

**CONSENT**  
**FEBRUARY 18, 2026**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
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**SUBJECT**

Emergency Provisional Certificate Recommendations

**REFERENCE**

April 2019	Board approved SDE recommendations for processing emergency provisional certificates.
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
October 2025	Board approved 17 provisional certificates for the 2025-2026 school year
December 2025	Board approved 34 provisional certificates for the 2025-2026 school year

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-1201 and 33-1203

**BACKGROUND**

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school as a teacher, supervisor, administrator, education specialist, school nurse or school librarian to hold a certificate issued under authority of the state board of education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two (2) years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

In the past three (3) years, the Board has approved the following numbers of provisional certificates:

- SY 2022-2023: 212 provisional certificates
- SY 2023-2024: 172 provisional certificates
- SY 2024-2025: 56 provisional certificates

Thus far, the Board has approved 51 provisional certificates for the 2025-2026 school year.

**DISCUSSION**

The Department of Education received thirteen (13) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by December 30, 2025.

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The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two (2) years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificate(s) as presented below.

**1. Meadows Valley School District #011**

**Applicant Name:** Catherine Cochran

**Certificate:** Provisional

**Endorsement(s):** Chemistry 6-12; Science Middle Level 5-9

**College Training:** BA

**Declared Emergency Date:** 11/4/25

**Hire/Assignment Date:** 9/16/2025

**Summary of Recruitment Efforts:** The school hired to teach Chemistry but does not qualify for Alt Auth due to not meeting the content qualifier.

**2. Council School District #013**

**Applicant Name:** Mesa Ivey

**Certificate:** Provisional

**Endorsement(s):** All Subjects K-8

**College Training:** 70

**Declared Emergency Date:** 7/15/2025

**Hire/Assignment Date:** 7/15/2025

**Summary of Recruitment Efforts:** The position was advertised on several websites, local newspapers, and social media. No other application was received except for the current candidate.

**3. Applicant Name:** Owen Ivey

**Certificate:** Provisional

**Endorsement(s):** All Subjects K-8

**College Training:** AA

**Declared Emergency Date:** 7/15/2025

**Hire/Assignment Date:** 7/15/2025

**Summary of Recruitment Efforts:** The position was advertised on several websites, local newspapers, and social media. No other application was received except for the current candidate.

**4. Vallivue School District #139**

**Applicant Name:** Rachel Fisher

**Certificate:** Provisional

**Endorsement(s):** History (6-12)

**College Training:** BA

**Declared Emergency Date:** 8/12/2025

**Hire/Assignment Date:** 8/6/2025

**Summary of Recruitment Efforts:** The candidate did not meet the content qualifier to qualify for an Alternative Authorization. This position was posted on multiple job platforms and only received one (1) application. The current candidate has been a classified employee with the district for several years and has demonstrated a passion for supporting students.

5. Applicant Name: Troy McFadden  
Certificate: Provisional  
Endorsement(s): Social Studies (6-12)  
College Training: BA  
Declared Emergency Date: 8/12/2025  
Hire/Assignment Date: 8/6/2025  
Summary of Recruitment Efforts: The school district made multiple attempts to fill the position by posting to several job platforms, but only one (1) application was received. He was hired as a classified employee. His knowledge of the subject deemed him a worthy candidate to hire in the certified position.
6. Applicant Name: Kaden Sanderson  
Certificate: Provisional  
Endorsement(s): Natural Science (6-12)  
College Training: BA  
Declared Emergency Date: 8/12/2025  
Hire/Assignment Date: 8/6/2025  
Summary of Recruitment Efforts: The candidate did not meet the content qualifier to qualify for an Alternative Authorization. The school received a late resignation. The position was posted immediately, receiving two (2) applications. The current candidate was eager to step in.
7. **Gooding Join School District #231**  
**Applicant Name:** Gonzalo Valdez-Blanco  
**Certificate:** Provisional  
**Endorsement(s):** Mathematics 6-12  
**College Training:** BA  
**Declared Emergency Date:** 8/12/2025  
**Hire/Assignment Date:** 8/13/2025  
**Summary of Recruitment Efforts:** The district interviewed multiple candidates, and while some had certification, the interview committee felt Mr. Valdez-Blanco was the best fit for kids. He has proven his strengths in classroom management, instructional delivery and the ability to build strong relationships with students/families.  
3rd provisional request-sent district an email.
8. **Mountain View School District #244**  
**Applicant Name:** Casey Tittle  
**Certificate:** Provisional  
**Endorsement(s):** All Subjects K-8  
**College Training:** BS  
**Declared Emergency Date:** 12/18/2025  
**Hire/Assignment Date:** 12/1/2025

**Summary of Recruitment Efforts:** It is very difficult to find certified teachers who are willing to move to the rural area at this time of the school year. Casey was hired as the long-term substitute.

9. **Teton School District #401**

**Applicant Name:** Robert Bailey

**Certificate:** Provisional

**Endorsement(s):** Physical Education K-12

**College Training:** 137 credits

**Declared Emergency Date:** 9/8/2025

**Hire/Assignment Date:** 12/8/2025

**Summary of Recruitment Efforts:** The candidate did not qualify for the Alternative Authorization. The school did post for the position and only one (1) applicant responded. The applicant withdrew due to the position not being a one (1) FTE. Mr. Bailey was a para in another building within the district.

10. **Twin Falls School District #411**

**Applicant Name:** Hannah Fistorela

**Certificate:** Provisional

**Endorsement(s):** All Subjects K-8

**College Training:** 52 credits

**Declared Emergency Date:** 12/8/2025

**Hire/Assignment Date:** 11/20/2025

**Summary of Recruitment Efforts:** Hannah was hired due to a mid-school year resignation. She is currently enrolled in a certification program, but not far along enough for an Alternative Authorization.

11. Applicant Name: Hanan Toone

Certificate: Provisional

Endorsement(s): All Subjects K-8

College Training: 121 credits

Declared Emergency Date: 1/12/2026

Hire/Assignment Date: 1/1/2026

**Summary of Recruitment Efforts:** Due to personal reasons, this position was vacated mid-year. The candidate was the most qualified applicant. The school was unsuccessful in finding a fully qualified candidate for this position.

12. **Treasure Valley Classical Academy #532**

**Applicant Name:** Amanda Spurling

**Certificate:** Provisional

**Endorsement(s):** All Subjects K-8

**College Training:** 97 credits

**Declared Emergency Date:** 11/18/2025

**Hire/Assignment Date:** 11/19/2025

**Summary of Recruitment Efforts:** The school contacted previous applicants to fill the position as well as posted the position internally. Due to the holidays, the finalization of the application took longer than expected.

**13. Kootenai Classical Academy #597**

**Applicant Name:** Shiloh Qalo

**Certificate:** Provisional

**Endorsement(s):** Visual Arts (K-12)

**College Training:** 61 credits

**Declared Emergency Date:** 12/15/2025

**Hire/Assignment Date:** 11/17/2025

**Summary of Recruitment Efforts:** The school was in need of a K-3 Art teacher, reaching out to three (3) possible candidates who had been in contact earlier in the school year. Two (2) had already accepted other positions and the third could not accept the position. The position had been advertised on the school's website, even reaching out to two (2) other possible teachers who had been referred. No inquiries were received. The school reached out to the current candidate who accepted.

**IMPACT**

If the Board approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Board staff verified that each candidate has completed at least two (2) years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2025-2026 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends approval.

**BOARD ACTION**

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidate 1-13 as presented above, effective for the 2025-2026 school year only, and pending a cleared background check.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BOISE STATE UNIVERSITY**

**SUBJECT**

Master of Project Management and Online Program Fee in Lieu of Tuition for  
Master of Project Management and Graduate Certificate in Project Management

**APPLICABLE STATUTE, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

Boise State University proposes to offer a new Master of Project Management and a Graduate Certificate in Project Management, both utilizing an online program fee in lieu of tuition. The master's program and graduate certificate will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The programs will serve students, especially working professionals in Idaho, the U.S., and abroad, who want to add a project management credential, as well as recent graduates seeking to return for reskilling or upskilling. These programs will equip students with a solid foundation in project management and the key skills needed to meet growing workforce demand. Students will learn how to manage and document projects, oversee project budgets, and develop comprehensive project management plans.

**IMPACT**

Graduates of the programs will be able to apply advanced project management theories and processes, including both predictive and agile methodologies to effectively plan, execute, and control all aspects of a project. They will be equipped to analyze resource requirements, information, and time constraints to develop comprehensive project scopes and schedules. Students will also learn to lead project teams by applying advanced problem-solving abilities, ethical decision-making, and conflict-resolution skills within dynamic environments. In addition, they will be able to integrate project management strategies with organizational goals to support successful project implementation and contribute to broader strategic objectives. Finally, graduates of the master's program will demonstrate the knowledge and skills necessary to pursue Project Management Professional (PMP)® certification.

All courses in the graduate certificate are part of the existing core curriculum for the master's program, so no additional course sections will need to be scheduled. Current full-time and part-time faculty are available to teach all courses, and the existing faculty budget is sufficient to support instruction. The project management master's degree program plans to open courses for enrollment to any interested student within the online program fee model ecosystem. Therefore, there may be additional revenue from students enrolled in online programs that are not seeking the Project Management degree.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price point of \$525 per credit aligns with the majority of Boise State University's graduate online programs. For students who need all 30 credits of the Master of Project Management program, the total program cost would be up to \$15,750 (30 credits at \$525 per credit). For students who need 12 credits to complete the graduate certificate, the total program cost would be up to \$6,300 (12 credits at \$525 per credit).

## **ATTACHMENTS**

Attachment 1 – Graduate Certificate in Project Management Budget

Attachment 2 – Master of Project Management Proposal and Budget

Attachment 3 – Boise State University Three-Year Plan for Delivery of Academic Programs

## **STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University anticipates five initial enrollments at implementation for the proposed master's program, reaching fifty-four by year five, and graduating two students by year two, reaching twenty-one by year five. These numbers were based on the average online degree completion numbers for similar programs at U.S. institutions, with similar brand recognition and marketing capabilities, during their first five years of launching the program.

Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which are what translate to revenue as explained in the program proposal. The minimum number of enrollments for the program to break even ranges from 13 to 19 annual full-time enrollments over a five-year period. If enrollments are not met, the program will be adjusted to reflect actual activity and will be evaluated annually. If in the long term it is not fiscally sustainable, the program will be discontinued.

Boise State's request to offer a Master of Project Management is consistent with their current institutional Three-Year Plan for Delivery of Academic Programs (see Attachment 3). There are presently no comparable online programs offered in the state. Currently, no institution has statewide program responsibility specifically for project management-related programs.

Regarding the certificate, currently, Board Policy III.G. Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer an online Graduate Certificate in Project Management.

Boise State includes a request to assess an online program fee of \$525 per credit for the proposed new master's program and the graduate certificate in Project Management. Both align with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.



**CONSENT**  
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The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2026, and to the Instruction, Research, and Student Affairs on February 5, 2026. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to offer an online Master of Project Management and charge an online program fee of \$525 per credit in conformance with the program budget submitted to the Board in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to approve the request by Boise State University to charge an online program fee of \$525 per credit for the online Graduate Certificate in Project Management in lieu of tuition and in conformance with the program budget submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Attachment 1 – Graduate Certificate in Project Management Budget

Estimated Fiscal Impact		FY 27		FY 28		FY 29		FY 30	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Revenue</b>									
1. New Appropriated Funding Request		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Institution Funds		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Federal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. New Tuition Revenues from Increased Enrollments		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Student Fees		\$0	\$16,275	\$0	\$64,050	\$0	\$125,475	\$0	\$212,625
6. Other (i.e., Gifts)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>		<b>\$0</b>	<b>\$16,275</b>	<b>\$0</b>	<b>\$64,050</b>	<b>\$0</b>	<b>\$125,475</b>	<b>\$0</b>	<b>\$212,625</b>
<b>B. Expenditures</b>									
1. Personnel		\$0	\$9,248	\$0	\$10,716	\$0	\$11,028	\$0	\$11,340
2. Operating		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Equipment		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Facilities		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Other Costs: Boise State University Support		\$0	\$4,963	\$0	\$19,533	\$0	\$38,265	\$0	\$64,842
<b>Total Expenditures</b>		<b>\$0</b>	<b>\$14,211</b>	<b>\$0</b>	<b>\$30,248</b>	<b>\$0</b>	<b>\$49,292</b>	<b>\$0</b>	<b>\$76,182</b>
<b>Net Income (Deficit)</b>		<b>\$0</b>	<b>\$2,064</b>	<b>\$0</b>	<b>\$33,802</b>	<b>\$0</b>	<b>\$76,183</b>	<b>\$0</b>	<b>\$136,443</b>

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

A.5	Student fees calculated as \$525 online program fee per credit multiplied by credits generated per fiscal year. To be conservative, assume that the per-credit fee does not increase over the initial four (4) years from launch. We expect the certificate will generate 31 SCH (6 students) in FY27, 122 SCH (14 students) in FY28, 239 SCH (21 students) in FY29, and 405 SCH (35 students) in FY30.
B.1	All certificate courses are embedded in the online Master of Project Management (MPM) degree. As such, personnel-related expenses for instruction are calculated based on total anticipated headcount for the courses common to the certificate and MPM degree. Personnel costs for the certificate include instruction and support staff. Operational expenses are not included, as they are accounted for in the MPM budget. Using a share of expected course load, the personnel costs for the certificate were modeled at 50% of the total for FY27-FY30. Additionally, the MPM and Graduate Certificate are designed to scale. Students enrolled in other graduate degree programs may enroll in the certificate. This yields revenue beyond the budget projections for the certificate, which is reinvested to cover additional personnel/instruction expenses.
B.5	Boise State University Support includes expenses for marketing online programs, providing student success resources and support for retention; course development stipends to faculty, administrative expenses for program development and project management, library learning materials and resources, and a small amount for innovation grants for future program development.

Institutional Tracking No. \_\_\_\_\_



## FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	December 15, 2025		
Institution Submitting Proposal:	Boise State University		
Name of College, School, or Division:	College of Arts and Sciences		
Name of Department(s) or Area(s):	School for the Digital Future		
Official Name of the Program:	Master of Project Management		
Degree Information:	Degree Level: Master	Degree Type: Project Management	
CIP code or Modification of CIP Code (consult IR /Registrar):	52.0211		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully online utilizing online fee model		
Implementation Date:	Fall 2026		
Geographical Delivery:	Location(s)	Boise	Region(s) III
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	x Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	Statewide Program Responsibility	

**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	Date
Graduate Dean/other (as applicable)	Date
VP/Chief Fiscal Officer	Date
Provost/VP for Instruction	Date
President	Date

Vice President for Research (as applicable)	Date
	1/7/2026
Academic Affairs Program Manager, OSBE	Date
	01/07/2026
Chief Financial Officer, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director or Designee Approval	Date

Zeynep Kanan (Dec 15, 2025 11:03:32 MST)

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

## **Rationale for Creation or Modification of the Program**

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

Boise State University proposes the creation of a new graduate degree program in Project Management in a fully online format. The proposal describes a wholly online program that will award a Master of Project Management (MPM).

The proposed MPM online program focuses on signature project management processes from traditional cascade, agile, and hybrid approaches. These will include project initiation, scheduling, project budgets, and stakeholder engagement including importantly project communications; agile processes such as sprints, spring logs, and scrum teams. With this degree, graduates will be prepared to initiate and implement simple and complex plans in a wide range of professional sectors.

The program offers numerous benefits for both institutions and students. As industries increasingly rely on effective project execution, demand for skilled project managers continues to grow. A dedicated graduate program provides advanced knowledge in planning, risk management, budgeting, and leadership - key skills sought across multiple industry sectors. Students gain a strategic perspective on managing complex initiatives and develop critical skills like communication and team coordination.

Creating this program positions Boise State and the State of Idaho as leaders in career-relevant education. Our program will attract mid-career professionals and recent graduates looking to specialize. Our programs will continue to foster partnerships with industry and enable real-world projects and potential job placements for students. Additionally, our program will support interdisciplinary collaboration to offer a well-rounded curriculum.

Graduates of a Master of Project Management program will be better prepared for certification exams such as Project Management Professional (PMP), or micro-certificates, enhancing their employability and career advancement. As organizations prioritize efficiency and strategic alignment, professionals trained at this level are essential. Overall, this program addresses a critical skills gap and meets the evolving needs of today's workforce.

2. **Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
  - a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Approximately 10,380 unique job postings in the U.S. from December 2023 to December 2024 required or preferred a minimum of a master's degree. These job postings include both keywords of "project management" and "masters" in the job postings.

Top five job titles of publicly posted unique job postings include:

- Project Managers (430)
- Program Managers (410)
- Directors of Operations (132)
- Agile Coaches (118)
- Directors of Supply Chain Solutions (98)

Source: Lightcast Analytics. (March, 2025). *Job Posting Analytics Report - Project Management, U.S.*

The top occupational SOC's include:

- Project Management Specialists (13-1082)
- Managers, All Other (11-9199)
- Computer Occupations, All Other (15-1299)
- General & Operations Managers (11-1021)
- Marketing Managers (11-2021)
- Management Analysts (13-1111)
- Education Administrators, Postsecondary (11-9033)

2023-2033 National Employment Projections (for top occupational SOC's)		Employment		Job Openings due to Growth & Replacement Needs 2023-2033
		2023	2033	
Project Management Specialists	13-1082	1,046,300	1,105,000	58,700
Managers, All Other	11-9199	1,333,700	1,393,500	59,800
Computer Occupations, All Other	15-1299	472,000	510,500	38,500
General & Operations Managers	11-1021	3,712,900	3,876,800	164,000
Marketing Managers	11-2021	407,000	433,700	26,700
Management Analysts	13-1111	1,075,100	1,169,700	94,500
Education Administrators, Postsecondary	11-9033	226,600	230,500	4,000
<b>TOTAL</b>		<b>8,273,600</b>	<b>8,719,700</b>	<b>446,200</b>

Source: Bureau of Labor Statistics. (August 29, 2024). *Occupational Outlook Handbook - Occupation Finder*. Bureau of Labor Statistics.  
<https://www.bls.gov/ooh/occupation-finder.htm>

Approximately 59 unique job postings in Idaho from December 2023 to December 2024 required or preferred a minimum of a master's degree. These job postings include both keywords of "project management" and "masters" in the job postings.

*Source: Lightcast Analytics. (March, 2025). Job Posting Analytics Report - Project Management, Idaho.*

In addition, there are three occupations linked to project management that are listed in the 100 Hot Jobs in Idaho, which include:

- General and Operations Managers (#21)
- Marketing Managers (#33)
- Education Administrators, Postsecondary (#95)

2023-2033 Idaho Employment Projections (for top occupational SOCs)		Employment		Job Openings due to Growth & Replacement Needs 2023-2033
		2023	2033	
Project Management Specialists	13-1082	Not Available	Not Available	Not Available
Managers, All Other	11-9199	3,481	3,980	499
Computer Occupations, All Other	15-1299	1,007	1,185	178
General & Operations Managers	11-1021	16,099	18,787	2,688
Marketing Managers	11-2021	1,184	1,394	210
Management Analysts	13-1111	4,160	5,000	840
Education Administrators, Postsecondary	11-9033	914	1,021	107
<b>TOTAL</b>		<b>26,845</b>	<b>31,367</b>	<b>4,522</b>

*Source: Idaho Department of Labor (April 9, 2024). Occupational and Industry Projections. - Hot Jobs. Idaho Department of Labor. <https://lmi.idaho.gov/data-tools/occupational-industry-projections/>*

Project management is a skill that is in demand in numerous positions spanning diverse industry sectors. Job postings can include many SOCs. The Job Posting Analytics reports focus on the SOCs with the greatest volume of postings requiring a master's degree in project management.

- 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.*

Five-year distance degree completion data lends perspective to the growing student demand. The table below shows distance degree completions from 2019-2023 for master's

degrees in Project Management, yielding growth as follows:

- 41% growth in the number of institutions offering similar online programs
- 40% growth in the number of completions

Year	Institutions with Distance Programs	Distance Degree Completions
2023	65	2,055
2022	63	2,034
2021	58	1,869
2020	47	1,502
2019	46	1,463

*Source:* Lightcast Analytics. (March 2025). Program Overview: Project Management. Lightcast Analytics.

49 institutions reported a total of 688 completions in 2023 for graduate certificates in Project Management. Institutions include Colorado State University, Harvard University, and Grand Canyon University.

Classification of Instructional Programs (CIP) codes:

- Project Management (52.0211)
- Information Technology Project Management (11.1005)

The anticipated student audience includes mid-career professionals who need a master's degree to advance in their careers or who require high-level project management skills for their specific fields. Students will likely hold bachelor's degrees in a variety of disciplines and may be interested in pursuing PMP certification or developing advanced project management competencies. While most students are expected to come from Idaho and the western United States, the program has the potential to attract learners nationally and internationally.

