

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 17, 2025**

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DECEMBER 17, 2025**

SUBJECT

Board Policy III.E. Certificates and Degrees – Second Reading

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of micro-certifications.
April 2019	Board approved second reading of amendments to Board Policy III.E.
June 2020	Board approved the first reading of amendments to Board Policy III.E that added a definition of a specialized certificate.
August 2020	Board approved the second reading of amendments to Board Policy III.E.
October 2022	Board approved the first reading of amendments to Board Policy III.E. that revised the definition of microcredentials, updated several other definitions, and removed the advanced associate of applied science (AAS) degree.
December 2022	Board approved the second reading of amendments to Board Policy III.E.
October 2025	Board approved the first reading of amendments to Board Policy III.E that updated definitions of and parameters for microcredentials and that added an option for reduced-credit baccalaureate degrees.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.E. provides definitions for approved certificates and degrees, including credit requirements for career technical education programs and academic programs. The proposed amendments update the standards for the issuance of microcredentials across educational settings, clarify degree general education credit expectations as described in Board Policy III.N, and add an option for reduced-credit baccalaureate degrees.

IMPACT

The proposed amendments give institutions more flexibility to use existing microcredential platforms and set widely accepted standards for digital badging to ensure badges are meaningful, high-quality, and portable.

Across the nation, most of the emerging reduced-credit baccalaureates follow the credit framework as outlined in the amendments: general education plus a major. Because their workplace value is uncertain, these proposed policy amendments enable institutions to pilot these programs for appropriate student populations. Institutions must report regularly to the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

A clarifying sentence was added to III.E.5 after internal discussions with colleagues from Career-Technical Education. No additional 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.E. Certificates and Degrees as submitted in Attachment 1 and to establish a cap of no more than three new reduced-credit baccalaureate programs per postsecondary institution as part of a pilot phase that will allow Board staff and participating institutions to assess public interest and industry need. Board staff and participating institutions are directed to report back to the Board with findings and recommendations in accordance with a timeline established by the Board's Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: E. Certificates and Degrees**December 2025²

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. MICROCREDENTIALS

Credentials awarded for mastery of defined skills or concepts, including career technical and academic skills. Microcredentials reflect skills, knowledge, and abilities gained in increments and measured by identified outcomes that are equal to or less than a single course of study but may also build upon or complement each other, resulting in a stacked microcredential. Microcredentials are most often distributed as digital badges. To ensure verifiability and interoperability, all digital badges must be issued on a platform that has achieved certification for adherence to Open Badges standards and verifiable digital metadata specification.

i. Stacked Microcredential

A set of organized microcredentials that an individual can earn after meeting specific outcomes. Completion of stacked microcredentials may result in credit through institutions' prior learning assessment policies.

ii. Digital Badge

A visual representation of one or more microcredentials that provides a verifiable and portable record of achievement through embedded metadata. Its issuance is contingent upon successful completion of assessments tied to industry-relevant competencies or academic standards. ~~Digital badges, in compliance with standards recognized by the Division of Career Technical Education, are embedded with metadata that are verifiable and portable.~~

b. CERTIFICATES

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of one (1) to six (6) semester credits, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of

knowledge that may lead to an academic degree. Academic undergraduate certificates may be earned as standalone certificates or attached to an undergraduate degree.

iii. Graduate Certificate

A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone. Graduate certificates may be earned as standalone certificates or attached to a graduate degree.

iv. Technical Certificate

A credential awarded for completion of requirements in an approved career technical program that represents mastery of a defined set of competencies. Technical certificates are awarded based on a total number of required credits and intended to be stackable:

- 1) Technical Certificate of Completion – 1 to 7 credits
- 2) Basic Technical Certificate – 8 to 29 credits
- 3) Intermediate Technical Certificate – 30 to 51 credits
- 4) Advanced Technical Certificate – 52 to 59 credits

v. Specialized Certificate

A credential awarded upon successful completion of specific credit-bearing courses within a career technical or academic program of fewer than 60 semester credits that have been industry validated and sequenced for the purpose of developing new skills and upgrading existing skills in an occupation. Specialized certificates are to be stacked on or appended to other credentials as advanced training. In exceptional cases, stand-alone Specialized Certificates may be proposed if justified by the content of the certificate.

c. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies.

d. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 60 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

- e. REDUCED-CREDIT BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 90 semester credits of academic or a combination of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.G). At least 36 credits must be at the 300x and 400x level. A reduced-credit baccalaureate degree must meet all standards and learning outcomes for a baccalaureate degree. These baccalaureate degrees are limited– to workforce-focused circumstances where this streamlined pathway does not disadvantage learners. Three-year degrees might not align with graduate school entrance requirements, licensure, or certification requirements. Program titles must clearly indicate the reduced-credit threshold and conform to Board-approved naming conventions.
- f. ~~f.e.~~ BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.
- gf. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.N). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.
- hg. ~~–GRADUATE DEGREES~~: A credential awarded for completion of academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.

2. Academic and Career Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the

award of credit hours.

3. Requirements for Certificates and Degrees

A postsecondary ~~institution~~ institution has authority to establish the number of earned credits required for each certificate and degree (see III.G and Board Policy III.N Statewide General Education). ~~The requirements may differ from the general requirements specified in the definitions in subsection 1; however, all~~ A credit requirements must receive Board approval in accordance with the program approval policies provided in Board Policy III.G-. Institutional catalogs shall specify the required number of earned credits for each certificate and degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in Board Policy III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Microcredentials, Certificates, and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education. All Career-technical microcredentials shall must be tracked as digital badges using through a platform approved and maintained managed by the Division of Career Technical Education. Each institution must maintain a comprehensive list of all microcredentials, including those tracked by the Division of Career Technical Education.

6. Honorary Degrees

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board, is staff of the Office of the State Board of Education, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

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SUBJECT

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

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.
June 2025	Board approved the second reading of amendments to Board Policy III.Q.
October 2025	Board approved the first reading of an amendment to Board Policy III.Q to clarify the expectations for secondary school accreditation.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

The proposed amendment establishes a process for including more secondary schools accreditors in the admissions standards.

IMPACT

This policy amendment allows greater flexibility in approving secondary accreditors at the Board office level.

ATTACHMENTS

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

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STAFF COMMENTS AND RECOMMENDATIONS

No comments were received after the first reading of Board Policy III.Q. Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: Q. Admission Standards**[June 2024](#)[December 2025](#)

1. Institution Policies

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

2. Institutional Academic Admission

a. Direct Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Direct admission offers are based on the following criteria:

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

Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the 11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

b. Academic Regular Admission

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

Admission Standards Core Courses

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

		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement.
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses.

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

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

c. Academic Alternative Admission

- i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:
 - 1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;
 - 2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;
 - 3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college

early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

- ii. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

d. Academic Transfer Admission

- i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

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

3. Career Technical Program Admission

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

Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

enrollment in a career technical program of choice. Placement score requirements vary according to the program.

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

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

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.U. Instructional Material Access and Affordability – First Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.
June 2021	Board approved the second reading of proposed amendments, which require institutions to develop plans for increasing access and affordability to instructional materials.
December 2022	Board received a report on Open Educational Resources (OER) in higher education in Idaho from Board staff.
December 2024	Board adopted a resolution on Freedom of Expression in Higher Education.
October 2025	Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Since 2022, institutions have submitted annual reports and implemented initiatives that save students money and improve access in compliance with Board Policy

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III.U. The proposed amendments expand the influence of the policy to all eight public colleges and universities, clarify reporting requirements, refine definitions, and provide guidance on automatic charge models. Institutions must ensure alternative access for students who opt out of an automatic charge program and provide greater transparency about associated costs, access methods, and student rights. Standards for appropriate use of student data by third party providers are also defined by the updated policy.

III.U. now includes requirements related to curricular transparency, in accordance with the Resolution of Freedom of Expression in Higher Education that the Board adopted in December 2024. The requirements leverage the common learning management system that all eight public institutions have adopted to standardize how postsecondary students access relevant course information and syllabi across the state.

IMPACT

Proposed amendments to Board Policy III.U. update the requirements of existing policy to further aid implementation and streamline reporting for all eight public institutions. Proposed amendments also provide a general framework for institutions to further refine and adopt when negotiating contracts related to instructional materials. Finally, the proposed amendments require institutions to ensure that accurate and current descriptions of all courses are available to the public and that students have access to full syllabi on the first day of class.

ATTACHMENTS

- Attachment 1 – Board Policy III.U. Instructional Material Access and Affordability – First Reading – REDLINED
- Attachment 2 – Board Policy III.U. Instructional Material Access and Affordability – First Reading – CLEAN

STAFF COMMENTS AND RECOMMENDATIONS

After the first reading, the Board received written comments from the National Association of College Stores, a trade association representing the collegiate retail industry, and SPARC, a nonprofit organization that supports open systems for research and education. Board staff received written comments from OpenStax, a nonprofit publisher of open educational resources. Board staff read those comments carefully, discussed the policy with stakeholders, and updated the policy draft to include additional language and exemptions related to how student data may be handled by third party providers. A clarification was made to the definition of “affordable instructional materials” in the definitions section, and purpose language was added to align the format of this policy with other recent policy updates in Section III.

The proposed amendments improve transparency for students and strengthen student choice and autonomy through providing definitions and guidelines for access to instructional materials. The proposed amendments also ensure that

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course information is available to students in a timely manner and provide parameters for the appropriate, limited use of student data.

Board staff recognize the significant investments the state and the institutions have made to increase the likelihood that students will have the option to enroll in sections with no or low-cost instructional materials. The Idaho legislature funded initiatives in support of the development of open educational resources in 2019 and 2021. Under the “Project Z Degree” legislative funding, all of Idaho’s community colleges have developed program pathways that enable students to complete a degree with only free- or low-cost instructional materials. This initiative has generated over \$1.65 million in student savings, achieving a remarkable return of saving students more than \$2 for every \$1 invested by the state. Additionally, all four-year institutions have made substantial strides in supporting the development of open educational resources, resulting in cost savings for their students as well. For example, in just two academic semesters (fall 2023 and spring 2024), Idaho State University students saved an estimated \$427,000. These policy amendments update and streamline reporting requirements for institutions while also improving the opportunity for student choices regarding instructional materials.

Due to the substantive changes to this policy based on stakeholder feedback, Board staff recommends this second first reading. Board staff are creating a process to invite additional input from external stakeholders on this updated policy version.

BOARD ACTION

I move to approve the first reading of Board Policy III.U. Instructional Material Access and Affordability, 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: U. Instructional Material Access and Affordability

June 2021

December 2025

This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. Definitions

- a. Automatic Charges ~~are is an additional course assessed to a student for the purpose of accessing the instructional materials assigned in a course. fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Automatic charges for course instructional materials may apply at the course, program, or institutional level. Automatic charges do not include tuition.~~ Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.

- b. Course Marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.

c. Instructional Materials are print or digital media used to support access to knowledge. Books Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials. Affordable Instructional Materials are educational media as described in 1.b. with a total list price that meets the zero, very low, or low cost price ranges defined in 1.d below. Examples may include open educational resources, low-cost textbooks, and/or materials accessed through an institution’s library.

~~c.~~

- ~~d.~~ d. Cost is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall must be qualified as follows:

- i. “Zero cost” means a total list price of \$0.
- ii. “Very low cost” means a total list price of \$1-\$30.
- iii. “Low cost” means a total list price of \$31-\$50.
- iv. “Mid cost” means a total list price of \$51-\$100.
- v. “High cost” means a total list price of more than \$100.

~~More educational media as described in 1.b. with a total list price that meets the zero, very low, or low cost price ranges defined~~

~~e.~~ e. Open Educational Resources ~~(OER)~~ are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2. Institution Plans for Ensuring Instructional Material Access and Affordability

Each institution ~~shall~~ must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans ~~shall~~ must include the following elements:

a. Resources and support to help faculty ensure ~~all~~ any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

b. Policies and/or strategies that ~~minimize account for~~ the cost of instructional materials ~~for students and protect while maintaining the quality of education, promote~~ the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B), and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

~~i.~~ c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of ~~OER and other~~ affordable instructional materials.

~~ii.~~ d. Strategies to support and promote faculty adoption, adaption, and/or use of ~~OER and other~~ affordable instructional materials.

~~iii.~~ e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and publicly share open educational resources developed for their own courses. These scholarly practices may, for example, be considered as part of tenure and promotion practices.

~~iv.~~ f. Strategies to implement ~~c~~Course marking indicating the cost, delivery, and any automatic charges related to instructional materials. processes at the time of course schedule releases that indicate the cost of

~~instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.~~

- ~~v. Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.~~
- ~~vi. Strategies with measurable goals for improving and using readily available and relevant zero cost or very low cost instructional materials in common indexed courses as articulated in Board Policy III.N.6.b., including dual credit courses.~~
- ~~vii. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.~~

~~b. Plans may include the following elements:~~

- ~~i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.~~
- ~~i. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in noncommon indexed courses.~~
- ~~ii. Policies or procedures that encourage faculty to be intentional in the selection and use of instructional materials, including ongoing review and reconsideration of required materials.~~
- ~~iii. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.~~
- ~~iv. Plans to sunset existing or implement new automatic charge programs.~~
- ~~v. Other elements as determined by the institution.~~

~~c.b. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall must regularly review and update their plans as needed.~~

~~d. Institutions shall-must submit to the Board Office an annual report on the implementation and outcomes of their plans annually. The Executive Director of the Board Office or designee determines tThe format and requirements of this annual report ~~shall be determined by the Executive Director or designee.~~~~

3. Administering Automatic Charges for Course Instructional Materials

a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges

must be available to students for at least two full weeks after the beginning of each course.

b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.

c. Contracts for any instructional materials made available through automatic charges must require that any personally identifiable student data that may be obtained by a provider through the students' use of the instructional materials must only be used only to support learning during the course for which the automatic charge applies students' use of the instructional materials. Such contracts must prohibit the following:

i. the sale or transmission of by the provider of any personally identifiable student data obtained through students' use of the instructional materials; and,

ii. the transfer by the provider of data described in (a) except:

1 to the institution;

2 To a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,

3 To an educational institution or nonprofit organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless de-identified. any data obtained through students' use of the instructional materials.

4. Maintaining Curricular Transparency

a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.

b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.

c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.-.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: U. Instructional Material Access and Affordability****December 2025**

This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. Definitions

- a. Automatic Charges are assessed to a student for the purpose of accessing the instructional materials assigned in a course. Automatic charges for instructional materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.
- b. Course Marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. Instructional Materials are print or digital media used to support access to knowledge. Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses. Affordable Instructional Materials are educational media as described in 1.b. with a total list price that meets the zero, very low, or low cost price ranges defined in 1.d below. Examples may include open educational resources, low-cost textbooks, and/or materials accessed through an institution’s library.
- d. Cost is the consistent total list price for all required instructional materials in a single course or course section for one term and must be qualified as follows:
 - i. “Zero cost” means a total list price of \$0.
 - ii. “Very low cost” means a total list price of \$1-\$30.

- iii. "Low cost" means a total list price of \$31-\$50.
 - iv. "Mid cost" means a total list price of \$51-\$100.
 - v. "High cost" means a total list price of more than \$100.
- e. Open Educational Resources are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.
2. Ensuring Instructional Material Access and Affordability

Each institution must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans must include the following elements:

- a. Resources and support to help faculty ensure any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
- b. Policies and/or strategies that account for the cost of instructional materials and protect the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B).
- c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of affordable instructional materials.
- d. Strategies to support and promote faculty adoption, adaption, and/or use of affordable instructional materials.
- e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and share open educational resources. These scholarly practices may, for example, be considered as part of tenure and promotion practices.
- f. Strategies to implement course marking indicating the cost, delivery, and any automatic charges related to instructional materials.
- g. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.

Institutions must regularly review and update their plans as needed. Institutions must submit to the Board Office an annual report on the implementation and outcomes of their plans. The Executive Director of the

Board Office or designee determines the format and requirements of this annual report.

3. Administering Automatic Charges for Instructional Materials
 - a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges must be available to students for at least two full weeks after the beginning of each course.
 - b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.
 - c. Contracts for any instructional materials made available through automatic charges must require that any personally identifiable student data that may be obtained by a provider through the students' use of the instructional materials must be used only to support learning during the students' use of the instructional materials. Such contracts must prohibit the following:
 - i. the sale by the provider of any personally identifiable student data obtained through students' use of the instructional materials; and,
 - ii. the transfer by the provider of data described in (a) except:
 1. To the institution;
 2. To a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,
 3. To an educational institution or nonprofit organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless de-identified.
4. Maintaining Curricular Transparency
 - a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.
 - b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.
 - c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available

within the learning management system and available no later than the first day of the course.

IDAHO STATE UNIVERSITY

SUBJECT

Bachelor of Applied Science in Applied Business and Professional Sales (3YR)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The proposed three-year Bachelor of Applied Science (BAS) in Applied Business and Professional Sales is a degree designed to prepare students for immediate entry and advancement in the workforce and can be completed in three years with a reduced credit requirement of 95 credits, providing a faster and more affordable pathway to a degree. This new undergraduate program is career-focused, interdisciplinary, and utilizes existing coursework from multiple departments and colleges to address Idaho's workforce needs in small business and leadership, focusing on skills desired by employers in today's labor market. The program is made up of stackable credentials, including the Basic Technical Certificate in Small Business Technology, and academic certificates in Conflict Management, Professional Sales, and Training and Development. It includes zero free electives.

The need for the program is supported by Idaho labor data projections indicating strong growth in management roles requiring business, training, communication, and conflict resolution skills. Furthermore, Idaho businesses report that Idaho workers are most deficient in "soft skills," such as teamwork, leadership, and time management. The proposed degree specifically addresses these workforce development gaps. Graduates will be prepared to manage conflict, lead teams, support organizational change, and drive business growth in entrepreneurial settings. This accelerated degree combines academic and career-technical coursework aligned with industry needs.

All BAS students are required to meet with a Student Navigator (Advisor) prior to admission. This proactive, hands-on advising ensures students understand the risks and benefits associated with this degree. The BAS Navigator will actively engage with students to understand their goals and career aspirations, helping them determine whether the BAS (3YR) or a traditional four-year degree best aligns with their long-term objectives. The Navigator also maintains regular communication with students and faculty to monitor progress and ensure timely completion.

The three-year BAS is career-focused and designed to expedite transition to the workforce; therefore, the program does not anticipate enrolling students whose primary intent is to pursue graduate school. However, if a graduate later decides to apply to graduate school, a pathway will be provided to complete additional coursework, as necessary, to serve as a bridge to graduate study.

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The ISU Graduate School accepts students with three-year bachelor's degrees (which are common in European and Commonwealth systems), and these degrees are evaluated individually. If a student's coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisites or program deficiencies.

Students pursuing the three-year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Students who have completed the three-year BAS and need to return for bridge coursework before graduate school admission will have the same financial aid eligibility requirements as other individuals who possess a prior bachelor's degree.

Advising will explicitly warn three-year BAS degree-seeking students that completion of the degree will prohibit them from using undergraduate financial aid programs (such as Pell grants) to pursue the credits associated with a bridge program if additional preparation is needed. Once the graduate meets admission requirements for a graduate program, they will then be eligible to apply for financial aid as a graduate student.

IMPACT

The proposed program leverages existing courses across the university, minimizing impact on resources and requiring no new personnel, facilities, or library materials. No new courses will be developed; adjunct faculty will be hired as needed, with an annual allocation of \$10,000–\$15,000 for the next three years to support additional sections. The interdisciplinary structure promotes collaboration between colleges and incurs no start-up costs for personnel, operations, or capital. Consequently, the program's net fiscal impact during its first four years will be derived solely from student tuition.

