered programs. A new template introduced this year requires more detailed information, including student demand, related occupations for graduates of the projected program, industry partner support, and anticipated resource needs (faculty,

facilities, and potential legislative funding). The template also now includes sections for institutions to identify certificates and degrees they plan to discontinue in the next few years and for reporting on recently approved programs, which will be presented to the Board under a separate agenda item.

Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions. The updated Three-Year Program Plan represents proposed programs for Academic Years 2026-2027, 2027-2028, and 2028-2029.

The provosts reviewed their respective institution plans at the Council on Academic Affairs and Programs meeting held on May 29, 2025 and discussed statewide needs and opportunities for partnership or collaboration that are either in discussion or exploration stages.

IMPACT

The Three-Year Program Plan provides a comprehensive, system-wide picture of anticipated academic and career technical program development across institutions. The Plan serves as a foundation to guide the Board in coordinating the efficient delivery of educational programs throughout the state and provides the Board with a systemwide picture of programs that institutions plan to be developed and propose over the three-year period. Approval of the Plan will provide the institutions with the option to proceed with developing program proposals that will be submitted to the Board for approval and implementation as appropriate.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan
Attachment 2 – Three-Year Program Plan PowerPoint

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Each institution submitted an institution plan representing program projections for Academic Years 2026-2027, 2027-2028, and 2028-2029. Some institutions have not yet identified programs for 2026-2027.

On June 18, 2025, Board staff coordinated a work group session and shared institution plans with the Instruction, Research and Student Affairs (IRSA) committee. This included an overview of individual institution plans, potential collaborations, areas of focus, and the outcomes of the evaluation process. This is a shift from the traditional work session held with the institutions and Idaho Division of Career Technical Education representatives. The purpose of this change was to allow IRSA additional time to review the plans outside of a regular meeting setting and to create more opportunities for in-depth discussion. This approach is intended to facilitate the development of questions and insights in advance of the August 7, 2025 meeting, during which the plans will be discussed in greater detail. The following are highlights of the three-year planning discussion.

Program Areas of Focus
Beginning in the 2026–2027 academic year, many institutions identified a growing need for additional health professions and health-related programs within their designated service regions. This includes some certificate programs projected to be offered outside of primary service areas. This represents the most significant area of focus for the 2026-27 academic year, with approximately 20 academic and career technical degrees or certificates anticipated in the healthcare field.

Other key areas of projected program development include approximately 16 academic and career technical degrees or certificates in the arts and sciences, 14 in engineering, and 11 in education. Additional programs are expected in business, computer information systems, homeland security and protective services, law, agriculture, natural resources, architecture, and interdisciplinary fields.

Applied Baccalaureate Degrees by Community Colleges
College of Eastern Idaho is exploring the potential for a new Healthcare Management, Bachelor of Applied Science degree for Region VI. This is a carryover from last year's planning cycle. College of Western Idaho is exploring a new Nursing, RN to BSN online program, also a carryover from last year and added a Cyber/AI/IT, Bachelor of Applied Science for Region III.

Potential Collaborations

Idaho State University
- Clinical Psychology, PsyD program with Boise State University
- Master of Science in Nursing with University of Idaho and Lewis-Clark State College (ongoing discussion)
- Collaborative pathways with College of Eastern Idaho and College of Southern Idaho in areas such as education, engineering, and healthcare.
- Physician Assistant Studies, MPAS with Lewis-Clark State College

College of Eastern Idaho
- Create articulation pathways between College of Eastern Idaho's proposed Agriculture programs and University of Idaho's Agriculture programs.
- Develop transfer pathways specifically for RN students, Health Sciences bachelor's program, computer science engineering, education, and offering more business programs.

College of Southern Idaho
- Develop pathways for agricultural education, Spanish for healthcare, nutrition and dietetics, and education pathways to certify teachers with Idaho State University.

Boise State University

- Forensic Science, BS (Idaho State University interested in future conversations)
- Interdisciplinary Public Health/Social Work, PhD (future conversations Idaho State University)
- Joint JD/Master of Business Administration programs with University of Idaho

College of Western Idaho

- Partnerships with geological and mining engineering, and agriculture offerings with University of Idaho (future conversations).

Lewis-Clark State College

- Partnerships with Idaho State University to include Physician Assistant Studies, MPAS; Nursing: education option, MSN; Doctor of Physical Therapy; and Master of Occupational Therapy.

University of Idaho

- Develop Agriculture pathways with the four community colleges.

North Idaho College

- At present, North Idaho College is focusing on creating 2+2 partnerships with sister institutions and is currently working on several areas with University of Idaho.

Planned Discontinuation

All eight institutions have identified plans to discontinue certificates and/or degrees between summer 2025 and fall 2026. This includes two doctoral degrees, two master's degrees, nine baccalaureate degrees, six associate degrees, eleven associate of applied science degrees, five undergraduate/graduate certificates, twenty-one career technical certificates, two minors, four program emphases, and one endorsement.

The Instruction, Research, and Student Affairs committee reviewed the three-year plan on August 7, 2025.

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 - Proposed Programs

University of Idaho

Idaho State University

Boise State University

Lewis-Clark State College

College of Eastern Idaho

College of Southern Idaho

College of Western Idaho

North Idaho College

Instructional Program Inventory

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. The Plan also includes a section for planned program discontinuation, changes in method of delivery, and review of recently approved programs.

Statewide Program Responsibility
In accordance with Board Policy III.Z.2.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.

Service Region Program Responsibility
In accordance with Board Policy III.Z.2.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 .Service Region Program Responsibilities are assigned to the Designated Institution in each service region but may be offered and delivered by Non-designated 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, Instructional Program Review and Approval to acquire appropriate approvals prior to implementation of programs.

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 "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." The statewide program list is evaluated 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 2013
**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 2013
**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: • 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 2013
**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

Three-Year Institution Plans

In accordance with Board Policy III.Z, Board staff is responsible for developing and maintaining a rolling three-year plan based on institutional plans submitted by the state's eight public postsecondary institutions. This plan includes all current and proposed academic and career technical programs and is submitted annually to the Board for review and approval. However, approval of the three-year plan does not equate to approval of the individual programs or program modifications. Institutions must follow the standard program review and approval process outlined in Board Policy III.G.

Three-Year Institutional Program Plans are accessible here:

University of Idaho - Three-Year Institutional Plan

Idaho State University - Three-Year Institutional Plan

Boise State University - Three-Year Institutional Plan

Lewis-Clark State College - Three-Year Institutional Plan

College of Eastern Idaho - Three-Year Institutional Plan

College of Southern Idaho - Three-Year Institutional Plan

College of Western Idaho - Three-Year Institutional Plan

North Idaho College - Three-Year Institutional Plan

Instructional Program Inventory

In accordance with policy III.Z requirements, institutions provide an inventory of their existing programs offered by location, region, and method of delivery. The inventory is maintained by the Office of the State Board of Education.

