TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.D. OFFICIAL CALENDARS – FIRST READING	Action Item
2	BOARD POLICY III.P. STUDENTS – FIRST READING	Action Item
3	REPEAL OF BOARD POLICY III.T. STUDENT ATHLETES – FIRST READING	Action Item
4	BOARD POLICY III.Q. ADMISSION STANDARDS – FIRST READING	Action Item
5	BOARD POLICY III.V. ARTICULATION AND TRANSFER – FIRST READING	Action Item
6	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT AND THE BUILT ENVIRONMENT	Action Item
7	AMERICA'S NEXT 250 UPDATE	Information Item

SUBJECT

Board Policy III.D. Official Calendars

REFERENCE

December 2007	The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.
December 2008	The Board approved the First Reading of proposed amendments to Board Policy Section III.D. Official Calendars.
February 2009	The Board approved the second reading of proposed amendments to III.D. Official Calendars.

BACKGROUND/DISCUSSION

Board Policy III.D. Official Calendars is designed to establish consistent expectations for academic calendars, semester length, and holidays.

Institutions are required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU).

The proposed amendments modernize the language and processes.

IMPACT

The amendments to Board Policy III.D. (Official Calendars) include a new purpose statement and modernized language. The notification process is also updated and the notification deadline has been made more specific, which will enable institutions to more easily schedule relevant communication with Board staff.

ATTACHMENTS

Attachment 1 – Board Policy III.D. – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.D. Official Calendars as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: D. Official Calendars ~~February 2009~~ April 2026

Purpose: This policy establishes consistent expectations for academic calendars, semester length, and holidays.

Each institution ~~shall~~ must prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's fall term. ~~This schedule must be presented to the chief executive officer of the institution for "review and action" preceding the start of the planned academic year.~~ This schedule will be designated the Official Calendar for the institution and ~~shall~~ must be posted by each institution on its official website. The ~~Office of the State Board of Education~~ Board's Executive Director or designee ~~and the Idaho institutions specified in Subsection A shall~~ must be ~~notified~~ provided with the link to the Official Calendar promptly via e-mail when official calendars have been posted to respective websites no later than July 1 for the upcoming academic year., ~~but not later than the beginning of an institution's fall term~~. Any additional c~~C~~hanges made by the institution's ~~chief executive officer~~president to~~in~~ the Official Calendar will also be posted and ~~institutions~~ the Executive Director or designee promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

SUBJECT

Policy III.P. Students – First Reading

REFERENCE

October 2020	The Board approved a first reading of amendments to Board Policy III.P. that brought the policy into compliance with new Title IX Regulations.
December 2020	The Board approved a second reading of amendments to Board Policy III.P.
December 2021	The Board approved a first reading of amendments to Board Policies III.B and III.P.
February 2022	The Board approved a second reading of amendments to Board Policies III.B and III.P.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.P. Students

IMPACT

The amendments to this policy reorganize, streamline, and modernize content for all stakeholders and especially for students.

At the technical level, new Purpose and Definitions sections were added. Language and style were updated throughout for consistency and clarity, and static language pulled from federal or state statutes was replaced with general references to applicable code.

Second, the entirety of Board Policy III.T. Student Athletes was integrated into III.P. Students, with some additional amendments to clarify reporting processes. By merging the policies, III.P. now contains all student-related guidance.

Third, the latter sections of the policy have been reorganized for improved logical flow and clarity. The Student Conduct, Rights, and Responsibilities section of policy was moved to provide context for the subsequent section: Student Complaints or Grievances.

The Student Complaints or Grievances section was amended to clarify the Board's scope of review. In both behavioral and academic matters, a student who has exhausted the institutional processes may appeal to the Board. Board review is focused solely on whether institutional policies were in place and followed fairly. A third, narrowly defined pathway was added allowing a student, in rare circumstances, to petition the

Board to review an institutional policy the student believes is not aligned with Board policy, provided the student has met specific criteria. Procedural details throughout the complaint or grievance section were streamlined and clarified.

ATTACHMENTS

Attachment 1 – Board Policy III.P. Students – First Reading – Clean
Attachment 2 – Board Policy III.P. Students – First Reading – Redlined

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council, the Council on Student Affairs, financial aid leaders, athletics representatives, student government leaders, and institutional general counsels. Substantial input from institutional stakeholders informs these proposed amendments. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.P. Students, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS **April 2026**

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

2. Definitions:

   a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.

   b. A “full-time student” includes the following definitions:
      i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).
      ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

3. Nondiscrimination: It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without discrimination based on race, color, religion, sex, national origin, age, disability, or veteran status, in accordance with federal and state laws.

4. Sexual Harassment: In alignment with Title IX, each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex. See Board Policy I.T Title IX.

   a. Policies and Procedures: Each institution must develop and publish procedures for promptly responding to allegations of sexual harassment in the institution’s education programs or activities when the institution has actual knowledge of the alleged conduct.

   b. Institutional Response: The institution’s response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution’s policies and procedures must comply with current Title IX requirements.

5. Catalog and Representational Statements: Each institution must publish its official catalogue and admissions, academic, and other policies and procedures which affect students.