Students in this program can complete their undergraduate degree in three years. At the resident rate of \$4,457 per semester, the total cost is \$26,742. This design is part of the program's strategy to maximize affordability for students. The three-year BAS serves as a practical and accessible alternative to traditional models, especially for adults seeking a faster pathway to a degree that aligns with their career goals.

ATTACHMENTS

Attachment 1 – BAS in Applied Business and Professional Sales (3YR) Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Under a separate agenda item, The Board will consider the second reading of Policy III.E, which introduces reduced-credit baccalaureate degrees in response to national trends. BYU-Idaho, though not a public institution, was among the first to offer three-year degrees with NWCCU approval. NWCCU has now removed the pilot designation, creating opportunities for other institutions.

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ISU has submitted three proposals under this policy, including a new Applied Business and Professional Sales program. The new degree option requires at least 90 credits, including 36 upper-division general education credits, and must meet all baccalaureate standards. Following the review process, ISU's proposal meets these requirements, with implementation planned for August 2026 in Region V-Pocatello, primarily face-to-face with some online components.

Staff notes that the review process with the Council on Academic Affairs and Programs (CAAP) resulted in comprehensive discussions regarding potential challenges related to transferability, appropriate student advising, financial aid implications, and graduate school admission requirements for students who may wish to pursue advanced degrees. CAAP is generally supportive though cautious about impacts on existing traditional baccalaureate programs. In response to inquiries, ISU revised its proposal to address the identified issues.

Although not in ISU's current three-year plan, the program responds to workforce demand. No Idaho institution currently offers reduced-credit baccalaureate degrees, and ISU would be the first if approved. Boise State, ISU, and LC-State offer traditional applied baccalaureate degrees with interdisciplinary focus. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for applied business, management, and marketing related programs. The following are current BAS degree offerings:

Instit.	Program and Degree	CIP Code	Location	Method of Delivery
BSU	Bachelor of Applied Science	30.9999	Boise	Online, Face-to-face
BSU	Cyber Operations and Resilience, BAS	43.0404	Boise	Online
BSU	Public Service Leadership, BAS	44.0401	Boise	Hybrid Online
CEI	Digital Forensics and Analytics, BAS	43.0403	Idaho Falls	Hybrid, Face-to-face
CEI	Operations Management, BAS	52.0201	Idaho Falls	Face-to-face
CSI	Operations Management, BAS	52.0205	Twin Falls	Hybrid, Face-to-face
CWI	Business Administration, BAS	52.0201	Boise Nampa	Hybrid, Online, Face-to-face
ISU	Auto Collision Repair and Refinishing, BAS	47.0603	Pocatello	Face-to-face
ISU	Automotive Technology, BAS	47.0604	Pocatello	Face-to-face
ISU	Bachelor of Applied Science	24.0101	Idaho Falls	Face-to-face
ISU	Business Technology - Administrative Management, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Administrative Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Small Business Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Civil Engineering Technology, BAS	15.0201	Pocatello	Hybrid
ISU	Computer Aided Design Drafting Technology, BAS	15.1302	Pocatello	Face-to-face
ISU	Cyber Physical Systems Engineering Technology, BAS	43.0303	Pocatello	Online
ISU	Information Technology Systems, BAS	11.0103	Pocatello	Face-to-face
ISU	Nuclear Engineering Technology Management, BAS	15.1401	Pocatello	Online
ISU	Paralegal Studies, BAS	22.0302	Pocatello	Hybrid
ISU	Robotics Engineering Technology, BAS	15.0303	Idaho Falls Pocatello Twin Falls	Face-to-face
LCSC	Applied Science	52.0216	Lewiston	Face-to-face
LCSC	Business, BAS	52.0213	Lewiston	Hybrid, Online
LCSC	Legal Administrative Assistant, BAS	22.0301	Lewiston	Face-to-face
LCSC	Paralegal, BAS	22.0302	Lewiston	Face-to-face

Staff reminds the Board that they approved a temporary cap of three reduced-credit baccalaureate programs per institution to assess public interest and industry

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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demand at the October meeting. As part of that action, the Board directed staff and institutions to report findings according to the timeline established by the Executive Director. Accordingly, staff recommend incorporating this program into the Board's regular baccalaureate review cycle, with the additional requirement that ISU provide an annual update detailing student enrollment and any challenges encountered.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on November 6, 2025; and to the Instruction, Research, and Student Affairs Committee on December 4, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a reduced-credit Bachelor of Applied Science in Applied Business and Professional Sales as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



**Idaho State
Board of Education**

Institutional Tracking No. 2025-03 revised

FULL PROPOSAL FORM

Academic Programs


Date of Proposal Submission:	September 23, 2025 revised and resubmitted October 20, 2025		
Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Technology		
Name of Department(s) or Area(s):	Business and Support Services		
Official Name of the Program:	Applied Business and Professional Sales (3YR)		
Degree Information:	Degree Level: Bachelor's	Degree Type: BAS 3YR	
CIP code or Modification of CIP Code (consult IR /Registrar):	52.0213		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face, with some portion online		
Implementation Date:	August 2026		
Geographical Delivery:	Location(s)	Region(s)	V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	


Indicate those that apply to this request:

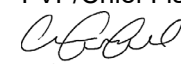
- ☒ **Undergraduate Program**
☐ Graduate Program
☐ Undergraduate Certificate (30 credits or more)
☐ Graduate Certificate (30 credits or more)
☐ Specialized Certificate (above \$250k/FY)


Proposed Action

- ☒ **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 9/10/2025

 Graduate Dean/other (as applicable) Date

 Graduate Dean/other (as applicable) 9/19/25

 FVP/Chief Fiscal Officer Date

 FVP/Chief Fiscal Officer 9/23/2025

 Provost/VP for Instruction Date

 Provost/VP for Instruction 9/23/25

 President Date

 Vice President for Research (as applicable) Date

 Academic Affairs Program Manager, OSBE Date

 Chief Financial Officer, OSBE Date

 Chief Academic Officer, OSBE Date

 SBOE/Executive Director or Designee Approval Date

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

Rationale for Creation or Modification of the Program

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

In general, ISU College of Technology proposes a Three-Year Bachelor of Applied Science degree, to be completed with a minimum of 90 credits. This program is designed with a career-focused curriculum, allowing students to complete a high-quality Bachelor's degree in a reduced timeframe and enter the workforce sooner.

According to Board Policy III.E., the applied baccalaureate degree is "...a credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical course work (includes a minimum of 36 general education credits)." The proposed degree meets all Board criteria except for the total required credits. We request a substantive change to the minimum total credits from 120 to 90 in order to allow an undergraduate student to graduate within three years. In addition to current state policy, this degree requires 36 upper-division credits related to the major and has no free electives. It also meets all standards and learning outcomes for a baccalaureate degree defined by Idaho State University, the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

The Northwest Commission on Colleges and Universities (NWCCU) recently opened a process for accelerated bachelor's degrees, particularly Three-Year Bachelor's degrees, allowing institutions to submit substantive change proposals to offer Bachelor's degrees based on learning outcomes within a reduced credit hour amount. They also removed pilot status for the current Three-Year BAS degrees offered by BYU-Idaho and Ensign College in Salt Lake City, UT ("[Commission Opens Process for Accelerated Bachelor's Degrees](#)," 2025).

NWCCU also speaks to the naming convention in the newsletter referenced above:

At this time, we have not designated a name for these degrees, but it is essential that the institution include an identifier of the accelerated nature of these degrees within the program name. We recognize that some institutions and/or systems are referring to them as Accelerated Bachelor's, Three-Year Bachelor's, Reduced Credit Bachelor's, and/or Bachelor's of Applied Studies. We want to ensure that states and institutions have the necessary flexibility regarding naming conventions at this time. We may determine, at some point, that there is general consensus on a degree name, but for now we are providing institutional flexibility.

Our research shows that many institutions across the country are now proposing Three-Year Bachelor's degree programs, as regional accreditors begin to support this option. A common theme among these institutions is that the degrees are designed for adult learners, are career-focused, and aim to accelerate students' entry into the workforce. These programs are typically offered as "applied" degrees. The Bachelor of Applied Science (BAS) at Idaho State University aligns with this national trend ([Lederman, 2025](#)).

This proposed **Three-Year BAS in Applied Business and Professional Sales** is modeled after BYU-Idaho's stackable credential approach, combining a Basic Technical Certificate in Small Business Technology (College of Technology) with Academic Certificates in Conflict Management (College of Arts and Letters), Professional Sales (College of Business), and Training and Development (College of Education) to create a streamlined, career-focused pathway. Learning outcomes are aligned with skill sets identified by industry partners to ensure graduates are workforce-ready.

The BAS has been offered at ISU since the late 1980s as a stepping stone for CTE graduates and has consistently maintained an interdisciplinary focus. The new Three-Year BAS will not replace the existing BAS programs at the university but will instead build on the interdisciplinary foundation through collaborative efforts among ISU's academic departments and colleges.

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.

This proposed Three-Year BAS is designed for students aiming to start their own small businesses and strengthen their expertise in business operations. According to the Bureau of Labor Statistics, projections through 2033 indicate a strong growth in management roles that rely on business, training, conflict resolution, and communication skills. In April 2025, Job openings in Idaho remained above the national rate (5.3% in Idaho as opposed to 4.4% nationally) while the ratio of unemployed individuals to job openings stayed low (0.8), signaling a tight labor market with more demand than supply.

The U.S. Small Business Administration 2022 data indicates 92% of all businesses in Idaho are small businesses that employ roughly 56% of the private workforce in the state.

In a 2023 Idaho business survey conducted by the Idaho Department of Labor, Idaho businesses identified top concerns as indicated in the findings listed below:

- 53% of establishments highlight labor supply or turnover as their top business concern.
- 85% of the top reasons for labor turnover are employee-initiated decisions.
- 68% of Idaho employers used employee referral networks to fill open positions while 40% advertised openings on their company website.
- Over the past three years, 38% of surveyed employers reported employment gains.
- More than half, or 56%, of employers expect to gain workers over the next five years.
- Remote or hybrid work arrangements currently account for 12% of Idaho's employed workforce.
- Idaho workers look to be most deficient in soft skills, such as leadership, time management and teamwork.

There is a clear and compelling need in Idaho for graduates with a blend of leadership, communication, and business skills. This proposed Three-Year BAS aligns well with statewide priorities, especially in addressing workforce development gaps, turnover challenges, and preparing talent for growth-oriented sectors.

Graduates with applied small business and leadership skills can fill these gaps as consultants, trainers, or small business owners. With Idaho's low business tax environment, affordable cost of living, and rural business development initiatives, graduates can realistically launch their own businesses and serve local industries that are struggling with talent development.

The Business Technology Technical Advisory Committee meets twice a year to provide industry input to the program. These members are composed of business professionals from around the region who hire our graduates. This degree will be part of the continuous improvement discussions with our industry partners. We anticipate strong support from our business partners since this degree will open doors for BT graduates to explore positions that require a Bachelor's degree.

The typical student pursuing the Three-Year BAS will be an adult learner who balances work, family, and life responsibilities. These students are looking for a faster, more affordable, and flexible pathway to a degree that aligns with their career goals rather than the broader academic experience associated with a traditional four-year program.

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

The Business Technology program has seen steady growth in the number of BTC in Small Business Technology graduates from pre-COVID enrollments. The BAS in Applied Business and Professional Sales is a stepping stone for Business Technology graduates to expand leadership, communication, and business skills beyond their CTE education. Since FY20, enrollment in Business Technology programs has grown from 31 students to 44 students in FY25, approximately a 32% increase. We anticipate an increase in enrollment as we expand dual enrollment Business Technology courses to rural high schools across the region.

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

This Three-Year BAS degree addresses several pressing societal needs both locally and across the state. These needs span workforce development, economic resilience, and social cohesion. Small businesses are key job creators, but many lack leaders with formal training in sales, branding, and business operations. Students in the program learn how to build businesses, manage teams, and scale operations. Today's organizations face constant technological, economic, and demographic disruption, in which businesses struggle to find skilled workers. Graduates of this program are prepared to lead diverse teams, manage change, and drive strategic decisions across business sectors. Employers across sectors report major skill gaps in soft skills like communication, teamwork, and critical thinking. Graduates can design, deliver, and evaluate training programs to upskill employees and boost organizational performance.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X__

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

4. Credit for Prior Learning

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

Students may pursue PLA through the ISU Alternative Credit Opportunities as outlined in the Idaho State University Undergraduate Catalog. A student pursuing this three-year BAS may be awarded undergraduate credit for work, volunteer, or lived experiences outside of the university curriculum. Students can request academic credit through the portfolio method. In a portfolio, a student thoroughly describes and documents knowledge gained experientially and also demonstrates how knowledge gained outside the classroom is related to college-level learning. Credit for prior learning is awarded only for experiential learning in subject areas and curricula offered at ISU and upon approval by the department.

5. Affordability Opportunities

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

The Three-Year Bachelor's degree is designed to offer students a targeted, skills-based, and workforce-responsive pathway through their undergraduate education that reduces the traditional Bachelors-level curriculum to those essential programmatic elements necessary to facilitate early entry into the workforce. By condensing the traditional four-year timeline and recognizing prior learning credits, this program also reduces the total cost of tuition by 25% or more. For many students, especially working adults, a three-year degree may serve as a practical and accessible alternative to traditional models.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

There are no other Bachelor's degrees at Idaho public institutions similar to this program.

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.

N/A

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				
FY27 (first year)	FY28	FY29	FY30	FY31		FY27 (first year)	FY28	FY29	FY30	FY31
10	20	30	30	30		0	0	8	8	8

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?

Students pursuing the Three-Year BAS degree will meet with the Bachelor of Applied Science advisor in Student Services to ensure that they understand the risks and benefits of this particular degree, particularly that it may not lead to graduate studies. Students must complete the BTC certificate in Small Business Technology to be eligible for the BAS in Applied Business and Professional Sales.

The College of Technology has a rigorous advising process centered on the use of dedicated Student Navigators who support student success. Student Services provides hands-on, proactive advising to ensure that every student receives personalized guidance throughout their academic experience.

All BAS students must meet with the BAS Navigator before being admitted to the program. The BAS Navigator actively engages with students to understand their goals, challenges, and career aspirations, using this information to guide them toward the most appropriate academic pathway. Each semester, the BAS Navigator will attend a Small Business Technology class to present program information, gauge student interest, and answer questions about the three-year degree. The Navigator will meet individually with interested students to help them determine whether this program or a traditional four-year degree best aligns with their long-term objectives. In addition, Navigators maintain regular communication with both students and faculty to monitor academic progress, address concerns early, and ensure each student stays on track for success.

We do not anticipate enrolling students who intend to pursue graduate school, as three-year BAS degrees are career-focused and designed to expedite transition to the workforce. However, if a student who completes the three-year BAS later decides to apply to graduate school, a pathway will be provided to complete additional coursework as a bridge to graduate school.

Currently, ISU Graduate School accepts students with three-year bachelor's degrees, which are common in European and Commonwealth higher education systems. To be admitted to Graduate School, students must have a bachelor's degree from a regionally accredited institution. Three-year bachelor's degrees are evaluated individually and may be acceptable depending upon specific program admission requirements. If coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisite or program deficiencies. Completing these courses serves as a bridge to graduate study.

Students pursuing a three-year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Graduates of a three-year BAS who must complete undergraduate coursework prior to Graduate School admissions will have the same eligibility requirements as other individuals with a prior bachelor's degree. Once a three-year BAS graduate meets admission requirements for a graduate program, they will be eligible to apply for financial aid as a graduate student. Our advising will include ensuring awareness among three-year BAS degree-seeking students that completion of the three-year BAS will prohibit them from using undergraduate financial aid programs, such as pell grants, from pursuing the credits associated with a bridge program if they choose to return to pursue graduate education and need additional preparation.

Enrollment and graduation projections are based on data from recent CTE Business Technology graduation numbers and current enrollment trends. We anticipate that 15% of graduates will continue to the BAS, similar to other programs with BAS degrees in the College of Technology. This equates to 3-4 students per year. We also anticipate that 5-6 transfer students from other CTE business programs across the state will enroll, since most of the upper-division coursework is online, and general education can be taken online or transferred.

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 College of Technology's minimum requirement for enrollment is 10 students. We anticipate a high retention rate of 80% which is typical for CTE programs. This equates to a minimum of 8 graduates per year. However, our projections are conservative, and we anticipate exceeding enrollment and graduation estimates.

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

Due to the nature of the BAS degree and its use of existing courses, there is no harm in continuing to offer the degree if there are fewer than 10 enrollments/graduates per year, since courses are offered for other majors. However, if there is a period of time (five to seven years) where no students enroll, we will consider program modification or discontinuance based on industry input.

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.

Program quality will be assessed at the program and course levels. We will review courses with the Technical Advisory Committee (TAC), made up of faculty, industry partners, and administration, to ensure learning outcomes align with industry standards. The TAC will meet at least twice a year and more often if necessary during curriculum development. Once up and running, we will evaluate

program objectives and outcomes, including student learning outcomes, enrollment, retention, and graduation rates. We will survey graduates of the program to determine if the program aligns with the skills needed in industry. The program will be reviewed every seven years through the university's program review process.

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

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.

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 approved 3-year plan?

Yes _____ No X

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
X	Other: NWCCU opened a substantive change request for the Three-Year Bachelor's degree.

b. Provide an explanation for all statements you selected.

As mentioned in this proposal, NWCCU has recently removed the pilot designation of BYU-Idaho's Three-Year BAS degrees and provided the opportunity for institutions to submit substantive change proposals for accelerated degrees. This was announced in the Summer of 2025. If it had been announced before the Three-Year Plan deadline, this degree would have been included due to the workforce opportunities in small business growth.

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.	19
Credit hours in required courses offered by other departments:	39
Credit hours in institutional general education curriculum	37
Credit hours in free electives	0
Total credit hours required for degree program:	95

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

See attached curriculum MAP that specifies lower division, upper division, and general education coursework.

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

which may carry credit hours included in the list above.

N/A

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 intended learning outcomes of this Three-Year BAS are equivalent to those associated with the general education and major-specific curriculum included in a traditional 120 credit degree program. The general education requirements are the same as a four-year degree. Additionally, all lower and upper division courses are directly related to the skills and knowledge students are required to have upon graduation to prepare them for a career in the IT industry. This degree does not include elective courses traditionally used to pursue minors or areas of educational interest outside the major and general education curriculum requirements; it is intentionally streamlined to focus solely on the knowledge and skills required for entry into a targeted career field.

Upon successful completion of the BAS in Applied Business and Professional Sales, graduates will be able to:

1. Apply core business and financial principles to support strategic planning, operations, and entrepreneurial initiatives.
2. Communicate professionally in written, verbal, and digital formats across diverse workplace contexts using current technology.
3. Utilize conflict resolution and negotiation strategies to manage workplace challenges and foster collaboration.
4. Develop and implement sales and marketing strategies tailored to both consumer and business-to-business environments.
5. Design, deliver, and evaluate training programs that support employee development and organizational effectiveness.
6. Demonstrate effective leadership skills by applying principles of motivation, team dynamics, and ethical decision-making in organizational settings.

Program Learning Outcomes and Aligned Courses

Program Learning Outcomes

Aligned Courses

1. Apply core business and financial principles to support strategic planning, operations, and entrepreneurial initiatives.

BT 1111 Applied Business Principles
BT 1124 Computerized Accounting
BT 1135 Employees and HR Principles
BT 2220 Introduction to Entrepreneurship

2. Communicate professionally in written, verbal, and digital formats across diverse workplace contexts using current technology.