Board staff, in collaboration with CTE staff, is finalizing a comprehensive review of the program inventory to ensure accuracy. Staff anticipates that the program inventory review will be complete within the next few months and will provide Board members with a link to the inventory at that time.

Three-Year Planning

Statutory Responsibility

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, **to define the limits of instruction at all publicly funded institutions, and to limit unnecessary duplication to the extent practicable.**

Idaho State Board of Education

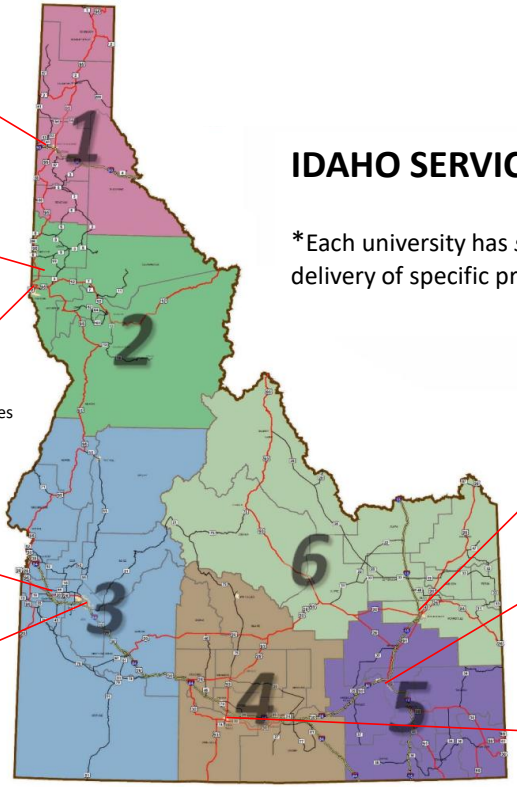
Board Policy III.Z

- Board Policy III.Z. Planning and Delivery of Postsecondary Programs
- Institution Plans
- Educational and Workforce needs
- Regional and Statewide Program Responsibilities

Idaho State Board of Education

IDAHO SERVICE REGION DELIVERY MAP

*Each university has *statewide program* responsibility for the delivery of specific programs.



North Idaho College
Serves undergraduate and applied baccalaureate needs for Region 1. Serves CTE program needs for Region 1.

University of Idaho
Serves undergraduate and graduate education needs for Regions 1 and 2.

Lewis-Clark State College
Serves undergraduate, graduate, and applied baccalaureate needs for Regions 1 and 2. Serves CTE program needs for Region 2.

College of Western Idaho
Serves undergraduate and applied baccalaureate needs for Region 3. Serves CTE program needs for Region 3.

Boise State University
Serves undergraduate, graduate, and applied baccalaureate education needs for Region 3.

College of Eastern Idaho
Serves undergraduate and applied baccalaureate needs for Region 6. Serves CTE program needs in Region 6.

Idaho State University
Serves undergraduate, graduate, and applied baccalaureate needs in Regions 5 and 6. Also provides applied baccalaureate needs for Region 4 and undergraduate/graduate education programs in Region 4 with the exception of Business programs. Serves CTE program needs for Region 5.

College of Southern Idaho
Serves undergraduate and applied baccalaureate needs for Region 4. Serves CTE program needs for Region 4.

Statewide Program Responsibilities

University of Idaho

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: • 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 2013
**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

Idaho State University

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 2013
**Updated and approved by the Board December 2016

Boise State University

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 2013
**Updated and approved by the Board December 2016

Year One

Academic and Career Technical Degrees or Certificates Projections

- Health Sciences (20)
- Arts and Sciences (16)
- Engineering (14)
- Education (11)
- Multi-interdisciplinary (8)
- Computer information Systems (6)
- Business (5)
- Homeland Security and Protective Services (4)
- Agriculture (4)
- Architecture (2)
- Communication (2)
- Career Technical (1)
- Law (4)
- Natural Resources (1)
- Arts and Sciences (16)

Idaho State Board of Education

Three-Year Plan Overview Year One

Health Sciences

BSU	Sport Management and Leadership	BS	Region 3
BSU	Interdisciplinary Health	PhD	Region 3
ISU	Addiction Studies	MA	Online
ISU	Dental Hygiene (expansion to Meridian campus)	BS	Region 3
ISU	Registered Nursing	AAS	Online
ISU	Respiratory Therapy	AAS	Region 5
ISU	Advanced Respiratory Care: Adult Focus	Specialized Certificate	Online
ISU	Advanced Respiratory Care: Pediatric Focus	Specialized Certificate	Online
ISU	Family Nurse Practitioner	Graduate Certificate	Regions 3 and 5
ISU	Grief and Loss	Certificate	Region 3
ISU	Magnetic Resonance Imagining	Certificate	Regions 5 and 6
ISU	Mammography	Certificate	Regions 5 and 6
LCSC	Nursing, Direct-Entry	MSN	Region 2
LCSC	Radiographic Science	AAS	Region 2
LCSC	Medical Diagnostic Imaging: Ultrasound	BA/BS	Region 2
LCSC	Nursing: Nursing Education (partnership w/ISU)	MS	Regions 1 and 2
NIC	Limited Scope Radiography Technician	BTC	Region 1
NIC	Radiography Technology, Mammography	BTC	Region 1
NIC	Medical Assistant to Practical Nurse	ITC	Region 1
ISU	Injectables	Undergraduate Certificate	Region 5

Three-Year Plan Overview Year One

Arts and Sciences

BSU	Technical Communication	Graduate Certificate	Online
CEI	STEM	Undergraduate Certificate	Region 6
CEI	English and Literature	Undergraduate Certificate	Region 6
CSI	Spanish for Health Professions	AA	Region 4
CSI	Spanish for Heritage Speakers	Certificate Microcredential	Region 4
ISU	Athlete Counseling	Certificate	Regions 3 and 5
ISU	Clinical Psychopharmacology	Graduate Certificate	Online
ISU	Interactive Media Design	AAS	Region 5
ISU	Interactive Media Design	BTC, ITC	Region 5
NIC	Professional Writing	Certificate	Region 1
UI	American Indian Studies	PhD	Region 2
UI	Bioinformatics and Computational Biology	MS	Online
UI	Climate Change and Solutions	MS	Online
UI	Data Science	BS	Region 2
UI	Creative Placemaking	Professional?	Region 2
BSU	Program Assessment	Graduate Certificate	Region 3

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Three-Year Plan Overview Year One

Engineering

BSU	Environmental Engineering	MS	Region 3
CEI	Associate of Engineering	AE	Region 6
ISU	Automation Engineering Technology	AAS	Region 5
ISU	Industrial Cybersecurity	Graduate Certificate	Region 5
ISU	Nuclear Materials Engineering	Graduate Certificate	Regions 5 and 6
ISU	Robotics Engineering	Certificate	Regions 5 and 6
ISU	Building Automation	Specialized Certificate	Online
ISU	Industrial Controls	Specialized Certificate	Region 5
UI	Energy Literacy	Undergraduate Certificate	Region 2
UI	Industrial and Systems Engineering	BS, MS	Region 1 and 2
UI	Industrial and Systems Engineering	M.Engr	Region 1 and 2
UI	Geological and Mining Engineering	BS	Region 1 and 2
UI	Sustainable Agriculture for Engineers	Undergraduate Certificate	Region 2
UI	Robotics, Automation, and Controls	Undergraduate/Graduate Certificate	Region 1 and 2