   Each institutional catalogue must include the following statement:

   > Catalogues, bulletins, course or fee schedules, and policies or procedures shall not be considered as binding contracts between an institution and its students. The institution reserves the right at any time, without advance notice, to (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Such changes may occur whenever the proper authorities so determine and must apply not only to prospective students but also to those who are matriculated at the time. When economic and other conditions permit, the institution must provide advance notice of changes. In particular, when an instructional program is to be modified or discontinued, [the institution] must make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, must have the opportunity to complete the program facing discontinuation.

6. Student Records: The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

7. Student Governance: The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the institution's president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's president or designee.

8. Student Financial Aid: Each institution must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

a. Delinquent Loans: See Board Policy V.P. Assignment of Delinquent Loans for more information on the transfer of delinquent Perkins student loans.

b. Fraud: Each institution must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

9. Fees and Tuition

a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees.

b. Refunds: Each institution must develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

10. Student Employees

a. Restrictions: No student employee may be assigned to duties which are for the benefit of personal and private gain of any institutional employee. No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures: Each institution must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student, consistent with applicable law and funding requirements.

c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution must establish its own procedures for appointment of graduate assistants which must include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants is paid either by the student or by the department or academic unit on behalf of the student. Graduate

students must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources or the University of Idaho classified employee system and applicable federal law or guidelines.

11. Student Services: Each institution must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

12. Student Organizations: The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, Broadcasts, and Media: The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. The publishers or managers of the student publications or broadcasts are solely responsible for the content.

14. Student Health Insurance: Students are responsible for arranging coverage of their medical needs while enrolled in a postsecondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution’s insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and their local communities.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements)

must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its president or designee, may require all or specific groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, and so on) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial Aid Considerations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials: Each institution must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information must include, at a minimum, the following:

a. Symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and
b. Information regarding where the vaccinations can be received.

16. Students Called to Active Military Duty: The Board strongly supports students serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations must not be applied. At the discretion of the institution, the student receives a "W" on his or her transcript, or no indication of enrollment in the course(s); and

b. One hundred percent (100%) of the paid tuition and/or fees for the current term must be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution processes that portion of the refund in accordance with each financial aid program.

17. Student Athletes

a. Policies and Procedures: Each institution must have a written policy governing the conduct of student athletes. At a minimum, those policies must include the following: A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult. This statement must be kept in the office of the athletic director.

   Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

b. Recruitment: Institutions must not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must be granted only by the institution's president upon recommendation of the athletic director and faculty athletics representative. Such decisions must be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must be removed from the team and must not be allowed to participate again in intercollegiate athletics at any Idaho institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving

athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

d. Drug Testing: Subject to applicable law, all institutions must implement a drug education and testing program and must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

e. Reporting: Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. Each institution is required to include the following elements as part of the reporting process:

   i. Student athletes must immediately report to their head coach any incident which may result in a student code of conduct violation, criminal investigation, or charges as soon as possible after learning of the violation, investigation, or charge.
   ii. Coaches must report to the athletic director any knowledge of a student code of conduct violation, criminal charge, or criminal conviction of one or more of their athletes;
   iii. The athletic director must report the same to the chief student affairs officer and to the institutional president as soon as possible after learning of the charge or conviction; and
   iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution.

18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
   i. Procedures for behavioral misconduct and for academic misconduct;
   ii. Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.
b. Statements of student rights and codes of conduct, as well as any subsequent amendments, are subject to review and approval of the institutional president or designee.

c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

19. Student Complaints or Grievances: The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances.

a. Scope: Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:
   i. An institution's final behavioral conduct decision; and
   ii. An institution's final academic conduct decision.

   In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

   The Board does not review other student-related matters, including the outcome of discrimination complaints or Title IX proceedings.

b. Responsibility: The Board designates its Executive Director as the Board's representative for reviewing student complaints or grievances and authorizes the Executive Director to issue the decision of the Board after reviewing the complaint or grievance. The Executive Director has discretion to refer any matter to the Board for the final decision.

c. Process: A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review the behavioral conduct final decision or academic final institutional decision relating to a student's attendance at the institution. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

   i. The student must have reported the complaint or grievance to the institution;
   ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;
   iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, using a concise format established by the Board's Executive Director or designee;

iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on a complaint or grievance;

v. The student has the burden of establishing that the final decision made by the institution was made in error. A request for review must include a copy of the original complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;

vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office. In such event, the student and/or institution must provide respond within ten institutional business days;

vii. The Chief Academic Officer reviews the materials submitted by all parties and make a determination of recommended action, which is forwarded to the Executive Director for a final determination of the institution's decision.

viii. The Board's Executive Director issues a written decision as to whether the institution's decision was aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final decision, the determination of the Executive Director is final; and

ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff occurs as expeditiously as possible.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ April 2026

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

~~The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.~~

2. Definitions:

a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.

b. A “full-time student” includes the following definitions:

i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

~~i. Student Body Officers and Appointees~~

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

~~ii. Editors~~

~~Editors of student published newspapers are recognized as full-time students when carrying a three-credit load, and associate editors are recognized as full-time students when carrying a six-credit load.~~

ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

c.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ April 2026

~~1.~~ 3. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without ~~regard to~~ discrimination based on race, color, religion, sex, national origin, age~~, handicap~~disability, or veteran~~s~~ status, ~~including disabled veterans and veterans of the Vietnam era~~ in accordance with federal and state laws. ~~h:~~

~~a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq*., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.~~

~~b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.~~

~~c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq*., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.~~

~~d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq*., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.~~

~~e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.~~

~~2.~~ 4. Sexual Harassment

~~a.~~
In alignment with Title IX, ~~E~~each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex.~~a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution~~. See Board Policy I.T Title IX.