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

Creating a master's program in project management helps develop a workforce capable of delivering efficient, ethical, and sustainable outcomes across industries. As projects increasingly address complex social challenges, highly trained project managers ensure that resources are used effectively and that outcomes align with community and public needs.

Skilled project leaders help reduce cost overruns, delays, and failures in both public and private initiatives, saving taxpayer dollars and strengthening trust in institutions. By emphasizing stakeholder engagement, risk mitigation, and accountability, the program also promotes transparent decision-making and socially responsible practices.

A project management master's degree enhances economic resilience by preparing professionals to lead innovation and respond effectively to societal shifts such as digital transformation or disaster recovery. By developing critical thinkers and ethical leaders, the program supports a more adaptable and forward-looking workforce capable of managing change and driving sustainable development. In turn, this work strengthens communities, improves quality of life, and contributes to long-term regional, national, and global goals.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ NO x \_\_\_\_\_

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

**4. Credit for Prior Learning**

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

Not Applicable

**5. Affordability Opportunities**

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

Full-time students are able to complete the degree within four semesters, or approximately one and a half years.

Open educational resources will be used for specific courses to reduce overall costs for students. Most courses will use open educational resources, with the goal of no software or textbook costs in the future.

PMBOK® Guide (7th Edition) is available for download from the Albertsons Library. The PMBOK® Guide (Project Management Body of Knowledge) is a global standard published by the Project Management Institute (PMI) that defines best practices, principles, and terminology for effective project management. It serves as a framework for planning, executing, and controlling projects across various industries.

**Enrollments and Graduates**

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

No Idaho public higher education institutions currently offer a master's degree or graduate certificate in project management (distance or non-distance).



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

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 <u>Fall Term</u> Headcount Enrollment in Program						Projected Annual Number of Graduates from Program					
Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030		FY27 (1st year)	FY28	FY29	FY30	FY31	
5	18	34	46	54		0	2	9	16	21	

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

What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

The online enrollment and graduation estimates come from a rigorous analysis of year-over-year growth in comparable programs, accounting for a conservative attrition rate. The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up.

Student services include both student support staff and faculty. Marketing, recruitment, and advising efforts will be managed by the program director and their support staff in the College of Arts and Sciences, along with support from the Division of Extended Studies for the online programs in coordination with other online programs.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing

page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. For the online programs, our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

**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?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimate of the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 72, Annual unique student headcount is 13
- Year 2: Annual credits 130, Annual unique student headcount is 16
- Year 3: Annual credits 138, Annual unique student headcount is 17
- Year 4: Annual credits 143, Annual unique student headcount is 18
- Year 5: Annual credits 155, Annual unique student headcount is 19

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

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

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

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

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

**Program Review:** Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide

Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

**Program Development Support:**

The online Master of Project Management is an intentional expansion to align with employment demand, and builds on the success of online bachelor's in Project Management, launched in Fall 2023.

Program Design: Boise State's online program development process includes a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.

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

Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

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

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

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

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.

- Associated with access to and use of our learning management system, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's original plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. 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.<sup>1</sup>

Not applicable.

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

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

Yes \_\_\_\_ No X

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

Date \_\_\_\_\_

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

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

Yes X No \_\_\_\_

If yes, proceed to question 15. If no:

**a. Which of the following statements address the reason for adding this program**

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<sup>1</sup> 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.

**outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	The program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

**b. Provide an explanation for all statements you selected.**

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

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

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

Credit hours in required courses offered by the department (s) offering the program.	18
Credit hours in required courses offered by other departments.	12
Credit hours in institutional general education curriculum.	
Credit hours in free electives	
<b>Total credit hours required for degree program</b>	<b>30</b>

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

**PROJMGT 500: Managing Projects (3 Credits)**

Develops the skills to successfully plan and manage projects including project scoping, budgeting and scheduling of resources, timeline and deliverables to the client.

**PROJMGT 501: Documenting Projects (3 Credits)**

Refines knowledge, skills, and abilities associated with documentation methodologies, platforms, and systems in traditional and agile project environments.

**PROJMGT 530: Mentoring Teams (3 Credits)**

Explores the complexity of internal organizational processes, such as decision making, conflict, change, collaboration, leadership, and culture. Addresses topics within communication, evaluates concepts and applies them to relevant cases to expand critical analysis skills.

**PROJMGT 550: Managing Project Budgets (3 Credits)**

Develop advanced knowledge of project budgeting and value management. This includes

detailed planning to baseline the program to measure project performance and progress by integrating cost, schedule, and technical scope.

**PROJMGT 560: Building a Project Management Plan (3 Credits)**

Provides an overview of the essential concepts, processes, and tools of lean project methodology.

**PROJMGT 599: Capstone (3 credits: combined class with PROJMGT 499 – UG Capstone)**

Students apply their knowledge and skills in project management, research the project management industry as it aligns with their career goals, develop and present their professional portfolio.

**Emphasis:**

Choose from predetermined options from allied programs:

**A) Cyber Operations Emphasis (12 Credits)**

Take the following:

- CORE 500 - Cyber Systems Thinking (3)

Take at least 9 credits from the following:

- CORE 550 - Cyber Threat Intelligence (3)
- CORE 551 - Cyber Warfare and Conflicts (3)
- CORE 552 - Cyber Digital and Signal Intelligence (3)
- CORE 560 - Cyber Resilience Systems Design (3)
- CORE 561 - Network Design and Exploitation Techniques (3)
- CORE 562 - Resilience Coding and Architecture of Devices (3)
- CORE 570 - Cyber Risk Management (3)
- CORE 571 - Cyberlaw, Ethics, and Policy (3)
- CORE 572 - Cybersecurity Governance and Compliance (3)

**B) Digital Communications Emphasis (12 Credits)**

- DCM 510 - Creating Digital Communications Content (3)
- DCM 520 - Engaging Clients (3)
- DCM 570 - Digital Communications Practicum (3)
- STRATCOM 500 - Crisis Management and Communications (3)

**C) Marketing Emphasis (12 Credits)**

Take the following

- BUSMBA541 - Marketing Leadership (4)
- BUSMBA542 - Digital Marketing Management (4)
- BUSMBA543 - Strategic Product Management (4)

**D) Conflict Management Emphasis/Certificate (12 credits)**

- CONFLICT510 - Conflict Management (3)
- CONFLICT515 - Culture and Conflict (3)

- CONFLICT513 - Mediation and Negotiation (3)
- CONFLICT514 - Conflict Coaching and Facilitation (3)

**E) Workplace Performance Emphasis (12 Credits)**

Take 12 credits from the following:

- OPWL 536 - Organizational Performance and Workplace Learning (4 credits)
- OPWL 529 - Needs Assessment (4 credits)
- OPWL 530 - Evaluation (4 credits)
- OPWL 560 - Workplace Performance Improvement (4 credits)

**F) Organizational Development Emphasis (12 Credits)**

- OPWL 536 - Organizational Performance and Workplace Learning (4 credits)
- OPWL 571 - Leadership, Culture and Systems (3 credits)
- OPWL 577 - Leading Change (3 credits)
- OPWL 518 - Contracting and Consulting (2 credits)

- 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.

Not Applicable.

**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.

At the completion of this program, students will be able to:

- Apply advanced project management theories and processes, including predictive and agile methodologies, to effectively plan, execute, and control all aspects of projects.
- Analyze project resource requirements, information, and time constraints to develop comprehensive project scopes and schedules.
- Lead project teams by applying advanced knowledge and skills in problem-solving, ethical decision-making, and conflict resolution within dynamic environments.
- Integrate project management strategies with organizational goals to ensure successful project implementation and contribute to strategic objectives.
- Demonstrate the knowledge and skills required for Project Management Professional (PMP)® certification.

**17. Assessment plans:**

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

the program.

Students complete several professional development assignments in the capstone course. These include answering exam-style questions similar to those on the PMP certification exam, preparing and critically reviewing their project management experience in anticipation of submitting it to the Project Management Institute for PMP exam eligibility, and articulating how the program has supported their achievement of each learning outcome.

These assignments provide direct evidence of the program's effectiveness and highlight opportunities for improvement.

**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.<sup>2</sup>

**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.

Faculty who teach and support this online program have laptops needed to teach courses asynchronously and complete all other requirements of their work during the implementation of this program.

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

The new online program will not have an impact on existing physical resources.

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

Current faculty have the computer equipment necessary to teach courses and complete other work requirements.

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

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<sup>2</sup> 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.*



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

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

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

No additional library resources are required.

## 20. Faculty/Personnel resources

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

The current director of the undergraduate programs in project management (the bachelor's and undergraduate certificate) will also oversee this master's degree. There will be one section of each course, with six courses scheduled per year. The instructional capacity needed for each course has been fully accounted for in the budget.

- 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.

Faculty teaching in this program include a mix of both tenure-track faculty and PMP-certified faculty contracted for their expertise in Project Management.

- 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 the quality and productivity of existing programs be maintained?

Current faculty will work to develop the courses for online instruction. There will be no other impact on existing personnel. Quality and productivity of existing programs will be maintained through our internal curriculum committee and leadership structure which reviews course quality and demand.

- 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.

Not applicable.

## 21. Revenue Sources

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

Not applicable.

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

No new appropriation will be required.

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

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

Not applicable.

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

Not applicable.

- d) **Student Fees:**

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

Not applicable.

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

- i. The student fee for the online programs will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.1. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: \$525 per credit.

- ii. We project that by the fourth year of the program, it will generate a total of 382 student credit hours (SCH), which will yield a total gross revenue of \$200,737.

- iii. The project management master's degree program plans to open enrollment to any student within the online program fee model ecosystem. This means, there will be additional revenue from students enrolled in online programs that are not seeking the Project Management degree.

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).

**Budget**

**I. PLANNED STUDENT ENROLLMENT**

	<b>FY 2027</b>		<b>FY 2028</b>		<b>FY 2029</b>		<b>FY 2030</b>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1.3	7	4.8	19	8.7	33	11.5	41
B. Shifting enrollments	0.1	1	0.5	2	1.0	4	1.3	5
<b>Total Enrollment</b>	<b>1.5</b>	<b>7</b>	<b>5.3</b>	<b>21</b>	<b>9.7</b>	<b>36</b>	<b>12.7</b>	<b>46</b>
<b>Student Credit Hours Generated</b>	<b>44</b>		<b>159</b>		<b>291</b>		<b>382</b>	

**II. REVENUE**

	<b>FY 2027</b>		<b>FY 2028</b>		<b>FY 2029</b>		<b>FY 2030</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		\$23,153		\$83,405		\$152,771		\$200,737
6. Other								
<b>Total Revenue</b>	<b>\$0</b>	<b>\$23,153</b>	<b>\$0</b>	<b>\$83,405</b>	<b>\$0</b>	<b>\$152,771</b>	<b>\$0</b>	<b>\$200,737</b>

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

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

**Budget Notes:**

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

1 FTE = 24 credits

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

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

Assume 15% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition for last semester.

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

\$525 calculated as estimate of 2026-2027 per credit rate.

To be conservative, assume in calculations that per-credit fee does not increase over time.

**III. EXPENDITURES**

	<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>		<u>FY 2030</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE		0.57		0.68		0.80		0.93
2. Faculty		\$0		\$0		\$0		\$0
3. Adjunct Faculty		\$17,675		\$21,846		\$26,979		\$32,366
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/Coordinators/Administrators		\$6,942		\$7,150		\$7,365		\$7,586
7. Administrative Support Personnel		\$0		\$0		\$0		\$0
8. Fringe Benefits		\$3,898		\$4,315		\$4,821		\$5,351
9. Other:								
<b>Total Personnel and Costs</b>	<b>\$0</b>	<b>\$28,515</b>	<b>\$0</b>	<b>\$33,312</b>	<b>\$0</b>	<b>\$39,165</b>	<b>\$0</b>	<b>\$45,304</b>

Budget Notes (continued)

III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24; calculated at \$1,414 cost per credit hour; Y1 12.5 credits of instruction, Y2 15 credits, Y3 18 credits, Y4 21 credits

III.A.6 Administration: Program Director (.05 FTE Y1-Y5)

III.A.8 Benefits calculated at staff fringe rate of \$17,770+(annual wage\*20.43%) professional staff and \$17,770+(annual wage\*22.93%) classified staff

	<u>FY 2027</u>		<u>FY 2028</u>		<u>FY 2029</u>		<u>FY 2030</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Marketing and Promotion		\$5,000		\$5,000		\$5,000		\$5,000
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous - Computer Hardware/Software								
<b>Total Operating Expenditures</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$5,000</b>

Budget Notes (continued):

III.B.2 Expenses to market the program

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
1. Boise State University Support		\$7,061		\$25,435		\$46,589		\$61,217
2. Expenses								
Utilities								
Maintenance & Repairs								
3. Other								\$0
<b>Total Other Costs</b>	<b>\$0</b>	<b>\$7,061</b>	<b>\$0</b>	<b>\$25,435</b>	<b>\$0</b>	<b>\$46,589</b>	<b>\$0</b>	<b>\$61,217</b>
<b>TOTAL EXPENDITURES:</b>	<b>\$0</b>	<b>\$40,575</b>	<b>\$0</b>	<b>\$63,747</b>	<b>\$0</b>	<b>\$90,754</b>	<b>\$0</b>	<b>\$111,520</b>
<b>Net Income (Deficit) to College</b>	<b>\$0</b>	<b>-\$17,423</b>	<b>\$0</b>	<b>\$19,657</b>	<b>\$0</b>	<b>\$62,016</b>	<b>\$0</b>	<b>\$89,217</b>

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

- III.E.1 Boise State University Support is defined as follows:
- Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.
  - Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services.
  - Boise State Online Innovation Fund (2.3% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants.
  - Boise State Online Tuition Fund (1.5% of revenue): A fund supporting active duty, guard and reserve military students using federal Tuition Assistance as online students.
  - Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (7.45% of revenue): A fund dedicated to marketing online programs and providing success resources and support.
  - Boise State Library Fee (\$3.72 per credit): A fund dedicated to library learning materials and resources.

Planned New Programs																
Boise State University																
Please fill out information on planned new degree programs (Section 1) and new certificates of more than 30 credits (Section 2). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in certain areas than those in "planning" status.																
SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)																
Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/In-Demand-Career-List-Approved-9-13-2329.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/In-Demand-Career-List-Approved-9-13-2329.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether <b>existing and/or new</b> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <b>existing, new, and/or renovated</b> space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.Z. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Emergency Management	BAS	The Emergency Management degree is	43.0302	Online	Fall 2026		In 2023, there were 927 distance completions or 64% of 1,236 total	Emergency Management Director, Disaster Recovery Specialist,	We will consult with emergency management agencies and related	Both existing resources and additional new classes. The details of	The program will use existing faculty from	Existing	Region 3 (Boise)	No	Planning	Academic
Sustainability	BA	Solving complex sustainability challenges	30.3301	Hybrid	Fall 2026		High-growth area: The Hanover Report indicates favorable	Sustainability Consultant, Environmental Scientist or Specialist	St. Luke's Health System, City of Boise, Environmental NGOs, Knife River, Micron, Simplot, State of Idaho, Meta, St. Lukes.	Sustainability Minor, Project management certificate.	Not initially. After the program reaches an	Existing	Region 3 (Boise)	No	Planning	Academic
Sustainability	Masters	Addressing complex sustainability issues	30.3301	Hybrid and Online	Fall 2026		Occupations aligned with this program are projected to grow by	Sustainability Director, Chief of Sustainability Officer, Environmental		Sustainability Minor, Project management certificate.	Not initially. After the program reaches an	Existing	Region 3 (Boise)	No	Planning	Academic
Project Management	Masters	This program covers key project management processes across traditional (waterfall), agile, and hybrid approaches. Topics include project initiation, scheduling, budgeting, stakeholder engagement, and communication. Students will also learn agile methods such as sprints, sprint logs, and scrum teams. Graduates will be prepared to lead	52.0211	Online	Fall 2026	Alignment with Project Management International (PMI) standards; decision about accreditation to be made at a later date	The number of new online competitors increased by 75% between 2018 and 2022, with the number of online completions for this period increasing by 65%, indicating strong student interest and a dynamic competitive landscape. Approximately 83% of total completions in 2022 resulted from distance-offered programs.	13-1198 Project Management Specialists*	The program maintains an ongoing relationship with the Western Idaho Chapter of PMI. We briefly consulted with some of its leadership about the potential program and will revisit more specific discussions regarding program design in the feasibility phase.	Existing courses can sustain the bulk of a program core with opportunities to build specific classes to complement this core.	Exiting	Existing	Region 3 (Boise)	No	Planning	Academic
Teach Next Year (2+1)	BA	Teach Next Year is a flexible "2+1" pathway for	13.1202	Online	Summer 2026	Council for the Accreditation of Educator Preparation (CAEP)	There are few accessible pathways for working paraprofessionals to	*Teacher 25-3097, 25-2021	Idaho school districts and community colleges	Teach Next Year (TNY) builds on our teacher preparation expertise, but	Existing	Existing	Region 3 (Boise)	No	Planning	Academic
Outdoor Leadership in Education	BA	The mission of the OEL program is to prepare	31.0601	On campus	Fall 2026	Accreditation by the Association of Experiential Education (AEE) we	The OEL program responds directly to the consistent and unwavering	Lead in traditional schools, outdoor education and after school	Identified and surveyed nearly 50 partners in outdoor education and	This new undergraduate major will include a minor and will not replace	Existing	Existing	Region 3 (Boise)	No	Planning	Academic
Fundraising and Philanthropy	MA	The online Master of Arts in Fundraising and	13.0413	Online	Fall 2026		When using CIP Code 52.0206 (Non-Profit/Public/Organizational	Executive Directors, Directors of Development, Major Gifts Officers.	No	No	Adjuncts	Existing	Region 3 (Boise)	No	Planning	Academic
Environmental Engineering	MS	The MS in Environmental Engineering program	14.1401	On Campus	Fall 2026		A January 2024 assessment by Hanover Research shows that from	Environmental Engineer; Environmental Consultant; Water	Our Industrial Advisory Board has indicated interest	MS in Civil Engineering (Environmental/Water focus area)	The department currently has 2.5 faculty in this focus	Existing	Region 3 (Boise)	No	Exploring	Academic
Software Development	BA	The program prepares students to build software	11.0205	On Campus	Fall 2026		In July 2024 Hanover Research conducted an academic program	Software Engineer; Software Developer; Software Development	Our Industrial Advisory Board has expressed interest, several members	No	Because this degree shares the same lower-level core	Existing	Region 3 (Boise)	No	On Horizon	Academic
Interdisciplinary Health	PhD	The Ph.D. in Interdisciplinary Health	51.0000	On Campus with growth in online and hybrid courses to	Fall 2026		While interest in M.S. degrees appears to be declining, the demand	University Professor, Research Scientist (e.g., research centers	No	M.S. and M.K. degrees already have a wide range of course offerings. We	We anticipate that existing faculty can support the	Existing	Regon 3 (Boise)	No	Planning	Academic
Sport Management and Leadership	BS	The B.S. in Sport Management will provide	31.0504	On Campus with future option of hybrid and/or	Fall 2026	Commission on Sport Management Accreditation (COSMA)	The Hanover Report (2024) indicates that student demand for sport	* Director of Athletics (High School or College) (11-3092); 2.) Director of	Boise State Athletics, Idaho High School Activities Association	Kinesiology already offers a wide range of courses that will form much	We anticipate a combination of existing	Existing	Regon 3 (Boise)	No	Planning	Academic
Digital Innovation and Design	BAS	The Bachelor of Applied Science in Digital	30.5202	On Campus and Online	Fall 2026		Existing Bachelor of Applied Science and Digital Innovation and Design	Web Developer, Social Media Manager, Marketing Specialist,	The College of Innovation and Design Advisory Board	No	Existing faculty will be used to deliver the program. If	Existing	Region 3 (Boise)	No	Planning	Academic
Applied Artificial Intelligence	MS	The MS in Applied Artificial	11.0102	Online	Fall 2026		Student interest in AI education has s	Engineer, Data Scientist, Business Int	Strategic partnerships with INL, PNNL	No additional internal resources are r	Existing; Adjuncts	Existing	Region 3 (Boise)	No	Planning	Academic

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Registered Nursing: Associate of Science to Associate of Applied Science  
Conversion and Online Program Fee in Lieu of Tuition

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University's Registered Nursing program proposes to transition from its current Associate of Science (AS) degree structure to an Associate of Applied Science (AAS) degree format. This action involves converting/transitioning the degree level type (AS to AAS). This is a strategic restructuring designed to create a more streamlined and efficient educational pathway for students while enhancing program sustainability.