Idaho State Board of Education

Three-Year Plan Overview Year One

Education

BSU	Teach Next Year (2+1)	BA	Online
BSU	Fundraising and Philanthropy	MA	Online
BSU	CTE Teacher Certification	Undergraduate Certificate	Region 3
BSU	Dyslexia	Undergraduate Certificate	Region 3
ISU	Literacy	M.Ed.	Online
ISU	Early Literacy	Post-Bacc Cert	Online
ISU	Teacher to New Endorsement- All Subjects K-8	Post-Bacc Cert	Online
UI	School Counseling	MA	Online
UI	Teacher -to-New Endorsement	Undergraduate Certificate	Region 2
UI	School Psychology	Ed.S.	Online
BSU	Outdoor Leadership in Education	BA	Region 3

Multi-Interdisciplinary

BSU	Sustainability	BA and Master's	Region 3
BSU	Digital Innovation and Design	BAS	Region 3
BSU	Innovation and Design	Graduate Certificate	Region 3
CSI	Sustainability	Certificate Microcredential	Region 4
ISU	Accounting Analytics	Graduate emphasis	Region 5
ISU	Accounting Analytics	Undergraduate Certificate	Region 5
ISU	Data Science	Undergraduate Certificate	Region 5 and 6
BSU	Digital Detox	Undergraduate Certificate	Online

Three-Year Plan Overview Year One

Business

BSU	Project Management	Master's	Online
CWI	Business Basics	Certificate	Online
NIC	Mobile Food Truck Management	ITC	Region 1
UI	Quantitative Business Management	Graduate Certificate	Online
UI	Hospitality	Undergraduate Certificate	Region 2

Computer Information Systems

BSU	Software Development	BA	Region 3
CWI	Game Development and Esports Management	AAS	Region 3
ISU	Artificial Intelligence Sciences	BS	Region 5 and 6
ISU	Applied Artificial Intelligence	Specialized Certificate	Online
UI	Cybersecurity (expansion to Idaho Falls)	PhD	Region 5
UI	AI for Everyone	Certificate	Regions 1 and 2

Homeland Security and Protective Services

BSU	Emergency Management	BAS	Online
ISU	Cybersecurity	PhD	Online
ISU	Cybersecurity Strategy and Leadership	MS	Region 5
ISU	Cybersecurity Strategy and Leadership	Graduate Certificate	Online

Board of Education

Three-Year Plan Overview Year One

Other key areas

UI	Soil and Natural Conservation	Undergraduate Certificate	Region 2	Agricultural
UI	Food Service Management	Undergraduate Certificate	Region 2	Agricultural
UI	Plant Pathology	PhD	Region 2	Agricultural
UI	Reproductive Physiology	Undergraduate Certificate	Region 2	Agricultural
UI	Planning	Undergraduate/Graduate Certificate	Region 2	Architecture
UI	Construction Management and the Built Environment	BS	Region 2	Architecture
LCSC	Auto Mechanics Technology	AAS, BTC, ITC, ATC	Region 2	Career Technical
CSI	Intercultural	Certificate Microcredential	Region 4	Communication
CSI	Interpersonal	Certificate Microcredential	Region 4	Communication
UI	Law	BA/BS	Region 2	Law
UI	Business Law	Graduate Certificate	Region 2 and 3	Law
UI	Native American Law	Graduate Certificate	Region 2 and 3	Law
UI	Intellectual Property Law	Graduate Certificate	Region 2 and 3	Law
UI	Sustainable Forest Products	Undergraduate Certificate	Region 1 and 2	Natural Resources

Idaho State Board of Education

Other Three-Year Plan Highlights

(AY 2027-2028)

- ISU, Accelerated BA Elementary Education or BA Secondary Education to MS Deaf Education (Teaching Endorsement) BA/MS (planning)
- ISU, Applied Behavioral Analysis, MS (planning)
- ISU, Artificial Intelligence Sciences, MS (planning)
- ISU, Culinary Arts, AAS (planning)
- ISU, 3+4 BS-DO degree with ICOM, BS (planning)
- ISU, Artificial Intelligence Applications, Certificate (planning/exploring)
- BSU, Sociology, Master's (planning)
- BSU, Sports Studies, UG (planning)
- LCSC, Physician Assistant Studies, MPAS (Partnership w/ISU) (planning)
- LCSC, Education Content Specialist-Secondary/K-12, BA/BS (planning)
- UI, Creative Writing, BFA (planning)
- UI, Artificial Intelligence and Machine Learning, BS, MS, PhD (planning)
- UI, Apparel, Textiles, & Design, MS (planning)
- UI, Doctor of Health Science, DHSc (planning)
- UI, Clinical Research, MS (planning)
- UI, Health Administration, MHA (planning)
- UI, Healthcare Administration, BSHA (planning)
- UI, Healthcare Leadership, Certificate (planning)
- UI, Gerontology, Certificate (planning)
- UI, Medical Sciences, Certificate (planning)

Idaho State Board of Education

Other Three-Year Plan Highlights

(AY 2028-2029)

- ISU, Midwifery DNP and MS (planning) (online, Regions III and V)
- ISU, Occupational Therapy, MOT with University of Alaska (planning/exploring)
- ISU, Physician Assistant Studies, MPAS expansion w/LCSC (planning)
- BSU, Organization and Learning Sciences, PhD (planning)
- BSU, Professional Sales, BBA (planning)
- LCSC, Surgical Technology, AAS (planning)

Idaho State Board of Education

Planned Discontinuation

Doctoral	2
Master's	3
Baccalaureate	9
Associate's (academic)	6
Associate of Applied Science	11
Undergraduate/Graduate Certificates	5
CTE Certificates	21
Minors	2
Program emphases	4
Endorsement	1

Certificates and degrees scheduled for discontinuation in summer 2025, fall 2025, summer 2026, and fall 2026 respectively.