BT 1117 Successful Workplace Communications
CMP 3302 Image Management
CMP 3308 Groups and Communication
MKTG 4406 Business to Business Sales

3. Utilize conflict resolution and negotiation strategies to manage workplace challenges and foster collaboration.	CMP 3308 Groups and Communication CMP 4422 Conflict Management BT 1111 Applied Business Principles
4. Develop and implement sales and marketing strategies tailored to both consumer and business-to-business environments.	MKTG 2225 Introduction to Marketing MKTG 4405 Personal Selling and Sales Force Management MKTG 4406 Business to Business Sales MKTG 4407 Advanced Sales Strategies & Tactics BT 1130 Building Your Brand for Small Businesses
5. Design, deliver, and evaluate training programs that support employee development and organizational effectiveness.	OLP 4402 Designing Training OLP 4403 Methods of Training OLP 4404 Evaluating Training OLP 4412 Organizational Development
6. Demonstrate effective leadership skills by applying principles of motivation, team dynamics, and ethical decision-making in organizational settings.	BT 1111 Applied Business Principles BT 1116 Professional Leadership Development OLP 4410 Principles of Change OLP 4444 Ethics and Diversity in the Workplace

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.

Program Review

Since this program is based on stackable credentials and dependent on each participating department to assess students at the course level, the main source of assessment will be the program review. Enrollment, retention, completion, and job placement will be reviewed annually to assess program vitality. Every seven years, the program will conduct an external review starting with a self-study and engaging a team of peers from other institutions to review the program objectives and student learning outcomes and provide feedback for improvements.

Course Evaluations

Students will complete course evaluations at the end of each semester to provide feedback on instruction, faculty knowledge, course content, and overall satisfaction. Student scores and comments will be reviewed by the faculty and chair to determine areas for improvement.

Industry Feedback

Industry professionals (Technical Advisory Committee) will meet with faculty and staff twice a year

to discuss program outcomes and look at areas for continuous improvement. The curriculum will be reviewed periodically to discuss student learning outcome achievement and recommend changes if applicable.

Graduate Feedback

Graduates of the program will be invited to participate in a follow-up survey to assess career outcomes and alignment with their field of study. This survey is routinely administered to all College of Technology graduates and provides data on the effectiveness of the degree and our mission to prepare students for high-demand careers. Participants are asked to share information about their current employment, including employer name and salary, and to provide feedback on their educational experience. Specifically, they will be asked how well their education prepared them for their current role, and to identify any areas where the program could be improved.

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

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.

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 courses required for completion of this program already exist. The facilities, equipment, computers, and support operations are presently available for additional student enrollment. The Business Technology courses will be offered face-to-face, and all other courses will be available either online or face-to-face.

- 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 physical impact on existing programs will be minimal since this degree is a pathway for existing Small Business Technology students to earn a Bachelor's degree. Since students will not be working in a cohort model after they achieve their BTC, they will be able to take available general education and upper-division courses. We anticipate that the majority of students will take the remaining required courses online.

- 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.

None at this time.

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 impact on the library and information resources will be minimal. All existing resources are adequate to support the program.

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

No new library resources are needed.

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?

Since the new degree utilizes courses already in existence, there will be minimal impact on personnel resources. No new courses will be created. Should additional sections of existing courses be needed, we will work with the impacted department and administration to hire adjunct faculty.

- 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.

Idaho State University and the College of Technology will provide university and college-level support for the program available to all faculty and students, such as faculty professional development/mentoring, instructional design, student advising, tutoring, etc.

- 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 enhance collaboration between the colleges and maximize resources through its interdisciplinary curriculum. Using existing curricula that meet the program learning objectives will enhance efficiencies and effectiveness in teaching and student

learning.

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

No new resources are needed at this time.

21. Revenue Sources

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

No funds will be reallocated.

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

No new appropriations are needed.

- 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?

N/A

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

N/A

- d) **Student Fees:**

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

N/A

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

N/A

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).

ISU #2025-03 Applied Business and Professional Sales (3YR) (BAS)

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	10	10	10	10	10	10
B. Shifting enrollments			10	10	10	10	10	10
Total Enrollment			20	20	30	30	30	30

II. REVENUE

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$44,570.00	\$0.00	\$89,140.00	\$0.00	\$133,710.00	\$0.00	\$133,710.00	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$44,570	\$0	\$89,140	\$0	\$133,710	\$0	\$133,710	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1

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

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

III. EXPENDITURES

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	0	\$0.00	10,000	\$0.00	15,000	\$0.00	15,000	\$0.00
4. Graduate/Undergrad Assistants	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
5. Research Personnel	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
6. Directors/Administrators	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
7. Administrative Support Personnel	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
8. Fringe Benefits	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
9. Other: _____	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Total Personnel and Costs	\$0	\$0	\$10,000	\$0	\$15,000	\$0	\$15,000	\$0

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

C. Capital Outlay

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

**D. Capital Facilities
Construction or Major
Renovation**

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

E. Other Costs

Utilities

	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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ATTACHMENT 1

Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other								
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$0	\$0	\$10,000	\$0	\$15,000	\$0	\$15,000	\$0
Net Income (Deficit)	\$44,570	\$0	\$79,140	\$0	\$118,710	\$0	\$118,710	\$0

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

II.4	Tuition is based on FY26 Full Time Resident undergraduate tuition of \$4,457.
III	No additional expenditures are anticipated, as the program utilizes existing courses. Should additional sections of courses be needed, we will hire adjunct faculty based on course enrollment.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1



**Idaho State
University**

Proposed 90 credit BAS

Applied Business and Professional Sales (3YR)

(For internal use only)

☐ No change

☒ UCC proposal

A Major Academic Plan (MAP) is one way to complete a degree in a set number of semesters. The *example* below is only one strategy. Actual plans for individual students will vary based on advisor recommendations and academic needs. Official Program Requirements including Major, General Education, Electives, and university requirements (see pg.2) are based on Catalog Year.

Course Subject and Title	Cr.	Min. Grade	*GE, UU or UM	**Sem. Offered	Prerequisite	Co-Requisite
Semester One						
BT 1111: Applied Business Principles	3	C-		F, S	Minimum score of 14 on ALEKS or equivalent	
BT 1116: Professional Leadership Development	1	S		F, S		
BT 1117: Successful Workplace Communications	3	C-		F, S		
BT 1130: Building Your Brand for Small Business	3	C-		F, S		
BT 1124: Computerized Accounting	3	C-		F, S		
BT 1135: Employees and HR Principles	3	C-		F, S		
Total	16					
Semester Two						
CMP 3302: Image Management	3			S		
CMP 3308: Groups and Communication	3			F, S		
OLP 4412 Organizational Development	3			D		
GE Objective 1: ENGL 1101 Writing and Rhetoric I	3	C-	GE	F, S, Su	ENGL 1101 or equivalent	
MKTG 2225: Introduction to Marketing	3			D		
Total	15					
Semester Three						
BT 2220: Introduction to Entrepreneurship	3			F		
OLP 4402: Designing Training	3			F, S, Su		
OLP 4444: Ethics and Diversity in the Workplace	3			F		
CMP 4422: Conflict Management	3			F		
MKTG 4405: Personal Selling and Sales Force Management	3			F, S		
GE Objective 2	3		GE			
Total	18					
Semester Four						
GE Objective 4	3		GE			
OLP 4404: Evaluating Training	3			F, S		
GE Objective 3	3		GE			
GE Objective 1: ENGL 1102 Writing and Rhetoric II	3	C-	GE			
GE Objective 9	3		GE			
Total	15					
Semester Five						
MKTG 4406: Business to Business Sales	3			F		
OLP 4403: Methods of Training	3			F, S		
OLP 4410: Principles of Change	3			D		
GE Objective 5	3		GE			
GE Objective 6: ECON 2202 Principles of Microeconomics	3		GE			
Total	15					
Semester Six						
MKTG 4407: Advanced Sales Strategies & Tactics	3			S		
GE Objective 4	3		GE			
GE Objective 5	4		GE			
GE Objective 6	3		GE			
GE Objective 7 or 8: FIN 1115 Personal Finance	3		GE			
Total	16					
*GE=General Education Objective, UU=Upper Division University, UM= Upper Division Major **See Course Schedule section of Course Policies page in the e- catalog (or input F, S, Su, etc.)						

Degree, Major, Concentration

Page 2

20XX-20XX Major Requirements	CR	GENERAL EDUCATION OBJECTIVES Satisfy Objectives 1,2,3,4,5,6 (7 or 8) and 9	36 cr. min
MAJOR REQUIREMENTS			
BT 1111: Applied Business Principles	3	1. Written English (6 cr. min) ENGL 1101	3
BT 1116: Professional Leadership Development	1	ENGL 1102	3
BT 1117: Successful Workplace Communications	3	2. Spoken English (3 cr. min) COMM 1101	3
BT 1124: Computerized Accounting	3	3. Mathematics (3 cr. min) Student Choice	3
BT 1130: Building Your Brand for Small Business	3	4. Humanities, Fine Arts, Foreign Lang. (2 courses; 2 categories; 6 cr. min)	
BT 1135: Employees and HR Principles	3	Student choice	3
BT 2220: Introduction to Entrepreneurship	3	Student choice	3
CMP 3302: Image Management	3		
CMP 3308: Groups and Communication	3	5. Natural Sciences (2 lectures-different course prefixes, 1 lab; 7 cr. min)	
CMP 4422: Conflict Management	3	Student choice	4
MKTG 2225: Introduction to Marketing	3	Student choice	3
MKTG 4405: Personal Selling and Sales Force Management	3	6. Behavioral and Social Science (2 courses-different prefixes; 6 cr. min)	
MKTG 4406: Business to Business Sales	3	ECON 2202	3
MKTG 4407: Advanced Sales Strategies & Tactics	3	Student choice	3
OLP 4402: Designing Training	3	One Course from EITHER Objective 7 OR 8 (1course; 3 cr. min)	
OLP 4403: Methods of Training	3	7. Critical Thinking	
OLP 4404: Evaluating Training	3	8. Information Literacy	3
OLP 4410: Principles of Change	3	FIN 1115	
OLP 4412: Organizational Development	3	9. Cultural Diversity (1 course; 3 cr. min)	
OLP 4444: Ethics and Diversity in the Workplace	3		3
		General Education Elective to reach 36 cr. min. (if necessary)	
		Total GE	37
		Undergraduate Catalog and GE Objectives by Catalog Year http://coursecat.isu.edu/undergraduate/programs/	
		MAP Credit Summary	CR
		Major	58
		General Education	37
		TOTAL	95
		Graduation Requirement Minimum Credit Checklist	Confirmed
		Minimum 36 cr. General Education Objectives (15 cr. AAS)	37
		Minimum 15 cr. Upper Division in Major (0 cr. Associate)	36
		Minimum 36 cr. Upper Division Overall (0 cr. Associate)	36
		Minimum of 90 credits	95

Form Revised 2.14.2023

IDAHO STATE UNIVERSITY

SUBJECT

Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems (3YR)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The proposed three-year Bachelor of Applied Science (BAS) in Intelligent and Trustworthy Digital Systems is a career-focused, interdisciplinary program designed to prepare students for roles in networking, systems management, cybersecurity, and cloud technologies. This accelerated degree aims to transition students into the workforce more quickly by combining academic and career-technical coursework aligned with industry needs. The degree is designed to be completed with a minimum of 92 credits.

The curriculum is modeled after a stackable credential approach, building upon the Basic Technical Certificate in Computer Network Technician and the Associate of Applied Science in Information Technology Systems. The program provides students with practical skills to assess the security needs of computer and network systems, recommend safeguard solutions, and manage modern IT environments.

There is a strong demand in the Idaho IT sector for positions such as network and computer systems administrators, information security analysts, and cybersecurity specialists. Idaho is projected to see 7.3% to 12% growth in these positions, which is notably much faster than the national average. By condensing the traditional four-year timeline and recognizing prior learning credits, the program also reduces the total cost of tuition by 25% or more. The typical student pursuing this degree is anticipated to be an adult learner seeking a faster, more affordable, and flexible pathway to a degree that aligns with a high-skill, in-demand career.

All BAS students are required to meet with a Student Navigator (Advisor) prior to admission. This proactive, hands-on advising ensures students understand the risks and benefits associated with this degree. The BAS Navigator will actively engage with students to understand their goals and career aspirations, helping them determine whether the BAS (3YR) or a traditional four-year degree best aligns with their long-term objectives. The Navigator also maintains regular communication with students and faculty to monitor progress and ensure timely completion.

The three-year BAS is career-focused and designed to expedite transition to the workforce; therefore, the program does not anticipate enrolling students whose primary intent is to pursue graduate school. However, if a graduate later decides

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DECEMBER 17, 2025**

to apply to graduate school, a pathway will be provided to complete additional coursework, if necessary, to serve as a bridge to graduate study.

The ISU Graduate School accepts students with three-year bachelor's degrees (which are common in European and Commonwealth systems), and these degrees are evaluated individually. If a student's coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisites or program deficiencies.

Students pursuing the Three-Year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Students who have completed the Three-Year BAS and need to return for bridge coursework before graduate school admission will have the same financial aid eligibility requirements as other individuals who possess a prior bachelor's degree.

Advising will explicitly warn Three-Year BAS degree-seeking students that completion of the degree will prohibit them from using undergraduate financial aid programs (such as Pell grants) to pursue the credits associated with a bridge program if additional preparation is needed. Once the graduate meets admission requirements for a graduate program, they will then be eligible to apply for financial aid as a graduate student.

IMPACT

The proposed program leverages existing courses across the university, minimizing impact on resources and requiring no new personnel, facilities, or library materials. No new courses will be developed; adjunct faculty will be hired as needed, with an annual allocation of \$10,000–\$15,000 for the next three years to support additional sections. The interdisciplinary structure promotes collaboration between colleges and incurs no start-up costs for personnel, operations, or capital. Consequently, the program's net fiscal impact during its first four years will be derived solely from student tuition.

Students in this program can complete their undergraduate degree in three years. At the resident rate of \$4,457 per semester, the total cost is \$26,742. This design is part of the program's strategy to maximize affordability for students. The three-year BAS serves as a practical and accessible alternative to traditional models, especially for adults seeking a faster pathway to a degree that aligns with their career goals.

ATTACHMENTS

Attachment 1 – BAS in Intelligent and Trustworthy Digital Systems (3YR)
Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Under a separate agenda item, The Board will consider the second reading of Policy III.E, which introduces reduced-credit baccalaureate degrees in response

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to national trends. BYU-Idaho, though not a public institution, was among the first to offer three-year degrees with NWCCU approval. NWCCU has now removed the pilot designation, creating opportunities for other institutions.

ISU has submitted three proposals under this policy, including a new Intelligent and Trustworthy Digital Systems program. The new degree option requires at least 90 credits, including 36 upper-division general education credits, and must meet all baccalaureate standards. Following the review process, ISU's proposal meets these requirements, with implementation planned for August 2026 in Region V-Pocatello, primarily face-to-face with some online components.

Staff notes that the review process with the Council on Academic Affairs and Programs (CAAP) resulted in comprehensive discussions regarding potential challenges related to transferability, appropriate student advising, financial aid implications, and graduate school admission requirements for students who may wish to pursue advanced degrees. CAAP is generally supportive though cautious about impacts on existing traditional baccalaureate programs. In response to inquiries, ISU revised its proposal to address the identified issues.

Although not in ISU's current three-year plan, the program responds to workforce demand. No Idaho institution currently offers reduced-credit baccalaureate degrees, and ISU would be the first if approved. Boise State, ISU, and LC-State offer traditional applied baccalaureate degrees with interdisciplinary focus. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for computer and information sciences related programs. The following are current BAS degree offerings:

Instit.	Program and Degree	CIP Code	Location	Method of Delivery
BSU	Bachelor of Applied Science	30.9999	Boise	Online, Face-to-face
BSU	Cyber Operations and Resilience, BAS	43.0404	Boise	Online
BSU	Public Service Leadership, BAS	44.0401	Boise	Hybrid Online
CEI	Digital Forensics and Analytics, BAS	43.0403	Idaho Falls	Hybrid, Face-to-face
CEI	Operations Management, BAS	52.0201	Idaho Falls	Face-to-face
CSI	Operations Management, BAS	52.0205	Twin Falls	Hybrid, Face-to-face
CWI	Business Administration, BAS	52.0201	Boise Nampa	Hybrid, Online, Face-to-face
ISU	Auto Collision Repair and Refinishing, BAS	47.0603	Pocatello	Face-to-face
ISU	Automotive Technology, BAS	47.0604	Pocatello	Face-to-face
ISU	Bachelor of Applied Science	24.0101	Idaho Falls	Face-to-face
ISU	Business Technology - Administrative Management, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Administrative Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Small Business Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Civil Engineering Technology, BAS	15.0201	Pocatello	Hybrid
ISU	Computer Aided Design Drafting Technology, BAS	15.1302	Pocatello	Face-to-face
ISU	Cyber Physical Systems Engineering Technology, BAS	43.0303	Pocatello	Online
ISU	Information Technology Systems, BAS	11.0103	Pocatello	Face-to-face
ISU	Nuclear Engineering Technology Management, BAS	15.1401	Pocatello	Online
ISU	Paralegal Studies, BAS	22.0302	Pocatello	Hybrid
ISU	Robotics Engineering Technology, BAS	15.0303	Idaho Falls Pocatello Twin Falls	Face-to-face
LCSC	Applied Science	52.0216	Lewiston	Face-to-face
LCSC	Business, BAS	52.0213	Lewiston	Hybrid, Online
LCSC	Legal Administrative Assistant, BAS	22.0301	Lewiston	Face-to-face
LCSC	Paralegal, BAS	22.0302	Lewiston	Face-to-face

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Staff reminds the Board that they approved a temporary cap of three reduced-credit baccalaureate programs per institution to assess public interest and industry demand at the October meeting. As part of that action, the Board directed staff and institutions to report findings according to the timeline established by the Executive Director. Accordingly, staff recommend incorporating this program into the Board's regular baccalaureate review cycle, with the additional requirement that ISU provide an annual update detailing student enrollment and any challenges encountered.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on November 6, 2025; and to the Instruction, Research, and Student Affairs Committee on December 4, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a reduced-credit Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. 2025-05 revised

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	September 23, 2025 revised and resubmitted October 20, 2025		
Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Technology		
Name of Department(s) or Area(s):	ESTEC / Technical		
Official Name of the Program:	Intelligent and Trustworthy Digital Systems (3YR)		
Degree Information:	Degree Level: Bachelor's	Degree Type: BAS 3YR	
CIP code or Modification of CIP Code (consult IR /Registrar):	11.1003		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face, with some portion online		
Implementation Date:	August 2026		
Geographical Delivery:	Location(s)	Pocatello	Region(s) V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

Indicate those that apply to this request:

- ☐ Undergraduate Program
☐ Graduate Program
☐ Undergraduate Certificate (30 credits or more)
☐ Graduate Certificate (30 credits or more)
☐ Specialized Certificate (above \$250k/FY)

Proposed Action

- ☒ **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

09/19/2025

College Dean

Date

Vice President for Research (as applicable)

Date

Graduate Dean/other (as applicable)

Date

Academic Affairs Program Manager, OSBE

Date

FVP/Chief Fiscal Officer

Date

Chief Financial Officer, OSBE

Date

Provost/VP for Instruction

Date

Chief Academic Officer, OSBE

Date

President

Date

SBOE/Executive Director or Designee Approval

Date

Page 1

Published 8/13/2024

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

Rationale for Creation or Modification of the Program

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

ISU College of Technology proposes a Three-Year Bachelor of Applied Science degree, to be completed with a minimum of 90 credits. This program is designed with a career-focused curriculum, allowing students to complete a high-quality bachelor's degree in a reduced timeframe and enter the workforce sooner.