The AAS program is a bridge program specifically designed for licensed practical nurses (LPNs) seeking to advance their careers, enabling working LPNs to pursue further education while continuing to serve their communities. The curriculum prepares individuals in the knowledge, techniques, and procedures necessary for promoting health, providing care for individuals, and referring patients to specialists.

The AAS format allows for a more focused curriculum that concentrates on core competencies and clinical skills essential to the nursing profession. This streamlined approach enables students to enter the workforce more quickly, reducing their educational costs and allowing them to begin earning sooner. By moving to an AAS, students will be able to take 12 credits fewer of general education classes and add more nursing content.

Graduates will be prepared for licensure as a Registered Nurse (RN) and are eligible to sit for the NCLEX-RN exam. To expand the program to rural areas, Idaho State University is moving to a fully online platform and has included a request for an online program fee in lieu of tuition.

**IMPACT**

All necessary classroom and lab facilities and equipment are already in place, requiring no additional setup funds. Students will receive support from existing College of Technology Student Services and department staff, including navigators who assist with admissions and financial aid applications. The program is transitioning to Career Technical Education (CTE) allocation funding provided by the Idaho Division of Career Technical Education. Three faculty members will



be hired using CTE funds to teach the AAS program, one of which is a reallocated FTE position that currently exists within the CTE budget.

The AAS in Registered Nursing requires an Online Program Fee in lieu of tuition. The proposed online fee of \$300 per credit is requested to support the expansion of the program into a fully online format designed to reach LPNs in rural areas. This fee is consistent with tuition structures utilized by other regional institutions, specifically aligning with out-of-state tuition charged at the College of Eastern Idaho, which also offers an AAS in Nursing. The program will operate with limited on-campus labs and clinical sites necessary for accreditation and to ensure the program is pedagogically sound.

### **ATTACHMENTS**

Attachment 1 – AAS in Registered Nursing Short Proposal and Budget

Attachment 2 – Idaho State University Three-Year Plan for Delivery of Academic Programs

### **STAFF COMMENTS AND RECOMMENDATIONS**

The proposed program change is consistent with Idaho State's Three-Year Plan for Delivery of Academic Programs for implementation in Fall 2026 (see Attachment 3). Based on the information provided, transitioning the Registered Nursing program to an AAS format will better support licensed practical nurses seeking career advancement by offering a focused bridge program that accommodates working professionals. The revised curriculum emphasizes essential nursing competencies and clinical skills, lowers overall time and cost to completion, and enables graduates to enter the workforce more quickly while remaining prepared to deliver high-quality patient care in their communities.

Idaho State's request to assess an online program fee of \$300 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their February 5, 2026, meeting. Idaho Division of Career Technical Education has reviewed the request and recommends approval of the program changes and the online program fee.

### **BOARD ACTION**

I move to approve the request by Idaho State University to charge an online program fee of \$300 per credit for the online Associate of Applied Science in Registered Nursing, in lieu of tuition and in conformance with the program budget submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Institutional Tracking No. ISU #2025-13



## SHORT PROPOSAL FORM

Career Technical Programs


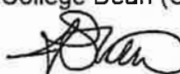
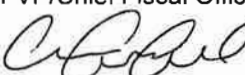
Date of Proposal Submission:	December 1, 2025			
Institution Submitting Proposal:	Idaho State University			
Name of College, School, or Division:	College of Technology			
Name of Department(s) or Area(s):	Health Occupations			
Official Name of Program or Instructional/Administrative Unit:	Registered Nursing (online)			
Implementation Date:	August 2026			
CIP code (consult IR /Registrar):	51.3801			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Online with limited on-campus meetings			
Geographical Delivery:	Location(s)	Online, Pocatello	Region(s)	Online, V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	<input checked="" type="checkbox"/> Online Program Fee	

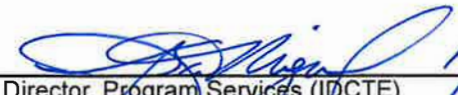
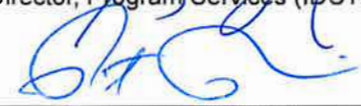
Indicate those that apply to this request:

- ☐ Basic Technical Certificate
- ☐ Intermediate Technical Certificate
- ☐ Advanced Technical Certificate
- ☒ Associate of Applied Science
- ☐ Specialized Certificate

**Proposed Action**

- ☐ Addition of a certificate or degree to an existing program
- ☐ Inactivation of a career technical program
- ☒ **Modification of existing career technical programs**
  - ☐ Splitting an existing program into two or more programs
  - ☐ Consolidating two or more programs into one program
  - ☐ Converting one certificate or degree option into a stand-alone program
  - ☒ **Converting/transitioning a certificate or degree level type (AS to AAS)**
  - ☐ Addition of online option to an existing program
  - ☐ Transition program to exclusively online format
  - ☒ **Transition of program with less than 50% of courses offered online exclusively to 50% or more of courses offered online exclusively.**
- ☐ Other
  - ☐ Addition or removal of courses representing a significant departure from existing CTE program offerings
  - ☐ Modification to instructional/administrative units

  
 College Dean (CTE Administrator) 10/17/2025  
 Date  
  
 FVP/Chief Fiscal Officer 12/1/25  
 Date  
  
 Provost/VP for Instruction 12/1/25  
 Date

  
 Director, Program Services (IDCTE) 1/9/26  
 Date  
  
 State Administrator (IDCTE) 1/9/26  
 Date  
 OSBE Executive Director or Designee Date  
 Approval

**This proposal form must be completed for actions as provided in Board Policy III.G.4.b. Actions Requiring a Short Proposal.**

1. Provide an overview of the proposed action, including the need and rationale for the action. Identify any existing program or unit that this action will impact.

The Associate Degree Registered Nursing program is proposing a transition from its current Associate of Science (AS) degree structure to an Associate of Applied Science (AAS) degree format. This strategic restructuring is designed to create a more streamlined and efficient educational pathway for students while enhancing program sustainability. The AAS format allows for a more focused curriculum that concentrates on core competencies and clinical skills essential to the profession. This streamlined approach will enable students to enter the workforce more quickly, reducing their educational costs and allowing them to begin earning in their chosen field sooner. The AAS degree structure emphasizes applied learning and hands-on training, which aligns more closely with the practical nature of nursing practice. By moving to an AAS, students will be able to take fewer general education classes. This will cut one to two semesters from their course requirements and will reduce the cost of the program. A pathway for a bachelor's degree in nursing (BSN) exists for students desiring to continue their education. Students are afforded the opportunity to dual enroll or complete their BSN following the successful completion of the national licensing board exam.

To expand the program to rural areas we are moving to a fully online platform with limited face-to-face meetings and will request online program fees.

2. Discuss impact of proposed action on student enrollment, if any. Using the chart below, provide projected new additional enrollments for any proposed certificates or modified programs.

<b>Estimated New Enrollment</b>			
<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
	Headcount	Headcount	Headcount
2026-27	30	0	0
2027-28	30	0	0
2028-29	30	0	0
2029-30	30	0	0
2030-31	30	0	0

The proposed action will have minimal impact on student enrollment. We expect to maintain current enrollment numbers. We anticipate the shortened program duration will actually strengthen our applicant pool, ensuring each cohort is filled with highly qualified candidates.

3. Three-Year Plan. If this is an addition of certificate or degree to an existing program, is it on your institution's approved 3-year plan?

Yes ☒ No ☐

If yes, proceed to question 4. If no, please address A and B below:

- 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:**

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to licensure or accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

b. Provide an explanation for all statements you selected.

4. Curricular Requirements and Learning Outcomes. If the proposed action is a new certificate or a modification to an existing program, attach an *IDCTE Program Profile (Attachment B)*

### **A.A.S. Registered Nursing**

#### **2-Year Program, including prerequisite courses**

This is an Associate of Applied Science degree program that provides classroom, laboratory, and clinical practicum instruction which prepares graduates to write the NCLEX-RN examination. Successfully passing this examination is a prerequisite for registered nurse licensure. Graduates from this program may articulate into programs offering B.S. and/or M.S. degrees in Nursing.

The courses listed below are specific to Idaho State University. Equivalent courses from other institutions will be individually evaluated and transferred as appropriate.

#### **Program Admissions Requirements**

Objective 1 (ENGL 1101 & ENGL 1102)	6
Objective 2 COMM 1101	3
Objective 3 (MATH 1153 preferred.)	3
Choose one of the following sequences: <sup>1, 3</sup>	8
BIOL 2227      Human Anatomy and Physiology 1 & 2227L      and Human Anatomy and Physiology 1 Lab (Partially fulfills Objective 5)	
BIOL 2228      Human Anatomy and Physiology 2 & 2228L      and Human Anatomy and Physiology 2 Lab	
or	
BIOL 3301      Advanced Human Anatomy and Physiology 1 & 3301L      and Advanced Human Anatomy and Physiology 1 Lab <sup>2</sup>	
BIOL 3302      Advanced Human Anatomy and Physiology 2 & 3302L      and Advanced Human Anatomy and Physiology 2 Lab	
NTD 2239      Nutrition (Partially fulfills Objective 5)	3
or NTD 3340      Nutrition for Health Professionals	

Choose one of the following: (may be taken concurrently with nursing courses during the Fall semester) 3

HO 2208	Introduction to Pathology	
or		
BIOL 2229	Introduction to Pathobiology	
PSYC 1101	Introduction to Psychology (Partially fulfills Objective 6)	3

COMM 1101, ENGL 1101, and ENGL 1102 must be completed with a grade of C or better.

All prerequisite courses must be completed with a grade of C or better.

A cumulative grade point average (GPA) of at least 2.5 for all post-secondary education is required.

Active, unrestricted licensure to practice as an LPN in the State of Idaho.

Current CPR certification (AHA or American Red Cross only).

Proof of successful completion of IV Therapy course.

Proof of current immunization and verified good health status per program policy upon conditional acceptance into the program.

Background check and drug screening per department policy upon conditional acceptance into the program.

**Total Credits** **29**

<sup>1</sup> Or other approved anatomy and physiology course sequence.

<sup>2</sup> Students taking BIOL 3301/3301L at ISU will need to take one of the prerequisites, BIOL 1101/BIOL 1101L or BIOL 2227/BIOL 2227L.

<sup>3</sup> Prerequisite science courses must have been taken 7 years or less. Courses older than 7 years will require a general petition.

### General Education

The listing below includes program requirements that also fulfill General Education requirements.

Objective 1 ENGL 1101 and ENGL 1102	6
Objective 2 COMM 1101	3
Objective 3 - MATH 1153 preferred.	3
Objective 4	3
Objective 5 - BIOL 2227/BIOL 2227L	4
Objective 6 - PSYC 1101 and one other	6
<b>Total Credits</b>	<b>25</b>

### Major Requirements

ADRN 2210	Nursing Transition	2
ADRN 2211	Mental Health Nursing	2
ADRN 2212	Clinical Foundations of Nursing III	1
ADRN 2214	Community Health Nursing	1
ADRN 2220 & 2220L	Health Assessment and Health Assessment Lab	3

ADRN 2232	Family Nursing	<b>3</b>
ADRN 2230	Medical and Surgical Nursing III	<b>3</b>
ADRN 2231	Clinical Foundations of Nursing IV	<b>3</b>
ADRN 2233	Medical and Surgical Nursing IV	<b>3</b>
ADRN 2242	ADRN Capstone	<b>1</b>
ADRN 2245	Clinical Foundations of Nursing V	<b>3</b>

**Progression**

The student is required to earn a grade of "C" or better in all ADRN courses and is required to maintain a GPA of 2.0 or better in order to remain in the program. All non-nursing courses must be completed prior to the start of the final semester.

<b>Total Credits</b>	<b>25</b>
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**Degree Totals**

Program Admission Requirements (Required General Education credits removed.)	7-10
General Education	25
Major Requirements (Required General Education credits removed.)	25
Free Electives	0-3
<b>Total Credits</b>	<b>60</b>

**Learning Outcomes**

- Demonstrate clinical judgement through the use of the nursing process
- Implement best currently available evidence to deliver safe, quality care to various patient populations.
- Demonstrate patient-centered care that recognizes people as unique individuals with rights and viewpoints reflective of inherent worth, culture, and developmental level.
- Implement interpersonal communication skills to collaborate with interprofessional teams, patients and families to achieve quality patient care.
- Develop education for patients and families to promote optimal health while facilitating informed decision making.
- Demonstrate professional behaviors of integrity, honesty, and respect for self and others while adhering to nursing values, ethics, and legal/regulatory frameworks.

**5. Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to Idaho educator endorsement/certification require review and recommendation facilitated by the Division of Career Technical Education (IDCTE) and approval from the Idaho State Board of Education.

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

Yes \_\_\_\_\_ No   X  

If yes, on what date was the new educator preparation program (EPP) application for endorsement/certification submitted to the Idaho Division of Career Technical Education



(educator certification director)? **NOTE:** All new program applications for endorsement/certification are submitted via IDCTE's Canvas by the educator preparation provider dean, assistant Dean, or director.

Date \_\_\_\_\_

6. Resources Required for Implementation – Financial Impact and Budget.
- Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f <sup>1</sup>, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

We are transitioning the program to CTE allocation funding provided by the Idaho Division of Career and Technical Education. Students will receive support from existing College of Technology Student Services and department staff. Navigators will assist students with admissions and financial aid applications. Three faculty members will be hired using CTE funds to teach the AAS program. This includes a reallocated FTE position that currently exists within the CTE budget. All necessary classroom and lab facilities and equipment are already in place, requiring no additional setup funds.

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<sup>1</sup> Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.



## CTE Program Profile

### Instructions:

Indicate the nature of this submission by checking appropriate box below. Please submit a separate CTE Program Profile for each new program, expansion, or non-substantive change. Track all changes with **redline (deletions)** and **highlighter (additions)**.

Indicate whether this request is either of the following:

<input type="checkbox"/> New Program (check all that apply) <input type="checkbox"/> Expansion of Existing Program (check all that apply) <input type="checkbox"/> Specialized Certificate <input type="checkbox"/> Basic Technical Certificate <input type="checkbox"/> Intermediate Technical Certificate <input type="checkbox"/> Advanced Technical Certificate <input checked="" type="checkbox"/> <b>Associate of Applied Science Degree</b> <input type="checkbox"/> Advanced Associate of Applied Science Degree <input type="checkbox"/> Microcertification <input type="checkbox"/> Other: (please list _____)	<input checked="" type="checkbox"/> <b>Modification of Existing Program</b> <input type="checkbox"/> Program Name/Title <input type="checkbox"/> CIP Code change <input type="checkbox"/> Addition or deletion of courses <input type="checkbox"/> Modification of course number/prefixes <input type="checkbox"/> Course titles <input type="checkbox"/> Credit/lab/contact hours modification <input type="checkbox"/> Catalog descriptions <input type="checkbox"/> Pre/Corequisites
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**Date Submitted:** December 1, 2025

**Effective Date:** August 1, 2026

**Institution Name:** Idaho State University

**Program/Option Title:** Registered Nursing (online) (change AS to AAS)

*Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)*

**Degree/Certificate:** Applied Associate of Science

*If a Certificate, indicate type (i.e. Specialized, Basic Technical, Intermediate Technical, or Advanced Technical)*

**CIP Code Number:** 51.3801

**CIP Code Title:** Registered Nursing/Registered Nurse



Revised 3/22

**SOC Code  
Examples\*:**

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**25-1072.00 - Nursing Instructors and Teachers, Postsecondary**  
**29-1141.00 - Registered Nurses**  
**29-1141.01 - Acute Care Nurses**  
**29-1141.02 - Advanced Practice Psychiatric Nurses**  
**29-1141.03 - Critical Care Nurses**  
**29-1141.04 - Clinical Nurse Specialists**

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**Submitted by:** Anna Vanderwood

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\*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

## **Learning Outcomes and Connection to Curriculum**

1. 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.
  - Demonstrate clinical judgement through the use of the nursing process
  - Implement best currently available evidence to deliver safe, quality care to various patient populations.
  - Demonstrate patient-centered care that recognizes people as unique individuals with rights and viewpoints reflective of inherent worth, culture, and developmental level.
  - Implement interpersonal communication skills to collaborate with interprofessional teams, patients and families to achieve quality patient care.
  - Develop education for patients and families to promote optimal health while facilitating informed decision making.
  - Demonstrate professional behaviors of integrity, honesty, and respect for self and others while adhering to nursing values, ethics, and legal/regulatory frameworks.
  
2. List any skill assessments or industry certifications that students will be eligible to test for during or at the completion of the program.

Students who successfully complete the ADRN program will be eligible to sit for the NCLEX-RN to become a licensed professional nurse (RN).

## **Program Articulation**

1. For existing programs, does the program or proposed changes provide technical competency credit (TCC), dual credit, or other Advanced Opportunities for a high school student? What are the plans for the program if it is a new program?

If so, please list what is provided. Identify the high school(s) and the program(s) involved.

No, this is an LPN to RN bridge program. Students entering the program are required to have their LPN license to qualify for entry.

2. Explain how stakeholders (i.e. technical advisory committee or industry partners) were involved with providing input to the new program or proposed changes.

Our technical advisory committee and industry partners support this change from a AS to AAS. This allows for students to finish the program in a shorter period of time, assisting in contributing more registered nurses to the workforce.

3. Will the new program or proposed changes articulate to a baccalaureate degree program?

If so, please explain the articulation to a baccalaureate degree program.

The ADRN program has articulation agreements with the ISU School of Nursing and Grand Canyon University. These agreements allow for students to transition into their BSN completion programs or dual enroll during the ADRN program. Students also have other opportunities to dual enroll in a bachelor of nursing completion program while finishing the ADRN program. This allows students the opportunity to achieve their BSN in a reduced amount of time.

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### Sequence of Required Courses<sup>1</sup>

<b>Courses to be completed prior to Summer entry</b>			
<b>Course Prefix &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Technical or Transfer Credit</b>
ENGL 1101 OBJ 1	Writing and Rhetoric I	3	Transfer
ENGL 1102 OBJ 1	Writing and Rhetoric II	3	Transfer
COMM 1101 OBJ 2	Fundamentals of Oral Communication	3	Transfer
MATH 1153 OBJ 3	Statistical Reasoning (Recommended)	3	Transfer
PSYC 1101 OBJ 6	Introduction to Psychology	3	Transfer
BIOL 2227/L OR BIOL 3301/L OBJ 5	Human Anatomy and Physiology 1 and Lab OR Advanced Human Anatomy and Physiology I and Lab	4	Transfer
BIOL 2228/L OR BIOL 3302/L	Human Anatomy and Physiology 2 and Lab OR Advanced Human Anatomy and Physiology 2 and Lab	4	Transfer
NTD 2239 OR NTD 3340	Nutrition (Partially fulfills OJ 5) OR Nutrition for Health Professions	3	Transfer
<b>TOTAL</b>		<b>26</b>	

<b>Summer Semester/Session</b>		<b>8 (Weeks)</b>	
<b>Course Prefix &amp; Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Technical or Transfer Credit</b>
ADRN 2210	Nursing Transitions	2	Technical
ADRN 2211	Mental Health Nursing	2	Technical
ADRN 2212	Clinical Foundations of Nursing III	1	Technical
ADRN 2214	Community Health Nursing	1	Technical
<b>TOTAL</b>		<b>6</b>	

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Fall Semester/Session		16 (Weeks)	
Course Prefix & Number	Course Title	Credits	Technical or Transfer Credit
ADRN 2220	Health Assessment	2	Technical
ADRN 2220L	Health Assessment Lab	1	Technical
ADRN 2230	Medical Surgical Nursing III	3	Technical
ADRN 2231	Clinical Foundations of Nursing IV	3	Technical
HO 2208 OR BIOL 2229	Introduction to Pathology OR Introduction to Pathobiology	3	Technical
<b>TOTAL</b>		<b>12</b>	

Spring Semester/Session		16 (Weeks)	
Course Prefix & Number	Course Title	Credits	Technical or Transfer Credit
ADRN 2232	Family Nursing	3	Technical
ADRN 2233	Medical Surgical Nursing IV	3	Technical
ADRN 2242	Nursing Capstone	1	Technical
ADRN 2245	Clinical Foundations of Nursing V	3	Technical
OBJ 4	Any Humanities Course	3	Transfer
OBJ 6	Social Science	3	Transfer
<b>TOTAL</b>		<b>16</b>	

Summary (_____ Weeks)	
Technical Credits	<b>28</b>
Transfer Credits	<b>32</b>
Grand Total	<b>60</b>

<sup>1</sup> Please refer to the NWCCU 2020 [Student Learning Standards](#)

## Course Titles, Descriptions, and Credits

1. List all course titles, descriptions, and credits included in the program.

***ADRN 2210 Nursing Transition: 2 semester hours.***

Emphasizes role development and expanded scope of practice for the professional nurse. Covers the roles of professional nursing, evidence-based decision-making, management theory, leadership principles, and legal/ethical responsibilities. Prereq: Admission to program. Su