Idaho State Board of Education

List of Discontinuations by Institution

- ISU-Art, MFA - June 2025
- ISU-Cloud Computing, BTC – Fall 2025
- ISU-Dance minor - Spring 2025
- ISU-Deaf Education, Minor – Fall 2025
- ISU-Deaf / Hard-of-Hearing Teaching Endorsement – Fall 2025
- ISU-General Business, BS online completion – Fall 2026
- ISU-Health Care Administration (HCA) emphasis – Fall 2026
- ISU-Health Informatics, MS – Fall 2025
- ISU-Industrial Controls, AAS – Fall 2026
- ISU-Pharmaceutical Sciences (PPRA) PhD, MS – Spring 2025
- ISU-Pharmacy (3rd and 4th years) PharmD – Spring 2025
- ISU-Pharmacy Technology Certificate – Spring 2025
- ISU-Pharmacy Technology, ATC – Fall 2026
- ISU-Registered Nursing, AS – Fall 2026
- ISU-Respiratory Therapy, AS – Fall 2026
- ISU-Unmanned Aerial Systems, AAS, BAS, ITC, BTC – Fall 2025
- CEI-Light-Duty Diesel, AAS and ITC – Summer 2026
- CSI-Anthropology, AA - summer 2025
- CSI-Communication, AA - summer 2025
- CSI-American Sign Language, AA - summer 2025
- CSI-Water Resource Management, ITC - summer 2025
- CSI-Renewable Energy, AAS - spring 2025
- BSU-Leadership and Human Relations, UG - Fall 2026
- CWI-Business Analytics, Academic Certificate - Summer 2025
- LCSC-Auto Mechanics Technology-B, ITC – Summer 2026
- LCSC-Legal Practice Assistant, AAS – Summer 2026
- LCSC-Bookkeeping/Accounting, ITC – Summer 2026
- LCSC-CNC Machining Technology, ATC – Summer 2026
- LCSC-Early Childhood Development, ITC/ATC – Summer 2026
- LCSC-Engineering Technology-GIS, AAS – Summer 2026
- LCSC-Food/Beverage Management, ITC – Summer 2026
- LCSC-Hospitality Management, ATC – Summer 2026
- LCSC-Industrial Electronics Technology, AAS/ATC – Summer 2026
- LCSC-Web Design, ITC – Summer 2026
- LCSC-Computer Information Technology & Security, AAS – Summer 2026
- LCSC-Computer Information Technology & Security, ATC, BTC, ITC – Summer 2026
- LCSC-Fire Service Technology, ITC – Summer 2026
- LCSC-Collision Repair Technology, AAS, ATC, ITC – Summer 2026
- LCSC-Electrical Apprenticeship, AAS – Summer 2026
- LCSC-Plumbing Apprenticeship, AAS – Summer 2026
- LCSC-Entrepreneurship Certificate – Summer 2026
- LCSC-Marketing Management Certificate – Summer 2026

Idaho State Board of Education

List of Discontinuations - continued

- LCSC-Communication Arts: Secondary Education, BA/BS – Summer 2026
- LCSC-Earth Science: Secondary Education, BA/BS – Summer 2026
- LCSC-Natural Science: Secondary Education, BA/BS – Summer 2026
- LCSC-Chemistry: Secondary Education, BA/BS – Summer 2026
- LCSC-Psychology: Secondary Education, BA/BS – Summer 2026
- LCSC-Mathematics: Secondary Education, BA/BS – Summer 2026
- LCSC-General Studies: Education: Early Childhood Education, BA/BS – Summer 2026
- LCSC-Radiographic Sciences, AS - Fall 2026
- Business Analytics, J.D. emphasis - Fall 2026
- Native American Law, J.D. emphasis - Fall 2026
- Natural Resources and Environmental Law, J.D. emphasis - Fall 2026
- NIC- Wastewater Treatment Plan Technology, AAS - Spring 2028

Idaho State Board of Education

Questions?

Idaho State Board of Education

Idaho State University Plan Overview

Year One (AY 2026-2027)

- Addiction Studies, MA (planning)
- Artificial Intelligence, BS (planning)
- Automation Engineering Technology, AAS (planning)
- Cybersecurity, PhD (planning/exploring)
- Cybersecurity Strategy and Leadership, MS (planning)
- Dental Hygiene, BS to Meridian
- Interactive Media Design, AAS (planning)
- Literacy, MEd (planning)
- Registered Nursing, AAS (planning)
- Respiratory Therapy, AAS (planning)

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR
Specialized Certificate – SC
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC

- Accounting Analytics, Graduate emphasis
- Accounting Analytics, UG
- Advanced Respiratory Care: Adult Focus or Pediatric Focus, SC (academic)
- Applied Artificial Intelligence, SC (CTE)
- Athlete Counseling, UG (Region III and V)
- Building Automation, SC (CTE)
- Clinical Psychopharmacology, GR
- Cybersecurity Strategy and Leadership, GR
- Data Science, UG
- Early Literacy, Post-Bacc Certificate
- Family Nurse Practitioner, GR (Region III and V)
- Grief and Loss, Certificate (Region III)
- Industrial Controls, SC (CTE)
- Industrial Cybersecurity, GR
- Injectables, UG
- Interactive Media Design, BTC, ITC
- Magnetic Resonance Imaging, Certificate
- Mammography, Certificate
- Nuclear Materials Engineering, GR
- Robotics Engineering, Certificate
- Teacher to New Endorsement – All K-8 subjects, Post-Bacc Certificate (Regions IV, V, VI)

Idaho State University Plan Overview - continued

Year Two AY 2027-2028

- Accelerated BA Elementary Education or BA Secondary Education to MS Deaf Education (Teaching Endorsement) BA/MS (planning)
- Applied Behavioral Analysis, MS (planning)
- Applied Health Research and Evaluation, DrPH or PhD
- Artificial Intelligence Sciences, MS (planning)
- Culinary Arts, AAS (planning)
- 3+4 BS-DO degree with ICOM, BS (planning)
- Artificial Intelligence Applications, Certificate (planning/exploring)
- Culinary Arts, BTC and ITC
- Skin Care Specialist, SC (CTE)

Year Three AY 2028-2027

- Medical Science in Sports Medicine, DmSc
- Midwifery DNP and MS (planning) (online, Regions III and V)
- Occupational Therapy, MOT with University of Alaska (planning/exploring)
- Pharmacy Leadership Administration, MS
- Physician Assistant Studies, MPAS expansion with LC State (planning)
- Court Reporting and Captioning, SC (CTE)

Planned Discontinuations

- Art, MFA - June 2025
- Cloud Computing, BTC – Fall 2025
- Dance minor - Spring 2025
- Deaf Education, Minor – Fall 2025
- Deaf / Hard-of-Hearing Teaching Endorsement – Fall 2025
- General Business, BS online completion – Fall 2026
- Health Care Administration (HCA) emphasis – Fall 2026
- Health Informatics, MS – Fall 2025
- Industrial Controls, AAS – Fall 2026
- Pharmaceutical Sciences (PPRA) PhD, MS – Spring 2025
- Pharmacy (3rd and 4th years) PharmD – Spring 2025
- Pharmacy Technology Certificate – Spring 2025
- Pharmacy Technology, ATC – Fall 2026
- Registered Nursing, AS – Fall 2026
- Respiratory Therapy, AS – Fall 2026
- Unmanned Aerial Systems, AAS, BAS, ITC, BTC – Fall 2025
- Other program emphases and options

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR
Specialized Certificate – SC
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC

Idaho State Board of Education

Idaho State University Plan Overview - continued

Potential Collaborations

- Physician Assistant Studies, MPAS with LCSC
  - ISU has statewide program responsibility for the MPAS
- Nuclear Materials Engineering, Graduate Certificate
  - Regions V, VI (hybrid)
  - Possible MOU with UI – was listed last year research/exploration stage
  - Projected for Fall 2026
- Robotics (now Robotics Engineering) Certificate
  - Regions V, VI (hybrid)
  - Possible MOU with UI – was listed last year research/exploration stage
  - Projected for Fall 2026

Other

- Clinical Psychology, PsyD program with Boise State
- Master of Science in Nursing with UI and LC (ongoing discussion)
- Collaborative pathways with CEI and CSI around education, engineering, and healthcare programs.
- Transfer pathways for RN students, Health Sciences bachelor's program, computer science engineering, education, and offering more business programs with CEI.
- Pathways for agricultural education, Spanish for healthcare, nutrition and dietetics, and education pathways to certify teachers with CSI.