~~b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30 (a).~~

~~c~~.a.~~b~~. Policies and Procedures
Each institution must develop and ~~make public~~publish procedures ~~providing~~ for ~~the~~ promptly respond~~ing se, in a manner that is not deliberately indifferent,~~ to allegations of sexual harassment in the institution's education programs or activities ~~of which~~when the institution has actual knowledge of the alleged conduct.

b. Institutional Response
The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with ~~the regulations in 34 C.F.R. Part 106~~ current Title IX requirements.

~~3.~~ 5. Catalog and Representational Statements

Each institution ~~will~~ must publish its official catalogue and admissions, academic, and other policies and procedures which affect students. ~~(*See also* "Roles and Missions," Section III, Subsection I-2.)~~

Each institutional catalogue must include the following statement:

> Catalogues, bulletins, ~~and~~ course or fee schedules, and policies ~~and~~or procedures ~~shall~~ must not be considered as binding contracts between an ~~[~~institution~~]~~ and its students. The ~~[~~institution~~]~~ reserves the right at any time, without advance notice, to~~:~~ (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Such ~~C~~changes ~~shall go into force~~ ~~may~~must occur whenever the proper authorities so determine and ~~shall~~ must apply not only to prospective students but also to those who are matriculated at the time ~~in [institution].~~ When economic and other conditions permit, the ~~[~~institution~~]~~ must ~~tries to~~ provide advance notice of ~~such~~ changes. In particular, when an instructional program is to be ~~withdrawn~~ modified or discontinued, ~~[~~the ~~[~~institution~~]~~~~]~~ ~~will~~ must make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, ~~will~~ must have the opportunity to complete the program facing discontinuation ~~which is to be withdrawn~~.

~~No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.~~

~~4.~~ 6. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution ~~will~~ must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. ~~and will establish and make public an appeals procedure which allows a~~

~~student to contest or protest the content of any item contained in his or her institutional records~~. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

~~5. Full-Time Students~~

~~a. Undergraduate Student~~

~~For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).~~

~~i. Student Body Officers and Appointees~~

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

~~ii. Editors~~

~~Editors of student published newspapers are recognized as full-time students when carrying a three-credit load, and associate editors are recognized as full-time students when carrying a six-credit load.~~

~~b. Graduate Student~~

~~For fee and tuition purposes, a "full-time" graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.~~

7. Student Governance
~~6.~~

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the ~~Chief Executive Officer~~institution's~~al~~ president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's ~~Chief Executive Officer~~president or designee.

8. Student Financial Aid
~~7.~~

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Each institution ~~will~~ must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

a. Delinquent Loans
see Board Policy V.P. Assignment of Delinquent Loans for more information on the t~~T~~ransfer of d~~D~~elinquent ~~National Direct~~ Perkins s~~S~~tudent l~~L~~oans. ~~(See Section V, Subsection P)~~

b. Fraud
~~Student Financial Aid Fraud~~E~~e~~ach institution ~~under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.~~must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

~~8.~~1. Fees and Tuition

a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees. See also Idaho Code § 33-3717B and Board Policy V.Q Residency for Tuition Purposes. ~~Section V, Subsection R, of the Governing Policies and Procedures.~~

b. Refunds: Each institution must ~~will~~ develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

~~9.~~2. Student Employees

a. Restrictions: No student employee may be assigned to duties which ~~–~~:are for the benefit of personal and private gain of any institutional employee.~~, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship.~~ No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures: Each institution ~~will~~ must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student~~. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and~~

~~that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.~~, consistent with applicable law and funding requirements.

c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution ~~will~~ must establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants ~~will be~~is paid either by the student or by the department or academic unit on behalf of the student. Graduate students ~~will~~ must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources ~~(~~or the University of Idaho classified employee system~~) or~~, and applicable federal law or guidelines ~~when work-study funds are used.~~.

~~10. Student Conduct, Rights, and Responsibilities~~

~~Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.~~

~~Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.~~

11. Student Services
Each institution ~~will~~ must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

12. Student Organizations

The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's ~~chief executive officer~~president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, ~~and~~ Broadcasts, and Media

The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. ~~Student publications, and broadcasts, and media are operate and publish independently of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast.~~ The publishers or managers of the student publications or broadcasts are solely ~~liable~~ responsible for the content.

14. Student Health Insurance

Students are responsible for arranging ~~making arrangements for~~ coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and ~~among the~~their local communities ~~within which institutions conduct operations~~.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its ~~chief executive officer,~~president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) ~~should~~ must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the ~~chief executive officer's~~president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its ~~chief executive officer~~president or designee, may require all or specific~~ified~~ groups (~~for example~~for example ~~g.~~, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, ~~etc~~and so on~~.~~) to

carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial A~~a~~id C~~c~~onsiderations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials

Each institution ~~shall~~ must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information ~~shall~~ must include, at a minimum, the following:

a. S~~s~~ymptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and

~~b. current recommendations by the United States Centers for Disease Control and Prevention on vaccines;~~

~~c.~~ b. I~~i~~nformation regarding where the vaccinations can be received.~~; and~~

~~d.~~b. ~~the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.~~.