***ADRN 2211 Mental Health Nursing: 2 semester hours.***

Nursing assessment and care of the patient and family experiencing psycho-social and mental health disorders within acute, chronic, and community settings. PREREQ: Admission to program. Su

***ADRN 2212 Clinical Foundations of Nursing III: 1 semester hour.***

Clinical experiences for nursing care within a variety of acute and community-based settings guide the development of the problem solving process in nursing. The focus of this course is on mental health nursing care and therapeutic use of self. COREQ: [ADRN 2210](#) and [ADRN 2211](#). Su

***ADRN 2214 Community Health Nursing: 1 semester hour.***

Nursing care of community-based populations. Nursing concepts across the life-span in community-based settings as it relates to the professional nurse. Emphasis on community assessment, health education and evidence-based nursing strategies within community-based settings. PREREQ: Admission to Program. COREQ: [ADRN 2210](#) and [ADRN 2211](#). Su

***ADRN 2220 Health Assessment: 2 semester hours.***

Health assessment of all ages, interpretation of data, extended development of critical thinking skills; developing patient care based on clinical findings. PREREQ: [ADRN 2210](#). COREQ: [ADRN 2220L](#) and [ADRN 2230](#). F

***ADRN 2220L Health Assessment Lab: 1 semester hour.***

Practical experience in health assessment of all ages; interpretation of clinical data in simulated situations; planning and prioritizing care based on clinical findings. PREREQ: [ADRN 2210](#). COREQ: [ADRN 2220](#) and [ADRN 2231](#). F

***ADRN 2230 Medical and Surgical Nursing III: 3 semester hours.***

Professional nursing care of individuals and groups with acute and chronic health events requiring nursing assessment and intervention within institutional and community care facilities. PREREQ:

[ADRN 2212](#). COREQ: [ADRN 2231](#). F

***ADRN 2231 Clinical Foundations of Nursing IV: 3 semester hours.***

Clinical experiences for nursing care within a variety of acute and community-based settings guide the development of knowledge and skills. PREREQ: [ADRN 2212](#). COREQ: [ADRN 2230](#). F

***ADRN 2232 Family Nursing: 3 semester hours.***

Study of conditions or complications of women's health, pregnancy, peri-partum, plus newborn, child, and family assessment; nursing care and prioritization of interventions for the child-bearing, child-rearing family are addressed. PREREQ: [ADRN 2230](#). COREQ: [ADRN 2245](#). S

***ADRN 2233 Medical and Surgical Nursing IV: 3 semester hours.***

The three roles of the nurse are established within the framework of legal and ethical professional nursing practice. Nursing assessments and interventions in the high-acuity patient are addressed. PREREQ: [ADRN 2230](#). COREQ: [ADRN 2245](#). S

***ADRN 2242 Nursing Capstone: 1 semester hour.***

This course synthesizes and integrates knowledge, skills, and competencies acquired throughout the associate degree nursing program. Preparation for the NCLEX-RN. COREQ: [ADRN 2233](#). S

***ADRN 2245 Clinical Foundations of Nursing V: 3 semester hours.***

Clinical practicum for the professional nursing care of high-acuity patients and their families. Nursing leadership is implemented along with critical thinking and evidence-based decision-making for persons and groups of persons experiencing health events. PREREQ: [ADRN 2231](#). COREQ: [ADRN 2233](#). S

**ISU #2025-13 Registered Nursing (AAS) (change from AS)**

**5. Resources Required for Implementation.** "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.

Estimated Fiscal Impact		FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
<b>A. Revenue</b>		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									
2. Institution Funds		\$225,317		\$225,317		\$225,317		\$225,317	
3. Federal									
4. New Tuition Revenues from Increased Enrollments		\$225,000		\$225,000		\$225,000		\$225,000	
5. Student Fees									
6. Other (i.e., Gifts)									
<b>Total Revenue</b>		\$450,317	\$0	\$450,317	\$0	\$450,317	\$0	\$450,317	\$0
<b>B. Expenditures</b>		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		\$200,317		\$200,317		\$200,317		\$200,317	
2. Operating		\$25,000		\$25,000		\$25,000		\$25,000	
3. Equipment									
4. Facilities									
<b>Total Expenditures</b>		\$225,317	\$0	\$225,317	\$0	\$225,317	\$0	\$225,317	\$0
<b>Net Income (Deficit)</b>		\$225,000	\$0	\$225,000	\$0	\$225,000	\$0	\$225,000	\$0



Planned New Programs																
Idaho State University																
Please fill out information on planned new degree programs (Section 1) and new certificates of more than 30 credits (Section 2). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in certain areas than those in "planning" status.																
SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)																
Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <i>existing, new, and/or renovated</i> space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.2. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Addiction Studies	MA	The MA in Addiction Studies is a comprehensive 30-credit program designed to equip individuals in the health professions and related fields with a deep understanding of	34.0104	100% Online	Fall 2026		Employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 19 percent from 2023 to 2033, much faster than the	Community-Based Rehabilitation Specialist Substance Use or Recovery Coach Supervisor Advanced Alcohol/Drug Counselor	Idaho Board of Alcohol/Drug Counselor Certification (IBADCC)	existing undergraduate and graduate certificates in Addiction Studies (both 25-credits)	Our addiction studies courses are taught by 1 ISU faculty and 3 adjuncts	No new space/renovation	Online	Professional fee to support matching and maintenance of 300-hour, supervised	Planning	Academic
Artificial Intelligence Sciences	BS	The AI degree would offering an integrated approach across computer science, mathematics, statistics, and engineering, which current programs do not fully cover. By establishing this program, ISU would prepare students to excel in high-	11.0102	On Campus	Fall 2026		The proposed Bachelor of Science in Artificial Intelligence at Idaho State University aims to meet the rising demand for AI professionals, with the Bureau of Labor Statistics projecting a 36% increase in employment for data	Possible work as a data scientist, as an AI programmer, as AI specialist in engineering company		This will be built from combination of courses in the Mathematics and Statistics and Computer Science departments.	The program would require at least one new faculty member who is a specialist in AI	It is expected that current spaces and spaces currently being renovated could be used to teach the courses.	Region V (Pocatello); Region VI (Idaho Falls)	No	Planning	Academic
Automation Engineering Technology	AAS	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026	ABET ETAC	This is a consolidation of two programs. We are consolidating the Instrumentation Engineering Technology and Electrical Engineering Technology program into one to be more efficient since both	Instrumentation Technician, Electrical Engineering Technician, Automation Technician, Electromechanical Technician, Process Control Technician	This program has a strong Technical Advisory Committee that meets twice per year. Industry participants include	This is a consolidation of the Instrumentation Engineering Technology and Electrical Engineering Technology	Existing faculty will deliver the program.	Existing facilities and equipment will be used.	Region 5 (Pocatello)	No.	Planning	CTE
Cybersecurity	Ph.D.	This program would be offered in collaboration with the University of Idaho. It would fill a need for experts that would perform research in this area. Details have not been	43.0303	Online	Fall 2026		There is a high demand currently for people with expertise in protecting vital computer systems linked to the web. Research in this area is a vital step in securing	University Professor, Cybersecurity Consultant for Private Industry, Cybersecurity Professional for Government Agencies		This program will be built from existing courses at Idaho State University and the University of	An additional faculty may be needed. At this point it is uncertain since the relative contributions to the program from ISU and	Existing or renovated space and resources may be required, likely especially in Idaho Falls	Region III (Meridian); Region IV (Twin Falls); Region V (Pocatello); Region VI (Idaho	No	Exploring/Planning	Academic
Cybersecurity Strategy and Leadership	MS	Students learn to establish vision and direction for an organization's cybersecurity efforts.	43.0404	On campus	Fall 2026	NSA CAE Designation	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	Chief Information Security Officer, Information Systems Security Officer, Risk Analyst	ISU's College of Business has prepared cybersecurity leaders for the federal government with	MBA Emphasis in Cybersecurity	Currently 1 FT faculty, 1 FT staff, and 2 Adjunct faculty support this program	Existing facilities support this program	Region V (Pocatello)	No	Planning	Academic
Dental Hygiene, Expansion to Meridian.	BS	This program will be an extension of our current BS in Dental Hygiene degree on the Pocatello campus to the Meridian Campus. Currently there is a national workforce shortage of	51.0602	On Campus, Hybrid	Fall 2026	Commission on Dental Accreditation (CODA)	Currently with the workforce shortage, dental hygiene has a projected increase of 9% in employment from 2023 to 2033, according to the U.S. Bureau of Labor Statistics	In demand career - Dental Hygiene - however, it is not listed on the Idaho Workforce Development Council list. It should be listed.	We have reached out the Idaho Dental Association. Currently there is a workforce shortage of		Two full-time faculty positions needed and 4 adjunct positions needed.	Renovated Space	Statewide	Current professional fee model in the BS entry level degree program will be	Opening of the Meridian Clinic is slated for Fall 2026.	Academic
Interactive Media Design	AAS	The Interactive Media Design program prepares students with the skills to create multimedia content for various platforms, including web, mobile, and HDTV, in the rapidly evolving field	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	A technical advisory committee would consist of businesses such as: H&K Technologies, Blackfoot;	This program may require some beginning drawing classes in the Art Department. We plan on	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We	Region 5 (Pocatello)	No	Planning	CTE
Literacy	MEd	The Masters of Education in Literacy program has been suspended since 2020. It is planned to be restarted in F26, with some courses colisted with those in the UG Early Literacy	13.1502	Online	Fall 2026		With literacy being a focus of improvement plans throughout districts in the state, and a call for additional literacy specialists who understand the science of	Teachers and Instructors, All Other* (Title I, Reading Specialists) (25-3097) Elementary teacher * (25-2021)		This is restarting the previous MEd Literacy, but with a couple of course changes to align to	Existing faculty	Existing	Online	No	Planning	Academic
Registered Nursing	AAS	A program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance.	51.3801	Online	Fall 2026	Accreditation Commission for Education in Nursing (ACEN)	According to Labor data, this occupation is expected to grow rapidly and have a large number of opening through 2033. Idaho projects 194,500 openings with high paying salaries with an average of \$86,000.	Practical Nurse, Acute Care Nurse, Clinical Nurse Specialists, Critical Care Nurses.	We have a strong Advisory Board of nursing professionals from local and regional clinics, hospitals, and home health care.	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and add more nursing content allowing students more hands-on skills.	We have two existing faculty and an open line for a third faculty.	We will use existing facilities.	Online	No	Planning	CTE
Respiratory Therapy	AAS	A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with	51.0908	On Campus	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	According to Labor data, this occupation is expected to grow rapidly through 2033 with a projection of 8,200 job openings in Idaho.	Acute care nurses, cardiovascular technicians, critical care nurses, paramedics, radiation therapists.	We have a strong advisory board of respiratory therapy professionals from Portneuf Medical Center, Bingham	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and decrease the	We have one existing faculty.	We have existing facilities and equipment.	Region 5 (Pocatello)	No	Planning	CTE
SECTION 2: New Certificates																
Certificate name	Designation	Certificate Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned certificates for each year (add rows as needed).	Type of Certificate	Provide a brief summary of the certificate. (Limited to 50 words.)	Provide the certificate 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate certificate effective date.	Specify any disciplinary accreditors for this certificate (if none, leave blank).	Provide evidence of a reasonable student market for this certificate or strategies for increasing student demand.	List 1 or more occupations for recipients of this certificate. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this certificate.	Identify whether the certificate will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the certificate within the first 5 years.	Indicate whether <i>existing, new, and/or renovated</i> space will be required to deliver the certificate within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed certificate as defined in Board Policy III.2.	Does the institution plan to request legislative funding to support any aspect of this certificate? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each certificate.	Enter "Academic" or "CTE" to indicate the nature of this certificate.
Year One (AY 2026-2027)																
Accounting Analytics emphasis	Graduate Emphasis	The Accounting program would like to offer an additional graduate emphasis in Accounting Analytics to meet the needs of our students as the CPA exam and profession becomes	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Accounting Analytics	Undergraduate Certificate	The Accounting program would like to offer an additional undergraduate certificate in Accounting Analytics to meet the needs of our students as the CPA exam and profession	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Adult Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Pediatric Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Applied Artificial Intelligence	Specialized Certificate	A program that focuses on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. Includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering technology, and specific end-use applications.	11.0102	Online.	Fall 2026		Typically our ESTEC programs are ABET accredited, but they do not accredit certificate programs.	<b>Manufacturing</b> – as automation or controls technicians, supporting facilities with AI-driven robotics and production systems. <b>Energy and Utilities</b> – in roles maintaining intelligent grid systems, predictive maintenance tools, and cyber-secure infrastructure. <b>Cybersecurity Operations</b> – as industrial cybersecurity analysts or technicians using AI for threat detection and system monitoring in OT environments. <b>Industrial Equipment Providers</b> – supporting the design, integration, and maintenance of AI-enhanced machinery and control systems. <b>Advanced Manufacturing R&amp;D</b> – assisting engineers in implementing machine learning models for quality control, efficiency, and innovation.	Our industry members in our engineering technology advisory committees, including partners from INL, Siemens Energy, Schweitzer Engineering, etc., have identified artificial intelligence as a need for engineering technicians.	The program will be part of the industrial Cyber-security program housed in the ESTEC department.	A new faculty line (1 FTE) will be required.	No new space will be needed.	Region 5 (Pocatello)	No	Planning	CTE

CONSENT

FEBRUARY 18, 2026

ATTACHMENT 2

Athlete Counseling	Certificate	The Athlete Counseling Certificate is a nine-credit program that prepares counselors to support athletes' mental health and well-being throughout their athletic careers and beyond.	42.2815	On campus and synchronous videoconferencing	Fall 2026		Athletes face unique mental health challenges including performance anxiety, identity issues related to sport, career transitions, injury recovery, and balancing athletic and academic responsibilities. This certificate will be available to past graduates that need specializations out in the field. They will be	This certificate will be offered to counselors, social workers, and psychologists, and provides a mental health related approach to working with athletes	Need has been assessed utilizing the Delphi Method and consulting with experts in the Athlete	This certificate will be an elective offered to ISU students in a graduate mental health related	Conner Vrba (Phd graduate intended May 2025, has been hired and will start fall 2025. He will be the instructor for all	No additional space needs or requirements at this time.	Region 3 (Meridian), Region 5 (Pocatello)	No	Planning	Academic
Building Automation	Specialized Certificate	An advanced certificate that prepares incumbent workers to apply engineering principles and technical skills in developing, installing, calibrating, modifying and maintaining automated	15.0406	Online	Fall 2026		Industry partners have indicated a need, particularly at INL. This certificate will be available to past graduates that need specializations out in the field. They will be	Building automation technician, Building automation programmer, HVAC Control Programmer, Control Specialists	There is strong support from INL, Climatch, The Haris Company, ATIS Inland, and Mechanical	This certificate will be housed in current ESTEC programs such as Instrumentation Engineering	Existing Faculty will teach with possibility of adjunct instructors.	Not Applicable	Region 5 (Pocatello)	No.	Planning	CTE
Clinical Psychopharmacology	Graduate Certificate	This certificate is designed for interdisciplinary healthcare providers who seek to expand their knowledge and competencies in the pharmacological treatment of mental	42.2709	online	Fall 2026		There are frequent inquiries to the ISU MSCP program about enrolling as a non-psychologist. Many colleges of pharmacy offer specialization tracks for PharmD	This program is especially beneficial for family practice physicians, advanced practice nurses, physician assistants, pharmacists, psychologists,	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	ISU's College of Business has prepared cybersecurity leaders for the federal government with	Existing	Existing	Online	No	Planning	Academic
Cybersecurity Strategy and Leadership	Graduate Certificate	Graduate Certificate available to graduate students outside the College of Business	43.0404	Online	Fall 2026	NSA CAE Designation		Chief Information Security Officer, Information Systems Security Officer, Risk Analyst	ISU's College of Business has prepared cybersecurity leaders for the federal government with	MBA Emphasis in Cybersecurity	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online	No	Planning	Academic
Data Science	Undergraduate Certificate	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	30.7001	On Campus	Fall 2026		There is increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	Informatics specialist, ML programmer, data handling specialist		Built from existing concentrations in the Mathematics and Statistics and Computer Science Depts.	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics faculty may all contribute. It is expected that there will be new hires in one	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Early Literacy	Post-Bacc Certificate	Currently licensed teachers wanting to add an additional endorsement to their Standard Instructional Certificate	13.1202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for adding this endorsement to current teacher licensing.	Elementary School Teachers	Supt. Critchfield priority for Early Literacy	Built from existing courses	existing faculty lines	existing space	Online	No	Planning	Academic
Family Nurse Practitioner (FNP)	Graduate certificate	Idaho State University School of Nursing (SON) would like to open a certificate program allowing advanced practice nurses holding a Master's or Doctorate degree with a Nurse Practitioner license to obtain the necessary education to take	51.3805	more than 90% online	Fall 2026	CCNE		Family nurse practitioner	SON advisory board	existing FNP DNP degree	existing with adjunct support	existing	Region III (Meridian), Region V (Pocatello)	No	Planning	Academic
Grief and Loss	Certificate (9 Credits)	Despite grief and loss being an inevitable experience for everyone, accreditation standards do not currently address ways in which counselors should work with issues that arise from these experiences. This nine credit hour certification will	51.1513	On campus, in future years online delivery will be considered.	Summer 2027		Student market will include our MCoen and PhD students. Since grief and loss is so prevalent in the work that counselors do and that it is not currently included as a focus in our curriculum, students routinely ask for	This certificate would primarily be of interest to counselors, "marriage and family therapists (21-1013), "rehabilitation counselors (21-1015), "social workers (21-1021) (21-1023) (21-1022),	The Association for Adult Development and Aging (a division of the American Counseling Association) grief and	The certificate program and the courses within it will be offered to students within the Department of Counseling.	Faculty and/or adjuncts that specialize in grief and loss will need to teach the 3 course sequence. The development of the curriculum will also take a significant	Existing spaces should be sufficient	Region III (Meridian) to start- Will then add other regions later	No	Planning	Academic
Industrial Controls	Specialized Certificate	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026		This is an existing program that has low enrollment due to excessive credits. By decreasing the credits to discipline courses only will be able to attract additional students.	Journeyman and Master Industrial Electricians, Industrial Electrical Technicians	This program is supported by industries who hire industrial electricians. Past students have been residential electricians that	This is an existing AAS degree that will be converted to a specialized certificate.	Existing Faculty will teach the program.	Not Applicable	Region 5 (Pocatello)	No	Planning	CTE
Industrial Cybersecurity	Graduate Certificate	Program prepares incumbent workers in the fields of IT, Industrial Automation, Cybersecurity, and Engineering to apply cybersecurity into cyber-physical systems. Includes instruction on control system fundamentals, networking, network security, and cyber-informed engineering.	14.4701	We will create an online program with a week-long hands-on intensive.	Fall 2026	Currently an emerging area with no specific accreditation. ABET and member societies, including IEEE are exploring this area for curricular guidance and accreditation.	The Industrial Cybersecurity TAC has been asking for a graduate certificate for a few years now. Incumbent workers always ask whether the current program is available online. We have been working with Graduate School to see if it is possible to stand up a graduate certificate in collaboration with the ISU Informatics Research Institute.	Engineering technician, cybersecurity analyst, Process control engineer	Strong advisory board including members from INL, Accenture, Rockwell Automation	Proposed program will leverage ISU's existing courses by making them available to incumbent workers.	Existing faculty and one new faculty	Online portion will not require new facilities. Intensive will require current facility in Idaho Falls.	Region 5 (Pocatello)	No. We would reallocate existing funds with the support of Academic Affairs.	Planning	Academic
Injectables	Undergraduate Certificate (9 Credits)	This injectables certificate will be offered by the Bachelor of Science Program in Dental Hygiene. This academic certificate meets the needs of licensed dental hygienists, dental hygiene students, and other health professionals or health	12.0409	Online for the two courses of Head & Neck Anatomy. The injectables course will be a hybrid	Fall 2026		Student market will all health professional students that are allowed to administer Botox in their scope of practice (nurses, PA, Pharmacists), dental hygienists, dental hygiene students from other dental hygiene programs,	Pharmacists, NPs, RNs, PAs, and estheticians	Consulted with hygienists who can administer injectables.	It will be built from 2 courses already taught in our current dental hygiene program: Head and Neck Anatomy and Medical	One adjunct faculty for the injectables course.	Existing space used - laboratory in the dental hygiene building on the Pocatello Campus for the injectables course. The other two	Online and Region 5 (Pocatello)	Professional Fees	Planning	Academic
Interactive Media Design	BTC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Interactive Media Design	ITC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Magnetic Resonance Imaging (MRI)	Certificate	This certificate program would provide classes in Magnetic Resonance Imaging (MRI) education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent	510920	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	MRI technologist	Regional health care hospitals, medical clinics, and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Mammography	Certificate (12-15 credits)	This certificate program would provide classes in Mammography education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters	510919	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	*Mammographyer, categorized as Radiologic Technologist on the Hot Jobs list, 29-2034	Regional health care hospitals and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Nuclear Materials Engineering	Graduate Certificate	This certificate would be offered in collaboration with the Univ. of Idaho and would allow a student the opportunity to take extra courses related to Nuclear Materials Engineering and earn a certificate in that area.	141801	online and on Campus	Fall 2026	ABET	Nuclear Materials Engineering is a growing area especially in this region due to our proximity to Idaho National Laboratory and their focus in Nuclear Energy	INL Nuclear Engineer specializing in materials, Nuclear Engineer for private company focusing in nuclear reactors or nuclear microreactors, other government labs working on materials related to		This program will be built largely from existing courses at Idaho State University and the University of Idaho.	Existing faculty lines will be used to deliver the certificate	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Robotics Engineering	Certificate	This offering will allow students the opportunity to earn an ABB-certified Certificate in Robotics Engineering. With the new emphasis in AI, there will likely also be a increase in the need for employees versed in using AI and Robotics in a	144201	On Campus	Fall 2026	ABB	The demands for AI and associated Robotics are expected to have large increases in demand as we move into the future.	Robot design, Robot construction, automotive industry		ensure of U of I capabilities	We will need to hire a faculty member for Spring 2026 to replace the ABB-trained one who is leaving ISU. The new faculty member will need to attend training	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Teacher to New Endorsement - All Subjects K-8	Post-Bacc Certificate	Teachers with Secondary Education licensing will be able to take the appropriate coursework for Elementary Education Licensing	131202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for alternative pathways to teacher licensing.	Elementary School Teachers	State Board of Education - Teacher Pipeline Report	Built from existing courses	existing faculty lines	existing space	Region 4 (Twin Falls), Region 5 (Pocatello), Region 6 (Idaho Falls)	No	Planning	Academic

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Specialized Certificate in Applied Artificial Intelligence and Online Program Fee in Lieu of Tuition

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University College of Technology is proposing a career technical education Specialized Certificate in Applied Artificial Intelligence. The proposed nine-credit certificate is designed for 100% online delivery with a start date of August 2026. This advanced certificate aims to prepare students to design, implement, and evaluate AI systems within engineering technology and scientific domains. It emphasizes the application of AI tools to real-world problems. The curriculum focuses on the symbolic inference, representation, and simulation of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. It includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering technology, and specific end-use applications. The program addresses significant workforce needs, as industry partners have indicated that graduates must be aware of how to use AI in a trustworthy and ethical way.