Idaho State Board of Education

College of Eastern Idaho Plan Overview

Year One (AY 2026-2027)

- Engineering, AS (planning)
- STEM, Undergraduate Certificate (planning)
- English and Literature, UG (planning)

Year Two (AY 2027-2028)

- Agriculture, AAS or AS/AA
- Agriculture, ATC
- Computer Science, AS
- Math, Undergraduate Certificate
- Art, Undergraduate Certificate
- Chemistry, Undergraduate Certificate
- Physical Therapy Aide, ITC
- History, Undergraduate Certificate

Legend:
Bachelor of Applied Science – BAS
Undergraduate Certificate – UG
Associate of Applied Science – AAS
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC
Advanced Technical Certificate - ATC

Year Three (AY 2028-2029)

- Medical Informatics, AAS
- Nuclear Power Technologist, AAS
- Radiography, AAS
- Healthcare Management, BAS
- Ultrasound Technician, AAS
- Hospitality Administration/Management, AAS
- Accounting, AAS
- Medical Equipment Repair, ITC
- Medical Records Specialist, ITC
- Engineering, UG
- Microbiology, UG
- Philosophy, UG
- Physics, UG
- Psychology, UG
- Sociology, UG
- Spanish, UG
- Political Science, UG
- Welding Fabrication, ITC

Idaho State Board of Education

College of Eastern Idaho Plan Overview - continued

Planned Discontinuations

- Light-Duty Diesel, AAS and ITC – Summer 2026

Potential Collaborations

- Create articulation pathways between CEI's proposed Agriculture programs and UI Agriculture programs.
- Create collaborative pathways around education, engineering, and healthcare programs with ISU.

Idaho State Board of Education

College of Southern Idaho Plan Overview

Year One (AY 2026-2027)

- Spanish for Health Professions, AA (planning)
- Sustainability Certificate (Microcredential)
- Interpersonal Certificate (Microcredential)
- Intercultural Certificate (Microcredential)
- Spanish for Heritage Speakers (Microcredential)

Year Two (AY 2027-2028)

- Community Emergency Medical Services, AAS
- Civil Engineering Technician, AAS/ITC/BTC
- Chemical Technician, AAS/ITC/BTC
- Geospatial Technology, AS
- Public Speaking Certificate (Microcredential)
- Critical Thinking Certificate (Microcredential)
- Media Literacy Certificate (Microcredential)
- American Literature Certificate (Microcredential)
- British Literature Certificate (Microcredential)
- World Literature Certificate (Microcredential)
- English Literature Certificate (Microcredential)

Year Three (AY 2028-2029)

- Extended Reality (XR) Design, AS/AAS
- Echocardiography Technician, AAS
- Digital Music Production, AAS/AA
- Spanish for Healthcare (Microcredential)
- Spanish for First Responders (Microcredential)

Legend:
Associate of Applied Science – AAS
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC

College of Southern Idaho Plan Overview - continued

Planned Discontinuations

- Anthropology, AA - summer 2025
- Communication, AA - summer 2025
- American Sign Language, AA - summer 2025
- Water Resource Management, ITC - summer 2025
- Renewable Energy, AAS - spring 2025

Modality Changes

- Food Processing Technology, AAS, BTC
  - Offers face-to-face and now hybrid

Potential Collaborations

- Collaborative pathways with ISU around education, engineering, and healthcare programs.
- Pathways for agricultural education, Spanish for healthcare, nutrition and dietetics, and education pathways to certify teachers with ISU.

Idaho State Board of Education

Boise State University Plan Overview

Year One (AY2026-2027)

- Emergency Management, BAS (planning)
- Sustainability, BA and Master's (planning)
- Project Management, Master's (planning)
- Teach Next Year (2+1), BA (planning)
- Outdoor Leadership in Education, BA (planning)
- Fundraising and Philanthropy, MA (planning)
- Environmental Engineering, MS
- Software Development, BA
- Interdisciplinary Health, PhD (planning)
- Sport Management and Leadership, BS (planning)
- Digital Innovation and Design, BAS (planning)
- Technical Communication, GR
- Program Assessment, GR (planning)
- CTE Teacher Certification, UG (planning)
- Dyslexia, UG (planning)
- Digital Detox, UG (planning)
- Innovation and Design, GR (planning)

Year Two (AY2027-2028)

- Conference and Event Management, BA
- Sociology, Master's (planning)
- Forensic Science, BS
- Poetics, PhD
- Environment and Society, PhD
- Environmental Humanities, BA
- Environmental Engineering, BS
- Radiologic Sciences, MS
- Teaching Government & Social Studies, BS
- Fermentation and Wine Science, BA/BS
- Conference and Event Management, UG
- Critical Minerals, UG
- Data Visualization and Communication, UG
- Foundations of Trauma Informed Care , UG
- Advanced Trauma Informed Care, GR
- Sports Studies, UG (planning)
- Marker Graduate Certificate

Legend:
Bachelor of Applied Science - BAS
Undergraduate Certificate – UG
Graduate Certificate – GR

Boise State University Plan Overview - continued

Year Three (AY2028-2029)

- Psychology, BA and MS
- Information Science or Library and Information Sciences, MS
- Organization and Learning Sciences, PhD (planning)
- Higher Education Leadership, M.Ed and Ed.D.
- Cybersecurity, BS
- Executive, PhD
- Professional Sales, BBA (planning)
- Professional Criminal Justice, BA
- Interdisciplinary Social Work and Public Health, PhD
- Historic Preservation and Cultural Resource Management, GR
- Board Certified Behavior Analyst Teacher Leader, GR
- Advanced User Experience Design, UG
- Teacher Leader, GR
- Advanced User Experience Design, UG

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR

Planned Discontinuation

- Leadership and Human Relations, UG - Fall 2026

Potential Collaboration

- Forensic Science, BS (future conversations)
- Interdisciplinary Public Health/Social Work, PhD (future conversations)
- Clinical Psychology, PsyD with Idaho State
- Joint JD/MBA programs with University of Idaho

Idaho State Board of Education

College of Western Idaho Plan Overview

Year One (AY2026-2027)
- Game Development and Esports Management, AAS
- Business Basics, BTC (planning)