16. Students Called to Active Military Duty

The Board strongly supports ~~the men and women~~students serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations ~~will~~ must not be applied. At the discretion of the institution, the student ~~will~~ receives a "W" on his or her transcript, or no indication of enrollment in the course(s); and~~.~~

b. One hundred percent (100%) of the paid tuition and/or fees for the current term ~~will~~ must be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution ~~will~~ processes that portion of the refund in accordance with each financial aid program.

17. Student Athletes

~~1.~~ a. Policies and Procedures: Each ~~public college and university~~ institution ~~shall must~~ must have a written policy governing the conduct of student athletes. At a minimum, those policies ~~shall~~ must include the following:

~~a.~~ A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must ~~shall~~ include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.; ~~and.~~

~~ii.~~ This statement ~~will~~ must be kept in the office of the athletic director. ~~.~~

Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must ~~shall~~ be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

~~ii. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~b.~~

~~2.~~ b. Recruitment: Institutions must~~shall~~ not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must ~~shall~~

be granted only by the ~~President~~ institution's president ~~of the college or university~~ upon recommendation of the athletic director and faculty athletics representative. Such decisions must ~~shall~~ be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

~~3.~~ c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must~~shall~~ be removed from the team and ~~shall~~ must not be allowed to participate again in intercollegiate athletics at any Idaho ~~public college or university~~institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

~~4.~~ d. Drug Testing: Subject to applicable law, all institutions ~~shall~~ must implement a drug education and testing program and ~~shall~~ must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

~~5. Institutions shall must require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to must verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

e. Reporting:~~Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. The following~~Each institution is ~~are~~ required to include the following elements as part of the reporting process:

Idaho State Board of Education
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~~Reporting Requirements:~~

~~c.~~ i. Student athletes ~~shall~~ must immediately report to their head coach any incident which may result in a student code of conduct violation ~~or~~, criminal investigation ~~of them~~, or criminal charges as soon as possible after learning of the violation, investigation, or charge; ~~against them . to their head coach and to the athletic director~~. ~~Coaches must report the same to the athletic director.~~ Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team.

~~d.~~

ii. Coaches must ~~shall be obligated to inform~~ report to the athletic director ~~of~~ any knowledge of a student code of conduct violation, criminal~~n investigation~~charge, or criminal conviction of one or more of their athletes; ~~.~~

~~The~~iii. ~~-~~The athletic director ~~shall~~ must report the same to the chief student affairs officer and to the institutional president~~, who shall must report the same to the Executive Director of the State Board of Education~~ as soon as possible after learning of the charge or convictions~~s~~; and ~~.~~

~~i.~~ iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution. ~~The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~a. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~ ~~:~~

~~Student Complaints/Grievances.~~

~~a.~~ 18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
i. P~~p~~rocedures for behavioral misconduct and for academic misconduct;
ii. ~~. The code of conduct must include procedures~~ Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.

b. ~~Such statements~~Statements of student ~~of~~ rights and codes of conduct, ~~and~~as well as any subsequent amendments, are subject to review and approval of the ~~chief executive officer~~ institutional president or designee.

c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

18. Student Complaints or Grievances

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances. ~~complaints/grievances~~.

a. Scope

~~:~~ Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:

i. An institution's final behavioral conduct decision; and
ii. An institution's final academic conduct decision

In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

The Board does not review other student-related matters, including the outcome of discrimination complaints or Title IX proceedings.

~~Matters involving a violation of an institution's behavioral or academic policies will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony.~~

b. Responsibility~~:~~

~~i.~~ The Board designates its Executive Director as the Board's representative for reviewing student complaints ~~or/grievances~~or grievances~~,~~ and authorizes the Executive Director~~, after such review,~~ to issue the decision of the Board after reviewing the complaint or grievance ~~based on such review~~. The Executive Director ~~may, in his/her discretion~~has discretion to~~,~~ refer any matter to the Board for the final ~~action/~~decision.

c.Process~~:~~

~~-~~A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review ~~any~~ the

behavioral conduct final decision or academic final institutional decision ~~-~~relating to a student's attendance at the institution. ~~, except as set for under paragraph iii~~. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

i. ~~-~~The student must have reported the complaint or grievance to the institution;

ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;~~-~~

~~ii. . The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures;.~~

~~iii. . Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.~~

iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, ~~and must contain a clear and concise statement of the reason(s) for Board review~~using a concise format established by the Board's Executive Director or designee~~.~~;

iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on ~~such matter~~a complaint or grievance;~~-~~

v. The student has the burden of establishing that the final decision made by the institution ~~on the grievance/complaint~~ was made in error. A request for review must include a copy of the original ~~grievance~~ complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;~~-~~

~~iv.~~vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office ~~related to the student complaint/grievance~~. In such event, the student and/or institution must provide respond within ten institutional business days;~~-~~

~~v.~~vii. The Chief Academic Officer ~~will~~ reviews the materials submitted by all parties and make a determination of recommended action, which ~~will~~