**IMPACT**

The program will utilize an Online Program Fee model in lieu of tuition and will charge \$300 per credit. The total cost to students for the 9-credit certificate will be \$2,700. The program is projected to have a positive net fiscal impact, starting at \$27,000 in FY2026-2027 and growing to \$67,500 by FY2029-2030.

The successful implementation of the certificate requires hiring 1 FTE (Full-Time Equivalent) faculty member to develop and teach the specialized curriculum. This faculty member will be responsible for regularly updating course content to reflect ongoing advancements in AI technologies. Initial funding for the new faculty member will come from existing CTE expansion dollars. No new physical resources are required since the program is entirely online.

**ATTACHMENTS**

Attachment 1 – Specialized Certificate in Applied Artificial Intelligence Proposal  
Attachment 2 – Idaho State University Three-Year Plan for Delivery of Academic Programs

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed specialized certificate is consistent with Idaho State's institutional Three-Year Plan for Delivery of Academic Programs for implementation in Fall 2026 (see Attachment 3). Based on the information provided, the goal of the certificate is to prepare students to design, implement, and evaluate artificial intelligence systems for application in engineering technology and scientific fields. The certificate is in response to identified workforce needs, where it would also prioritize the ethical and trustworthy use of AI, ensuring graduates are equipped with both technical expertise and responsible practices aligned with industry expectations.

Idaho State's request to assess an online program fee of \$300 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their February 5, 2026, meeting. The Idaho Division of Career Technical Education has reviewed the request and recommends approval of the Specialized Certificate in Applied Artificial Intelligence and the online program fee.

**BOARD ACTION**

I move to approve the request by Idaho State University to offer an online Specialized Certificate in Applied Artificial Intelligence and charge an online program fee of \$300 per credit in lieu of tuition and in conformance with the program budget submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



Institution Tracking No. ISU #2025-02

## FULL PROPOSAL FORM


Career Technical Programs


Date of Proposal Submission: December 12, 2025


Institution Submitting Proposal:	Idaho State University		
Name of College, School, or Division:	College of Technology		
Name of Department(s) or Area(s):	ESTEC		
Official Name of the Program:	Applied Artificial Intelligence		
CIP code or Modification of CIP Code (consult IR /Registrar):	11.0102		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% 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 checked="" type="checkbox"/> Online Program Fee

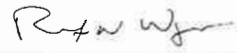
**Indicate those that apply to this request:** **Proposed Action**

- |  |  |
|--|--|
| <input type="checkbox"/> Basic Technical Certificate               | <input checked="" type="checkbox"/> <b>New Program</b>   |
| <input type="checkbox"/> Intermediate Technical Certificate        | <input type="checkbox"/> Expansion of Existing Program   |
| <input type="checkbox"/> Advanced Technical Certificate            | <input type="checkbox"/> Modification of Existing Program                                      |
| <input type="checkbox"/> Associate of Applied Science              | <input type="checkbox"/> Converting one certificate or degree option within a career           |
| <input checked="" type="checkbox"/> <b>Specialized Certificate</b> | <input type="checkbox"/> Technical program to a stand-alone program                            |
|  | <input type="checkbox"/> Consolidating two or more programs into one program                   |
|  | <input type="checkbox"/> Adding career technical certificates or degrees to existing program   |
|  | <input type="checkbox"/> Program expansion outside and institution's designated service region |

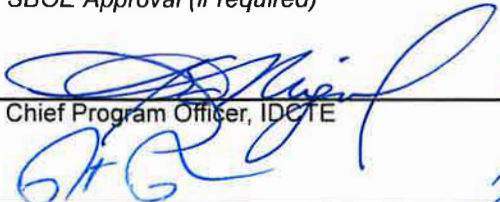
  
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College Dean (Institution)      10/9/2025  
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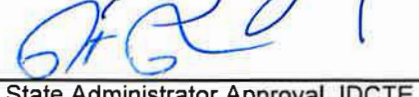
  
\_\_\_\_\_  
FVP/Chief Fiscal Officer (Institution)      12/09/2025  
Date

  
\_\_\_\_\_  
Provost/VP for Instruction      12/09/25  
Date

  
\_\_\_\_\_  
President      12/11/25  
Date

\_\_\_\_\_  
SBOE Approval (if required)      Date

  
\_\_\_\_\_  
Chief Program Officer, IDCTE      1/9/26  
Date

  
\_\_\_\_\_  
State Administrator Approval, IDCTE      1/9/26  
Date

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

### **Rationale for Creation or Modification of the Program**

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing programs that this program will replace.

This Specialized Certificate in Applied Artificial Intelligence is an advanced certificate housed in the Industrial Cybersecurity Engineering Technology program and will require prior programming knowledge or experience. While it is not directly connected to other programs on campus, it is designed to appeal to students from technical and scientific majors. This certificate focuses on the application of artificial intelligence in technical fields and is relevant to a wide range of engineering disciplines. This program will not replace any current majors, but will enhance other programs as an add-on certificate.

2. **Workforce and economic need for the Program.** Describe the regional and statewide workforce needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs. *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.

Since 2015, cybersecurity job openings in Idaho have increased by about 160% according to Idaho@work, the Idaho Department of Labor, and Burning Glass. Many of these roles overlap with secure design and AI-security. CompTIA projects tech occupation employment in Idaho will grow by 13% in the near future. This covers positions that integrate knowledge of AI and machine learning. According to Local 8 News in Eastern Idaho, job titles like Application Engineer, Data Analyst, and Production Operator in Idaho are increasingly requiring or referencing AI skills. In 2025, more than 80,000 job postings across the nation mentioned generative AI skills, up from 3,780 in 2010, according to a recent report from Brookings Institution and CBS Money Watch. An economist at the Indeed Hiring Lab indicates that the accelerating adoption of AI is driving the demand for consultants who can help companies integrate AI. Indeed job listings related to “responsible AI” and “ethical use of AI” are on the rise ([CBS News, 2025](#)).

During technical advisory committees in the ESTEC and Technical programs, industry partners have discussed artificial intelligence and indicated that graduates need to be aware of how to use it in a trustworthy and ethical way. Conversations related to AI in our region are also taking place in the national arena. By providing students with this certificate, it will allow graduates to respond to the need to adopt AI into the workplace in various disciplines.

### **Enrollments and Graduates**

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



<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Projected Headcount Enrollment in Program</b>						<b>Projected Number of Graduates from Program</b>					
FY27 1 <sup>st</sup> year	FY28	FY29	FY30	FY31		FY27 1 <sup>st</sup> year	FY28	FY29	FY30	FY31	
10	15	20	25	30		10	15	20	25	30	

**4. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 "Need" above.

**a. What is the capacity for the program?**

The capacity of the certificate will be about 30 students per year based on hiring one faculty member to teach all three courses.

**b. How did you determine the projected numbers above?**

The projected numbers are based on CWI's program that started last fall. We project similar numbers and will grow them incrementally until we reach full capacity.

**5. Minimum Enrollments and Graduates.**

**a. What are the minimums that the program will need to meet in order to be continued?**

We expect a minimum of 10 enrollments and 10 graduates per year to run the program.

**b. What is the time frame for meeting minimums, and what is the action that would result if minimums are not met?**

We anticipate that we will have a minimum of 10 enrollments by the first year. If we do not have 10 students by the end of FY31, we will reassess industry needs and determine if we should make changes or discontinue the program.

**6. 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.

Most of the students taking this add-on certificate will be in ABET-accredited (or similar) programs. We would seek ABET accreditation, but can not since ABET only accredits degree programs and not certificate-level programs.

**7. Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to Idaho educator endorsement/certification require review and recommendation facilitated by the Division of Career Technical Education (IDCTE) and approval from the Idaho State Board of Education.

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

Yes \_\_\_\_\_ No   X

If yes, on what date was the new educator preparation program (EPP) application for endorsement/certification submitted to the Idaho Division of Career Technical Education (educator certification director)? **NOTE:** All new program applications for endorsement/certification are submitted via IDCTE's Canvas by the educator preparation provider dean, assistant Dean, or director.

Date: \_\_\_\_\_

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

Yes   X   No       

If yes, proceed to question 8. If no:

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

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher education endorsement requirements.
<input type="checkbox"/>	We failed to include it when we had the opportunity.
<input type="checkbox"/>	Other:

- b. **Provide an explanation for all statements you selected. If different from the reason stated above, please further explain.**

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

9. **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.	9
Credit hours in institutional general education curriculum	0
Total credit hours required for program	9



## Specialized Certificate in Applied Artificial Intelligence

### Admission Requirements

Admission requires completion of an application process that demonstrates the applicant's foundational competence in programming and digital literacy.

### Certificate Requirements

AAI 4410	Fundamentals of Applied AI Systems	3
AAI 4420	Secure and Trustworthy AI Systems	3
AAI 4450	Capstone in Applied AI Systems	3
Total Credits		9

10. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.** 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. **Attach an IDCTE Program Profile.**

See Program Profile.

- a. **List any industry certifications students will be able to achieve during the duration of this program.**

N/A

11. **Assessment Plans**

- a. **Assessment Process and Measures Used.** 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. What direct and indirect measures will be used to assess student learning?

#### Program Review

This program will assess student learning at the course and program level through the institutional program review process. 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.

Student learning outcome data will be reviewed periodically to make adjustments to assignments and pedagogy to ensure students are learning critical skills needed in industry. The program will use the same methodology as other ABET programs at the College of Technology to establish consistency across engineering technology programs.

#### Peer Evaluations

Faculty peers will complete classroom observations and evaluate the instruction and classroom discussions each semester to provide pedagogical feedback to the professor.

#### 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.<sup>1</sup>

- 12. Physical Resources. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

No physical resources will be required since this is a fully online program.

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

N/A

- 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

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<sup>1</sup> 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.*

accommodated?

N/A

- 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.

N/A

**13. 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?

A faculty member will be hired to develop and teach the curriculum, with a focus on applied artificial intelligence as an emerging and rapidly evolving field. This role will also involve regularly updating course content to reflect ongoing advancements in AI technologies as well as addressing critical issues like security, ethics, transparency, and the societal impact of AI systems across engineering technology and scientific domains.

To begin with, we will offer one asynchronous section of each course and determine if additional sections are necessary based on student demand. Should additional sections be required, we will hire adjunct faculty using existing CTE or local funds.

- b. **Existing resources.** Describe the existing instructional, support, and administrative resources that will 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. No additional dollars will be required to provide instructional and administrative support.

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

This program will enhance collaboration between existing programs since many majors will benefit from this add-on certificate. The new faculty member will reach out to program coordinators and chairs in the College of Technology and across campus to recruit new students to this certificate.

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

As indicated above, 1 FTE will be required to support this new certificate program.

**14. 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?

Existing CTE expansion dollars will be used to hire the new faculty member. We anticipate a positive impact on engineering technology and other CTE programs since this 9-credit certificate will enhance the skill set of students going into fields experiencing AI integration.

- b. **New appropriation.** If a line-item request is required to fund the program, indicate when the institution plans to submit the request to Idaho Division of Career Technical Education or include in the legislative budget request.

After three to five years of sustained enrollment and a demonstrated industry demand, the College of Technology will seek permanent funding for the program by submitting a line-item request to the Idaho Division of Career Technical Education.

- c. **Non-ongoing sources:**

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

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. How does the institution propose to continue the program upon termination of those funds?

N/A

- d. **Student Fees:** Provide estimated total semester cost to students, including all fees authorized under V.R.

Students will be charged an online program fee of \$300 per credit instead of tuition. Thus, the total fee for the certificate will be \$2,700.

- 15.** Using the 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).

Revised 3/22



## CTE Program Profile

### Instructions:

Indicate the nature of this submission by checking appropriate box below. Please submit a separate CTE Program Profile for each new program, expansion, or non-substantive change. Track all changes with **redline (deletions)** and **highlighter (additions)**.

Indicate whether this request is either of the following:

<input type="checkbox"/> New Program (check all that apply) <input checked="" type="checkbox"/> <b>Expansion of Existing Program (check all that apply)</b> <input checked="" type="checkbox"/> <b>Specialized Certificate</b> <input type="checkbox"/> Basic Technical Certificate <input type="checkbox"/> Intermediate Technical Certificate <input type="checkbox"/> Advanced Technical Certificate <input type="checkbox"/> Associate of Applied Science Degree <input type="checkbox"/> Advanced Associate of Applied Science Degree <input type="checkbox"/> Microcertification <input type="checkbox"/> Other: (please list)	<input type="checkbox"/> Modification of Existing Program <input type="checkbox"/> Program Name/Title <input type="checkbox"/> CIP Code change <input type="checkbox"/> Addition or deletion of courses <input type="checkbox"/> Modification of course number/prefixes <input type="checkbox"/> Course titles <input type="checkbox"/> Credit/lab/contact hours modification <input type="checkbox"/> Catalog descriptions <input type="checkbox"/> Pre/Corequisites
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**Date Submitted:** December 12, 2025

**Effective Date:** August 1, 2026

**Institution Name:** Idaho State University

**Program/Option Title:** Artificial Intelligence, Applied

*Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)*

**Degree/Certificate:** Specialized Certificate

*If a Certificate, indicate type (i.e. Specialized, Basic Technical, Intermediate Technical, or Advanced Technical)*

**CIP Code Number:** 11.0102

**CIP Code Title:** Artificial Intelligence

Revised 3/22

<b>SOC Code</b>	15-1221.00 - Computer and Information Research Scientists
<b>Examples*:</b>	15-1252.00 - Software Developers
	15-2051.00 - Data Scientists
	15-2051.01 - Business Intelligence Analysts
	15-2051.02 - Clinical Data Managers
	25-1021.00 - Computer Science Teachers, Postsecondary

<b>Submitted by:</b>	Anna Vanderwood
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\*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

## **Learning Outcomes and Connection to Curriculum**

1. 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.

Upon successful completion of the certificate program, students will be able to:

1. **Apply Digital Literacy to Information Problem-Solving**  
Demonstrate the ability to locate, evaluate, and ethically use digital information and technologies to support data-driven inquiry, communication, and decision-making.
2. **Design and Implement AI-Driven Solutions**  
Utilize foundational AI tools, platforms, and techniques—including pre-trained models, APIs, and machine learning workflows—to solve classification, prediction, and pattern recognition problems in real-world contexts.
3. **Ensure AI System Security, Fairness, and Trustworthiness**  
Identify vulnerabilities in AI systems and apply techniques for enhancing security, robustness, transparency, privacy, and fairness, while adhering to relevant ethical guidelines and regulatory frameworks.
4. **Translate Applied AI Concepts into Real-World Outcomes**  
Lead or contribute to interdisciplinary teams working on end-to-end AI projects, from problem formulation through deployment, with emphasis on collaboration, professional communication, stakeholder engagement, and ethical responsibility.
5. **Evaluate the Societal Impact and Governance of AI Technologies**  
Analyze the broader implications of AI use—including societal, ethical, and legal dimensions—and apply frameworks for responsible and accountable AI development and deployment.

2. List any skill assessments or industry certifications that students will be eligible to test for during or at the completion of the program.

No.



Revised 3/22

## Program Articulation

1. For existing programs, does the program or proposed changes provide technical competency credit (TCC), dual credit, or other Advanced Opportunities for a high school student? What are the plans for the program if it is a new program?

If so, please list what is provided. Identify the high school(s) and the program(s) involved.

Not at this time. This is an advanced certificate program meant as an add-on for other technical majors.

2. Explain how stakeholders (i.e. technical advisory committee or industry partners) were involved with providing input to the new program or proposed changes.

Discussion around artificial intelligence and how it applies to industry has occurred in various technical advisory committees, including ESTEC, Technical, Business and Support Services, and Health Occupations programs. They have indicated a need to train students on how artificial intelligence can be used correctly and responsibly in technical career fields. The creation of this certificate is in response to industry need.

3. Will the new program or proposed changes articulate to a baccalaureate degree program?

If so, please explain the articulation to a baccalaureate degree program.

No. However the courses may count as upper-division courses toward a BAS degree.

Revised 3/22

### Sequence of Required Courses<sup>1</sup>

Fall Semester/Session		16 (Weeks)	
Course Prefix & Number	Course Title	Credits	Technical or Transfer Credit
AAI 4410	Fundamentals of Applied AI Systems	3	Technical
<b>TOTAL</b>		<b>3</b>	

Spring Semester/Session		16 (Weeks)	
Course Prefix & Number	Course Title	Credits	Technical or Transfer Credit
AAI 4420	Secure and Trustworthy AI Systems	3	Technical
AAI 4450	Capstone in Applied AI Systems	3	Technical
<b>TOTAL</b>		<b>6</b>	

Summary (64 Weeks)	
Technical Credits	<b>9</b>
Transfer Credits	
<b>Grand Total</b>	<b>9</b>

<sup>1</sup> Please refer to the NWCCU 2020 [Student Learning Standards](#)

## Course Titles, Descriptions, and Credits

1. List all course titles, descriptions, and credits included in the program.

### ***AAI 4410 Fundamentals of Applied AI Systems: 3 semester hours***

This course introduces students to practical applications of Artificial Intelligence (AI) in domain-specific workflows. Students will learn to use AI platforms, pre-built models, and APIs for tasks such as prediction, classification, and pattern recognition. Topics include the AI project lifecycle—problem formulation, data preparation in Python, model selection, validation, and interpretation. The course also covers neural networks, deep learning concepts, and MLOps principles for deploying and maintaining AI systems. Emphasis is placed on responsible AI use, including bias, reliability, and security considerations. Hands-on labs and projects provide applied experience in leveraging AI to support analysis and decision-making.