Year Two (AY2027-2028)
- Dental Hygiene, AAS
- Aviation Maintenance Technician, AAS

Year Three (AY2028-2029)
- Cyber/AI/IT, BAS
- Nursing – RN to BSN

Legend:
Bachelor of Applied Science (BAS)
Associate of Applied Science (AAS)
Basic Technical Certificate – BTC

Planned Discontinuation
- Business Analytics, Academic Certificate - Summer 2025

Possible Collaboration
- Partnerships with geological and mining engineering, and agriculture offerings with UI (future conversations)

Idaho State Board of Education

Lewis-Clark State College Plan Overview

Year One (AY2026-2027)

- Direct-Entry Master of Science in Nursing (in progress)
- Medical Diagnostic Imaging: Ultrasound, BA/BS (planning)
- Radiographic Science, AAS
- Nursing Education, MS (Partnership with ISU)
- Auto Mechanics Technology, BTC, ITC, ATC, AAS

Year Two (AY2027-2028)

- Respiratory Therapy, AAS
- Occupational Therapy Assistant, AAS
- Physician Assistant Studies, MPAS (Partnership with ISU) (planning)
- Master of Social Work (ISU/BSU share statewide program responsibility)
- Trades, AAS
- Health Studies, AAS
- Education Content Specialist-Secondary/K-12, BA/BS (planning)

Year Three (AY2028-2029)

- Surgical Technology, AAS (planning)
- Occupational Therapy, MOT (Partnership with ISU)
- Physical Therapy, DPT (Partnership with ISU)

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR
Specialized Certificate – SC
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC

Idaho State Board of Education

Lewis-Clark State College Plan Overview - continued

Planned Discontinuations – Summer 2026

- Auto Mechanics Technology-B, ITC
- Legal Practice Assistant, AAS
- Bookkeeping/Accounting, ITC
- CNC Machining Technology, ATC
- Early Childhood Development, ITC/ATC
- Engineering Technology-GIS, AAS
- Food/Beverage Management, ITC
- Hospitality Management, ATC
- Industrial Electronics Technology, AAS/ATC
- Web Design, ITC
- Computer Information Technology & Security, AAS
- Computer Information Technology & Security, ATC, BTC, ITC
- Fire Service Technology, ITC
- Collision Repair Technology, AAS, ATC, ITC
- Electrical Apprenticeship, AAS
- Plumbing Apprenticeship, AAS
- Entrepreneurship Certificate
- Marketing Management Certificate
- Communication Arts: Secondary Education, BA/BS
- Earth Science: Secondary Education, BA/BS
- Natural Science: Secondary Education, BA/BS
- Chemistry: Secondary Education, BA/BS
- Psychology: Secondary Education, BA/BS
- Mathematics: Secondary Education, BA/BS
- General Studies: Education: Early Childhood Education, BA/BS
- Radiographic Sciences, AS (Fall 2026)

Collaborations

- Physician Assistant Studies program; MSN Nursing: Education option; Physical Therapy, DPT; and Occupational Therapy, MOT with ISU

Idaho State Board of Education

University of Idaho Plan Overview

Year One (AY2026-2027)

- American Indian Studies, PhD (planning)
- Construction Management and Built Environment, BS (planning)
- Data Science, BS
- Law, BA/BS (planning)
- Industrial and System Engineering, BS/MS/M.Engr
- Geological and Mining Engineering, BS (planning)
- Cybersecurity, PhD (Expansion to Idaho Falls) (planning)
- Aerospace Engineering, Minor
- Bioinformatics and Computational Biology, MS
- Climate Change and Solutions, MS (proposal pending)
- School Psychology, Ed.S. (planning)
- School Counseling, MA
- Plant Pathology, PhD (planning)
- Energy Literacy, UG (planning)
- Creative Placemaking, Professional (planning)
- Foodservice Management, UG (planning)
- Soil and Natural Conservation, UG (planning)
- Sustainable Agriculture for Engineers, UG
- Quantitative Business Management, GR (planning)
- Teacher-to-New Endorsement, UG
- Hospitality, UG (planning)
- Business Law, Certificate
- Native American Law, GR
- Intellectual Property Law, GR
- Planning, UG/GR/Professional
- Robotics, Automation & Controls, UG (planning)
- Robotics, Automation & Controls, GR (planning)
- Reproductive Physiology, UG
- AI For Everyone, UG
- Sustainable Forest Products, UG (planning)

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR

Idaho State Board of Education

University of Idaho Plan Overview - continued

Year Two (AY2027-2028)

- Creative Writing, BFA (planning)
- Industrial and System Engineering, PhD
- Artificial Intelligence and Machine Learning, BS, MS, PhD (planning)
- Leadership, Minor
- Criminal Justice & Law Concurrent Degree, JD/MA(with BSU)
- Political Science & Law Concurrent Degree, MA/JD (with BSU)
- Public Administration & Law Concurrent Degree, MPA/JD (with BSU)
- Public Administration & Law Concurrent Degree PhD/JD (with BSU)
- Environmental Management & Law Concurrent Degree JD/MNR (with BSU)
- Apparel, Textiles, & Design, MS (planning)
- Doctor of Health Science, DHSc (planning)
- Clinical Research, MS (planning)
- Health Administration, MHA (planning)
- Healthcare Administration, BSHA (planning)
- Fine Arts, UG
- Healthcare Leadership, certificate (planning)
- Gerontology, certificate (planning)
- Medical Sciences, certificate (planning)
- Digital Twins, UG

Planned Discontinuation

- Business Analytics, J.D. emphasis - Fall 2026
- Native American Law, J.D. emphasis - Fall 2026
- Natural Resources and Environmental Law, J.D. emphasis - Fall 2026

Modality Changes

- Kinesiology, MS
  - To include online and hybrid

Collaboration

- Agriculture pathways with CEI, CSI, CWI, and NIC
- JD and BSU program concurrent degree offerings

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North Idaho College Plan Overview

Year Two (AY2027-2028)

- Certified Occupational Therapy Assistant, AAS
- Emergency Medical Services, AAS
- Respiratory Therapy, AAS
- Mobile Food Truck Management, ITC
- Professional Writing, Academic Certificate (planning)
- Limited Scope Radiography, BTC (planning)
- Radiography Technology: Mammography, BTC (planning)
- Medical Assistant to Practical Nurse, ITC

Year Three (AY 2028-2029)

- Airline Pilot, AAS
- Music Technology, Academic Certificate
- Radiological Technology MRI, BTC (planning)

Planned Discontinuations

- Wastewater Treatment Plan Technology, AAS - Spring 2028
- Pharmacy Technology, ITC
  - (Suspended in 2020 to determine if the program should shift to non-credit workforce training. Anticipate Fall 2025)

Collaboration

- Focusing on creating 2+2 partnerships with sister institutions. Currently working with UI in several areas.
- Occupational Therapy and Respiratory Therapy programs – ISU offered to consult with NIC on articulation to baccalaureate degrees.

Legend:
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC

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Questions?