~~be~~is forwarded to the Executive Director for a final~~ull~~ determination~~. A review~~ of ~~a student complaint/grievance~~the institution's decision~~. The review will occur as expeditiously as possible~~;~~.~~

~~vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.~~

~~vii.~~viii. The Board's Executive Director ~~will~~ issues a written decision as to whether the institution's decision ~~with regard to the student's complaint/grievance~~ was ~~proper or was made in error~~aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final ~~action/~~decision, the ~~decision~~ determination of the Executive Director is final; and~~.~~

~~b.~~ ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff ~~will~~ occurs as expeditiously as possible~~.~~

SUBJECT

Board Policy III.T. Student Athletes – First Reading

REFERENCE

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.
October 2018	Board approved first reading of proposed amendments to Board Policy III.T. subsection 3. and 5.a.
December 2018	Board approved second reading of proposed amendments to Board Policy III.T.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T. Student Athletes

BACKGROUND/DISCUSSION

In Board Policy Section III, there are two subsections related to students: III.P. Students and III.T. Student Athletes. The proposed amendments to Board Policy III.P. Students now include Policy III.T. Student Athletes. This consolidation improves accessibility and transparency for all stakeholders, and in particular, students who might need to access these policies. Proposed amendments to the student athlete section are reflected in the proposed amendments to III.P. Students.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.T. Student Athletes – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

If the Board approves the proposed amendments to Policy III.P. Students, Board staff recommends approval.

BOARD ACTION

I move to approve the repeal of Board Policy III.T., as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ April 2026

~~1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:~~

~~a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.~~

~~b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.~~

~~3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.~~

~~4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.~~

~~5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ April 2026

~~Reporting Requirements~~

~~a. Student athletes shall immediately report any incident which may result in a student code of conduct or criminal investigation of them or charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~

SUBJECT

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

REFERENCE

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

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT

This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards ~~December 2025~~April 2026

1. Institution Policies

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

2. Institutional Academic Admission

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

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

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

b. Academic Regular Admission

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

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles (i.e., Algebra I or Geometry) may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with

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

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

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

c. Academic Alternative Admission

i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:

1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;

3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the

institution). Each institution may develop a separate policy for the admission of special status students.

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

d. Academic Transfer Admission

i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from an institutionally ~~regionally~~ accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

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

3. Career Technical Program Admission

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

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

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

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

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

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

i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

SUBJECT

Board Policy III.V., Articulation and Transfer – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2019	The Board approved the first reading of proposed amendments to Board Policy III.V. which clarified the credit awarded by an institution for prior learning and transfer of general education requirements.
June 2019	The Board approved the second reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT

This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.V. Articulation and Transfer – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. V., Articulation and Transfer as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer ~~June 2019~~April 2026

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

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education courses and programs.

1. Statewide Articulation

   a. Academic Undergraduate Degrees

      i. Students who complete requirements for the Associate of Arts or Associate of Science degree at an institutionally- ~~regionally~~ accredited postsecondary institution ~~,~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a public institution in Idaho and will not be required to complete any additional general education requirements.

      ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from an institutionally- ~~regionally accredited~~ postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.

      iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

   b. Associate of Applied Science (AAS) Degrees

      i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have those GEM courses applied towards the associated GEM competency of the receiving institution.

ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections 33-107(6)(b) and 33-2102, and 33-3729 Idaho Code and Board Policy III.V.2.c through e. Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:

a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.

b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.

c. Non-remedial course credits earned at those institutions under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.

d. Academic credits accepted from an ~~regionally~~ institutionally-accredited postsecondary institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.

e. Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through a prior learning assessment, shall transfer across those institutions as meeting the same general education requirement.

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Construction Management and the Built Environment

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho (UI) proposes to establish a Bachelor of Science in Construction Management and the Built Environment to address Idaho's critical shortage of skilled construction management professionals; the growing demand for projects delivered through integrated design–build approaches; the increasing student need for accessible, career-focused degree pathways that intersect with the broader built environment; and the preparation of future leaders to support Idaho's construction industry.

Nationally, the U.S. Bureau of Labor Statistics identifies construction-related occupations among the fastest-growing employment sectors. In Idaho and the Pacific Northwest, continued growth in infrastructure, housing, and commercial development has further intensified demand for construction management professionals. The Idaho Department of Labor has identified construction management and related fields as among the state's fastest-growing occupations. Despite this demand, the region faces a shortage of four-year construction management programs, resulting in a significant workforce gap. While construction management programs currently exist at Boise State University and Brigham Young University–Idaho, these programs serve geographically distinct regions of the state aligned with specific population corridors. Further, they do not adequately address workforce needs in northern Idaho, let alone in the state as a whole. More specifically, Lightcast data show that the state will need 2,157 more construction managers over the next decade, but based on current graduation rates, the two existing construction management degree programs together are expected to produce only 800 – 1,400 new construction managers in that decade. The shortage particularly affects north Idaho. In 2025, the region had 411 openings, but the two existing programs – both in southern Idaho – are producing only 140 new construction managers at most. In addition, existing University of Idaho architecture students frequently ask their college advisor how to pursue a construction management degree and, on learning that they cannot currently do so at UI, transfer to other institutions. The University of Idaho is well positioned to meet this unmet regional and student demand. In addition to frequent student requests, employers throughout northern Idaho have consistently expressed the need for a program that prepares graduates to manage and deliver increasingly complex construction projects.