### ***AAI 4420 Secure and Trustworthy AI Systems: 3 semester hours***

This course focuses on the principles and practices for building reliable, secure, and ethical AI systems. Students will delve into the vulnerabilities of AI models, including adversarial attacks, data poisoning, and model inversion. The curriculum covers techniques for enhancing model robustness, fairness, and transparency. Key topics include privacy-preserving machine learning, differential privacy, and federated learning. Students will also explore the landscape of AI governance, including US federal, state, and international regulatory compliance and the implementation of responsible AI frameworks to ensure accountability and mitigate societal risks. Through practical exercises, participants will learn to conduct security assessments and implement defensive measures for AI systems. PREREQ: AAI 4410

### ***AAI 4450 Capstone in Applied AI Systems: 3 semester hours***

This capstone course provides students with the opportunity to synthesize and apply knowledge gained from the Applied AI Systems program in a real-world, industry-partnered project. Students work in teams to design, implement, and evaluate AI-driven solutions to practical engineering challenges, moving through all phases of the project lifecycle: ideation, requirements definition, prototyping, development, deployment, and assessment. Emphasis is placed on collaboration with an external industry partner, professional communication, ethical and societal considerations of AI, and demonstrating technical competence in applied AI methods. PREREQ: AAI 4410

ISU #2025-02 Artificial Intelligence, Applied (Specialized Certificate)

5. Resources Required for Implementation. "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.

Estimated Fiscal Impact	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>A. Revenue</b>								
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds (CTE Allocation)	\$88,660.00	\$0.00	\$88,660.00	\$0.00	\$88,660.00	\$0.00	\$88,660.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (Online Program Fees)	\$27,000.00	\$0.00	\$40,500.00	\$0.00	\$54,000.00	\$0.00	\$67,500.00	\$0.00
<b>Total Revenue</b>	\$115,660	\$0	\$129,160	\$0	\$142,660	\$0	\$156,160	\$0
<b>B. Expenditures</b>								
1. Personnel	88,660.00	0.00	88,660.00	0.00	88,660.00	0.00	88,660.00	0
2. Operating	0	0	0	0	0	0	0	0
3. Equipment	0	0	0	0	0	0	0	0
4. Facilities	0	0	0	0	0	0	0	0
<b>Total Expenditures</b>	\$88,660	\$0	\$88,660	\$0	\$88,660	\$0	\$88,660	\$0
<b>Net Income (Deficit)</b>	\$27,000	\$0	\$40,500	\$0	\$54,000	\$0	\$67,500	\$0

**Applied Artificial Intelligence Specialized Certificate  
Online Program Fee Justification**

The College of Technology at Idaho State University proposes to establish an Online Program Fee per Idaho State Board Policy Section: V Financial Affairs, Subsection: R. Establishment of Fees, 3.b.ii. Institutional Online Program Fee.

The nine-credit Specialized Certificate in Applied Artificial Intelligence will address the urgent need to advance technicians in rapidly evolving technological fields by emphasizing the practical application of AI tools to real-world problems involving symbolic inference, data-driven modeling, and computer simulation of learning and decision-making processes. This specialized certificate is meant to be an add-on certificate for engineering technicians in high-demand, high-skilled disciplines to responsibly integrate AI technologies into complex systems. Thus, the content is being offered 100% online to meet the needs of working professionals, including recent CTE graduates.

To offset the cost of specialized instruction and content maintenance, we are requesting an Online Program Fee of \$300 per credit. This amount is similar to other Online Program Fees offered by College of Technology programs and has been sufficient in supporting faculty and maintaining course content. The fee is also low enough to attract students to our CTE programs that compete with Idaho's community college tuition. A portion of the funds generated by the online program fee will be crucial for offsetting the cost of instruction for this specialized certificate.

As this is an emerging field, it is difficult to find qualified faculty who specialize in applied artificial intelligence. The Online Program Fee will support professional development and upskilling of faculty to stay current in the field and regularly update course content to reflect ongoing advancements in AI technologies. The Online Program Fee will also offset operational costs of necessary hardware and software.

This specialized certificate program is directly responding to documented workforce needs. Industry partners from technical advisory committees have specifically indicated that graduates need to be aware of how to use AI in a trustworthy and ethical way. By funding the specialized instruction required to teach these cutting-edge concepts, the fee supports the institution's ability to supply graduates capable of addressing the significant growth in jobs requiring AI and machine learning skills.

In short, the Online Program Fee is necessary to support this program that is delivered entirely online. The program requires dedicated funding to support the highly specialized faculty and continuous curriculum updates essential to teach a rapidly evolving field in Applied Artificial Intelligence, ensuring a high-quality, relevant educational experience for students.

Planned New Programs																
Idaho State University																
Please fill out information on planned new degree programs (Section 1) and new certificates of more than 30 credits (Section 2). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in certain areas than those in "planning" status.																
SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)																
Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <i>existing, new, and/or renovated</i> space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.2. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Addiction Studies	MA	The MA in Addiction Studies is a comprehensive 30-credit program designed to equip individuals in the health professions and related fields with a deep understanding of	34.0104	100% Online	Fall 2026		Employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 19 percent from 2023 to 2033, much faster than the	Community-Based Rehabilitation Specialist Substance Use or Recovery Coach Supervisor Advanced Alcohol/Drug Counselor	Idaho Board of Alcohol/Drug Counselor Certification (IBADCC)	existing undergraduate and graduate certificates in Addiction Studies (both 25-credits)	Our addiction studies courses are taught by 1 ISU faculty and 3 adjuncts	No new space/renovation	Online	Professional fee to support matching and maintenance of 300-hour, supervised	Planning	Academic
Artificial Intelligence Sciences	BS	The AI degree would offering an integrated approach across computer science, mathematics, statistics, and engineering, which current programs do not fully cover. By establishing this program, ISU would prepare students to excel in high-	11.0102	On Campus	Fall 2026		The proposed Bachelor of Science in Artificial Intelligence at Idaho State University aims to meet the rising demand for AI professionals, with the Bureau of Labor Statistics projecting a 36% increase in employment for data	Possible work as a data scientist, as an AI programmer, as AI specialist in engineering company		This will be built from combination of courses in the Mathematics and Statistics and Computer Science departments.	The program would require at least one new faculty member who is a specialist in AI	It is expected that current spaces and spaces currently being renovated could be used to teach the courses.	Region V (Pocatello); Region VI (Idaho Falls)	No	Planning	Academic
Automation Engineering Technology	AAS	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026	ABET ETAC	This is a consolidation of two programs. We are consolidating the Instrumentation Engineering Technology and Electrical Engineering Technology program into one to be more efficient since both	Instrumentation Technician, Electrical Engineering Technician, Automation Technician, Electromechanical Technician, Process Control Technician	This program has a strong Technical Advisory Committee that meets twice per year. Industry participants include	This is a consolidation of the Instrumentation Engineering Technology and Electrical Engineering Technology	Existing faculty will deliver the program.	Existing facilities and equipment will be used.	Region 5 (Pocatello)	No.	Planning	CTE
Cybersecurity	Ph.D.	This program would be offered in collaboration with the University of Idaho. It would fill a need for experts that would perform research in this area. Details have not been	43.0303	Online	Fall 2026		There is a high demand currently for people with expertise in protecting vital computer systems linked to the web. Research in this area is a vital step in securing	University Professor, Cybersecurity Consultant for Private Industry, Cybersecurity Professional for Government Agencies		This program will be built from existing courses at Idaho State University and the University of	An additional faculty may be needed. At this point it is uncertain since the relative contributions to the program from ISU and	Existing or renovated space and resources may be required, likely especially in Idaho Falls	Region III (Meridian); Region IV (Twin Falls); Region V (Pocatello); Region VI (Idaho	No	Exploring/Planning	Academic
Cybersecurity Strategy and Leadership	MS	Students learn to establish vision and direction for an organization's cybersecurity efforts.	43.0404	On campus	Fall 2026	NSA CAE Designation	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	Chief Information Security Officer, Information Systems Security Officer, Risk Analyst	ISU's College of Business has prepared cybersecurity leaders for the federal government with	MBA Emphasis in Cybersecurity	Currently 1 FT faculty, 1 FT staff, and 2 Adjunct faculty support this program	Existing facilities support this program	Region V (Pocatello)	No	Planning	Academic
Dental Hygiene, Expansion to Meridian.	BS	This program will be an extension of our current BS in Dental Hygiene degree on the Pocatello campus to the Meridian Campus. Currently there is a national workforce shortage of	51.0602	On Campus, Hybrid	Fall 2026	Commission on Dental Accreditation (CODA)	Currently with the workforce shortage, dental hygiene has a projected increase of 9% in employment from 2023 to 2033, according to the U.S. Bureau of Labor Statistics	In demand career - Dental Hygiene - however, it is not listed on the Idaho Workforce Development Council list. It should be listed.	We have reached out the Idaho Dental Association. Currently there is a workforce shortage of		Two full-time faculty positions needed and 4 adjunct positions needed.	Renovated Space	Statewide	Current professional fee model in the BS entry level degree program will be	Opening of the Meridian Clinic is slated for Fall 2026.	Academic
Interactive Media Design	AAS	The Interactive Media Design program prepares students with the skills to create multimedia content for various platforms, including web, mobile, and HDTV, in the rapidly evolving field	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	A technical advisory committee would consist of businesses such as: H&K Technologies, Blackfoot;	This program may require some beginning drawing classes in the Art Department. We plan on	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We	Region 5 (Pocatello)	No	Planning	CTE
Literacy	MEd	The Masters of Education in Literacy program has been suspended since 2020. It is planned to be restarted in F26, with some courses colisted with those in the UG Early Literacy	13.1502	Online	Fall 2026		With literacy being a focus of improvement plans throughout districts in the state, and a call for additional literacy specialists who understand the science of	Teachers and Instructors, All Other* (Title I, Reading Specialists) (25-3097) Elementary teacher * (25-2021)		This is restarting the previous MEd Literacy, but with a couple of course changes to align to	Existing faculty	Existing	Online	No	Planning	Academic
Registered Nursing	AAS	A program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance.	51.3801	Online	Fall 2026	Accreditation Commission for Education in Nursing (ACEN)	According to Labor data, this occupation is expected to grow rapidly and have a large number of opening through 2033. Idaho projects 194,500 openings with high paying salaries with an average of \$86,000.	Practical Nurse, Acute Care Nurse, Clinical Nurse Specialists, Critical Care Nurses.	We have a strong Advisory Board of nursing professionals from local and regional clinics, hospitals, and home health care.	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and add more nursing content allowing students more hands-on skills.	We have two existing faculty and an open line for a third faculty.	We will use existing facilities.	Online	No	Planning	CTE
Respiratory Therapy	AAS	A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with	51.0908	On Campus	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	According to Labor data, this occupation is expected to grow rapidly through 2033 with a projection of 8,200 job openings in Idaho.	Acute care nurses, cardiovascular technicians, critical care nurses, paramedics, radiation therapists.	We have a strong advisory board of respiratory therapy professionals from Portneuf Medical Center, Bingham	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and decrease the	We have one existing faculty.	We have existing facilities and equipment.	Region 5 (Pocatello)	No	Planning	CTE
SECTION 2: New Certificates																
Certificate name	Designation	Certificate Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned certificates for each year (add rows as needed).	Type of Certificate	Provide a brief summary of the certificate. (Limited to 50 words.)	Provide the certificate 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate certificate effective date.	Specify any disciplinary accreditors for this certificate (if none, leave blank).	Provide evidence of a reasonable student market for this certificate or strategies for increasing student demand.	List 1 or more occupations for recipients of this certificate. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2323.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this certificate.	Identify whether the certificate will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether <i>existing and/or new</i> faculty lines will be required to deliver the certificate within the first 5 years.	Indicate whether <i>existing, new, and/or renovated</i> space will be required to deliver the certificate within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed certificate as defined in Board Policy III.2.	Does the institution plan to request legislative funding to support any aspect of this certificate? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each certificate.	Enter "Academic" or "CTE" to indicate the nature of this certificate.
Year One (AY 2026-2027)																
Accounting Analytics emphasis	Graduate Emphasis	The Accounting program would like to offer an additional graduate emphasis in Accounting Analytics to meet the needs of our students as the CPA exam and profession becomes	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Accounting Analytics	Undergraduate Certificate	The Accounting program would like to offer an additional undergraduate certificate in Accounting Analytics to meet the needs of our students as the CPA exam and profession	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Adult Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Pediatric Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Applied Artificial Intelligence	Specialized Certificate	A program that focuses on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. Includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering technology, and specific end-use applications.	11.0102	Online.	Fall 2026		Typically our ESTEC programs are ABET accredited, but they do not accredit certificate programs.	<b>Manufacturing</b> – as automation or controls technicians, supporting facilities with AI-driven robotics and production systems. <b>Energy and Utilities</b> – in roles maintaining intelligent grid systems, predictive maintenance tools, and cyber-secure infrastructure. <b>Cybersecurity Operations</b> – as industrial cybersecurity analysts or technicians using AI for threat detection and system monitoring in OT environments. <b>Industrial Equipment Providers</b> – supporting the design, integration, and maintenance of AI-enhanced machinery and control systems. <b>Advanced Manufacturing R&amp;D</b> – assisting engineers in implementing machine learning models for quality control, efficiency, and innovation.	Our industry members in our engineering technology advisory committees, including partners from INL, Siemens Energy, Schweitzer Engineering, etc., have identified artificial intelligence as a need for engineering technicians.	The program will be part of the industrial Cyber-security program housed in the ESTEC department.	A new faculty line (1 FTE) will be required.	No new space will be needed.	Region 5 (Pocatello)	No	Planning	CTE

CONSENT  
 FEBRUARY 18, 2026

ATTACHMENT 2

Athlete Counseling	Certificate	The Athlete Counseling Certificate is a nine-credit program that prepares counselors to support athletes' mental health and well-being throughout their athletic careers and beyond.	42.2815	On campus and synchronous videoconferencing	Fall 2026		Athletes face unique mental health challenges including performance anxiety, identity issues related to sport, career transitions, injury recovery, and balancing athletic and academic responsibilities. This certificate will be available to past graduates that need specializations out in the field. They will be	This certificate will be offered to counselors, social workers, and psychologists, and provides a mental health related approach to working with athletes	Need has been assessed utilizing the Delphi Method and consulting with experts in the Athlete	This certificate will be an elective offered to ISU students in a graduate mental health related	Conner Vrba (Phd graduate intended May 2025, has been hired and will start fall 2025. He will be the instructor for all adjunct instructors.	No additional space needs or requirements at this time.	Region 3 (Meridian), Region 5 (Pocatello)	No	Planning	Academic
Building Automation	Specialized Certificate	An advanced certificate that prepares incumbent workers to apply engineering principles and technical skills in developing, installing, calibrating, modifying and maintaining automated	15.0406	Online	Fall 2026		There is strong support from INL, Climatch, The Haris Company, ATIS Inland, and Mechanical	Building automation technician, Building automation programmer, HVAC Control Programmer, Control Specialists	There is strong support from INL, Climatch, The Haris Company, ATIS Inland, and Mechanical	This certificate will be housed in current ESTEC programs such as Instrumentation Engineering	Existing	Not Applicable	Region 5 (Pocatello)	No.	Planning	CTE
Clinical Psychopharmacology	Graduate Certificate	This certificate is designed for interdisciplinary healthcare providers who seek to expand their knowledge and competencies in the pharmacological treatment of mental	42.2709	online	Fall 2026		There are frequent inquiries to the ISU MSCP program about enrolling as a non-psychologist. Many colleges of pharmacy offer specialization tracks for PharmD	This program is especially beneficial for family practice physicians, advanced practice nurses, physician assistants, pharmacists, psychologists,	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	ISU's College of Business has prepared cybersecurity leaders for the federal government with	Existing	Existing	Online	No	Planning	Academic
Cybersecurity Strategy and Leadership	Graduate Certificate	Graduate Certificate available to graduate students outside the College of Business	43.0404	Online	Fall 2026	NSA CAE Designation		Chief Information Security Officer, Information Systems Security Officer, Risk Analyst		MBA Emphasis in Cybersecurity	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online	No	Planning	Academic
Data Science	Undergraduate Certificate	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	30.7001	On Campus	Fall 2026		There is increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	Informatics specialist, ML programmer, data handling specialist		Built from existing concentrations in the Mathematics and Statistics and Computer Science Depts.	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics faculty may all contribute. It is expected that there will be new hires in one	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Early Literacy	Post-Bacc Certificate	Currently licensed teachers wanting to add an additional endorsement to their Standard Instructional Certificate	13.1202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for adding this endorsement to current teacher licensing.	Elementary School Teachers	Supt. Critchfield priority for Early Literacy	Built from existing courses	existing faculty lines	existing space	Online	No	Planning	Academic
Family Nurse Practitioner (FNP)	Graduate certificate	Idaho State University School of Nursing (SON) would like to open a certificate program allowing advanced practice nurses holding a Master's or Doctorate degree with a Nurse Practitioner license to obtain the necessary education to take	51.3805	more than 90% online	Fall 2026	CCNE		Family nurse practitioner	SON advisory board	existing FNP DNP degree	existing with adjunct support	existing	Region III (Meridian), Region V (Pocatello)	No	Planning	Academic
Grief and Loss	Certificate (9 Credits)	Despite grief and loss being an inevitable experience for everyone, accreditation standards do not currently address ways in which counselors should work with issues that arise from these experiences. This nine credit hour certification will	51.1513	On campus, in future years online delivery will be considered.	Summer 2027		Student market will include our MCoen and PhD students. Since grief and loss is so prevalent in the work that counselors do and that it is not currently included as a focus in our curriculum, students routinely ask for	This certificate would primarily be of interest to counselors, "marriage and family therapists (21-1013), "rehabilitation counselors (21-1015), "social workers (21-1021) (21-1023) (21-1022),	The Association for Adult Development and Aging (a division of the American Counseling Association) grief and	The certificate program and the courses within it will be offered to students within the Department of Counseling.	Faculty and/or adjuncts that specialize in grief and loss will need to teach the 3 course sequence. The development of the curriculum will also take a significant	Existing spaces should be sufficient	Region III (Meridian) to start- Will then add other regions later	No	Planning	Academic
Industrial Controls	Specialized Certificate	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026		This is an existing program that has low enrollment due to excessive credits. By decreasing the credits to discipline courses only will be able to attract additional students.	Journeyman and Master Industrial Electricians, Industrial Electrical Technicians	This program is supported by industries who hire Industrial electricians. Past students have been residential electricians that	This is an existing AAS degree that will be converted to a specialized certificate.	Existing Faculty will teach the program.	Not Applicable	Region 5 (Pocatello)	No	Planning	CTE
Industrial Cybersecurity	Graduate Certificate	Program prepares incumbent workers in the fields of IT, Industrial Automation, Cybersecurity, and Engineering to apply cybersecurity into cyber-physical systems. Includes instruction on control system fundamentals, networking, network security, and cyber-informed engineering.	14.4701	We will create an online program with a week-long hands-on intensive.	Fall 2026	Currently an emerging area with no specific accreditation. ABET and member societies, including IEEE are exploring this area for curricular guidance and accreditation.	The Industrial Cybersecurity TAC has been asking for a graduate certificate for a few years now. Incumbent workers always ask whether the current program is available online. We have been working with Graduate School to see if it is possible to stand up a graduate certificate in collaboration with the ISU Informatics Research Institute.	Engineering technician, cybersecurity analyst, Process control engineer	Strong advisory board including members from INL, Accenture, Rockwell Automation	Proposed program will leverage ISU's existing courses by making them available to incumbent workers.	Existing faculty and one new faculty	Online portion will not require new facilities. Intensive will require current facility in Idaho Falls.	Region 5 (Pocatello)	No. We would reallocate existing funds with the support of Academic Affairs.	Planning	Academic
Injectables	Undergraduate Certificate (9 Credits)	This injectables certificate will be offered by the Bachelor of Science Program in Dental Hygiene. This academic certificate meets the needs of licensed dental hygienists, dental hygiene students, and other health professionals or health	12.0409	Online for the two courses of Head & Neck Anatomy. The injectables course will be a hybrid	Fall 2026		Student market will all health professional students that are allowed to administer Botox in their scope of practice (nurses, PA, Pharmacists), dental hygienists, dental hygiene students from other dental hygiene programs,	Pharmacists, NPs, RNs, PAs, and estheticians	Consulted with hygienists who can administer injectables.	It will be built from 2 courses already taught in our current dental hygiene program: Head and Neck Anatomy and Medical	One adjunct faculty for the injectables course.	Existing space used - laboratory in the dental hygiene building on the Pocatello Campus for the injectables course. The other two	Online and Region 5 (Pocatello)	Professional Fees	Planning	Academic
Interactive Media Design	BTC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Interactive Media Design	ITC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Magnetic Resonance Imaging (MRI)	Certificate	This certificate program would provide classes in Magnetic Resonance Imaging (MRI) education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent	510920	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	MRI technologist	Regional health care hospitals, medical clinics, and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Mammography	Certificate (12-15 credits)	This certificate program would provide classes in Mammography education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters	510919	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	*Mammographyer, categorized as Radiologic Technologist on the Hot Jobs list, 29-2034	Regional health care hospitals and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Nuclear Materials Engineering	Graduate Certificate	This certificate would be offered in collaboration with the Univ. of Idaho and would allow a student the opportunity to take extra courses related to Nuclear Materials Engineering and earn a certificate in that area.	141801	online and on Campus	Fall 2026	ABET	Nuclear Materials Engineering is a growing area especially in this region due to our proximity to Idaho National Laboratory and their focus in Nuclear Energy	INL Nuclear Engineer specializing in materials, Nuclear Engineer for private company focusing in nuclear reactors or nuclear microreactors, other government labs working on materials related to		This program will be built largely from existing courses at Idaho State University and the University of Idaho.	Existing faculty lines will be used to deliver the certificate	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Robotics Engineering	Certificate	This offering will allow students the opportunity to earn an ABB-certified Certificate in Robotics Engineering. With the new emphasis in AI, there will likely also be a increase in the need for employees versed in using AI and Robotics in a	144201	On Campus	Fall 2026	ABB	The demands for AI and associated Robotics are expected to have large increases in demand as we move into the future.	Robot design, Robot construction, automotive industry		ensure of U of I capabilities	We will need to hire a faculty member for Spring 2026 to replace the ABB-trained one who is leaving ISU. The new faculty member will need to attend training	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Teacher to New Endorsement - All Subjects K-8	Post-Bacc Certificate	Teachers with Secondary Education Licensing will be able to take the appropriate coursework for Elementary Education Licensing	131202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for alternative pathways to teacher licensing.	Elementary School Teachers	State Board of Education - Teacher Pipeline Report	Built from existing courses	existing faculty lines	existing space	Region 4 (Twin Falls), Region 5 (Pocatello), Region 6 (Idaho Falls)	No	Planning	Academic

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Specialized Certificate in Industrial Cybersecurity and Online Program Fee in Lieu of Tuition

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University proposes a new 12-credit Specialized Certificate in Industrial Cybersecurity to bridge the gap between information technology (IT) and operational technology (OT). This innovative program is designed to protect critical infrastructure – specifically in the manufacturing, energy, and utility sectors—by providing students with the technical expertise to defend complex ICS/SCADA systems. The curriculum emphasizes SCADA management, industrial network security, and programmable logic controller (PLC) hardening.