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SUBJECT

Program Progress Reports

REFERENCE

December 2013	The Board approved amendments to Policy III.G. that require institutions to provide a report on graduate programs approved by the Board.
October 2019	The Board approved a first reading of proposed amendments to Policy III.G. requiring review of all new baccalaureate degree programs at all public postsecondary institutions.
December 2019	The Board approved a second reading of proposed amendments.
April 2021	The Board was presented with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.
April 2022	The Board was presented with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.
April 2023	The Board was provided with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.
April 2024	The Board was provided with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.9, Postsecondary Program Review and Approval

BACKGROUND/DISCUSSION

Board Policy III.G.9. requires all institutions to submit an initial progress report on new graduate and baccalaureate programs approved by the Board. This provision was added in response to Board member inquiries regarding the status of new programs and whether institutions achieved the projections provided in their initial proposals. This report is provided to help Board members evaluate whether programs are meeting expectations for sustained student interest and long-term viability.

A new template was introduced this year that aligns program process reporting with the three-year planning process. This integrated approach gives the Board a broader view, showing how institutions are progressing with newly-approved programs as well as what programs are in the planning stages to meet educational and workforce needs in the state at the same time providing insight into progress for programs the Board has recently approved.

The template requires institutions to submit enrollment and graduate data According to a timeline that varies by degree type. The focus is on whether institutions are meeting enrollment and graduate projections for the most recent year. If actual numbers do not meet projections, institutions must provide an explanation. Additionally, institutions provide enrollment and graduate information for other programs listed if available. This will provide the Board with insights into the status of programs most recently approved and implemented.

The following timeline represents when programs will be reviewed. This was developed by Board staff and the Council on Academic Affairs and Programs.

- Baccalaureate programs - reviewed after six years of implementation.
- Master's programs - reviewed after four years of implementation.
- Doctoral programs - reviewed after six years of implementation.

In accordance with Board Policy III.G.9.b, Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho have submitted progress reports for this review cycle. The applied baccalaureate programs approved by the Board in December 2024 for College of Eastern Idaho and College of Western Idaho are scheduled to start in Fall 2025 so the Board will receive information on their progress next year.

ATTACHMENTS

Attachment 1 – Program Progress Reports PowerPoint

IMPACT

Program progress reports provide the Board with updates on new baccalaureate and graduate programs and whether institutions are on target for meeting initial enrollment and graduate projections.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The following represents results for the 20 programs scheduled for full review and whether those are on target with initial enrollment and graduate projections for the most current academic year.

Four (4) programs reported they are on target with their projections for **both** enrollment and graduates for the most current year.

Boise State University	Film and Television Arts, BA/BFA
Boise State University	Blended Early Childhood/Early Childhood Special Education
Idaho State University	Physical Therapy, DPT (Expansion to Meridian campus)
College of Southern Idaho	Operations Management, BAS

Five (5) programs reported they are on target with projections for enrollment **or** graduates for the most current year.

Boise State University	Accountancy Foundations, MS
Boise State University	Engineering, BS
Boise State University	Secondary Education, MIT
Boise State University	Elementary Education, MIT

Boise State University	Public Health, Master
Idaho State University	Computer Science, MS

Eleven (11) programs reported they are not on target with their projections for enrollment and/or graduates for the most current year.

Boise State University	Creative Writing, BA/BFA
Boise State University	Narrative Arts
Boise State University	Public Health, BA
Boise State University	Program Evaluation, Measurement, and Statistics, MS
Idaho State University	Occupational Therapy, MOT (Expansion to Meridian)
Idaho State University	Health Informatics, Master (online)
Idaho State University	Clinical Rehabilitation Counseling, Master
Lewis-Clark State College	Bioinformatics (Computer Science), BA/BS
Lewis-Clark State College	Sport Management, BA/BS
Lewis-Clark State College	Creative Writing, BFA
University of Idaho	Statistics, BS

For the eleven programs that are either not meeting or only partially meeting their initial projections for the most recent academic year, institutions identified several contributing factors affecting growth. These include faculty turnover, the ongoing impacts of the post-COVID environment, changes in administrative or institutional leadership, delays in program implementation, the timing of program modifications, and potential competition from other programs both on campus and within the broader region. As a result of this process, programs have adjusted their projections for future years and identified programs for discontinuation. This includes Boise State's Public Health, Bachelor of Arts and Idaho State's Health Informatics, Master online program.

Despite current enrollment challenges, many institutions reported observing steady growth in many programs. Additionally, efforts are underway to revise certain offerings to better align with student interests and market demand. Institutions are also enhancing their focus on student support services aimed at improving program completion and graduation rates.

In addition to the 20 programs reviewed this year, institutions submitted enrollment and/or graduate data for 56 additional programs listed for future review, where available, to provide the Board with insight into current progress. Ten programs are on target with projections, 27 are partially meeting their initial enrollment and/or graduate projections, and 19 are not fully meeting their initial enrollment and/or graduate projections.

Ongoing monitoring and evaluation will be conducted to ensure the long-term sustainability and success of these programs. Long-term sustainability of all programs, including those that have not met target projections, will be monitored through the regular Program Prioritization process as described in Board Policy III.F.

BOARD ACTION

This item is for informational purposes only.

Program Progress Reports

- Board Policy III.G., Postsecondary Program Review and Approval
- Reporting Requirement
  - New baccalaureate and graduate programs approved by the Board.
  - Evaluates whether programs are meeting expectations regarding continued interest and sustainability.
  - Schedule
    - Baccalaureate programs – reviewed after 6 years of implementation
    - Master's programs – reviewed after 4 years of implementation
    - Doctoral programs – reviewed after 6 years of implementation

Idaho State Board of Education

Programs Reviewed

Boise State University

- Accountancy Foundations, MS
- Blended Early Childhood/Early Childhood Special Education, BA
- Creative Writing, BA/BFA
- Elementary Education, MIT
- Engineering, BS
- Film and Television Arts, BA/BFA
- Narrative Arts, BFA
- Public Health, BA
- Program Evaluation, Measurement, and Statistics, MS
- Secondary Education, MIT
- Public Health, Master

Lewis-Clark State College

- Bioinformatics, BA/BS
- Creative Writing, BFA
- Sport Management, BS

Idaho State University

- Clinical Rehabilitation Counseling, Master
- Computer Science, MS
- Health Informatics (online), Master
- Occupational Therapy, MOT – Expansion to Meridian
- Physical Therapy, DPT – Expansion to Meridian

University of Idaho

- Statistics, BS

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Program Progress

- Total of **20** programs reviewed
- **4** program reported they **are** on target with their projections for **both** enrollment and graduates for the most current year.
- **5** program reported they **are** on target with projections for enrollment **or** graduates for the most current year.
- **11** programs reported they **are not** on target with their projections for enrollment and graduates for the most current year.