According to Board Policy III.E., the applied baccalaureate degree is "...a credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical course work (includes a minimum of 36 general education credits)." The proposed degree meets all Board criteria except for the total required credits. We request a substantive change to the minimum total credits from 120 to 90 in order to allow an undergraduate student to graduate within three years. In addition to current state policy, this degree requires 36 upper-division credits related to the major and has no free electives. It also meets all standards and learning outcomes for a baccalaureate degree defined by Idaho State University, the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

The NWCCU recently opened a process for accelerated bachelor's degrees, in particular, Three-Year Bachelor's degrees, allowing institutions to submit substantive change proposals to offer bachelor's degrees based on learning outcomes within a reduced credit hour amount. They also removed pilot status for the current Three-Year BAS degrees offered by BYU-Idaho and Ensign College in Salt Lake City, UT ("[Commission Opens Process for Accelerated Bachelor's Degrees](#)," 2025).

NWCCU also speaks to the naming convention in the newsletter referenced above:

At this time, we have not designated a name for these degrees, but it is essential that the institution include an identifier of the accelerated nature of these degrees within the program name. We recognize that some institutions and/or systems are referring to them as Accelerated Bachelor's, Three-Year Bachelor's, Reduced Credit Bachelor's, and/or Bachelor's of Applied Studies. We want to ensure that states and institutions have the necessary flexibility regarding naming conventions at this time. We may determine, at some point, that there is general consensus on a degree name, but for now we are providing institutional flexibility.

Our research shows that many institutions across the country are now proposing Three-Year Bachelor's degree programs, as regional accreditors begin to support this option. A common theme among these institutions is that the degrees are designed for adult learners, are career-focused, and aim to accelerate students' entry into the workforce. These programs are typically offered as "applied" degrees. The Bachelor of Applied Science (BAS) at Idaho State University aligns with this national trend ([Lederman, 2025](#)).

The proposed Three-Year BAS degree at ISU is modeled after BYU-Idaho's stackable credential approach. It stacks the Basic Technical Certificate in Computer Network Technician (College of Technology) and the AAS in Information Technology Systems (College of Technology) with the Academic Certificate in Information Systems (College of Business) and other Cybersecurity coursework to create a streamlined, career-focused pathway. A forthcoming Artificial Intelligence Specialized Certificate may be added to the upper-division credit electives once the curriculum is approved. Learning outcomes are aligned with skill sets identified by industry partners to ensure graduates are workforce-ready.

The BAS has been offered at ISU since the late 1980s as a stepping stone for CTE graduates and has consistently maintained an interdisciplinary focus. The new Three-Year BAS will not replace the existing BAS programs at the university but will instead build on the interdisciplinary foundation through collaborative efforts among ISU's academic departments and colleges.

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.

According to the Bureau of Labor Statistics, Idaho continues to see a strong demand in the IT sector with positions in network & computer systems administrators, computer network architects, database administrators, information security analysts, and cybersecurity specialists across the state. Idaho expects to see a 7.3% to 12% growth in these positions, which is notably much faster than the national average of 6.1%. Many of these occupations are listed in Idaho's "Hot Jobs" and have high demand and strong earning potential.

The Idaho Technology Council's employment data also suggests steady demand. Over 4,000 Computer Systems Analysts, Network Administrators, and Information Security Analyst positions exist in 2024, with long-term growth forecasts ([Idaho Technology Council, 2025](#)). The demand in Idaho is both strong and broad-based, spilling over into network systems, IT infrastructure, and secure digital systems. The BAS in Intelligent and Trustworthy Digital Systems will produce graduates to fill these gaps.

The Information Technology Systems Technical Advisory Committee meets twice a year to provide industry input to the program. These members are composed of IT professionals from business, government agencies, and education from around the region who hire our graduates. This degree will be part of the continuous improvement discussions with our industry partners. We anticipate strong support from our business partners since this degree will open doors for Information Technology Systems graduates to IT positions that require a bachelor's degree.

The typical student pursuing the Three-Year BAS will be an adult learner who balances work, family, and life responsibilities. These students are typically looking for a faster, more affordable, and flexible pathway to a degree that aligns with their career goals rather than the broader academic experience associated with a traditional four-year program.

- b. **Student demand.** What is the most likely source of students who will be expected to enroll

(full-time, part-time, outreach, etc.). *Provide evidence of student demand/interest from inside and outside of the institution.*

The Information Technology System (ITS) program has seen steady enrollment, ranging from 31 to 40 students annually, from FY20 to FY24. In FY25, the program was full, enrolling 52 students due to a restructuring of the curriculum. The Three-Year BAS in Intelligent and Trustworthy Digital Systems is a stepping stone for ITS graduates to expand networking, information systems, cybersecurity, and artificial intelligence skills beyond their CTE education. With the recent surge in enrollment in the program, we anticipate high student demand to continue. Students are seeking technical education due to its real-world application. There is an increasing desire to gain relevant skills and enter the workforce in a short period of time.

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

A Three-Year Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems provides significant societal benefits by preparing professionals to secure critical infrastructure, support economic growth, and enhance confidence in digital systems. Graduates fill essential workforce gaps in networking, cybersecurity, and systems administration—roles that are increasingly vital to Idaho's communities. This degree expands access to high-demand, high-wage careers for nontraditional and rural students, supporting upward mobility while helping to retain talent locally. By training students to build secure, ethical, and resilient digital systems, the program strengthens public safety, fosters regional development, and contributes to local and national security.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes _____ No X

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

4. Credit for Prior Learning

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

Students may pursue PLA through the ISU Alternative Credit Opportunities as outlined in the Idaho State University Undergraduate Catalog. A student pursuing this three-year BAS may be awarded undergraduate credit for work, volunteer, or lived experiences outside of the university curriculum. Students can request academic credit through the portfolio method. In a portfolio, a student thoroughly describes and documents knowledge gained experientially and also demonstrates how knowledge gained outside the classroom is related to college-level learning. Credit for prior learning is awarded only for experiential learning in subject areas and curricula offered at ISU and upon approval by the department.

5. Affordability Opportunities

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

The Three-Year Bachelor's degree is designed to offer students a targeted, skills-based, and workforce responsive pathway through their undergraduate education that reduces the traditional Bachelor's-level curriculum to those essential programmatic elements necessary to facilitate early entry into the workforce. By condensing the traditional four-year timeline and recognizing prior learning credits, this program also reduces the total cost of tuition by 25% or more. For many students, especially working adults, a three-year degree may serve as a practical and accessible alternative to traditional models.

Enrollments and Graduates**6. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

There are no other Bachelor's degrees at Idaho public institutions similar to this program.

Inst.	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.

Not Applicable.

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

Proposed Program: Projected Enrollments and Graduates First Five Years										
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program				
FY27 (first year)	FY28	FY29	FY30	FY31		FY27 (first year)	FY28	FY29	FY30	FY31
10	20	30	30	30		0	0	8	8	8

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?

Students pursuing the Three-Year BAS degree will meet with the Bachelor of Applied Science advisor in Student Services to ensure that they understand the risks and benefits of this particular degree, particularly that it may not lead to graduate studies. Students must complete the AAS degree in Information Technology Systems to be eligible for the BAS in Intelligent and Trustworthy Digital Systems.

The College of Technology has a rigorous advising process centered on the use of dedicated Student Navigators who support student success. Student Services provides hands-on, proactive advising to ensure that every student receives personalized guidance throughout their academic experience.

All BAS students must meet with the BAS Navigator before being admitted to the program. The BAS Navigator actively engages with students to understand their goals, challenges, and career aspirations, using this information to guide them toward the most appropriate academic pathway. Each semester, the BAS Navigator will attend an Information Technology Systems class to present program information, gauge student interest, and answer questions about the three-year degree. The Navigator will meet individually with interested students to help them determine whether this program or a traditional four-year degree best aligns with their long-term objectives. In addition, Navigators maintain regular communication with both students and faculty to monitor academic progress, address concerns early, and ensure each student stays on track for success.

We do not anticipate enrolling students who intend to pursue graduate school, as three-year BAS degrees are career-focused and designed to expedite transition to the workforce. However, if a student who completes the three-year BAS later decides to apply to graduate school, a pathway will be provided to complete additional coursework as a bridge to graduate school.

Currently, ISU Graduate School accepts students with three-year bachelor's degrees, which are common in European and Commonwealth higher education systems. To be admitted to Graduate School, students must have a bachelor's degree from a regionally accredited institution. Three-year bachelor's degrees are evaluated individually and may be acceptable depending upon specific program admission requirements. If coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisite or program deficiencies. Completing these courses serves as a bridge to graduate study.

Students pursuing a three-year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Graduates of a three-year BAS who must complete undergraduate coursework prior to Graduate School admissions will have the same

eligibility requirements as other individuals with a prior bachelor's degree. Once a three-year BAS graduate meets admission requirements for a graduate program, they will be eligible to apply for financial aid as a graduate student. Our advising will include ensuring awareness among three-year BAS degree-seeking students that completion of the three-year BAS will prohibit them from using undergraduate financial aid programs, such as pell grants, from pursuing the credits associated with a bridge program if they choose to return to pursue graduate education and need additional preparation.

Enrollment and graduation projections are based on data from recent Information Technology Systems graduation numbers and current enrollment trends. We anticipate that 15% of graduates will continue to the BAS, similar to other programs with BAS degrees in the College of Technology. This equates to 5 students per year. We also anticipate that 5 transfer students from other CTE IT programs across the state will enroll, since most of the upper-division coursework is online, and general education can be taken online or transferred.

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 College of Technology's minimum requirement for enrollment is 10 students. We anticipate a high retention rate of 80% which is typical for CTE programs. This equates to a minimum of 8 graduates per year. However, our projections are conservative, and we anticipate exceeding enrollment and graduation estimates.

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

Due to the nature of the BAS degree and its use of existing courses, there is no harm in continuing to offer the degree if there are fewer than 10 enrollments/graduates per year, since courses are offered for other majors. However, if there is a period of time (five to seven years) where no students enroll, we will consider program modification or discontinuance based on industry input.

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.

Program quality will be assessed at the program and course levels. We will review courses with the Technical Advisory Committee (TAC), made up of faculty, industry partners, and administration, to ensure learning outcomes align with industry standards. The TAC will meet at least twice a year and more often if necessary during curriculum development. Once up and running, we will evaluate program objectives and outcomes, including student learning outcomes, enrollment, retention, and graduation rates. We will survey graduates of the program to determine if the program aligns with the skills needed in industry. The program will be reviewed every seven years through the university's program review process.

Upon completion of the degree, students will be contacted to complete a survey regarding their employment to determine if they were successfully placed into a career related to their education.

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.

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.

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 approved 3-year plan?

Yes _____ No X

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.

	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
X	Other: NWCCU opened a substantive change request for the Three-Year Bachelor's degree.

b. Provide an explanation for all statements you selected.

As mentioned in this proposal above, NWCCU has recently removed the pilot designation of BYU-Idaho's Three-Year BAS degrees and provided the opportunity for institutions to submit substantive change proposals for accelerated degrees. This was announced in the Summer of 2025. If it had been announced before the Three-Year Plan deadline, this degree would have been included due to the workforce opportunities in the IT sector growth.

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.	40
Credit hours in required courses offered by other departments:	15
Credit hours in institutional general education curriculum	37
Credit hours in free electives	0
Total credit hours required for degree program:	92

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

See attached curriculum MAP that specifies lower division, upper division, and general education coursework.

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.

There are no additional requirements.

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 intended learning outcomes of this Three-Year BAS are equivalent to those associated with the general education and major-specific curriculum included in a traditional 120 credit degree program. The general education requirements are the same as a four-year degree. Additionally, all lower and upper division courses are directly related to the skills and knowledge students are required to have upon graduation to prepare them for a career in the IT industry. This degree does not include elective courses traditionally used to pursue minors or areas of educational interest outside the major and general education curriculum requirements; it is intentionally streamlined to focus solely on the knowledge and skills required for entry into a targeted career field.

Graduates of the BAS in Intelligent and Trustworthy Digital Systems will be able to:

1. Demonstrate Technical Proficiency in IT Systems
2. Design, Configure, and Manage Modern Computer Networks
3. Apply Principles of Cybersecurity and Risk Management
4. Utilize Cloud Computing and Virtualization Technologies
5. Develop and Apply Artificial Intelligence Solutions
6. Build Secure and Trustworthy AI Systems
7. Demonstrate Professional Readiness and Ethical Practice
8. Engage in Lifelong Learning and Adaptability

Program Learning Outcomes and Aligned Courses

Program Learning Outcome	Aligned Courses
1. Demonstrate Technical Proficiency in IT Systems Apply knowledge of computer hardware, operating systems, and system administration to design, install, maintain, and troubleshoot enterprise computing environments.	- ITS 1105 – Computer Hardware - ITS 1135 – Desktop Operating Systems - ITS 2275 – Network Operating Systems I - ITS 3335 – Network Operating Systems II - ITS 3380 – Network Operating Systems III - ITS 3318 – Command Line Interfaces II
2. Design, Configure, and Manage Modern Computer Networks Apply networking concepts and technologies to build, secure, and maintain local and wide area networks.	- ITS 1150 – Networking I - ITS 2215 – Networking II - ITS 3320 – Networking III
3. Apply Principles of Cybersecurity and Risk Management Identify and address security risks in computing and AI environments through preventive measures and secure system design.	- ITS 3365 – Cybersecurity - AAI 4420 – Secure and Trustworthy AI Systems
4. Utilize Cloud Computing and Virtualization Technologies Deploy and manage cloud-based infrastructure and virtualized environments to support scalable and resilient IT solutions.	- ITS 3325 – Virtualization and Cloud Computing
5. Develop and Apply Artificial Intelligence Solutions Design, build, and deploy applied AI systems using industry-standard tools and frameworks.	- AAI 4410 – Fundamentals of Applied AI Systems - AAI 4450 – Capstone in Applied AI Systems
6. Build Secure and Trustworthy AI Systems Design AI systems with a focus on fairness, transparency, security, and ethical responsibility.	- AAI 4420 – Secure and Trustworthy AI Systems
7. Demonstrate Professional Readiness and Ethical Practice Apply communication, collaboration, and professional skills in real-world, industry-based settings.	- AAI 4450 – Capstone in Applied AI Systems
8. Engage in Lifelong Learning and Adaptability Demonstrate the ability to learn emerging technologies and adapt to evolving roles in IT and AI.	- ITS 1120 – Command Line Interfaces I - AAI 4410 – Fundamentals of Applied AI Systems

Lower-division courses provide foundational knowledge but are aligned with the broader program learning outcomes, which emphasize integration and application at the BAS level. The upper division courses (33xx - 44xx level) heavily support applied, ethical, and team-based learning components of the program. Outcomes like communication and critical thinking are often addressed across multiple courses through projects, labs, and collaborative assignments.

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.

Program Review

Since this program is based on stackable credentials and dependent on each participating department to assess students at the course level, the main source of assessment will be the program review. Enrollment, retention, completion, and job placement will be reviewed annually to assess program vitality. Every seven years, the program will conduct an external review starting with a self-study and engaging a team of peers from other institutions to review the program objectives and student learning outcomes and provide feedback for improvements. Course Evaluations

Students will complete course evaluations at the end of each semester to provide feedback on instruction, faculty knowledge, course content, and overall satisfaction. Student scores and comments will be reviewed by the faculty and chair to determine areas for improvement.

Industry Feedback

Industry professionals (Technical Advisory Committee) will meet with faculty and staff twice a year to discuss program outcomes and look at areas for continuous improvement. The curriculum will be reviewed periodically to discuss student learning outcome achievement and recommend changes if applicable.

Graduate Feedback

Graduates of the program will be invited to participate in a follow-up survey to assess career outcomes and alignment with their field of study. This survey is routinely administered to all College of Technology graduates and provides data on the effectiveness of the degree and our mission to prepare students for high-demand careers. Participants are asked to share information about their current employment, including employer name and salary, and to provide feedback on their educational experience. Specifically, they will be asked how well their education prepared them for their current role, and to identify any areas where the program could be improved.

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

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.

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 courses required for completion of this program already exist. The facilities, equipment, computers, and support operations are presently available for additional student enrollment. The Information Technology Systems courses will be offered face-to-face, and all other courses will be available either online or face-to-face.

- 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 physical impact on existing programs will be minimal since this degree is a pathway for existing Information Technology Systems students to earn a Bachelor's degree. Since students will not be working in a cohort model after they achieve their BTC, they will be able to take available general education and upper-division courses. We anticipate that the majority of students will take the remaining required courses online.

- 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.

None at this time.

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 impact on the library and information resources will be minimal. All existing resources are adequate to support the program.

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

No new library resources are needed.

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?

Since the new degree utilizes courses already in existence, there will be minimal impact on personnel resources. No new courses will be created. Should additional sections of existing courses be needed, we will work with the impacted department and administration to hire adjunct faculty.

- 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.

Idaho State University and the College of Technology will provide university and college-level support for the program available to all faculty and students, such as faculty professional development/mentoring, instructional design, student advising, tutoring, etc.

- 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 enhance collaboration between the colleges and maximize resources through its interdisciplinary curriculum. Using existing curriculum that meets the program learning objectives will enhance efficiencies and effectiveness in teaching and student learning.

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

No new resources are needed at this time.

21. Revenue Sources

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

No funds will be reallocated.

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

No new appropriations are needed.

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?

N/A

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

N/A

d) **Student Fees:**

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

N/A

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

N/A

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).

ISU #2025-05 Intelligent and Trustworthy Digital Systems (3YR) (BAS)

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2026-27</u>		<u>FY 2027-28</u>		<u>FY 2028-29</u>		<u>FY 2029-30</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	10	10	10	10	10	10
B. Shifting enrollments			10	10	10	10	10	10
Total Enrollment			20	20	30	30	30	30

II. REVENUE

	<u>FY 2026-27</u>		<u>FY 2027-28</u>		<u>FY 2028-29</u>		<u>FY 2029-30</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$44,570.00	\$0.00	\$89,140.00	\$0.00	\$133,710.00	\$0.00	\$133,710.00	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$44,570	\$0	\$89,140	\$0	\$133,710	\$0	\$133,710	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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Ongoing is defined as ongoing operating budget for the program which will become part of the base.

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

III. EXPENDITURES

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	\$0.00	\$0.00	\$10,000.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other: _____	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$0	\$0	\$10,000	\$0	\$15,000	\$0	\$15,000	\$0

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

C. Capital Outlay

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

**D. Capital Facilities
Construction or Major
Renovation**

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

E. Other Costs

Utilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other								
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$0	\$0	\$10,000	\$0	\$15,000	\$0	\$15,000	\$0
Net Income (Deficit)	\$44,570	\$0	\$79,140	\$0	\$118,710	\$0	\$118,710	\$0

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

II.4	Tuition is based on FY26 Full Time Resident undergraduate tuition of \$4,457.
III	No additional expenditures are anticipated, as the program utilizes existing courses. Should additional sections of courses be needed, we will hire adjunct faculty based on course enrollment.

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**Idaho State
University**

Proposed 90 credit BAS

Intelligent and Trustworthy Digital Systems
(3YR)

(For internal use only)

☐ No change

☐ UCC proposal

A Major Academic Plan (MAP) is one way to complete a degree in a set number of semesters. The *example* below is only one strategy. Actual plans for individual students will vary based on advisor recommendations and academic needs. Official Program Requirements including Major, General Education, Electives, and university requirements (see pg.2) are based on Catalog Year.