This certificate directly addresses a documented need for professional development opportunities for industry partners, such as the Idaho National Laboratory, and was developed following recommendations from technical advisory committees to address critical skill gaps and workforce shortages. To accommodate working professionals, the program is delivered 100% online, though it includes high-impact, hands-on bootcamps at the Pocatello and Idaho Falls campuses. These bootcamps utilize state-of-the-art labs equipped with PLCs and industrial control system simulators to provide realistic training environments. This program is essential for meeting the institution's regional and statewide responsibilities in a high-demand, high-skilled discipline.

**IMPACT**

An online program fee of \$300 per credit will be charged in lieu of tuition. This fee is necessary to address the urgent need to advance technicians in rapidly evolving technological fields by emphasizing the practical application of cybersecurity tools to real-world problems. To offset the costs of specialized instruction and content maintenance, the requested \$300 per credit fee is consistent with other College of Technology online program fees and is low enough to attract students while remaining competitive with community college tuition.

As Industrial Cybersecurity is an emerging field, it is difficult to find qualified faculty who specialize in these niche areas. Therefore, a portion of the funds generated by the fee will be crucial for the professional development and upskilling of faculty to stay current and regularly update course content to reflect ongoing technological advancements. Additionally, the fee will offset the operational costs of necessary



hardware and software, including the maintenance of existing state-of-the-art lab equipment and industrial workstations.

By funding the specialized instruction required for these cutting-edge concepts, the fee supports the institution's ability to supply graduates capable of addressing the significant growth in jobs requiring industrial cybersecurity skills. Existing faculty will teach these courses, and the fee will be used to offset faculty overload expenses. The program is projected to enroll up to 24 students annually and be fiscally sustainable, generating a net income of \$52,600 in its first fiscal year (FY 2026-27), which is expected to grow to over \$81,000 annually by FY 2028-29.

### **ATTACHMENTS**

Attachment 1 – Specialized Certificate in Industrial Cybersecurity Short Proposal  
Attachment 2 – Idaho State University Three-Year Plan for Delivery of Academic Programs

### **STAFF COMMENTS AND RECOMMENDATIONS**

The proposed specialized certificate is consistent with Idaho State University's Three-Year Plan for Delivery of Academic Programs for implementation in Fall 2026 (see Attachment 3). Based on the information provided, goal of the certificate is to prepare students to protect critical infrastructure in the manufacturing, energy, and utility sectors by developing advanced skills in industrial control system (ICS) and SCADA security. Developed in collaboration with industry partners and technical advisory committees, the certificate supports professional development needs through a flexible online format complemented by hands-on bootcamps that provide practical, real-world training in advanced laboratory environments.

Idaho State University's request to assess an online program fee of \$300 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their February 5, 2026, meeting. The Idaho Division of Career Technical Education has reviewed the request and recommends approval of the Specialized Certificate in Industrial Cybersecurity and the online program fee.

### **BOARD ACTION**

I move to approve the request by Idaho State University to offer an online Specialized Certificate in Industrial Cybersecurity and charge an online program fee of \$300 per credit in lieu of tuition in conformance with the program budget submitted to the Board in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Institutional Tracking No. ISU #2025-10



## SHORT PROPOSAL FORM

Career Technical Programs




Date of Proposal Submission:	November 26, 2025			
Institution Submitting Proposal:	Idaho State University			
Name of College, School, or Division:	College of Technology			
Name of Department(s) or Area(s):	ESTEC			
Official Name of Program or Instructional/Administrative Unit:	Industrial Cybersecurity (online)			
Implementation Date:	August 2026			
CIP code (consult IR /Registrar):	11.1003			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Mostly Online, with limited in person practicums			
Geographical Delivery:	Location(s)	Pocatello	Region(s)	V
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	<input checked="" type="checkbox"/> Online Program Fee	


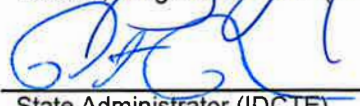
Indicate those that apply to this request:

- ☐ Basic Technical Certificate
- ☐ Intermediate Technical Certificate
- ☐ Advanced Technical Certificate
- ☐ Associate of Applied Science
- ☒ **Specialized Certificate**

**Proposed Action**

- ☒ **Addition of a certificate or degree to an existing program**
- ☐ Inactivation of a career technical program
- ☐ **Modification of existing career technical programs**
  - ☐ Splitting an existing program into two or more programs
  - ☐ Consolidating two or more programs into one program
  - ☐ Converting one certificate or degree option into a stand-alone program
  - ☐ Converting/transitioning a certificate or degree level type (i.e. BTC to ITC)
  - ☐ Addition of online option to an existing program
  - ☐ Transition program to exclusively online format
  - ☐ Transition of program with less than 50% of courses offered online exclusively to 50% or more of courses offered online exclusively.
- ☐ **Other**
  - ☐ Addition or removal of courses representing a significant departure from existing CTE program offerings
  - ☐ Modification to instructional/administrative units

	10/17/2025
College Dean (CTE Administrator)	Date
	11/25/2025
FVP/Chief Fiscal Officer	Date
	11/24/2025
Provost/VP for Instruction	Date

	1/9/26
Director, Program Services (IDCTE)	Date
	1/9/26
State Administrator (IDCTE)	Date
OSBE Executive Director or Designee Approval	
	Date

**This proposal form must be completed for actions as provided in Board Policy III.G.4.b. *Actions Requiring a Short Proposal*.**

1. Provide an overview of the proposed action, including the need and rationale for the action. Identify any existing program or unit that this action will impact.

This certificate program addresses the growing need for professional development opportunities in industrial cybersecurity for industry partners such as Idaho National Laboratory. Designed as a fully online offering, the program provides flexibility for working professionals while ensuring hands-on experience. Limited in-person bootcamps will be conducted at ISU's Pocatello and Idaho Falls campuses, where students will have access to state-of-the-art labs equipped with programmable logic controllers (PLCs), industrial control system simulators, and other information technology (IT) and operational technology (OT) cybersecurity training workstations. These advanced facilities provide realistic, high-impact training environments that help students develop the practical skills and technical expertise necessary for success in today's industrial cybersecurity workforce.

2. Discuss impact of proposed action on student enrollment, if any. Using the chart below, provide projected new additional enrollments for any proposed certificates or modified programs.

<b>Estimated New Enrollment</b>			
<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
	Headcount	Headcount	Headcount
2026-27	8	8	0
2027-28	10	10	0
2028-29	12	12	0
2029-30	12	12	0
2030-31	12	12	0

3. Three-Year Plan. If this is an addition of certificate or degree to an existing program, is it on your institution's approved 3-year plan?

Yes ☐ No ☒

If yes, proceed to question 4. If no, please address A and B below:

- 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:**

<b>X</b>	<b>Program is important for meeting your institution's regional or statewide program responsibilities.</b>
<b>X</b>	<b>The program is in response to a specific industry need or workforce opportunity.</b>
	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 licensure or accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.

	Other: _____
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- b. Provide an explanation for all statements you selected.

This specialized certificate addresses a need for professional development opportunities for industry partners, such as Idaho National Lab, in industrial cybersecurity. This certificate will be fully online, with limited bootcamps offered in labs at ISU Pocatello and ISU Idaho Falls to ensure students have the practical skills required for success in industry.

Although the CTE certificate is not on the 3-Year plan, a graduate certificate is. This should have been listed as a CTE undergraduate certificate since it will be taught from classes offered in our Industrial Cybersecurity Engineering Technology program by CTE faculty. Industry partners have asked that the classes be taught at the graduate level as well for incumbent workers who have a bachelor's degree. We are working with our College of Business faculty to cross-list some of our courses with graduate-level courses and team-teach them. We do not intend to offer a graduate-level certificate at this time.

4. Curricular Requirements and Learning Outcomes. If the proposed action is a new certificate or a modification to an existing program, attach an *IDCTE Program Profile (Attachment B)*

5. **Educator Endorsement/Certification Programs.** All new initial educator preparation programs that lead to Idaho educator endorsement/certification require review and recommendation facilitated by the Division of Career Technical Education (IDCTE) and approval from the Idaho State Board of Education.

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

Yes \_\_\_\_\_ No   X  

If yes, on what date was the new educator preparation program (EPP) application for endorsement/certification submitted to the Idaho Division of Career Technical Education (educator certification director)? **NOTE:** All new program applications for endorsement/certification are submitted via IDCTE's Canvas by the educator preparation provider dean, assistant Dean, or director.

Date \_\_\_\_\_

6. Resources Required for Implementation – Financial Impact and Budget.
- a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f <sup>1</sup>, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

<sup>1</sup> Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.

Existing Industrial Cybersecurity faculty will teach these courses. We will use Online Program Fees to offset any additional faculty overload expenses. No new facilities or equipment will be required. However, Online Program Fees can help offset maintenance costs for existing equipment.

Teaching expenses are based on the current overload pay of \$2,000 per credit hour. Tuition revenue is based on \$300 per credit hour x 12 credits x enrollment.

See Budget included with this proposal.



Revised 3/22



## CTE Program Profile

### Instructions:

Indicate the nature of this submission by checking appropriate box below. Please submit a separate CTE Program Profile for each new program, expansion, or non-substantive change. Track all changes with **redline (deletions)** and **highlighter (additions)**.

Indicate whether this request is either of the following:

<input type="checkbox"/> New Program (check all that apply) <input checked="" type="checkbox"/> <b>Expansion of Existing Program (check all that apply)</b> <input checked="" type="checkbox"/> <b>Specialized Certificate</b> <input type="checkbox"/> Basic Technical Certificate <input type="checkbox"/> Intermediate Technical Certificate <input type="checkbox"/> Advanced Technical Certificate <input type="checkbox"/> Associate of Applied Science Degree <input type="checkbox"/> Advanced Associate of Applied Science Degree <input type="checkbox"/> Microcertification <input type="checkbox"/> Other: (please list _____)	<input type="checkbox"/> <b>Modification of Existing Program</b> <input type="checkbox"/> Program Name/Title <input type="checkbox"/> CIP Code change <input type="checkbox"/> Addition or deletion of courses <input type="checkbox"/> Modification of course number/prefixes <input type="checkbox"/> Course titles <input type="checkbox"/> Credit/lab/contact hours modification <input type="checkbox"/> Catalog descriptions <input type="checkbox"/> Pre/Corequisites
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**Date Submitted:** November 26, 2025

**Effective Date:** August 2026

**Institution Name:** Idaho State University

**Program/Option Title:** Industrial Cybersecurity

*Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)*

**Degree/Certificate:** Specialized Certificate

*If a Certificate, indicate type (i.e. Specialized, Basic Technical, Intermediate Technical, or Advanced Technical)*

**CIP Code Number:** 11.1003

**CIP Code Title:** Computer and Information Systems Security/Auditing/Information Assurance

Revised 3/22

**SOC Code  
Examples\*:**

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11-3021.00 - Computer and Information Systems Managers  
15-1212.00 - Information Security Analysts  
15-1231.00 - Computer Network Support Specialists  
15-1241.00 - Computer Network Architects  
15-1241.01 - Telecommunications Engineering Specialists  
15-1242.00 - Database Administrators  
15-1243.00 - Database Architects  
15-1243.01 - Data Warehousing Specialists  
15-1244.00 - Network and Computer System Administrators

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**Submitted by:** Anna Vanderwood

\*The list of SOC codes does not need to be comprehensive but should provide meaningful examples of occupations related to the program.

## Learning Outcomes and Connection to Curriculum

1. 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.
  1. Apply Cybersecurity Principles to Industrial Control Systems (ICS)  
Students will be able to identify, analyze, and mitigate cybersecurity risks unique to industrial control environments by applying principles of confidentiality, integrity, and availability across SCADA, PLC, and other operational technologies.
  2. Configure and Secure Programmable Logic Controllers (PLCs)  
Students will demonstrate the ability to implement secure configurations, apply authentication and access controls, and evaluate firmware and network vulnerabilities in PLCs and related control devices.
  3. Design and Defend Critical Infrastructure Networks  
Students will design and assess secure industrial network architectures—incorporating segmentation, DMZs, and defense-in-depth principles—to protect against cyber threats targeting critical infrastructure and cyber-physical systems.
  4. Manage SCADA Operations and Incident Response  
Students will demonstrate the ability to manage SCADA environments, monitor operational data securely, and respond effectively to security incidents through applied detection, analysis, and recovery procedures.
  5. Integrate IT and OT Security Practices within Industrial Environments  
Students will synthesize knowledge of IT network defense and OT operational safety to develop governance strategies, implement industrial cybersecurity frameworks (e.g., NIST CSF, IEC 62443), and ensure compliance with regulatory standards.
2. List any skill assessments or industry certifications that students will be eligible to test for during or at the completion of the program.

Not applicable.



## Program Articulation

1. For existing programs, does the program or proposed changes provide technical competency credit (TCC), dual credit, or other Advanced Opportunities for a high school student? What are the plans for the program if it is a new program?

If so, please list what is provided. Identify the high school(s) and the program(s) involved.

No

2. Explain how stakeholders (i.e. technical advisory committee or industry partners) were involved with providing input to the new program or proposed changes.

The technical advisory committee meets routinely to discuss the needs of industry. There has been growing demand for professional development opportunities in industrial cybersecurity for industry partners such as Idaho National Laboratory. Designed as a fully online offering, the program provides flexibility for working professionals while ensuring hands-on experience.

3. Will the new program or proposed changes articulate to a baccalaureate degree program?

If so, please explain the articulation to a baccalaureate degree program.

Some of the required coursework for the Specialized Certificate align with the requirements for the Bachelor of Applied Science in Cyber-Physical Systems Engineering Technology.

Revised 3/22

### Sequence of Required Courses<sup>1</sup>

<b>Fall Semester/Session</b>			<b>16 (Weeks)</b>
<b>Course Prefix &amp; Number</b>	<b>Course Title</b>	<b>Credit s</b>	<b>Technical or Transfer Credit</b>
CYBR 4490	Cybersecurity for Programmable Controllers	3	Technical
<b>TOTAL</b>		<b>3</b>	

<b>Spring Semester/Session</b>			<b>16 (Weeks)</b>
<b>Course Prefix &amp; Number</b>	<b>Course Title</b>	<b>Credit s</b>	<b>Technical or Transfer Credit</b>
ESET 4440	SCADA Management	3	Technical
CYBR 4481	Defending Critical Infrastructure and Cyber Physical Systems	3	Technical
CYBR 4486	Network Security for Industrial Environments	3	Technical
<b>TOTAL</b>		<b>9</b>	

<b>Summary (32 Weeks)</b>	
<b>Technical Credits</b>	<b>12</b>
<b>Transfer Credits</b>	<b>0</b>
<b>Grand Total</b>	<b>12</b>

<sup>1</sup> Please refer to the NWCCU 2020 [Student Learning Standards](#)

## Course Titles, Descriptions, and Credits

1. List all course titles, descriptions, and credits included in the program.

***CYBR 4481 Defending Critical Infrastructure and Cyber Physical Systems: 3 semester hours.***

Covers system of systems analysis and attack vector analysis as foundational frameworks to guide identification, selection and use of appropriate defensive techniques and technologies for critical infrastructure environments. Lecture/Lab. PREREQ: [ESET 2282](#), [CYBR 3383](#), [CYBR 3384](#) with a minimum grade of C-, or instructor approval. S, D

***CYBR 4486 Network Security for Industrial Environments: 3 semester hours.***

Networking security fundamentals and implementation in industrial environments focusing on hosts, firewalls, and switches. Students will gain knowledge and experience in segmentation, secure access, network and host monitoring, and incident response.. PREREQ: [ESET 2282](#), [CYBR 3383](#) with a minimum grade of C-, or instructor approval. S, D

***CYBR 4490 Cybersecurity for Programmable Controllers: 3 semester hours.***

This course covers advanced concepts in industrial cybersecurity with a focus on programmable controllers. Topics include: the relationship between safety and cybersecurity, PLC secure code, PLC hardening, and secure communications protocols. This course requires students to apply these concepts and capabilities in a realistic environment. PREREQ: ESET 2205 (or other PLC programming course), CYBR 3383, or permission of instructor. F

***ESET 4440 SCADA Management: 3 semester hours***

This course introduces the management perspective of industrial control systems. Students learn to design, deploy, configure and use SCADA and historian software from leading process automation vendors. PREREQ: ESET 1182, ESET 2282, ESET 2205 (or other PLC programming course), or instructor permission. S

**ISU #2025-10 Industrial Cybersecurity (CTE Specialized Certificate)**

5. Resources Required for Implementation. "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.

Estimated Fiscal Impact		FY 2026-27		FY 2027-28		FY 2028-29		FY 2029-30	
A. Revenue		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									
2. Institution Funds		\$24,000.00		\$24,000.00		\$24,000.00		\$24,000.00	
3. Federal									
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees									
6. Other (Online Program Fee)		\$57,600.00		\$72,000.00		\$86,400.00		\$86,400.00	
<b>Total Revenue</b>		\$81,600	\$0	\$96,000	\$0	\$110,400	\$0	\$110,400	\$0
B. Expenditures		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		24000		24000		24000		24000	
2. Operating		5000		5000		5000		5000	
3. Equipment									
4. Facilities									
<b>Total Expenditures</b>		\$29,000	\$0	\$29,000	\$0	\$29,000	\$0	\$29,000	\$0
<b>Net Income (Deficit)</b>		\$52,600	\$0	\$67,000	\$0	\$81,400	\$0	\$81,400	\$0