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Questions

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Idaho State University Program Review

Programs Scheduled for Full Review

- Physical Therapy, DPT – Expansion to Meridian
- Computer Science, MS
- Occupational Therapy, MOT – Expansion to Meridian
- Health Informatics (online), Master
- Clinical Rehabilitation Counseling, Master

Results

- 5 programs reviewed
  - 1 is on target with their projections for both enrollment and graduates for the most current year.
  - 1 is on target with their enrollment projections but has not fully achieved graduate projections for the most current year.
  - 3 are not fully on target with their projections

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Idaho State University Program Review - continued

Other Programs

- Rehabilitation and Health Sciences, PhD
- Economics, BBA
- Robotics Engineering Technology, BAS
- Applied Mathematics, BS
- Cyber-Physical Systems Engineering, BAS
- General Business, BS (online completion)
- Computer Engineering, BS
- Digital Media, BFA
- Homeland Security and Emergency Management, MS
- Respiratory Therapy, BS completion
- Electrical & Computer Engineering, MS concentrations

No Data Available Yet

- Interdisciplinary Studies, BA/BS
- Software Engineering, BS
- Information Technology Systems
- Nurse Anesthesia Practice, DNAP
- Nuclear Engineering Technology, BAS
- Clinical Psychology, PsyD

Other programs

- 17 programs
  - 2 are meeting initial projections
  - 3 are meeting initial enrollment projections but not yet met graduate projections
  - 6 are not fully meeting projections
  - 6 programs did not have information available. Several started in Fall 2024 and others are scheduled to start Fall 2025 or 2026.

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College of Eastern Idaho Program Review

- Operations Management, BAS
- Digital Forensics and Analytics, BAS
  - Board Approved December 2023
  - Both scheduled to start Fall 2025
  - Program progress will be reported next review cycle

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College of Southern Idaho Program Review

Program Scheduled for Full Review

- **Operations Management, BAS**
  - Approved June 2018 under the title of Advanced Food Technology
  - Program was revised in December 2021
    - Name changed to Operations Management
    - Reduced specificity to the food processing industry
    - Provides a more general version of current upper division curriculum
    - To better serve all CTE students

- **Results**
  - Advanced Food Technology
    - Initial projections were not fully reaching projections
  - Operations Management
    - Enrollment and graduate numbers increase

Idaho State Board of Education

Boise State University Program Review

Programs Scheduled for Full Review

- Engineering, BS
- Creative Writing, BA/BFA
- Film and Television Arts, BA/BFA
- Narrative Arts, BFA
- Blended Early Childhood/Early Childhood Special Education, BA
- Public Health, BA
- Program Evaluation, Measurement, and Statistics, MS
- Accountancy, Foundations, MS
- Secondary Education, MIT
- Elementary Education, MIT
- Public Health, Master

Results

- 11 programs reviewed
  - 2 on target with their projections for both enrollment and graduates for the most current year
  - 1 is on target with their enrollment projections but has not fully achieved graduate projections for the most current year
  - 3 met initial *graduate* projections but did not fully reach enrollment numbers
  - 5 are not fully on target with their projections

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Boise State University Program Review - continued

Other Programs

- Biomedical Engineering, PhD
- Integrated Strategic Communications, BA
- Counselor Education and Supervision, PhD
- Inclusive Early Childhood Education, BA
- Computer Systems Engineering, BS
- Online Cyber Operations and Resilience, BS
- Online Cyber Operations and Resilience, MS
- Cybersecurity, MS
- Population and Health Systems Management, Master
- Online Digital Innovation and Design, BA
- Online Cyber Operations and Resilience, BAS
- Online Advanced Medical Imaging, BS
- Master of Music, Conducting
- Environmental Science, BS
- Humanities and Cultural Studies, BA
- Environmental Management, MS
- Public and Population Health Leadership, PhD
- Project Management, Bachelor

No Data Available Yet

- Digital Innovation and Design, BA
- Engineering, PhD
- Health Data Analytics, BS
- Digital Communications Management, MA
- Exercise, Physical Activity, and Sport, BS
- Neuroscience, BS
- Public Service Leadership, BA/BAS
- Artificial Intelligence, BS

Results - Other programs

- 26 programs
  - 7 are meeting initial enrollment and graduate projections
  - 5 are meeting initial enrollment projections; but did not either reach graduate projections or do not have any graduates yet.
  - 1 is meeting graduate projections; but has not yet met the enrollment projections
  - 5 are not fully meeting projections
  - 8 programs did not have information available as several started in Fall 2024 and others are scheduled to start Fall 2025.

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College of Western Idaho Program Review

- Business Administration, BAS
  - Approved December 2023
  - Scheduled to start Fall 2025
  - Program progress will be reported next review cycle

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Lewis-Clark State College Program Review

Programs Scheduled for Full Review
- Bioinformatics (Computer Science), BA/BS
- Sport Management, BS
- Creative Writing, BFA

Other Programs
- Applied Science, BAS
- Business, BAS
- Nursing Leadership and Management, Graduate Certificate
- Cyber Management, BA/BS
- Business Informatics, BA/BS
- Special Education, BA/BS

Data Not Available Yet
- Computer Science Software Engineering, BA/BS
- Health Studies, BA/BS
- Nursing Leadership in Healthcare, MSN
- Cyber Accounting, MS

Results
- 3 programs reviewed
  - 3 are not fully on target with their projections

Other Programs
10 Programs
- 4 are not fully meeting projections
- 1 is meeting enrollment projections; but has not yet met the graduate projections
- 1 is meeting graduate projections; but has not yet met the enrollment projections
- 4 programs did not have information available as several started in Fall 2024.

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University of Idaho Program Review

Program Scheduled for Full Review
- Statistics, BS

Other Programs
- Communication, BS/BA
- Cybersecurity, BS
- Teaching, MA
- Dietetics, MS
- Cybersecurity, MS
- Global Disease Ecology, BS
- Groundwater Hydrology, MS
- Ecology and Ecosystems Science, BS
- Forest Nursery Management and Technology, AS
- Forest Operations and Technology, AS
- Wildland Fuel and Fire Technology, AS
- Business Administration, Bachelor's
- Nutrition Sciences, MS
- English, BS
- Natural Resources Enterprise Management, BS
- Earth and Spatial Sciences, BS
- Climate Change and Solutions, BS
- General Studies, AA/AS
- Nutritional Sciences, PhD
- Criminology, MS
- Geographic Information Science, MS

No Data Available Yet
- Emerging Media, MA
- Child Development, MS
- Gerontology, MS
- Bioinformatics, BS
- Anatomical Sciences, DAS
- Cybersecurity, PhD
- Clinical Psychology, PsyD
- Learning, Leadership & Innovation, EdD

Results
- 1 program reviewed
  - 1 is not fully on target with their projections

Other Programs
29 Programs
- 1 is meeting enrollment and graduate projections
- 3 are meeting enrollment projections but graduates are not yet achieved.
- 13 are not reaching enrollment and graduate projections yet
- 4 programs did not have information either due to start dates or there were no enrollments or graduates to report to date.
- 8 programs did not have data available due to start dates.

Idaho State Board of Education