Recognizing that contemporary construction management practice exists at the intersection of multiple disciplines, the proposed B.S. in Construction Management and the Built Environment is designed as a collaborative, interdisciplinary program drawing on the expertise and resources of three UI colleges: the College of Art & Architecture, the College of Engineering, and the College of Business & Economics. The program will introduce Idaho's first integrated design–build construction management curriculum, offering an innovative educational model that unites design, construction, and project delivery within a single degree structure. The curriculum will combine existing courses from participating colleges with newly developed coursework tailored specifically to this program.

Through this interdisciplinary structure, students will gain exposure to diverse perspectives on construction management, including structural safety and design, cost estimation and control, legal and contractual considerations, and project delivery strategies. Students will select one of four program emphases, enabling them to develop focused expertise while participating in collaborative learning with peers and faculty from complementary disciplines. These interdisciplinary interactions will strengthen students' ability to work effectively across professional boundaries and will be reinforced through applied learning experiences that connect academic coursework with real-world construction practice. Further, graduates will be equipped to obtain construction manager roles, which, per Bureau of Labor Statistics data, have a median annual compensation rate of $106,980 as of May 2024.

The proposed program aligns with UI's land-grant mission, strengths, and strategic plan. Also, it supports the goals of the Idaho Workforce Development Council by improving the quality and effectiveness of workforce programs, reducing barriers to employment, and ensuring the efficient use of resources through the delivery of a high-value, career-ready degree for students in Northern Idaho and inland Northwest. Through this program, the University of Idaho will further advance its strategic priorities related to program diversification, enrollment growth, and applied learning, while supporting innovation and resilience in Idaho's built environment.

IMPACT

The proposed Bachelor of Science in Construction Management and the Built Environment addresses a critical workforce shortage in Idaho and the surrounding region by creating a pipeline of skilled professionals prepared to support the development of the state's infrastructure and housing. This program will strengthen Idaho's economic vitality and long-term competitiveness.

As Idaho's population grows, the demand for affordable and accessible housing continues to rise. This program will contribute to meeting housing needs for lower- and middle-income households and support the development of essential community infrastructure. The program's interdisciplinary structure will elevate construction practices statewide, promoting a resilient, high-quality built

environment. Graduates will be prepared to support responsible growth while honoring Idaho's natural and cultural landscapes, regional history, local materials, and community character.

The proposed program will primarily serve the Spokane–Coeur d'Alene–Silver Valley corridor and surrounding communities, where construction activity and workforce demand remain high. Its proximity to North Idaho College (NIC) creates strong opportunities for collaboration, including enhanced industry engagement and the development of seamless 2+2 transfer pathways. NIC's existing construction management certificate and associate degree programs provide a solid foundation upon which the University of Idaho can expand opportunities for students pursuing a four-year degree.

This program will also be the first in Idaho to emphasize the design-build delivery model, an integrated approach that unifies development, architectural design, and construction under a single contract. This method consistently yields higher-quality, more sustainable, and more cost-effective projects. Industry partners and current market analyses indicate significant regional demand for graduates trained in design-build practices. The curriculum combines academic rigor with career preparation, supported by strong professional networks, career fairs, internships, and industry partnerships. This program is distinct from other baccalaureate construction management programs in Idaho due to its grounding in the built environment and its intentional collaboration across three colleges: 1. Engineering, 2. Art and Architecture, and 3. Business and Economics. The University of Idaho is the only institution in the state offering accredited programs in architecture, landscape architecture, and interior architecture and design, creating an exceptional academic setting for an integrated construction management degree. Program graduates will be equipped to manage public and private construction projects efficiently, ensuring on-time delivery, budget adherence, and high-quality outcomes. This interdisciplinary focus aligns with the industry's increasing adoption of design–build and other integrated project delivery models that combine design and construction within a unified contractual framework.

The University has committed $500,000 in start-up funding through the Strategic Plan Initiative Grant Program to support the program's first three years. Instructional resources will be phased in as enrollment grows. With an anticipated initial enrollment of 5 to 20 students, the program is expected to have minimal impact on existing academic units during its early years, as it will rely primarily on classrooms, laboratories, and equipment that currently have available capacity. Most courses in the curriculum are already offered regularly, and existing facilities meet the majority of instructional needs. A portion of the start-up funding will support purchases of essential equipment and library materials to ensure high-quality instruction and applied learning. To support early implementation, start-up funding will also be used to hire temporary instructors to develop and teach new courses and to offer additional sections of existing courses. Faculty will

expand to include four new full-time faculty members by Year 4, supplemented by adjunct instructors and graduate assistants. Following approval, the program is projected to enroll approximately 15–20 students annually over the next four years, generating sufficient revenue to sustain ongoing operations beyond the start-up period.

Overall, total annual expenditures are projected to range from $346,295 to $593,398 over the four-year period.

ATTACHMENTS

Attachment 1 – Bachelor of Science in Construction Management and the Built Environment Proposal
Attachment 2 – Industry Letters of Support
Attachment 3 – University of Idaho Three-Year Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed Construction Management and Built Environment program projects an initial enrollment of five students in Year 1, potentially including internal transfers, with growth to about 20 students by Year 2 and up to 85 students by Year 5. The program expects its first two graduates by FY29, with annual graduates increasing to approximately 20 by FY31. Enrollment projections are informed by workforce demand, labor market analysis, and institutional data. For sustainability, the program targets 48 enrolled students to support viable course offerings, with enrollment levels below 36 students for four consecutive years triggering a formal program review for discontinuation.