Planned New Programs																
Idaho State University																
Please fill out information on planned new degree programs (Section 1) and new certificates of more than 30 credits (Section 2). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in certain areas than those in "planning" status.																
SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)																
Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2325.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2325.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other programs) at the institution.	Indicate whether <b>existing and/or new</b> faculty lines will be required to deliver the program within the first 5 years.	Indicate whether <b>existing, new, and/or renovated</b> space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.2. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Addiction Studies	MA	The MA in Addiction Studies is a comprehensive 30-credit program designed to equip individuals in the health professions and related fields with a deep understanding of	34.0104	100% Online	Fall 2026		Employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 19 percent from 2023 to 2033, much faster than the	Community-Based Rehabilitation Specialist Substance Use or Recovery Coach Supervisor Advanced Alcohol/Drug Counselor	Idaho Board of Alcohol/Drug Counselor Certification (IBADCC)	existing undergraduate and graduate certificates in Addiction Studies (both 25-credits)	Our addiction studies courses are taught by 1 ISU faculty and 3 adjuncts	No new space/renovation	Online	Professional fee to support matching and maintenance of 300-hour, supervised	Planning	Academic
Artificial Intelligence Sciences	BS	The AI degree would offering an integrated approach across computer science, mathematics, statistics, and engineering, which current programs do not fully cover. By establishing this program, ISU would prepare students to excel in high-	11.0102	On Campus	Fall 2026		The proposed Bachelor of Science in Artificial Intelligence at Idaho State University aims to meet the rising demand for AI professionals, with the Bureau of Labor Statistics projecting a 36% increase in employment for data	Possible work as a data scientist, as an AI programmer, as AI specialist in engineering company		This will be built from combination of courses in the Mathematics and Statistics and Computer Science departments.	The program would require at least one new faculty member who is a specialist in AI	It is expected that current spaces and spaces currently being renovated could be used to teach the courses.	Region V (Pocatello); Region VI (Idaho Falls)	No	Planning	Academic
Automation Engineering Technology	AAS	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026	ABET ETAC	This is a consolidation of two programs. We are consolidating the Instrumentation Engineering Technology and Electrical Engineering Technology program into one to be more efficient since both	Instrumentation Technician, Electrical Engineering Technician, Automation Technician, Electromechanical Technician, Process Control Technician	This program has a strong Technical Advisory Committee that meets twice per year. Industry participants include	This is a consolidation of the Instrumentation Engineering Technology and Electrical Engineering Technology	Existing faculty will deliver the program.	Existing facilities and equipment will be used.	Region 5 (Pocatello)	No.	Planning	CTE
Cybersecurity	Ph.D.	This program would be offered in collaboration with the University of Idaho. It would fill a need for experts that would perform research in this area. Details have not been	43.0303	Online	Fall 2026		There is a high demand currently for people with expertise in protecting vital computer systems linked to the web. Research in this area is a vital step in securing	University Professor, Cybersecurity Consultant for Private Industry, Cybersecurity Professional for Government Agencies		This program will be built from existing courses at Idaho State University and the University of	An additional faculty may be needed. At this point it is uncertain since the relative contributions to the program from ISU and	Existing or renovated space and resources may be required, likely especially in Idaho Falls	Region III (Meridian); Region IV (Twin Falls); Region V (Pocatello); Region VI (Idaho	No	Exploring/Planning	Academic
Cybersecurity Strategy and Leadership	MS	Students learn to establish vision and direction for an organization's cybersecurity efforts.	43.0404	On campus	Fall 2026	NSA CAE Designation	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	Chief Information Security Officer, Information Systems Security Officer, Risk Analyst	ISU's College of Business has prepared cybersecurity leaders for the federal government with	MBA Emphasis in Cybersecurity	Currently 1 FT faculty, 1 FT staff, and 2 Adjunct faculty support this program	Existing facilities support this program	Region V (Pocatello)	No	Planning	Academic
Dental Hygiene, Expansion to Meridian.	BS	This program will be an extension of our current BS in Dental Hygiene degree on the Pocatello campus to the Meridian Campus. Currently there is a national workforce shortage of	51.0602	On Campus, Hybrid	Fall 2026	Commission on Dental Accreditation (CODA)	Currently with the workforce shortage, dental hygiene has a projected increase of 9% in employment from 2023 to 2033, according to the U.S. Bureau of Labor Statistics	In demand career - Dental Hygiene - however, it is not listed on the Idaho Workforce Development Council list. It should be listed.	We have reached out the Idaho Dental Association. Currently there is a workforce shortage of		Two full-time faculty positions needed and 4 adjunct positions needed.	Renovated Space	Statewide	Current professional fee model in the BS entry level degree program will be	Opening of the Meridian Clinic is slated for Fall 2026.	Academic
Interactive Media Design	AAS	The Interactive Media Design program prepares students with the skills to create multimedia content for various platforms, including web, mobile, and HDTV, in the rapidly evolving field	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	A technical advisory committee would consist of businesses such as: H&K Technologies, Blackfoot;	This program may require some beginning drawing classes in the Art Department. We plan on	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We	Region 5 (Pocatello)	No	Planning	CTE
Literacy	MEd	The Masters of Education in Literacy program has been suspended since 2020. It is planned to be restarted in F26, with some courses colisted with those in the UG Early Literacy	13.1502	Online	Fall 2026		With literacy being a focus of improvement plans throughout districts in the state, and a call for additional literacy specialists who understand the science of	Teachers and Instructors, All Other* (Title I, Reading Specialists) (25-3097) Elementary teacher * (25-2021)		This is restarting the previous MEd Literacy, but with a couple of course changes to align to	Existing faculty	Existing	Online	No	Planning	Academic
Registered Nursing	AAS	A program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance.	51.3801	Online	Fall 2026	Accreditation Commission for Education in Nursing (ACEN)	According to Labor data, this occupation is expected to grow rapidly and have a large number of opening through 2033. Idaho projects 194,500 openings with high paying salaries with an average of \$86,000.	Practical Nurse, Acute Care Nurse, Clinical Nurse Specialists, Critical Care Nurses.	We have a strong Advisory Board of nursing professionals from local and regional clinics, hospitals, and home health care.	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and add more nursing content allowing students more hands-on skills.	We have two existing faculty and an open line for a third faculty.	We will use existing facilities.	Online	No	Planning	CTE
Respiratory Therapy	AAS	A program that prepares individuals, under the supervision of physicians, to assist in developing respiratory care plans, administer respiratory care procedures, supervise personnel and equipment operation, maintain records, and consult with	51.0908	On Campus	Fall 2026	Commision on Accreditation for Respiratory Care (CoARC)	According to Labor data, this occupation is expected to grow rapidly through 2033 with a projection of 8,200 job openings in Idaho.	Acute care nurses, cardiovascular technicians, critical care nurses, paramedics, radiation therapists.	We have a strong advisory board of respiratory therapy professionals from Portneuf Medical Center, Bingham	This is an existing AS degree that will transfer to an AAS in order to condense the general education requirements and decrease the	We have one existing faculty.	We have existing facilities and equipment.	Region 5 (Pocatello)	No	Planning	CTE
SECTION 2: New Certificates																
Certificate name	Designation	Certificate Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned certificates for each year (add rows as needed).	Type of Certificate	Provide a brief summary of the certificate. (Limited to 50 words.)	Provide the certificate 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate certificate effective date.	Specify any disciplinary accreditors for this certificate (if none, leave blank).	Provide evidence of a reasonable student market for this certificate or strategies for increasing student demand.	List 1 or more occupations for recipients of this certificate. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See <a href="https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2325.pdf">https://nextsteps.idaho.gov/assets/uploads/2023/09/n-Demand-Career-List-Approved-9-13-2325.pdf</a>	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this certificate.	Identify whether the certificate will be built from an existing concentration, minor, or other programs) at the institution.	Indicate whether <b>existing and/or new</b> faculty lines will be required to deliver the certificate within the first 5 years.	Indicate whether <b>existing, new, and/or renovated</b> space will be required to deliver the certificate within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed certificate as defined in Board Policy III.2.	Does the institution plan to request legislative funding to support any aspect of this certificate? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each certificate.	Enter "Academic" or "CTE" to indicate the nature of this certificate.
Year One (AY 2026-2027)																
Accounting Analytics emphasis	Graduate Emphasis	The Accounting program would like to offer an additional graduate emphasis in Accounting Analytics to meet the needs of our students as the CPA exam and profession becomes	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Accounting Analytics	Undergraduate Certificate	The Accounting program would like to offer an additional undergraduate certificate in Accounting Analytics to meet the needs of our students as the CPA exam and profession	30.7104	On campus and Online	Fall 2026		Accounting professionals and recruiters are encouraging students to get as much training in analytics as possible before graduating.	Certified public accountant, certified managerial accountant, forensic accountant, tax accounting, controller, CFO.		This would be a new emphasis and is contingent on having additional faculty resources to	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online and Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Adult Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Advanced Respiratory Care: Pediatric Focus	Specialized Certificate	This certificate will enhance practicing Respiratory Therapists' and RNs' knowledge in managing adult and pediatric patients in critical care settings. Students will learn advanced cardio-	51.0908	Online	Fall 2026	Commission on Accreditation for Respiratory Care (CoARC)	Idaho labor data indicates a 23% increase in respiratory care positions through 2033, much faster than the average growth. Nationally, there are 8,200 projected	Respiratory Therapist, Acute Care Nurses, Paramedics	The Respiratory Therapy program has an advisory board that meets twice a year. Industry	This program will consist of courses currently taught in the Respiratory Therapy program.	Existing faculty will teach the courses.	This is an online program and will not need additional facilities	Region 5 (Pocatello)	No	Planning	Academic
Applied Artificial Intelligence	Specialized Certificate	A program that focuses on the symbolic inference, representation, and simulation by computers and software of human learning and reasoning processes and capabilities, and the computer modeling of human motor control and motion. Includes instruction in computing theory, cybernetics, human factors, natural language processing, and applicable aspects of engineering technology, and specific end-use applications.	11.0102	Online.	Fall 2026		Typically our ESTEC programs are ABET accredited, but they do not accredit certificate programs.	<b>Manufacturing</b> – as automation or controls technicians, supporting facilities with AI-driven robotics and production systems. <b>Energy and Utilities</b> – in roles maintaining intelligent grid systems, predictive maintenance tools, and cyber-secure infrastructure. <b>Cybersecurity Operations</b> – as industrial cybersecurity analysts or technicians using AI for threat detection and system monitoring in OT environments. <b>Industrial Equipment Providers</b> – supporting the design, integration, and maintenance of AI-enhanced machinery and control systems. <b>Advanced Manufacturing R&amp;D</b> – assisting engineers in implementing machine learning models for quality control, efficiency, and innovation.	Our industry members in our engineering technology advisory committees, including partners from INL, Siemens Energy, Schweitzer Engineering, etc., have identified artificial intelligence as a need for engineering technicians.	The program will be part of the industrial Cyber-security program housed in the ESTEC department.	A new faculty line (1 FTE) will be required.	No new space will be needed.	Region 5 (Pocatello)	No	Planning	CTE

CONSENT

FEBRUARY 18, 2026

ATTACHMENT 2

Athlete Counseling	Certificate	The Athlete Counseling Certificate is a nine-credit program that prepares counselors to support athletes' mental health and well-being throughout their athletic careers and beyond.	42.2815	On campus and synchronous videoconferencing	Fall 2026		Athletes face unique mental health challenges including performance anxiety, identity issues related to sport, career transitions, injury recovery, and balancing athletic and academic responsibilities. This certificate will be available to past graduates that need specializations out in the field. They will be	This certificate will be offered to counselors, social workers, and psychologists, and provides a mental health related approach to working with athletes	Need has been assessed utilizing the Delphi Method and consulting with experts in the Athlete	This certificate will be an elective offered to ISU students in a graduate mental health related	Conner Vrba (Phd graduate intended May 2025, has been hired and will start fall 2025. He will be the instructor for all	No additional space needs or requirements at this time.	Region 3 (Meridian), Region 5 (Pocatello)	No	Planning	Academic
Building Automation	Specialized Certificate	An advanced certificate that prepares incumbent workers to apply engineering principles and technical skills in developing, installing, calibrating, modifying and maintaining automated	15.0406	Online	Fall 2026		There is strong support from INL, Climatch, The Harris Company, AT5 Inland, and Mechanical	Building automation technician, Building automation programmer, HVAC Control Programmer, Control Specialists	There is strong support from INL, Climatch, The Harris Company, AT5 Inland, and Mechanical	This certificate will be housed in current ESTEC programs such as Instrumentation Engineering	Existing Faculty will teach with possibility of adjunct instructors.	Not Applicable	Region 5 (Pocatello)	No.	Planning	CTE
Clinical Psychopharmacology	Graduate Certificate	This certificate is designed for interdisciplinary healthcare providers who seek to expand their knowledge and competencies in the pharmacological treatment of mental	42.2709	online	Fall 2026		There are frequent inquiries to the ISU MSCP program about enrolling as a non-psychologist. Many colleges of pharmacy offer specialization tracks for PharmD	This program is especially beneficial for family practice physicians, advanced practice nurses, physician assistants, pharmacists, psychologists,	Students who are currently taking MBA with emphasis in cybersecurity desire a full cybersecurity degree	ISU's College of Business has prepared cybersecurity leaders for the federal government with	Existing	Existing	Online	No	Planning	Academic
Cybersecurity Strategy and Leadership	Graduate Certificate	Graduate Certificate available to graduate students outside the College of Business	43.0404	Online	Fall 2026	NSA CAE Designation		Chief Information Security Officer, Information Systems Security Officer, Risk Analyst	ISU's College of Business has prepared cybersecurity leaders for the federal government with	MBA Emphasis in Cybersecurity	Existing faculty will be sufficient; no new faculty hires needed.	Existing space is sufficient to offer this certificate.	Online	No	Planning	Academic
Data Science	Undergraduate Certificate	This offering addresses the increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	30.7001	On Campus	Fall 2026		There is increasing need for additional research and people versed in new techniques in data processing, machine learning, data handling, and data storage.	Informatics specialist, ML programmer, data handling specialist		Built from existing concentrations in the Mathematics and Statistics and Computer Science Depts.	Computer Science, Electrical and Computer Engineering, and Mathematics and Statistics Faculty may all contribute. It is expected that there will be new hires in one	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Early Literacy	Post-Bacc Certificate	Currently licensed teachers wanting to add an additional endorsement to their Standard Instructional Certificate	13.1202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for adding this endorsement to current teacher licensing.	Elementary School Teachers	Supt. Critchfield priority for Early Literacy	Built from existing courses	existing faculty lines	existing space	Online	No	Planning	Academic
Family Nurse Practitioner (FNP)	Graduate certificate	Idaho State University School of Nursing (SON) would like to open a certificate program allowing advanced practice nurses holding a Master's or Doctorate degree with a Nurse Practitioner license to obtain the necessary education to take	51.3805	more than 90% online	Fall 2026	CCNE		Family nurse practitioner	SON advisory board	existing FNP DNP degree	existing with adjunct support	existing	Region III (Meridian), Region V (Pocatello)	No	Planning	Academic
Grief and Loss	Certificate (9 Credits)	Despite grief and loss being an inevitable experience for everyone, accreditation standards do not currently address ways in which counselors should work with issues that arise from these experiences. This nine credit hour certification will	51.1513	On campus, in future years online delivery will be considered.	Summer 2027		Student market will include our MCoen and PhD students. Since grief and loss is so prevalent in the work that counselors do and that it is not currently included as a focus in our curriculum, students routinely ask for	This certificate would primarily be of interest to counselors, "marriage and family therapists (21-1013), "rehabilitation counselors (21-1015), "social workers (21-1021) (21-1023) (21-1022),	The Association for Adult Development and Aging (a division of the American Counseling Association) grief and	The certificate program and the courses within it will be offered to students within the Department of Counseling.	Faculty and/or adjuncts that specialize in grief and loss will need to teach the 3 course sequence. The development of the curriculum will also take a significant	Existing spaces should be sufficient	Region III (Meridian) to start- Will then add other regions later	No	Planning	Academic
Industrial Controls	Specialized Certificate	A program that prepares individuals to apply basic engineering principles and technical skills in support of engineers engaged in developing control and measurement systems and procedures. Includes instruction in	15.0404	On Campus	Fall 2026		This is an existing program that has low enrollment due to excessive credits. By decreasing the credits to discipline courses only will be able to attract additional students.	Journeyman and Master Industrial Electricians, Industrial Electrical Technicians	This program is supported by industries who hire industrial electricians. Past students have been residential electricians that	This is an existing AAS degree that will be converted to a specialized certificate.	Existing Faculty will teach the program.	Not Applicable	Region 5 (Pocatello)	No	Planning	CTE
Industrial Cybersecurity	Graduate Certificate	Program prepares incumbent workers in the fields of IT, Industrial Automation, Cybersecurity, and Engineering to apply cybersecurity into cyber-physical systems. Includes instruction on control system fundamentals, networking, network security, and cyber-informed engineering.	14.4701	We will create an online program with a week-long hands-on intensive.	Fall 2026	Currently an emerging area with no specific accreditation. ABET and member societies, including IEEE are exploring this area for curricular guidance and accreditation.	The Industrial Cybersecurity TAC has been asking for a graduate certificate for a few years now. Incumbent workers always ask whether the current program is available online. We have been working with Graduate School to see if it is possible to stand up a graduate certificate in collaboration with the ISU Informatics Research Institute.	Engineering technician, cybersecurity analyst, Process control engineer	Strong advisory board including members from INL, Accenture, Rockwell Automation	Proposed program will leverage ISU's existing courses by making them available to incumbent workers.	Existing faculty and one new faculty	Online portion will not require new facilities. Intensive will require current facility in Idaho Falls.	Region 5 (Pocatello)	No. We would reallocate existing funds with the support of Academic Affairs.	Planning	Academic
Injectables	Undergraduate Certificate (9 Credits)	This injectables certificate will be offered by the Bachelor of Science Program in Dental Hygiene. This academic certificate meets the needs of licensed dental hygienists, dental hygiene students, and other health professionals or health	12.0409	Online for the two courses of Head & Neck Anatomy. The injectables course will be a hybrid	Fall 2026		Student market will all health professional students that are allowed to administer Botox in their scope of practice (nurses, PA, Pharmacists), dental hygienists, dental hygiene students from other dental hygiene programs,	Pharmacists, NPs, RNs, PAs, and estheticians	Consulted with hygienists who can administer injectables.	It will be built from 2 courses already taught in our current dental hygiene program: Head and Neck Anatomy and Medical	One adjunct faculty for the injectables course.	Existing space used - laboratory in the dental hygiene building on the Pocatello Campus for the injectables course. The other two	Online and Region 5 (Pocatello)	Professional Fees	Planning	Academic
Interactive Media Design	BTC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Interactive Media Design	ITC	Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market.	50.0102	On campus	Fall 2026		According to the U.S. Department of Labor, Employment and Training Administration, Web and Digital Interface Designers, Video Game Designers, and Graphic Designers are occupations that are expected to grow	Web Developers, Web and Digital Interface Designers, Video Game Designers, Web Administrators, Graphic Designers.	HSK Technologies, Blackfoot; Idaho Central Credit Union, Idaho State University (and other higher ed institutes), East Idaho News,	This program may require some beginning drawing classes in the Art Department. We plan on working with the Art Department	We do not have faculty but will need 2 full-time instructors.	We have existing classroom and computer lab space in the RFC that could house the program. We would need to purchase	Region 5 (Pocatello)	No	Planning	CTE
Magnetic Resonance Imaging (MRI)	Certificate	This certificate program would provide classes in Magnetic Resonance Imaging (MRI) education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent	510920	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	MRI technologist	Regional health care hospitals, medical clinics, and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Mammography	Certificate (12-15 credits)	This certificate program would provide classes in Mammography education, allowing students complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 1-2 concurrent semesters	510919	Online or Hybrid	Fall 2026		Program designed for radiography graduates to train in mammography. Demand for mammographers continues to increase as current workforce ages and mammography screening increases	*Mammographyer, categorized as Radiologic Technologist on the Hot Jobs list, 29-2034	Regional health care hospitals and out-patient imaging clinics	Built as a post-undergrad certificate in the same was as the CT certificate approved last year	Taught by adjuncts and overseen by the Radiographic Science Program. Will need new monies to pay for the adjuncts	No new additional space required	Primarily Region 5 (Pocatello) and Region 6 (Idaho Falls), but possibly other regions or online	No	Planning	Academic
Nuclear Materials Engineering	Graduate Certificate	This certificate would be offered in collaboration with the Univ. of Idaho and would allow a student the opportunity to take extra courses related to Nuclear Materials Engineering and earn a certificate in that area.	141801	online and on Campus	Fall 2026	ABET	Nuclear Materials Engineering is a growing area especially in this region due to our proximity to Idaho National Laboratory and their focus in Nuclear Energy	INL Nuclear Engineer specializing in materials, Nuclear Engineer for private company focusing in nuclear reactors or nuclear microreactors, other government labs working on materials related to		This program will be built largely from existing courses at Idaho State University and the University of Idaho.	Existing faculty lines will be used to deliver the certificate	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Robotics Engineering	Certificate	This offering will allow students the opportunity to earn an ABB-certified Certificate in Robotics Engineering. With the new emphasis in AI, there will likely also be a increase in the need for employees versed in using AI and Robotics in a	144201	On Campus	Fall 2026	ABB	The demands for AI and associated Robotics are expected to have large increases in demand as we move into the future.	Robot design, Robot construction, automotive industry		ensure of U of I capabilities	We will need to hire a faculty member for Spring 2026 to replace the ABB-trained one who is leaving ISU. The new faculty member will need to attend training	existing or space being currently renovated would be used	Region V (Pocatello), Region VI (Idaho Falls)	No	Planning	Academic
Teacher to New Endorsement - All Subjects K-8	Post-Bacc Certificate	Teachers with Secondary Education licensing will be able to take the appropriate coursework for Elementary Education Licensing	131202	Online	Fall 2026	CAEP	Increased volume of inquiries through the Kent Center (advising) for alternative pathways to teacher licensing.	Elementary School Teachers	State Board of Education - Teacher Pipeline Report	Built from existing courses	existing faculty lines	existing space	Region 4 (Twin Falls), Region 5 (Pocatello), Region 6 (Idaho Falls)	No	Planning	Academic