Course Subject and Title	Cr.	Min. Grade	*GE, UU or UM	**Sem. Offered	Prerequisite	Co-Requisite
Semester One						
GE Objective 1: ENGL 1101 Writing and Rhetoric I	3	C-	GE	F,S,Su	Appropriate placement score	
ITS 1105: Computer Hardware	1	C-		F, S		
ITS 1120: Command Line Interfaces I	3	C-		F, S		
ITS 1135: Desktop Operating Systems	3	C-		F, S		
ITS 1150 Networking I	4	C-		F, S		
GE Objective 9	3		GE			
Total	17					
Semester Two						
GE Objective 1: ENGL 1102 Writing and Rhetoric II	3	C-	GE	F,S,Su	ENGL 1101 or equivalent	
ITS 2275: Network Operating Systems I	4	C-		F, S		
GE Objective 3: TGE 1140	3		GE			
GE Objective 4	3		GE			
GE Objective 6	3		GE			
Total	16					
Semester Three						
AAI 4410: Fundamentals of Applied AI Systems	3		UM	D		
ITS 2215: Networking II	4		UM	F, S		
ITS 3318: Command Line Interfaces II	3	C-	UM	F, S		
GE Objective 2	3		GE			
UD Elective	3		UM			
Total	16					
Semester Four						
UD Elective	3		UM			
GE Objective 5	3		GE			
GE Objective 6	3		GE			
ITS 3365: Cybersecurity	3		UM	D		
ITS 3335: Network Operating Systems II	4		UM	F, S		
Total	16					
Semester Five						
GE Objective 5	4		GE			
ITS 3320: Networking III	4		UM	F, S		
AAI 4420: Secure and Trustworthy AI Systems	3		UM	D		
GE Objective 7 or 8	3		GE			
Total	14					
Semester Six						
ITS 3325: Virtualization and Cloud Computing	3	C-	UM	F, S		
ITS 3380: Network Operating Systems III	4		UM	F, S		
AAI 4450: Capstone in Applied AI Systems	3		UM	D		
GE Objective 4	3		GE			
Total	13					
*GE=General Education Objective, UU=Upper Division University, UM= Upper Division Major **See Course Schedule section of Course Policies page in the e-catalog (or input F, S, Su, etc.)						

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ATTACHMENT 1

Degree, Major, Concentration

Page 2

20XX-20XX Major Requirements	CR	GENERAL EDUCATION OBJECTIVES Satisfy Objectives 1,2,3,4,5,6 (7 or 8) and 9	36 cr. min
MAJOR REQUIREMENTS		1. Written English (6 cr. min) ENGL 1101	3
ITS 1105 – Computer Hardware	1	ENGL 1102	3
ITS 1120 – Command Line Interfaces I	3	2. Spoken English (3 cr. min) COMM 1101	3
ITS 1135 – Desktop Operating Systems	3	3. Mathematics (3 cr. min) TGE 1140	3
ITS 1150 – Networking I	4	4. Humanities, Fine Arts, Foreign Lang. (2 courses; 2 categories; 6 cr. min)	
ITS 2275 – Network Operating Systems I	4	Student choice	3
ITS 2215 – Networking II	4	Student choice	3
ITS 3318 – Command Line Interfaces II	3	5. Natural Sciences (2 lectures-different course prefixes, 1 lab; 7 cr. min)	
ITS 3320 – Networking III	4	Student choice	4
ITS 3325 – Virtualization and Cloud Computing	3	Student choice	3
ITS 3335 – Network Operating Systems II	4		
ITS 3365 – Cybersecurity	3	6. Behavioral and Social Science (2 courses-different prefixes; 6 cr. min)	
ITS 3380 – Network Operating Systems III	4	Student choice	3
AAI 4410 – Fundamentals of Applied AI Systems	3	Student choice	3
AAI 4420 – Secure and Trustworthy AI Systems	3	One Course from EITHER Objective 7 OR 8 (1course; 3 cr. min)	
AAI 4450 – Capstone in Applied AI Systems	3	7. Critical Thinking	3
		8. Information Literacy	
		9. Cultural Diversity (1 course; 3 cr. min)	
			3
CYBR/INFO Upper Division Electives (Choose 6 Credits):		General Education Elective to reach 36 cr. min. (if necessary)	
CYBR 3384 – Risk Management for Cyber-Physical Systems	3		
CYBR 4410 – Professional Foundations in Cybersecurity	3	Total GE	37
CYBR 4486 – Network Security for Industrial Environments	3	Undergraduate Catalog and GE Objectives by Catalog Year	
INFO 4150 – Information Systems and Controls	3		
INFO 4380 – Networking and Cybersecurity	3		
INFO 4480 – System Administration and Cloud Computing	3		
		MAP Credit Summary	CR
		Major	55
		General Education	37
		TOTAL	92
		Graduation Requirement Minimum Credit Checklist	Confirmed
		Minimum 36 cr. General Education Objectives (15 cr. AAS)	37
		Minimum 15 cr. Upper Division in Major (0 cr. Associate)	36
		Minimum 36 cr. Upper Division Overall (0 cr. Associate)	36
		Minimum of 90 credits	92
Advising Notes		MAP Completion Status (for internal use only)	
		Date	
		CAA or COT:	
		Complete College American Momentum Year	
		Math and English course in first year-Specific GE MATH course identified	
		9 credits in the Major area in first year	
		15 credits each semester (or 30 in academic year)	
		Milestone courses	

Form Revised 2.14.2023

IDAHO STATE UNIVERSITY

SUBJECT

Bachelor of Applied Science in Law Enforcement Management and Leadership
(3YR)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The proposed three-year BAS in Law Enforcement Management and Leadership is a career-focused, interdisciplinary program designed to prepare graduates for leadership roles in law enforcement. This 95-credit program is specifically targeted toward adult learners who balance work, family, and life responsibilities, providing a faster, more affordable, and flexible pathway to a degree

The degree is intended to address critical workforce needs in Idaho law enforcement, particularly in supervisory roles, which are experiencing staffing challenges due to an aging workforce and turnover. While Idaho's population has grown 55% since 2002, the number of patrol officers has increased only 15%. Graduates of this program will be prepared for leadership careers such as Captain, Sheriff, Lieutenant, Sergeant, or Chief. In Idaho, the median salary of a police officer was \$66,000 (May 2023 data), compared to an administrator at \$93,000.

This degree is unique in the state, as it will combine the Peace Officer Standards and Training (POST) curriculum with coursework in Criminal Justice, Public Administration, and Emergency Management. The curriculum utilizes existing courses and builds on the stackable credential approach, requiring students to complete the Basic Technical Certificate and Associate of Applied Science degree in Law Enforcement to be eligible for the BAS. The program meets the standard learning outcomes for a baccalaureate degree but is intentionally streamlined, including zero free electives, focusing solely on the knowledge and skills required for entry into a targeted career field.

All BAS students are required to meet with a Student Navigator (Advisor) prior to admission. This proactive, hands-on advising ensures students understand the risks and benefits associated with this degree. The BAS Navigator will actively engage with students to understand their goals and career aspirations, helping them determine whether the BAS (3YR) or a traditional four-year degree best aligns with their long-term objectives. The Navigator also maintains regular communication with students and faculty to monitor progress and ensure timely completion.

The three-year BAS is career-focused and designed to expedite transition to the workforce; therefore, the program does not anticipate enrolling students whose primary intent is to pursue graduate school. However, if a graduate later decides

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to apply to graduate school, a pathway will be provided to complete additional coursework, if necessary, to serve as a bridge to graduate study.

The ISU Graduate School accepts students with three-year bachelor's degrees (which are common in European and Commonwealth systems), and these degrees are evaluated individually. If a student's coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisites or program deficiencies.

Students pursuing the three-year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Students who have completed the three-year BAS and need to return for bridge coursework before graduate school admission will have the same financial aid eligibility requirements as other individuals who possess a prior bachelor's degree.

Advising will explicitly warn three-year BAS degree-seeking students that completion of the degree will prohibit them from using undergraduate financial aid programs (such as Pell grants) to pursue the credits associated with a bridge program if additional preparation is needed. Once the graduate meets admission requirements for a graduate program, they will then be eligible to apply for financial aid as a graduate student.

IMPACT

The proposed program leverages existing courses across the university, minimizing impact on resources and requiring no new personnel, facilities, or library materials. No new courses will be developed; adjunct faculty will be hired as needed, with an annual allocation of \$10,000–\$15,000 for the next three years to support additional sections. The interdisciplinary structure promotes collaboration between colleges and incurs no start-up costs for personnel, operations, or capital. Consequently, the program's net fiscal impact during its first four years will be derived solely from student tuition.

Students in this program can complete their undergraduate degree in three years. At the resident rate of \$4,457 per semester, the total cost is \$26,742. This design is part of the program's strategy to maximize affordability for students. The three-year BAS serves as a practical and accessible alternative to traditional models, especially for adults seeking a faster pathway to a degree that aligns with their career goals.

ATTACHMENTS

Attachment 1 – BAS in Law Enforcement Management and Leadership (3YR)
Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Under a separate agenda item, The Board will consider the second reading of Policy III.E, which introduces reduced-credit baccalaureate degrees in response

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 17, 2025**

to national trends. BYU-Idaho, though not a public institution, was among the first to offer three-year degrees with NWCCU approval. NWCCU has now removed the pilot designation, creating opportunities for other institutions.

ISU has submitted three proposals under this policy, including a new Law Enforcement Management Leadership program. The new degree option requires at least 90 credits, including 36 upper-division general education credits, and must meet all baccalaureate standards. Following the review process, ISU's proposal meets these requirements, with implementation planned for August 2026 in Region V-Pocatello, primarily face-to-face with some online components.

Staff notes that the review process with the Council on Academic Affairs and Programs (CAAP) resulted in comprehensive discussions regarding potential challenges related to transferability, appropriate student advising, financial aid implications, and graduate school admission requirements for students who may wish to pursue advanced degrees. CAAP is generally supportive though cautious about impacts on existing traditional baccalaureate programs. In response to inquiries, ISU revised its proposal to address the identified issues.

Although not in ISU's current three-year plan, the program responds to workforce demand. No Idaho institution currently offers reduced-credit baccalaureate degrees, and ISU would be the first if approved. Boise State, ISU, and LC-State offer traditional applied baccalaureate degrees with interdisciplinary focus. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for law enforcement management related programs. The following are current BAS degree offerings:

Instit.	Program and Degree	CIP Code	Location	Method of Delivery
BSU	Bachelor of Applied Science	30.9999	Boise	Online, Face-to-face
BSU	Cyber Operations and Resilience, BAS	43.0404	Boise	Online
BSU	Public Service Leadership, BAS	44.0401	Boise	Hybrid Online
CEI	Digital Forensics and Analytics, BAS	43.0403	Idaho Falls	Hybrid, Face-to-face
CEI	Operations Management, BAS	52.0201	Idaho Falls	Face-to-face
CSI	Operations Management, BAS	52.0205	Twin Falls	Hybrid, Face-to-face
CWI	Business Administration, BAS	52.0201	Boise Nampa	Hybrid, Online, Face-to-face
ISU	Auto Collision Repair and Refinishing, BAS	47.0603	Pocatello	Face-to-face
ISU	Automotive Technology, BAS	47.0604	Pocatello	Face-to-face
ISU	Bachelor of Applied Science	24.0101	Idaho Falls	Face-to-face
ISU	Business Technology - Administrative Management, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Administrative Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Business Technology - Small Business Technology, BAS	52.0401	Pocatello	Hybrid
ISU	Civil Engineering Technology, BAS	15.0201	Pocatello	Hybrid
ISU	Computer Aided Design Drafting Technology, BAS	15.1302	Pocatello	Face-to-face
ISU	Cyber Physical Systems Engineering Technology, BAS	43.0303	Pocatello	Online
ISU	Information Technology Systems, BAS	11.0103	Pocatello	Face-to-face
ISU	Nuclear Engineering Technology Management, BAS	15.1401	Pocatello	Online
ISU	Paralegal Studies, BAS	22.0302	Pocatello	Hybrid
ISU	Robotics Engineering Technology, BAS	15.0303	Idaho Falls Pocatello Twin Falls	Face-to-face
LCSC	Applied Science	52.0216	Lewiston	Face-to-face
LCSC	Business, BAS	52.0213	Lewiston	Hybrid, Online
LCSC	Legal Administrative Assistant, BAS	22.0301	Lewiston	Face-to-face
LCSC	Paralegal, BAS	22.0302	Lewiston	Face-to-face

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Staff reminds the Board that they approved a temporary cap of three reduced-credit baccalaureate programs per institution to assess public interest and industry demand at the October meeting. As part of that action, the Board directed staff and institutions to report findings according to the timeline established by the Executive Director. Accordingly, staff recommend incorporating this program into the Board's regular baccalaureate review cycle, with the additional requirement that ISU provide an annual update detailing student enrollment and any challenges encountered.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on November 6, 2025; and to the Instruction, Research, and Student Affairs Committee on December 4, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add a Three-Year BAS in Law Enforcement Management and Leadership as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. **2025-04 revised**

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	September 23, 2025 revised and resubmitted October 20, 2025		
Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Technology		
Name of Department(s) or Area(s):	Business and Support Services		
Official Name of the Program:	Law Enforcement Management and Leadership (3YR)		
Degree Information:	Degree Level: Bachelor's	Degree Type: BAS 3YR	
CIP code or Modification of CIP Code (consult IR /Registrar):	43.0103		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face, with some portion online		
Implementation Date:	August 2026		
Geographical Delivery:	Location(s)	Pocatello	Region(s) V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

Indicate those that apply to this request:

- ☒ **Undergraduate Program**
- ☐ Graduate Program
- ☐ Undergraduate Certificate (30 credits or more)
- ☐ Graduate Certificate (30 credits or more)
- ☐ Specialized Certificate (above \$250k/FY)

Proposed Action

- ☒ **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.

09/10/2025

College Dean

Date

Vice President for Research (as applicable)

Date

Graduate Dean/other (as applicable)

Date

9/19/25

Academic Affairs Program Manager, OSBE

Date

FVP/Chief Fiscal Officer

Date

9/23/2025

Chief Financial Officer, OSBE

Date

Provost/VP for Instruction

Date

9/23/25

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 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.

In general, ISU College of Technology proposes a Three-Year Bachelor of Applied Science degree, to be completed with a minimum of 90 credits. This program is designed with a career-focused curriculum, allowing students to complete a high-quality bachelor's degree in a reduced timeframe and enter the workforce sooner.

According to Board Policy III.E., the applied baccalaureate degree is "...a credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical course work (includes a minimum of 36 general education credits)." The proposed degree meets all Board criteria except for the total required credits. We request a substantive change to the minimum total credits from 120 to 90 in order to allow an undergraduate student to graduate within three years. In addition to current state policy, this degree requires 36 upper-division credits related to the major and has no free electives. It also meets all standards and learning outcomes for a baccalaureate degree defined by Idaho State University, the Idaho State Board of Education and the Northwest Commission on Colleges and Universities (NWCCU).

The Northwest Commission on Colleges and Universities (NWCCU) recently opened a process for accelerated bachelor's degrees, particularly Three-Year Bachelor's degrees, allowing institutions to submit substantive change proposals to offer Bachelor's degrees based on learning outcomes within a reduced credit hour amount. They also removed pilot status for the current three-year BAS degrees offered by BYU-Idaho and Ensign College in Salt Lake City, UT ("[Commission Opens Process for Accelerated Bachelor's Degrees](#)," 2025).

NWCCU also speaks to the naming convention in the newsletter referenced above:

At this time, we have not designated a name for these degrees, but it is essential that the institution include an identifier of the accelerated nature of these degrees within the program name. We recognize that some institutions and/or systems are referring to them as Accelerated Bachelor's, Three-Year Bachelor's, Reduced Credit Bachelor's, and/or Bachelor's of Applied Studies. We want to ensure that states and institutions have the necessary flexibility regarding naming conventions at this time. We may determine, at some point, that there is general consensus on a degree name, but for now we are providing institutional flexibility.

Our research shows that many institutions across the country are now proposing Three-Year Bachelor's degree programs, as regional accreditors begin to support this option. A common theme among these institutions is that the degrees are designed for adult learners, are career-focused, and aim to accelerate students' entry into the workforce. These programs are typically offered as "applied" degrees. The Bachelor of Applied Science (BAS) at Idaho State University aligns with this national trend ([Lederman, 2025](#)).

The proposed **Three-Year BAS in Law Enforcement Management and Leadership** is modeled after BYU-Idaho's stackable credential approach, combining a Basic Technical Certificate and an AAS degree in Law Enforcement and adding upper-division Sociology, Political Science, Homeland Security, and Emergency Management curricula to create a streamlined, career-focused pathway. Learning outcomes are aligned with skill sets identified by industry partners to ensure graduates are workforce-ready.

The BAS has been offered at ISU since the late 1980s as a stepping stone for CTE graduates and has consistently maintained an interdisciplinary focus. The new Three-Year BAS will not replace the existing BAS programs at the university but will instead build on the interdisciplinary foundation through collaborative efforts among ISU's academic departments and colleges.

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.

According to the Bureau of Labor Statistics May 2023 data, Idaho employed approximately 3,000 police and sheriff's patrol officers and 750 police/detective first-line supervisors. The median salary of a police officer was \$66,000, compared to an administrator at \$93,000. Idaho is experiencing critical workforce needs in law enforcement, particularly in supervisory roles, due to an aging workforce and turnover.

Idaho has experienced significant staffing challenges across the state. A February 2025 Idaho House Appropriations Committee hearing highlighted a discrepancy between Idaho's population growth and the number of police personnel. Since 2002, Idaho's population has grown 55% while the number of patrol officers has increased only 15%. In some areas of the state, staffing is reported to be at just 25-50% capacity.

In 2023, KIFI Local News 8 (Pocatello) reported that a national study by the Police Executive Research Forum (PERF) found that agencies nationwide are losing officers faster than they can hire; some reporting a 50% increase in resignations since 2020. Idaho is following similar trends, although not at the same level.

The BAS degree will prepare police officers for leadership careers in law enforcement, such as Captain, Sheriff, Lieutenant, Sergeant, Chief, or other supervisory roles. It will fill a gap by building a sustainable leadership pipeline that supports upward mobility for Idaho's law enforcement professionals.

The Law Enforcement Technical Advisory Committee meets twice a year to provide industry input to the program. These members are composed of leadership from local law enforcement agencies that hire our graduates. This degree will be part of the continuous improvement discussions with our industry partners. We anticipate strong support from our agency partners since this degree will open doors for Law Enforcement graduates to progress in their profession.

The typical student pursuing the three-year BAS will be an adult learner who balances work, family,

and life responsibilities. These students are typically looking for a faster, more affordable, and flexible pathway to a degree that aligns with their career goals rather than the broader academic experience associated with a traditional four-year program.

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

The Law Enforcement program at ISU has seen steady growth in the number of CTE (Basic Technical Certificates and Associate of Applied Science) graduates from pre-COVID enrollments. The program's curriculum is aligned with Idaho Peace Officer Standards and Training (POST), which certifies graduates to work as police patrol officers in Idaho. ISU graduated 41 students from FY2016 to 2020 and 68 students from FY2021 to 2025, representing a growth rate of approximately 65.85%. In FY2024, 97% of Law Enforcement BTC graduates were positively placed in a related field. Of the 32 graduates, 30 students were hired as police officers, 1 continued their education, and 1 was employed in an unrelated field.

The BAS in Law Enforcement Management and Leadership will be the first and only Bachelor's degree in the state to combine the POST curriculum with Criminal Justice, Public Administration, and Emergency Management coursework, with the ability to complete in three years. By aligning curriculum to real-world applications in a shorter timeframe, graduates of the BTC and AAS in Law Enforcement will be attracted to this degree option.

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

In addition to addressing workforce gaps, the BAS in Law Enforcement Management and Leadership offers significant societal and cultural benefits that can positively shape both law enforcement agencies and the communities they serve. Well-educated law enforcement professionals are more likely to engage in transparent and accountable practices, implement community policing strategies that foster collaboration, and understand cultural differences, leading to respectful treatment of all citizens.