University of Idaho's request to offer a Bachelor of Science in Construction Management and the Built Environment is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region II. In accordance with State Board Policy III.Z. responsibilities, no institution has statewide program responsibility for construction management programs.

Boise State has an established history of delivering a Construction Management program at the undergraduate level that primarily focuses on construction methods and technologies. Its goal is to prepare students to excel in the planning, design, and construction process, with strong emphasis on practical execution and industry-ready skills. The University of Idaho program centers on a design–build philosophy, emphasizing the integration of design, construction, and project delivery into a single, unified process. This approach highlights collaboration across traditionally separate disciplines.

Boise State's program is accredited by the American Council for Construction Education (ACCE). This accreditation is a formal quality assurance process used to evaluate and recognize construction education programs—including construction management, construction science, and construction technology—at

colleges and universities. Five years after launching the program, University of Idaho will submit a proposal for external specialized accreditation to ACCE. The ACCE accreditation pathway involves an initial 5-year candidacy period, followed by the creation of a Self-Study Report.

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. Letters of support are also provided under Attachment 2.

Staff notes that the fiscal impact for the proposed program surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Bachelor of Science in Construction Management and the Built Environment as presented by the full proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	December 16, 2025			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	Multiple – University-Wide/Intercollege			
Name of Department(s) or Area(s):	Multiple – University-Wide/Intercollege			
Official Name of the Program:	Construction Management & the Built Environment Program			
Degree Information:	Degree Level: Bachelor of Science		Degree Type: Undergraduate	
CIP code or Modification of CIP Code (consult IR /Registrar):	52.2001			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	60% F2F; 30% Hybrid; 10% Distance			
Implementation Date:	Fall 2026			
Geographical Delivery:	Location(s)	Moscow, ID	Region(s)	II
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	☐ Self-Support fee	☐ Professional Fee	☐ Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X Regional Program Responsibility	☐ Statewide Program Responsibility		

Indicate those that apply to this request:

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

College Dean _____ Date 12/15/25

College Dean Lisa M. Ventrella Date 12.15.25

Proposed Action

- [X] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

College Dean	Date 12/15/2025	Vice President for Research (as applicable)	Date 1/8/2026
Graduate Dean/other (as applicable)	Date 12/16/25	Academic Affairs Program Manager, OSBE	Date 01/08/2026
EVP/Chief Fiscal Officer	Date 12/16/25	Chief Financial Officer, OSBE	Date 1/8/2026
Provost/VP for Instruction	Date 12/16/25	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

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

Rationale for Creation or Modification of the Program

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

We are requesting approval to offer a new Bachelor of Science (B.S.) degree in Construction Management and the Built Environment as a collaborative, interdisciplinary program drawing on the expertise and resources from the partnership of three University of Idaho (UI) colleges: College of Art & Architecture, College of Engineering, and College of Business & Economics. This model is driven by the recognition that modern construction management sits at the intersection of several disciplines. The proposed program will introduce Idaho's first integrated design–build construction management program, offering a uniquely innovative approach that unites design, construction, and project delivery within a single curriculum. This new interdisciplinary program will equip graduates with core competencies in construction management and the built environment by including existing courses from each college and new courses developed for this program.

To maintain high academic standards and improve graduates' appeal to prospective employers, the program will immediately begin the process of seeking professional accreditation from the American Council for Construction Education (ACCE). We will also ensure program quality by establishing an Interdisciplinary Steering Committee, a governing body composed of faculty from the College of Art & Architecture, College of Engineering, and College of Business & Economics. This committee will be responsible for curriculum updates and program assessments. Similarly, existing faculty in the partnering colleges will take an active role in program governance.

This interdisciplinary program will provide a unique experience that engages students with varying perspectives on construction management, ranging from structures' safety and design to their projected costs and legal implications. Students who complete the program will choose one of four emphases, each with a disciplinary focus. Therefore, students will develop expertise in a particular aspect of construction management while also interacting with peers and instructors who bring different areas of expertise. These interactions will help students develop the skills needed to collaborate with colleagues across disciplines. Further, the program will deepen students' development of these skills through important applied learning opportunities.

This program seamlessly blends academics with career readiness by leveraging the participating colleges' networks. This approach will provide a wider pool of employers through career fairs, internships, and industry partnerships. The program will also encourage students to take part in relevant student organizations: a student chapter of professional organizations such as Associated Schools of Construction (ASC) or Construction Management Association of America (CMAA) will become a central hub for professional development. Finally, the curriculum will emphasize team projects that require students to apply and integrate knowledge from architecture, engineering, business, and design principles.

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

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

The University of Idaho seeks to launch a Bachelor of Science in Construction Management and the Built Environment to address the state's high need for skilled professionals to manage complex construction projects. The program will also address the growing demand for projects that use the design-build method. This wholistic method integrates previously separate contracts (development, architectural design, and construction) into one cohesive agreement. As a result, design-build projects produce higher quality, more sustainable structures using a simpler, more cost effective, efficient, integrated, and seamless process.