By immersing future leaders with coursework in Public Administration, Ethics, Criminal Justice, and Emergency Management, this BAS program can help cultivate officers who are not only effective but empathetic and community-focused – essential to restoring and maintaining public trust. Through interdisciplinary coursework, the program enhances public trust, promotes accountability, and prepares graduates to lead diverse teams and respond effectively to crises. It supports a shift toward professionalized, resilient, and community-centered policing across Idaho, strengthening agency culture, reducing officer burnout, and fostering safer, more connected communities.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes _____ No X _____

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

4. Credit for Prior Learning

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

Credit for prior learning is available through the Idaho SkillStack system for the Basic Technical Certificate. Idaho police officers who are POST certified through a non-credit pathway have met the same learning outcomes of the Law Enforcement patrol coursework and can obtain PLA credit. Other PLA opportunities will be assessed course by course and will be at the discretion of the faculty in the department.

5. Affordability Opportunities

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

The Three-Year Bachelor's degree is designed to offer students a targeted, skills-based, and workforce-responsive pathway through their undergraduate education that reduces the traditional Bachelor's level curriculum to those essential programmatic elements necessary to facilitate early entry into the workforce. By condensing the traditional four-year timeline and recognizing prior learning credits, this program also reduces the total cost of tuition by 25% or more. For many students, especially working adults, a three-year degree may serve as a practical and accessible alternative to traditional models.

Enrollments and Graduates**6. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

There are no other Bachelor's degree programs at Idaho public institutions similar to this program.

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.

N/A

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				
FY27 (first year)	FY28	FY29	FY30	FY31		FY27 (first year)	FY28	FY29	FY30	FY31
10	20	30	30	30		0	0	8	8	8

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?

Students pursuing the Three-Year BAS degree will meet with the Bachelor of Applied Science advisor in Student Services to ensure that they understand the risks and benefits of this particular degree, particularly that it may not lead to graduate studies. Students must complete the AAS degree in Law Enforcement to be eligible for the BAS in Law Enforcement Management and Leadership.

The College of Technology has a rigorous advising process centered on the use of dedicated Student Navigators who support student success. Student Services provides hands-on, proactive advising to ensure that every student receives personalized guidance throughout their academic experience.

All BAS students must meet with the BAS Navigator before being admitted to the program. The BAS Navigator actively engages with students to understand their goals, challenges, and career aspirations, using this information to guide them toward the most appropriate academic pathway. Each semester, the BAS Navigator will attend a Law Enforcement class to present program information, gauge student interest, and answer questions about the three-year degree. The Navigator will meet individually with interested students to help them determine whether this program or a traditional four-year degree best aligns with their long-term objectives. In addition, Navigators maintain regular communication with both students and faculty to monitor academic progress, address concerns early, and ensure each student stays on track for success.

We do not anticipate enrolling students who intend to pursue graduate school, as three-year BAS degrees are career-focused and designed to expedite transition to the workforce. However, if a student who completes the three-year BAS later decides to apply to graduate school, a pathway will be provided to complete additional coursework as a bridge to graduate school.

Currently, ISU Graduate School accepts students with three-year bachelor's degrees, which are

common in European and Commonwealth higher education systems. To be admitted to Graduate School, students must have a bachelor's degree from a regionally accredited institution. Three-year bachelor's degrees are evaluated individually and may be acceptable depending upon specific program admission requirements. If coursework is deemed inadequate for graduate admission, the Graduate School may require additional courses to address prerequisite or program deficiencies. Completing these courses serves as a bridge to graduate study.

Students pursuing a three-year BAS degree have the same financial aid eligibility requirements, policies, and guidelines as all undergraduate students. Graduates of a three-year BAS who must complete undergraduate coursework prior to Graduate School admissions will have the same eligibility requirements as other individuals with a prior bachelor's degree. Once a three-year BAS graduate meets admission requirements for a graduate program, they will be eligible to apply for financial aid as a graduate student. Our advising will include ensuring awareness among three-year BAS degree-seeking students that completion of the three-year BAS will prohibit them from using undergraduate financial aid programs, such as pell grants, from pursuing the credits associated with a bridge program if they choose to return to pursue graduate education and need additional preparation.

Enrollment and graduation projections are based on data from recent CTE Law Enforcement graduation numbers. We anticipate that 15% of graduates will continue to the BAS, similar to other programs with BAS degrees in the College of Technology. This equates to 5 students per year. We also anticipate that 5 transfer students from other CTE Law Enforcement programs across the state will enroll, since most of the upper-division coursework is online, and general education can be taken online or transferred.

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 College of Technology's minimum requirement for enrollment is 10 students. We anticipate a high retention rate of 80% which is typical for CTE programs. This equates to a minimum of 8 graduates per year. However, our projections are conservative, and we anticipate exceeding enrollment and graduation estimates.

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

Due to the nature of the BAS degree and its use of existing courses, there is no harm in continuing to offer the degree if there are fewer than 10 enrollments/graduates per year, since courses are offered for other majors. However, if there is a period of time (five to seven years) where no students enroll, we will consider program modification or discontinuance based on industry input.

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.

Program quality will be assessed at the program and course level. We will review courses with the Technical Advisory Committee (TAC), made up of faculty, police agency professionals (including POST representatives), and administration to ensure learning outcomes align with industry standards. The TAC will meet at least twice a year and more often if necessary during curriculum development. Once up and running we will evaluate program objectives and outcomes including

student learning outcomes, enrollment, retention, and graduation rates. We will survey graduates of the program to determine if the program aligns with the skills needed in industry. The program will be reviewed every seven years through the university's program review process. Accreditation will not be necessary since this program does not lead to credentials that require it.

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

N/A

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.

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 approved 3-year plan?

Yes _____ No X

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
X	Other: NWCCU opened a substantive change request for the Three-Year Bachelor's degree.

b. Provide an explanation for all statements you selected.

As mentioned in this proposal, NWCCU has recently removed the pilot designation of BYU-Idaho's Three-Year BAS degrees and provided the opportunity for institutions to submit substantive change proposals for accelerated degrees. This was announced in Summer of 2025. If it had been announced before the Three-Year Plan deadline, this degree would have been included due to the workforce opportunities in Law Enforcement.

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.	22
Credit hours in required courses offered by other departments:	36
Credit hours in institutional general education curriculum	37
Credit hours in free electives	0
Total credit hours required for degree program:	95

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

See attached curriculum MAP that specifies lower division, upper division, and general education coursework.

- 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.

There are no additional requirements. However, to work as an Idaho patrol officer, students must pass the POST certification exam available after the first semester of the program.

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 intended learning outcomes of this Three-Year BAS are equivalent to those associated with the general education and major-specific curriculum included in a traditional 120 credit degree program. The general education requirements are the same as a four-year degree. Additionally, all lower and upper division courses are directly related to the skills and knowledge students are required to have upon graduation to prepare them for a career in the IT industry. This degree does not include elective courses traditionally used to pursue minors or areas of educational interest outside the major and general education curriculum requirements; it is intentionally streamlined to focus solely on the knowledge and skills required for entry into a targeted career field.

Upon successful completion of the BAS in Law Enforcement Management and Leadership, graduates will be able to:

1. Demonstrate core law enforcement procedures and protocols consistent with POST requirements.
2. Communicate effectively in public safety environments.
3. Analyze and apply policy and administrative processes in a public safety context.
4. Demonstrate ethical reasoning and leadership in public safety.
5. Apply criminal justice theories to understand crime and victimization.
6. Integrate interdisciplinary knowledge to address complex public safety challenges.

Learning Outcomes and Aligned Courses

Program Learning Outcome

Aligned Courses

1. Demonstrate core law enforcement procedures and protocols consistent with POST requirements.

LAW 1101 Law Enforcement I
LAW 1102 Law Enforcement II
LAW 1103 Law Enforcement III
SOC 3310 Introduction to Criminal Justice

2. Communicate effectively in public safety environments.

LAW 1102 Law Enforcement II
SOC 3310 Introduction to Criminal Justice
HSEM 4410 Policies, Civil Rights and Leadership
HSEM 4570 Ethical Leadership and Decision Making in HSEM
POLS 4405 Introduction to Public Administration

3. Analyze and apply policy and administrative processes in a public safety context.

POLS 4452 Budgeting and Finance
POLS 4454 Public Personnel Management
POLS 4453 Public Policy Analysis
HSEM 4415 Strategic Planning & Budgeting
HSEM 3301 Homeland Security and Emergency Management Overview

4. Demonstrate ethical reasoning and leadership in public safety.

LAW 1102 Law Enforcement II
POLS 4458 Public Administration Ethics
HSEM 4570 Ethical Leadership and Decision Making in HSEM
HSEM 4410 Policies, Civil Rights and Leadership
POLS 4405 Introduction to Public Administration

5. Apply criminal justice theories to understand crime and victimization.

SOC 4431 Criminology
SOC 4451 Victimology
SOC 3310 Introduction to Criminal Justice
LAW 1101 Law Enforcement I

6. Integrate interdisciplinary knowledge to address complex public safety challenges..

HSEM 3301 Homeland Security and Emergency Management Overview
HSEM 4415 Strategic Planning & Budgeting
HSEM 4570 Ethical Leadership and Decision Making in HSEM
POLS 4453 Public Policy Analysis
POLS 4454 Public Personnel Management

Lower-division courses provide foundational knowledge and are aligned with the broader program learning outcomes, which emphasize integration and application at the BAS level. The courses heavily support applied, ethical, and team-based learning components of the program. Outcomes like communication and critical thinking are often addressed across multiple courses through projects, labs, and collaborative assignments

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.

Program Review

Since this program is based on stackable credentials and dependent on each participating department to assess students at the course level, the main source of assessment will be the program review. Enrollment, retention, completion, and job placement will be reviewed annually to assess program vitality. Every seven years, the program will conduct an external review starting with a self-study and engaging a team of peers from other institutions to review the program objectives and student learning outcomes and provide feedback for improvements.

Indirect Measures

Course Evaluations

Students will complete course evaluations at the end of each semester to provide feedback on instruction, faculty knowledge, course content, and overall satisfaction. Student scores and comments will be reviewed by the faculty and chair to determine areas for improvement.

Industry Feedback

Industry professionals (Technical Advisory Committee) will meet with faculty and staff twice a year to discuss program outcomes and look at areas for continuous improvement. The curriculum will be reviewed periodically to discuss student learning outcome achievement and modifications needed.

Graduate Feedback

Graduates of the program will be invited to participate in a follow-up survey to assess career outcomes and alignment with their field of study. This survey is routinely administered to all College of Technology graduates and provides data on the effectiveness of the degree and our mission to prepare students for high-demand careers. Participants are asked to share information about their current employment, including employer name and salary, and to provide feedback on their educational experience. Specifically, they will be asked how well their education prepared them for their current role, and to identify any areas where the program could be improved.

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

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.*

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 courses required for completion of this program already exist. The facilities, equipment, computers, and support operations are presently available for additional student enrollment. The law enforcement courses will be offered face-to-face, and all other courses will be available online.

- 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 physical impact on existing programs will be minimal since this degree is a pathway for existing Law Enforcement students to earn a bachelor's degree in management and leadership. Since students will not be working in a cohort model after they achieve their BTC, they will be able to take available general education and upper-division courses. We anticipate that the majority of students will take the remaining required courses online.

- 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.

None at this time.

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 impact on the library and information resources will be minimal. All existing resources are adequate to support the program.

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

No new library resources are needed.

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?

Since the new degree utilizes courses already in existence, there will be minimal impact on personnel resources. No new courses will be created. Should additional sections of existing courses be needed, we will work with the impacted department and administration to hire adjunct faculty. However, the degree is designed to offer flexibility and student choice. In many cases, students will be able to select from a list of upper-division requirements and several general education options. This will minimize the need for additional instructors as students can select another course rather than being placed on a waitlist.

- 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.

Idaho State University and the College of Technology will provide university and college-level support for the program available to all faculty and students such as faculty professional development/mentoring, instructional design, student advising, tutoring, etc.

- 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 enhance collaboration between the colleges and maximize resources through its interdisciplinary curriculum. Using existing curriculum that meets the program learning objectives will enhance efficiencies and effectiveness in teaching and student learning.

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

No new resources are needed at this time.

21. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds

in support of the program have on other programs?

No funds will be reallocated.

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

No new appropriations are needed.

- 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?

N/A

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

N/A

- d) **Student Fees:**

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

N/A

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

N/A

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).

ISU #2025-04 Law Enforcement Management and Leadership (3YR) (BAS)

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	10	10	10	10	10	10
B. Shifting enrollments			10	10	10	10	10	10
Total Enrollment			20	20	30	30	30	30

II. REVENUE

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$44,570.00	\$0.00	\$89,140.00	\$0.00	\$133,710.00	\$0.00	\$133,710.00	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$44,570	\$0	\$89,140	\$0	\$133,710	\$0	\$133,710	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1

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

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

III. EXPENDITURES

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	\$0.00	\$0.00	\$10,000.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other: _____	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$0	\$0	\$10,000	\$0	\$15,000	\$0	\$15,000	\$0

	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

C. Capital Outlay

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2026-27

FY 2027-28

FY 2028-29

FY 2029-30

**D. Capital Facilities
Construction or Major
Renovation**

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

E. Other Costs

Utilities

	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 17, 2025

ATTACHMENT 1

Maintenance & Repairs	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Other	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total Other Costs	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>
TOTAL EXPENDITURES:	<u><u>\$0</u></u>	<u><u>\$0</u></u>	<u><u>\$10,000</u></u>	<u><u>\$0</u></u>	<u><u>\$15,000</u></u>	<u><u>\$0</u></u>	<u><u>\$15,000</u></u>	<u><u>\$0</u></u>
Net Income (Deficit)	<u><u>\$44,570</u></u>	<u><u>\$0</u></u>	<u><u>\$79,140</u></u>	<u><u>\$0</u></u>	<u><u>\$118,710</u></u>	<u><u>\$0</u></u>	<u><u>\$118,710</u></u>	<u><u>\$0</u></u>

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

II.4	Tuition is based on FY26 Full Time Resident undergraduate tuition of \$4,457.
III	No additional expenditures are anticipated, as the program utilizes existing courses. Should additional sections of courses be needed, we will hire adjunct faculty based on course enrollment.



**Idaho State
University**

Proposed 90 credit BAS

Law Enforcement Management and Leadership
(3YR)

(For internal use only)

☐ No change

☐ UCC proposal

A Major Academic Plan (MAP) is one way to complete a degree in a set number of semesters. The *example* below is only one strategy. Actual plans for individual students will vary based on advisor recommendations and academic needs. Official Program Requirements including Major, General Education, Electives, and university requirements (see pg.2) are based on Catalog Year.

Course Subject and Title	Cr.	Min. Grade	*GE, UU or UM	**Sem. Offered	Prerequisite	Co-Requisite
Semester One						
LAW 1101: Law Enforcement 1	7	C-		F, S, D	Admission to program, pass background check and polygraph, and minimum score of ALEKS 8 or equivalent	LAW 1102, 1103
LAW 1102: Law Enforcement 2	7	C-		F, S, D		LAW 1101, 1103
LAW 1103: Law Enforcement 3	8	C-		F, S, D		LAW 1101, 1102
Total	22					
Semester Two						
GE Objective 1: ENGL 1101 Writing and Rhetoric I	3		GE	F, S		
GE Objective 3 Mathematical Ways of Knowing	3		GE			
GE Objective 6 Social and Behavioral Ways of Knowing	3		GE	F, S		
SOC 4431: Criminology	3		UM	S		
SOC/POLS/HSEM UD Elective	3		UM			
Total	15					
Semester Three						
GE Objective 1: ENGL 1102 Writing and Rhetoric II	3	C-	GE	F, S		
GE Objective 5 Scientific Ways of Knowing	4		GE	F, S		
GE Objective 4: Humanistic and Artistic Ways of Knowing	3		GE	F, S		
SOC 3310 Introduction to Criminal Justice	3		UM	F		
SOC 4451: Victimology	3		UM	F	SOC 3310	
Total	16					
Semester Four						
GE Objective 2: COMM 1101 Fundamentals of Oral Comm	3		GE	F, S		
GE Objective 4: Humanistic and Artistic Ways of Knowing	3		GE	F, S		
GE Objective 5 Scientific Ways of Knowing	3		GE	F, S		
SOC/POLS/HSEM UD Elective	3		UM			
HSEM 3301: Homeland Security and Emergency Management Overview	3		UM			
Total	15					
Semester Five						
GE Objective 6 Social and Behavioral Ways of Knowing	3		GE	F, S		
GE Objective 9 Cultural Diversity	3		GE	F, S		
HSEM 4570: Ethical Leadership and Decision Making in HSEM OR POLS 4458: Public Administration Ethics	3		UM	D		
POLS 4405: Introduction to Public Administration	3		UM	D		
POLS 4452: Budgeting and Finance OR HSEM 4415: Strategic Planning and Budgeting	3		UM	D		
Total	15					
Semester Six						
GE Objective 7 or 8 Critical Thinking/Information Literacy	3		GE	F, S		
HSEM 4410: Policies, Civil Rights and Leadership OR POLS 4453 Public Policy Analysis	3		UM	D		
POLS 4454: Public Personnel Management	3		UM	D		
SOC/POLS/HSEM UD Elective	3		UM	D		
Total	12					
*GE=General Education Objective, UU=Upper Division University, UM= Upper Division Major **See Course Schedule section of Course Policies page in the e- catalog (or input F, S, Su, etc.)						

Degree, Major, Concentration

Page 2

20XX-20XX Major Requirements	CR	GENERAL EDUCATION OBJECTIVES Satisfy Objectives 1,2,3,4,5,6 (7 or 8) and 9	36 cr. min
MAJOR REQUIREMENTS			
HSEM 3301: Homeland Security and Emergency Management Overview	3	1. Written English (6 cr. min) ENGL 1101	3
HSEM 4410: Policies, Civil Rights and Leadership OR POLS 4453 Public Policy Analysis	3	ENGL 1102	3
HSEM 4570: Ethical Leadership and Decision Making in HSEM OR POLS 4458: Public Administration Ethics	3	2. Spoken English (3 cr. min)	3
LAW 1101: Law Enforcement 1	7	3. Mathematics (3 cr. min) Student Choice	3
LAW 1102: Law Enforcement 2	7	4. Humanities, Fine Arts, Foreign Lang. (2 courses; 2 categories; 6 cr. min)	
LAW 1103: Law Enforcement 3	8	Student choice	3
POLS 4405: Introduction to Public Administration	3	Student choice	3
POLS 4452: Budgeting and Finance OR HSEM 4415 Strategic Planning and Budgeting	3	5. Natural Sciences (2 lectures-different course prefixes, 1 lab; 7 cr. min)	
POLS 4454: Public Personnel Management	3	Student choice	4
SOC 3310: Introduction to Criminal Justice	3	Student choice	3
SOC 4431: Criminology	3	6. Behavioral and Social Science (2 courses-different prefixes; 6 cr. min)	
SOC 4451: Victimology	3	Student choice	3
SOC/POLS/HSEM UD Elective (see below)	3	Student choice	3
SOC/POLS/HSEM UD Elective (see below)	3	One Course from EITHER Objective 7 OR 8 (1course; 3 cr. Min)	
SOC/POLS/HSEM UD Elective (see below)	3	7. Critical Thinking	3
		8. Information Literacy	
SOC/POLS/HSEM Upper Division Electives:		9. Cultural Diversity (1 course; 3 cr. Min)	
HSEM 3310: Integrated Systems and Interface	3		3
HSEM 3315: Risk Analysis and Asset Protection	3	General Education Elective to reach 36 cr. Min. (if necessary)	
HSEM 3335: Cyber Security	3		
HSEM 4405: Risk and Crisis Communications	3	Total GE	37
HSEM 4454: Intelligence and Terrorism	3	Undergraduate Catalog and GE Objectives by Catalog Year	
HSEM 4464: Disaster Response and Recovery	3	http://coursecat.isu.edu/undergraduate/programs/	
POLS 4443: Civil Rights and Liberties	3	MAP Credit Summary	CR
POLS 4444: Law and Society	3	Major	58
POLS 4464: Disaster Policy and Administration	3	General Education	37
SOC 4438: Sexual Crimes	3		
SOC 4451: Victimology	3		
SOC 4452: Gang Violence	3	TOTAL	95
SOC 4454: Guns and Mass Shootings	3	Graduation Requirement Minimum Credit Checklist	Confirmed
SOC 4455: Prisons, Reentry, Reintegration	3	Minimum 36 cr. General Education Objectives (15 cr. AAS)	37
SOC 4456: Substance Abuse: Family and Community	3	Minimum 15 cr. Upper Division in Major (0 cr. Associate)	36
		Minimum 36 cr. Upper Division Overall (0 cr. Associate)	36
		Minimum of 90 credits	95

Form Revised 2.14.2023

IDAHO STATE UNIVERSITY

SUBJECT

Family Nurse Practitioner Graduate Certificate – Professional Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The College of Health, School of Nursing (SON) at Idaho State University proposes to establish a Professional Program Fee per Board Policy V.R. Establishment of Fees, 3.b.iii. Professional Program Fee. The Family Nurse Practitioner (FNP) Graduate Certificate program was approved in December of 2024. At this time, Idaho State University is requesting a \$200 per credit program fee.

The FNP Graduate Certificate program addresses the urgent need for primary health care in Idaho, particularly in rural areas, by preparing other nurse practitioner specialties to become Family Nurse Practitioners. In Idaho, Nurse Practitioners (NP) provide 48.1% of primary care (Idaho Nursing Workforce Report, 2022). Even though other NP specialties can provide primary care, they are not always able to provide comprehensive health care for patients throughout the entire lifespan.

This FNP certificate program will increase the number of primary care providers within the state who are able to care for patients through the whole lifespan. ISU is providing a fast and more affordable way for practicing nurse practitioners to be able to provide primary care for the whole family, particularly in rural and underserved areas.

The SON already has a successful and growing FNP program, which is accredited by the Credentialing Center for Nursing Education (CCNE). This FNP certificate program targets Nurse Practitioners in current practice. There are over 1700 Nurse Practitioners in Idaho and although this information is not broken down by specialty, per Idaho's Department of Health and Welfare, Idaho has a shortage of 98.7% primary care providers in the state (<https://healthandwelfare.idaho.gov/providers/rural-health-and-underserved-areas/rural-health-and-underserved-areas>). It is difficult to assess the numbers of non-FNP Nurse Practitioners in Idaho currently, however, ISU believes there are over 500 Nurse Practitioners currently in the state who would qualify for their program. In addition, the graduate nursing programs in Idaho graduate approximately 20 students per year that could qualify for this certificate. Therefore, ISU estimates approximately 5 to 11 students per year who may enroll.

IMPACT

The FNP Graduate Certificate program was approved in December 2024 and is planned for implementation in Fall 2026. To ensure the program's success,

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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additional funding is needed; therefore, ISU is requesting a professional fee of **\$200 per credit hour**, totaling **\$5,200** for the full certificate. These fees will support the costs of hiring adjunct faculty, purchasing general and standardized-patient exam supplies, marketing the program, and conducting clinical site visits. ISU's current request of \$200 per credit is comparable to other nursing graduate certificate programs they offer.

Faculty are required to visit students at their clinical sites, which vary based on students' placement locations. With an anticipated cohort of 11 students, these site visits would add approximately **\$1,100 per student per year** in expenses.

Although the *impact* of this program is important for the healthcare needs of the state of Idaho, the numbers of students are not expected to be large because the potential pool of students for this certificate program is small. However, even the addition of a few primary care providers for our medically underserved rural state would be beneficial. ISU plans to begin this program in the Fall of 2026 and expect 2 students. ISU hopes to increase admissions to 4 (2027), then 5 (2028), then 6 students by 2029 for an eventual maintenance of approximately 11 total students enrolled at ISU SON in the FNP certificate program.

ATTACHMENTS

Attachment 1 – Family Nurse Practitioner Graduate Certificate Budget

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b. No additional course fees may be charged once the professional fee is established.

ISU's request to assess a professional program fee of \$200 per credit per semester for the Graduate Certificate in Family Nurse Practitioner aligns with criteria as defined in Board Policy V.R.3.b.iii.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their December 4, 2025, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add a professional program fee of \$200.00 per credit to the Nursing: Family Nurse Practitioner Graduate Certificate program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 17, 2025

ATTACHMENT 1

PROGRAM IDENTIFICATION

ISU #2024-LON-11 Nursing: Family Nurse Practitioner (FNP) Graduate Certificate

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
- 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 <u>2026-27</u>		FY <u>2027-28</u>		FY <u>2028-29</u>		FY <u>2029-30</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2	2	4	4	5	5	6	6
B. Shifting enrollments	0	0	2	2	4	4	5	5
Total Enrollment	2	2	6	6	9	9	11	11

II. REVENUE

	FY <u>2026-27</u>		FY <u>2027-28</u>		FY <u>2028-29</u>		FY <u>2029-30</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$10,222.56		\$25,610.40		\$38,113.02		\$45,806.94	
5. Student Fees	\$6,400.00		\$15,208.00		\$18,408.00		\$21,608.00	
6. Other (i.e. Activity Fee)	\$4,543.20		\$6,675.56		\$9,364.74		\$10,694.82	
Total Revenue	\$21,166	\$0	\$47,494	\$0	\$65,886	\$0	\$78,110	\$0

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

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

III. EXPENDITURES

	FY <u>2026-27</u>		FY <u>2027-28</u>		FY <u>2028-29</u>		FY <u>2029-30</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.00		0.00		0.00		0.00	
2. Faculty	0.00		0.00		0.00		0.00	
3. Adjunct Faculty	3,226.00		19,356.00		29,034.00		29,034.00	
4. Graduate/Undergrad Assistants	\$0.00		\$0.00		\$0.00		\$0.00	
5. Research Personnel	\$0.00		\$0.00		\$0.00		\$0.00	
6. Directors/Administrators reallocated	\$0.00		\$0.00		\$0.00		\$0.00	
7. Administrative Support Personnel reallocated	\$0.00		\$0.00		\$0.00		\$0.00	
8. Fringe Benefits	\$312.92		\$1,877.53		\$2,816.30		\$2,816.30	
9. Other:								
Total Personnel and Costs	\$3,538.92	\$0.00	\$21,233.53	\$0.00	\$31,850.30	\$0.00	\$31,850.30	\$0.00

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	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$2,200.00		\$6,600.00		\$9,900.00		\$12,100.00	
2. Professional Services								
3. Other Services	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
4. Communications								
5. Materials and Supplies	\$1,424.00		\$4,132.28		\$6,396.28		\$7,356.28	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	\$164.26	\$0.00	\$535.38	\$0.00	\$774.30	\$0.00	\$813.80	
Total Operating Expenditures	\$8,788	\$0	\$16,268	\$0	\$22,071	\$0	\$25,270	\$0
	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation	\$0.00		\$0.00		\$0.00		\$0.00	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								
Total Other Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$12,327	\$0	\$37,501	\$0	\$53,921	\$0	\$57,120	\$0
Net Income (Deficit)	\$8,839	\$0	\$9,993	\$0	\$11,965	\$0	\$20,989	\$0

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

II.5	Student Fees are professional Fees totaling \$200 per student per credit over the period of the program (\$5,200 total professional fees for the certificate).
II.6	Other is the Consolidated Mandatory Fees, which includes the activity fee, IT fee, facilities fee, and eISU fee for students.
III.B.3	Marketing
III.B.5	Intensive supplies, classroom consumables, etc.
III.B.8	On-going newly instituted Administrative Recovery Fee.

SUBJECT

Nuclear and Critical Materials Postsecondary Programs and Partnerships

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND/DISCUSSION

Nuclear Energy Partnerships

Idaho National Laboratory, the nation's leading nuclear research facility, is expanding collaborations with Idaho colleges and universities to address workforce shortages and accelerate innovation. Key initiatives include:

- Future Tech Building at the College of Eastern Idaho: A \$9 million investment by Battelle Energy Alliance (INL's managing contractor) and partners will create an 88,000-square-foot STEM hub with advanced labs and the BEA Applied STEM Institute. Scheduled for completion in 2026, this facility will provide pathways into nuclear energy, cybersecurity, and advanced manufacturing careers.
- Advanced Nuclear Workforce Ecosystem: Through the Idaho Advanced Energy Consortium, CEI, INL, and regional partners secured \$1.7 million from the U.S. Economic Development Administration under the Good Jobs Challenge, with matching contributions bringing the total to \$3.6 million. This funding supports nuclear technician training, trades curriculum, and transitional workforce programs tied to the Intermountain West Nuclear Energy Corridor Tech Hub—positioning Idaho for up to \$75 million in additional federal investment.
- Critical Materials and Energy Systems Innovation Center: The recently launched Critical Materials Center, a collaboration between INL, Idaho State University, and the University of Idaho, focuses on securing domestic supply chains for minerals essential to advanced nuclear fuels, energy storage, and defense technologies. This center supports research in recovery, extraction, and advanced separation technologies for materials such as uranium, thorium, cobalt, and lithium, while also preparing a skilled workforce for careers in energy systems, materials science, and national security. These efforts align with federal priorities to reduce reliance on foreign sources for critical minerals and strengthen U.S. energy independence.
- SUPER Agreements: INL has signed five-year Strategic Understanding for Premier Education and Research agreements with the University of Idaho, Boise State University, and Idaho State University. These partnerships focus on advanced materials, cybersecurity, carbon reduction, and integrated energy systems, areas critical to national security and Idaho's economic future.

Critical Materials Partnerships

Perpetua Resources, developer of the Stibnite Gold Project, has partnered with the College of Western Idaho (CWI) to launch the Stibnite Launch Scholarship, committing \$250,000 to support students in geosciences and mining technician programs. This scholarship complements Idaho's LAUNCH grant program, ensuring students can access technical training for careers in mining and mineral processing.

The Stibnite Gold Project is expected to create over 550 direct jobs in rural Idaho and supply the nation's only domestic source of antimony—a critical mineral for defense, energy storage, and semiconductor manufacturing. These family-wage jobs will revitalize Valley County and surrounding communities while supporting national security and clean-energy goals. By aligning education with industry needs, this partnership ensures Idahoans are prepared for high-demand roles, keeping economic benefits local and fostering long-term community resilience.

Additional Strategic Statewide Institutional Collaborations

While this overview focuses specifically on some selected partnerships, several Idaho institutions are active in this space. Boise State University is a leader in cybersecurity and nuclear education, combining advanced degree programs with industry partnerships. Its Institute for Pervasive Cybersecurity, designated as a National Center of Academic Excellence by the NSA, offers undergraduate and graduate degrees in Cybersecurity and Cyber Operations and Resilience, plus hands-on training through initiatives like the Cyberdome and Cyber Service Academy. In nuclear education, Boise State provides a Nuclear Engineering Technology major and collaborates with Idaho State University and the University of Idaho on an online Nuclear Safeguards and Security Certificate, addressing both physical and cyber threats to nuclear systems. Through its SUPER Agreement with Idaho National Laboratory, Boise State drives research in advanced materials for extreme environments and cyber-informed design for secure energy systems, positioning the university as a critical partner in Idaho's energy and security workforce development.

Lewis-Clark State College, the College of Southern Idaho, North Idaho College, and Lewis-Clark State College also offer multiple degrees and certificates in cybersecurity, information assurance, networking, and programming, all of which complement the specialized degrees at other institutions.

Attachment 1 includes the institutions' Nuclear, Mining, and Cybersecurity; Engineering and Engineering-related; and Manufacturing-related academic and career-technical programs. Collectively, these programs advance Idaho's role in building a resilient, low-carbon energy future while fostering economic growth and workforce development in high-demand technical fields, ensuring Idaho remains competitive in the national energy landscape.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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IMPACT

This information item will enable Board members to learn more about how Idaho's public postsecondary institutions are advancing education, research, and workforce development in nuclear energy and critical materials. Presenters from institutions and from the Idaho National Laboratory will explain these partnerships and their impact on Idaho's current and future workforce.

ATTACHMENTS

Attachment 1 – Current Programs - Nuclear, Critical Materials, Engineering, and Manufacturing 2025

STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public postsecondary institutions have both extensive historical partnerships and new, innovative agreements with industry partners in nuclear and critical materials spaces. This information item highlights current partnerships and offers the opportunity to hear from an INL representative and institutional representatives about current and future needs. Board staff will work with institutions to coordinate their efforts and provide updates as appropriate.

BOARD ACTION

This item is for informational purposes.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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ATTACHMENT 1

Current Programs Nuclear, Mining, and Cybersecurity 2025

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate	Arts and Sciences	Boise	Online
BSU	Cybersecurity	11.1003	M.S.	Arts and Sciences	Boise	Some portion online
BSU	Cybersecurity Management	11.1003	Graduate Certificate	Business and Economics	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Computer Science emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Cryptanalysis and Signals Analysis emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
BSU	Cybersecurity: Management emphasis	11.1003	M.S.	Arts and Sciences	Boise	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	AAS	Technology	Idaho Falls	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC	Technology	Idaho Falls	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	Specialized Certificate	Technology	Idaho Falls	Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.1003	AAS	Business and Information Systems	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.1003	BTC	Business and Information Systems	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Cybersecurity	11.1003	AAS	School of Science, Technology, and Math	Boise Boise	Online Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC	School of Science, Technology, and Math	Boise	Online Traditional (face-to-face)
LCSC	Cybersecurity Management	11.1003	BA/BS	Professional Studies and Graduate Studies	Lewiston	Online Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	AAS	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	ATC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
NIC	Cybersecurity INFOSEC Administration	11.1003	ITC	Career and Technical Professional Programs	Coeur d'Alene	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG	College of Engineering	Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Hybrid Online Traditional (face-to-face)
UI	Cybersecurity (Coeur d'Alene)	11.1003	B.S.	College of Engineering	Coeur d'Alene	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS	Science and Engineering	Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.	Science and Engineering	Idaho Falls Pocatello	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online
UI	Nuclear Engineering	14.2301	M.Engr.	College of Engineering	Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Certificate-GR	College of Engineering		Online
UI	Nuclear Technology Management	14.2301	Certificate-GR	College of Engineering	Idaho Falls	Online
CWI	Mining Technician	15.0901	AS	School of Science, Technology, and Math	Nampa	Hybrid
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician concentration	41.0205	AAS	Technology	Pocatello	Traditional (face-to-face)
CEI	Digital Forensics and Analytics	43.0403	BAS	Business	Idaho Falls	Hybrid Traditional (face-to-face)
LCSC	Cybersecurity	43.0403	Undergraduate Certificate	Career and Technical Education	Lewiston	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate	Engineering	Boise	Online
BSU	Applied Computing, Systems, and Network	43.0404	Undergraduate Certificate	Engineering	Boise	Online
BSU	Cyber Operations and Resilience	43.0404	B.A.S.	Engineering	Boise	Online
BSU	Cyber Operations and Resilience	43.0404	B.S.	Engineering	Boise	Online
BSU	Cyber Operations and Resilience (MS)	43.0404	M.S.	Engineering	Boise	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.A.S. emphasis	Engineering	Boise	Online
BSU	Cybersecurity Career Technical Education Emphasis	43.0404	B.S. emphasis	Engineering	Boise	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate	Engineering	Boise	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate	Engineering	Boise	Online

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Current Programs Engineering and Engineering Related 2025

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
BSU	Engineering	14.0101	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering	14.0101	Ph.D	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: EngineeringPLUS emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: Pre-Medical emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Engineering: Secondary Education emphasis	14.0101	B.S. emphasis	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor for All	14.0101	Undergraduate Certificate	Innovation and Design	Boise	Traditional (face-to-face)
CEI	Associate of Engineering	14.0101	AE	General Education	Idaho Falls	Hybrid Online Traditional (face-to-face)
CSI	Engineering	14.0101	AS	Engineering, Physical, and Computer Sciences	Twin Falls	Some portion online Traditional (face-to-face)
CWI	Engineering	14.0101	AE	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
NIC	Engineering	14.0102	AS	Math, Computer Science and Engineering Division	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor	Engineering		Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Ph.D	Engineering	Boise	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
UI	Biomedical Engineering	14.0501	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.Engr.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Chemical Engineering of Semiconductors	14.0701	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.	Engineering	Boise	Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS	Science and Engineering	Pocatello	Hybrid
ISU	Civil Engineering	14.0801	MS	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Civil Engineering	14.0801	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
UI	Civil Engineering	14.0801	B.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.	College of Engineering	Coeur d'Alene Moscow	Online
UI	Civil Engineering	14.0801	M.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources Engineering Science Option	14.0805	M.S. option	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
UI	Water Resources Engineering Science Option	14.0805	Ph.D. option	College of Agriculture and Life Sciences	Boise Coeur d'Alene Idaho Falls Moscow	Hybrid Traditional (face-to-face)
BSU	Computer Engineering	14.0901	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Cyber for All	14.0901	Undergraduate Certificate	Engineering	Boise	Online Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate	Engineering	Boise	Online
BSU	Mechanical Engineering	14.0901	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
ISU	Computer Engineering	14.0901	BS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering	14.0901	MS	Science and Engineering	Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical & Computer Engineering: Computer Engineering concentration	14.0901	MS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
UI	Computer Engineering	14.0901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.	College of Engineering	Moscow	Online
UI	Computer Engineering	14.0901	M.S.	College of Engineering	Moscow	Online
ISU	Software Engineering	14.0903	BS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
LCSC	Computer Science: Software Engineering	14.0903	BS emph	Professional Studies and Graduate Studies	Coeur d'Alene Lewiston	Hybrid Online Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor	Engineering		Traditional (face-to-face)

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Current Programs Engineering and Engineering Related 2025

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
ISU	Electrical & Computer Engineering: Electrical Engineering concentration	14.1001	MS	Science and Engineering	Idaho Falls Pocatello	Traditional (face-to-face) Web/video
ISU	Electrical Engineering	14.1001	BS	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Electrical and Computer Engineering	14.1001	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.	College of Engineering	Moscow	Online
UI	Electrical Engineering	14.1001	M.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering - Global	14.1001	B.S.E.E.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Communications emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Microelectronics emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Electrical Engineering: Power emphasis	14.1001	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Graduate Certificate	College of Engineering	Coeur d'Alene Moscow	Online
UI	Smart Grid Cybersecurity	14.1001	Graduate Certificate	College of Engineering	Coeur d'Alene Moscow	Online Traditional (face-to-face)
UI	Advanced Microelectronics Fabrication	14.1099	Graduate Certificate	College of Engineering	Moscow	Some portion online Traditional (face-to-face)
UI	Advanced Semiconductor Design	14.1099	Graduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	High-Speed Circuits and Systems	14.1099	Graduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Microelectronics Fabrication	14.1099	Undergraduate Certificate	College of Engineering	Coeur d'Alene	Some portion online Traditional (face-to-face)
UI	Semiconductor Design	14.1099	Undergraduate Certificate	College of Engineering	Moscow	Online Traditional (face-to-face)
CSI	Engineering	14.1301	AE	Engineering, Physical, and Computer Sciences	Twin Falls	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph.D.	Science and Engineering	Pocatello	Hybrid
ISU	Engineering and Applied Science: Environmental Engineering	14.1401	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Environmental Engineering	14.1401	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor	Engineering		Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Ph.D.	Engineering	Boise	Traditional (face-to-face)
BSU	Materials Science and Engineering: Secondary Education	14.1801	B.S. emphasis	Engineering		Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor Materials	14.1801	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Biomedical Engineering	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Computational	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Thermal-Fluids	14.1901	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
ISU	Engineering and Applied Science: Mechanical Engineering	14.1901	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS	Science and Engineering		Hybrid
ISU	Mechanical Engineering	14.1901	MS	Science and Engineering		Hybrid
ISU	Mechanical Engineering, Accelerated BS/MS	14.1901	BS	Science and Engineering		
ISU	Mechanical Engineering, Accelerated BS/MS	14.1901	MS	Science and Engineering		
UI	Aerospace	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Computer-Aided Engineering	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Material Behavior and Performance	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Design and Manufacturing	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.	College of Engineering	Moscow	Online
UI	Mechanical Engineering	14.1901	M.S.	College of Engineering	Coeur d'Alene Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	Minor	College of Engineering	Moscow	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	Ph.D.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Thermal Energy System Design and Analysis	14.1901	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS	Science and Engineering	Pocatello	Hybrid

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ATTACHMENT 1

Current Programs Engineering and Engineering Related 2025

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
ISU	Nuclear Science and Engineering	14.2301	MS	Science and Engineering	Idaho Falls Pocatello	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.	Science and Engineering	Idaho Falls Pocatello	Hybrid
UI	Nuclear Criticality Safety	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online
UI	Nuclear Engineering	14.2301	M.Engr.	College of Engineering	Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.	College of Engineering	Coeur d'Alene Idaho Falls Moscow	Online Traditional (face-to-face)
UI	Nuclear Materials Engineering	14.2301	Graduate Certificate	College of Engineering		Online
UI	Nuclear Technology Management	14.2301	Graduate Certificate	College of Engineering	Idaho Falls	Online
ISU	Engineering and Applied Science: Measurement & Control Engineering	14.2701	Concentration	Science and Engineering	Pocatello	Some portion online Traditional (face-to-face)
ISU	Measurement and Control Engineering	14.2701	MS	Science and Engineering		Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor	Business and Economics		Traditional (face-to-face)
ISU	Geology: Engineering Geology Concentration	14.3901	BS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor	College of Engineering	Moscow	
UI	Geological Engineering	14.3901	B.S.	College of Engineering	Moscow	Traditional (face-to-face)
UI	Geological Engineering	14.3901	M.S.	College of Engineering	Moscow	Online
UI	Robotics Engineering	14.4201	Undergraduate Certificate	College of Engineering	Moscow	Traditional (face-to-face)
UI	Biological Engineering	14.4501	B.S.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.	College of Engineering	Moscow	Online Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.	College of Engineering	Moscow	Online Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.4701	Ph.D.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.Engr.	Engineering	Boise	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.4701	M.S.	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor	14.4701	Emphasis	Engineering	Boise	Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.	College of Engineering	Moscow	Online
ISU	Civil Engineering Technician	15.0201	ATC	Technology	Pocatello	Online
ISU	Civil Engineering Technology	15.0201	AAS	Technology	Pocatello	Online
ISU	Civil Engineering Technology	15.0201	BAS			Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC	Technology	Pocatello	Hybrid
ISU	Civil Engineering, Accelerated BS/MS	15.0201	BS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
ISU	Civil Engineering, Accelerated BS/MS	15.0201	MS	Science and Engineering	Idaho Falls Pocatello	Some portion online Traditional (face-to-face)
CSI	Electronic Engineering Technician	15.0303	AAS	Engineering, Physical, and Computer Sciences	Twin Falls	Some portion online Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC	Technology	Pocatello	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS	Science and Engineering	Pocatello	Hybrid
ISU	Energy Systems Technology	15.0303	ITC	Technology	Pocatello	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS	Technology	Pocatello	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC	Technology	Pocatello	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS	Technology	Idaho Falls Pocatello Twin Falls	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC	Technology	Pocatello	Hybrid
BSU	Integrated Circuit Design	15.0306	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
CEI	Mechatronics Engineering Technology	15.0403	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	Technology	Pocatello	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS	Technology	Pocatello	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC	Technology	Pocatello	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC	Agriculture	Twin Falls	Hybrid Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS	Trades and Industry	Coeur d'Alene	Traditional (face-to-face)
UI	Engineering Technology (Coeur d'Alene)	15.0612	B.S.Tech.	College of Engineering	Coeur d'Alene	Hybrid Traditional (face-to-face)
UI	Engineering Technology (Idaho Falls)	15.0612	B.S.Tech.	College of Engineering	Idaho Falls	Hybrid Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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ATTACHMENT 1

**Current Programs
Engineering and Engineering Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
UI	Engineering Technology (Moscow)	15.0612	B.S.Tech.	College of Engineering	Moscow	Hybrid Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.	College of Engineering		Online
BSU	Semiconductor Device Physics	15.0616	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
BSU	Semiconductor Processing	15.0616	Undergraduate Certificate	Engineering	Boise	Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	AAS	School of Industry, Engineering, and Trades	Nampa	Hybrid Traditional (face-to-face)
CWI	Semiconductor Manufacturing Technology	15.0616	BTC	School of Industry, Engineering, and Trades	Nampa	Hybrid Traditional (face-to-face)
ISU	Semiconductor Manufacturing Technology	15.0616	AAS	Technology	Pocatello	Hybrid
ISU	Semiconductor Manufacturing Technology	15.0616	ITC	Technology	Pocatello	Hybrid
UI	Human Safety Performance	15.0705	Undergraduate Certificate	College of Engineering	Idaho Falls	Online Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS	Technology	Pocatello	Hybrid
CWI	Mining Technician	15.0901	AS	School of Science, Technology, and Math	Nampa	Hybrid
ISU	Professional Land Surveying	15.1102	Academic Certificate	Technology		Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS	Technology	Pocatello	Hybrid
ISU	Surveying Technician	15.1102	BTC	Technology	Pocatello	Online
CSI	Drafting Technology	15.1302	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS	Technology		Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1303	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Engineering Technology - Civil Emph	15.1304	AAS	Career and Technical Education		
ISU	Drafting, Mechanical Drafting	15.1306	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	Engineering Technology - Mechanical Emph	15.1306	AAS	Career and Technical Education		
NIC	Mechanical Design Engineering Technology	15.1307	AAS			
NIC	Mechanical Design Engineering Technology	15.1307	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1307	ITC			
BSU	Nuclear Safeguards and Security	15.1401	Graduate Certificate	School of Public Service	Boise Moscow Pocatello	Online
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS	Technology	Pocatello	Hybrid
ISU	Energy Systems Nuclear Operations Technology: Licensed Operator concentration	15.1401	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology: Nuclear Facility Technician concentration	15.1401	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Nuclear Engineering Technology Management (online)	15.1401	BAS	Technology	Pocatello	Online
ISU	Nuclear Safeguards and Security	15.1401	Graduate Certificate	Science and Engineering	Boise Moscow Pocatello	Online
UI	Nuclear Safeguards and Security	15.1401	Graduate Certificate	College of Engineering	Boise Moscow Pocatello	Online
CEI	Energy Systems Technology	15.1701	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ATC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Energy Systems Technology	15.1701	ITC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS	Technology	Pocatello	Hybrid

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 17, 2025**

ATTACHMENT 1

**Current Programs
Manufacturing Related 2025**

Institution	Title	CIP Code	Award	College	Locations	Delivery Methods
CEI	Welding Technology	48.0508	AAS	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC	Trades and Industry	Idaho Falls	Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	48.0501	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC	Trade and Industry	Twin Falls	Hybrid Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ITC	School of Industry, Engineering, and Trades	Nampa	Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate	Technology	Pocatello	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS	Technology	Pocatello	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC	Technology	Pocatello	Traditional (face-to-face)
ISU	Welding	48.0508	ITC	Technology	Pocatello	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ATC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	CNC Machining Technology	48.0510	ITC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC	Career and Technical Education	Lewiston	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC	Career and Technical Education	Lewiston	Traditional (face-to-face)
NIC	Advanced Manufacturing Engineering and CNC Technologies	48.0510	A.A.S.	Trades and Industry	Coeur d'Alene	Hybrid
NIC	Computer Control Automation Technology	48.0501	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Precision Machining	48.0501	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC	Trades and Industry	Coeur d'Alene	Hybrid Online Traditional (face-to-face)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 17, 2025**

SUBJECT

America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho – A Plan

REFERENCE

October 2025

The Board held a work session on the relevance of postsecondary education. Board staff were directed to develop a plan and coordinate a second work session.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.P – Academic Freedom and Responsibility

Idaho Code §33-101 – Responsibility of the State Board of Education

Idaho Code §33-107 – General Powers and Duties of the Board

BACKGROUND / DISCUSSION

In anticipation of the United States' 250th anniversary in 2026, the Idaho State Board of Education is initiating a strategic effort to enhance civic knowledge, civil discourse, and civic engagement among postsecondary students. The October 2025 work session highlighted the critical role of higher education in preparing informed, engaged citizens. The proposed Board plan, *America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho*, outlines a framework for integrating civics education across Idaho's colleges and universities, including curricular enhancements, faculty development, community partnerships, civil dialogue opportunities, and assessment strategies.

The initiative builds on national momentum around civic renewal and aligns with Idaho's broader goals for workforce readiness, democratic participation, and community resilience. The plan proposes a phased implementation beginning in Spring 2026 with the goal of ensuring that, by 2030, all Idaho postsecondary students will learn about civic rights and responsibilities, have opportunities to experience civil discourse, and engage with their communities in purposeful ways.

IMPACT

The proposed plan is expected to strengthen civic literacy and engagement among Idaho's postsecondary students, contributing to a more informed and active citizenry. It will also support institutional efforts to meet accreditation standards related to civic outcomes and provide opportunities for interdisciplinary collaboration. Financial impact is anticipated to be minimal in the initial phase, with potential for grant funding and philanthropic support to sustain long-term efforts.

ATTACHMENTS

Attachment 1 – America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho: A Plan for Postsecondary Civics Education in Idaho

STAFF COMMENTS AND RECOMMENDATIONS

The Next 250 plan was discussed with Provosts, the General Education Committee, and with the Presidents' Leadership Council. No significant concerns have been raised. Staff recommend that the Board endorse the proposed plan and direct staff to coordinate with institutions to launch coordinated institutional planning in Spring 2026. Staff can provide regular updates to IRSA and to the Board, as directed.

BOARD ACTION

I move to approve *America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho* plan for postsecondary civics education and direct Board staff to establish institutional reporting metrics and timelines.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho

A Plan for Postsecondary Civics Education in Idaho

Overview

Too many Americans lack a basic grasp of how our system of government functions as a constitutional democratic republic, and the gap is widening. A recent Annenberg poll found that one in six Americans cannot name a single branch of government and only one in twenty can name all five freedoms protected by the First Amendment. This knowledge gap represents a threat to a healthy democracy, which depends on citizens who understand their rights, responsibilities, and the systems in which they participate.

Higher education has always prepared graduates for life beyond the classroom, but today's moment calls for more: every Idaho postsecondary student should leave college able to apply the principles of democratic life in real-world contexts. Communities and employers alike want graduates who can analyze public problems, engage respectfully across differences, and work together on solutions, durable skills that also strengthen Idaho's economy and civic fabric.

America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho (The Next 250) plan meets this challenge head-on. Idaho's public higher education system is uniquely positioned to lead; with a shared general education framework, a robust transfer policy framework, and a statewide commitment to quality and collaboration, our institutions can approach this plan both collaboratively and in community-specific ways. *The Next 250* emphasizes enhancing **civic knowledge**, **civil discourse**, and hands-on **civic engagement**. This is a bold, coordinated, five-year effort to ensure civic capability is a signature outcome of an Idaho college degree.

Goal

Over the next five years, Idaho's public colleges and universities will build a coherent, statewide approach to civic learning that builds on the strategic efforts currently underway in K-12 classrooms and is embedded across general education, majors, and

co-curricular activities. The plan is *broad*, as institutions will infuse civics education across the curriculum (and beyond) so that all students are impacted; it is also *deep*, as institutions will develop new or bolster existing courses, develop and deepen opportunities for thoughtful debate and dialogue, and expand existing engagement initiatives. By 2030, all Idaho postsecondary students will learn about civic rights and responsibilities, have opportunities to experience civil discourse, and engage with their communities in purposeful ways.

Reach and Impact

Superintendent Critchfield has [identified civics](#) as a key area of emphasis for public education, and this initiative builds on that important work. In postsecondary contexts, the national Civic Learning and Democracy Engagement Initiative provides [a robust framework](#) for a comprehensive civic education across an institution. Civic education is not solely located in one course or experience, and so *The Next 250* envisions civic knowledge and engagement across the educational experience. By adopting shared language about the purpose of civic knowledge and [engagement](#), students will gain a deeper understanding of the voices and documents that shape our state, nation, and government. They will also come to understand the importance of civic engagement across their education and lives. All institutional members – students, faculty, staff, administrators, and others – will gain a clearer picture of the rights and responsibilities of citizenship. Throughout this time, Board staff will monitor initiatives and provide resources and strategic support wherever possible.

Timeline and Deliverables

Phase 1: America at 250 (2026-2027): Institutions will create and begin to implement institutional approaches that bolster civic knowledge, engage students in learning key [durable skills](#) for democracy (including critical thinking, fortitude, and communication in particular), create opportunities for civil discourse, enhance career-related civic learning, and immerse students in practical experience. Institutions will conduct the following activities:

- Create an institution-level *Next 250* committee to coordinate the initiatives and activities of this plan, develop metrics of success in coordination with the Office

of the State Board of Education and other institutions, and develop a communications plan for these efforts;

- Create a consistent web presence that clearly displays academic and co-curricular civics education across the institution, including calendars for civics-related events;
- Purposefully integrate civic knowledge and civics engagement across general education coursework through experimenting with civics course-marking, revising existing coursework to include civics knowledge and engagement, and exploring other opportunities to map civics education to Idaho's general education framework;
- Bolster existing advanced civics and democracy courses and/or support the development of advanced civics courses;
- Identify faculty to participate in a statewide *America at 250 Institute* and develop key courses on democracy's core texts;
 - Course designs will be shared and adopted across institutions, utilizing open educational resources whenever possible;
 - When appropriate, institutions are strongly encouraged to offer community-based free or low-cost versions of these courses (Pilot courses during academic year 2026-2027).
- Offer at least one [America at 250](#)-designated event or speaker;
 - Whenever feasible, add remote options for students and faculty at other Idaho institutions to engage with civic-focused events or speakers;
- Catalog and enhance existing civic engagement, community partnership, and public service initiatives;
- Actively engage with national civics education higher education initiatives and organizations.

Phase 2 Civic Leadership for the Next 250 Years (2027-2029): In the second phase, institutions will implement institutional strategies that expand institutional commitments to civic knowledge, civil discourse, and career-related civic learning. All institutions will conduct the following activities:

- Create signature approaches to civic engagement appropriate to their educational context and student populations so that all graduates experience purposeful civic or community engagement and have an opportunity to reflect on that experience

(e.g., each may create or expand co-curricular programs for civil discourse and democratic engagement; civic engagement majors, minors, certificates, or microcredential badges; purposeful work or community service of many kinds; or any other unique academic or co-curricular experiences that engage students in deep learning.)

- Expand the impact of America at 250 key courses at each institution;
- Create general education and institutional awards for civics education instruction and via the GEM Innovative Educator Award program;
- Apply for national recognition and for supporting grant activities as appropriate.

Now is the time to adopt a purposeful campaign for civic learning and democratic engagement across all eight public postsecondary institutions. By doing so, Idaho can become a national leader in reinvigorating the civic mission of higher education—one student, one institution, and one community at a time. Institutional engagement with America at 250 is just the beginning; *The Next 250* initiative imagines the upcoming years as laying critical groundwork to enhance democratic knowledge and participation for the next 250 years.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 17, 2025**

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.
August 2025	The Board was provided with the initial list of approved program exemptions.
October 2025	The Board was provided with an updated list of approved program exemptions.

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 (including 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. Board staff, with the support of the Board, issued a guidance memorandum to institutions in late May that was updated once in July 2025 to address the community college process.

IMPACT

Continued guidance and direction from the Board and staff will ensure that institutions of higher education are aligned with the legal requirements.

ATTACHMENTS

Attachment 1 – Updated Approved Program Exemptions by Institution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University received a program exemption for the Bachelor of Arts in Social Work and the Master of Social Work degrees on July 2, 2025. At that time, institutional leaders and faculty had analyzed other coursework within these degrees and had decided that they did not meet the parameters that would require notification for a program exemption. Upon careful research and further analysis, they subsequently determined that these courses did need to be submitted to be considered for the program exemption.

BOARD ACTION

This item is for informational purposes.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 17, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
To be Presented at the December 2025 Board Meeting							
ISU	Social Work -- Bachelor of Arts in Social Work	This course explores the relationship between social work theory and practice for the purpose of increasing depth of understanding and generalization of knowledge. Focus will be on understanding existing theoretical approaches informing the field of social work, including philosophical assumptions, current reception, and points of critique. Focus is also on applying theory to build skills necessary for competency, including written and oral communication, using research to inform practice, and on applying theoretical approaches to examples. This course fulfills required accreditation standards.	SOWK	3375	Application of Contemporary Social Work Theory	3	Fall 2025
		This course is designed to educate students regarding the role diversity (e.g. diversity related to ethnicity/race, age, socioeconomic status, gender and gender identity, sexual orientation, religion/spirituality, immigration status, and dis/ability, etc.) plays in many aspects of the human life experience, including the experience of oppression and privilege, and the implications this has for generalist social work practice. Focus will be on understanding social justice models of social work practice, on utilizing a human rights oriented lens, emphasizing client empowerment and utilizing a strength-based approach to social work, and integrating cultural humility in social work practice. This course fulfills required accreditation standards.	SOWK	3379	Social Work in a Diverse World	3	Fall 2025
		This course examines how social policies are created as society's strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social, racial, economic and environmental justice and to deliver effective social work services. This course fulfills required accreditation standards.	SOWK	4471	Social Justice, Advocacy, and Policy Practice	3	Fall 2025
ISU	Social Work -- Master of Social Work (Standard Admissions and Advanced Standing Admissions)	This course covers advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered. This fulfills required accreditation standards.	SOWK	5510	Human Behavior Theory and Cultural Diversity	3	Fall 2025
		This course examines how social policies are created as society's strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social, racial, economic and environmental justice and to deliver effective social work services. This course fulfills required accreditation standards.	SOWK	5571	Social Justice, Advocacy, and Policy Practice	3	Fall 2025
Presented at October 2025 Board Meeting							
CSI	Associates of Social Work	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 17, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
CSI	Associates of Sociology	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025
CWI	Associate of Arts in Social Work	This course is a required component of the Social Work degree and is designed to transfer directly to four-year institutions. As such, there are no appropriate substitution options available for students. To ensure full compliance with Idaho Senate Bill 1198, CWI has proactively submitted an exemption request. SOCW 101 is aligned with the Council for Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS) , which are required for programmatic accreditation at the receiving institutions. Alignment with these standards is essential to maintaining a seamless transfer pathway for students pursuing a bachelor's degree in Social Work.	SOCW	101	Introduction to Social Work and Social Welfare	3	Summer 2025
Presented at August 2025 Board Meeting							
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 contributes 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 contributes greatly to the value of the degree.	SOCWRK	355	Diversity and Social Justice in Social Work Practice	3	Fall 2025

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		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 contributes 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 focuses on exploration of power, privilege, and oppression experienced by identity-based groups and communities.	SOCWRK	514	Navigating Identity in Social Work	3	Summer 2025
		MSW program requires SOCWRK 513, which focuses 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 contributes 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 theoretical perspectives and the role of systemic oppression and discrimination to examine how experiences differ across factors such as race/ethnicity, immigration status, gender, gender identity/expression, sexual orientation, ability, social and economic status, political ideology, and religiosity/spirituality. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	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

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
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 Chicana 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 contributes greatly to the value of the degree.	COUN	509	Culturally Aware Counseling	3	Fall 2025
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 contributes 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

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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
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

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		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
		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

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		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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	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 inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology (BA or BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025