This one-of-a-kind program is comprised of four distinct topic emphases: operations management, integrated project delivery, heavy civil-commercial-residential, and digital delivery and modeling. It is supported by three colleges: Art and Architecture, Business and Economics, and Engineering. The program will create new experiential learning opportunities and career pathways for Idaho students, integrating knowledge from different disciplines with emerging technologies such as Building Information Modeling (BIM) and smart construction systems, and will enhance collaborations with industry and community partners. In doing so, it will bridge technical, managerial, and sustainable building practices. In Idaho, only UI can meet this industry need because no other university in the state can bring together the diverse areas of expertise required to offer this distinctive design-build program.

To launch the program, UI has provided $500K in Strategic Plan Initiative Grant Program funds. This funding will provide temporary instructional faculty for course development and instruction, half-time administrative support, and digital marketing. Funds to cover increased instructional costs will be allocated per enrollment demand and distributed by an inter-college steering committee. Once the program is fully enrolled, it will generate enough tuition revenues to cover its expenses.

This program responds to robust state and industry demand. Nationally, this employment sector has been highlighted by the US Bureau of Labor Statistics as one of the fastest-growing occupations (US Bureau of Labor Statistics, 2025). This growth is partly due to an increase in national construction projects but also results from a projected shortfall in qualified professionals due to high expected retirement rates. As the construction industry in Idaho and the Pacific Northwest continues to expand, construction management and related fields have been identified by the Idaho Department of Labor as one of the state's fastest-growing occupations (Idaho Department of Labor, 2024). However, there is currently a shortage of four-year construction management programs in the region, leaving a significant workforce gap that the University of Idaho is well positioned to fill. Regional employers have repeatedly requested that UI develop a design-build construction management program.

The proposed program aligns with UI's land-grant mission, strengths, and strategic plan. Further, it aligns with Idaho Workforce Development Council (WDC) goals to improve the quality and effectiveness of workforce programs, reduce employment barriers, and ensure the efficient use of resources by providing students in North Idaho with a valuable career-ready degree. Finally, through this program, UI will pursue institutional strategic plan goals for program diversification, enrollment growth, and applied learning, supporting innovation and resilience in Idaho's built environment.

Relevant data show the need for the proposed program. For instance, data from Lightcast confirms the strong demand for construction managers in the state of Idaho and nationally (Lightcast, 2025a):

1. Idaho is considered a hotspot for construction management. The national average number of construction managers for an area the size of Idaho is 3,505* employees, while there are now 4,015 here. Idahoans earn a wage comparable to the national average. The national median salary for construction managers is $89,540, compared to $84,341 in Idaho. Job posting activity is also high in Idaho. The national average for an area this size is 102 job postings per month, and in Idaho it is 127 (Lightcast, 2025b).

2. Construction management is one of the fastest-growing occupations nationwide, ranked 8 out of 10 for 2025, and as the 12th most popular occupation (Lightcast, 2025a).

3. The Idaho Department of Labor 2024 Idaho Employer Business Climate Survey shows that the Construction industry is concerned about the 14.6% labor turnover rate, with 40% of respondents identifying worker supply as a major concern (Idaho Department of Labor, 2024).

   The U.S. Bureau of Labor Statistics showed that the median annual wage for construction managers in May 2024 was $106,980 with a projected growth of 9% from 2024 to 2034 (US Bureau of Labor Statistics, 2025).

4. According to Lightcast data, 46,800 openings for construction managers are projected each year, on average, over the next decade (Lightcast, 2025c).

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.*

Student demand for this program will likely be from multiple groups:

1. Traditional students seeking a four-year degree. We anticipate that Idaho and Western Undergraduate Exchange (WUE)-state residents will comprise most full-time enrollments. Given the field's starting salaries, we expect interest from students seeking a career-ready degree with strong income prospects. Because industry demand and enrollment at other regional colleges are both high (see Question 6), we also expect vigorous growth for this degree program.

2. Transfer students from Idaho's and regional two-year colleges, particularly from colleges that offer an Associate of Applied Science (AAS) in Construction Management or an Associate of Applied Science in Construction Technology. Specifically, the College of Southern Idaho offers an Associate of Construction Management and North Idaho College offers an Associate of Science Constructional Management, as well as an Associate of Applied Science and a Basic Technical Certificate in the same field.

3. Non-traditional students. We believe that this degree will be of considerable interest to non-traditional students, particularly non-traditional students currently employed within the current construction industry. To attract these potential students, we will interact with representatives from the Idaho Workforce Development Council to ensure we reach a broad audience.

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

This proposed program will generate profound benefits for Idaho by building not only structures, homes and infrastructure, but also a more resilient and prosperous society.

As Idaho's population continues to grow, the state has an increasing need for affordable housing for

elderly, disabled, and other residents. Built environment professionals in Boise and other areas of Idaho, as well as the Pacific Northwest more broadly, report that a key growth area for their firms involves the housing sector, specifically housing for the disadvantaged. The program will support increased housing opportunities for lower- and middle-income residents, as well as the infrastructure needed for thriving communities. Such communities provide residents access to structures that support their families, livelihoods, physical and mental health, recreational activities, and economic wellbeing.

The program directly addresses a critical workforce shortage, creating a pipeline of highly trained professionals to build Idaho's future infrastructure and homes, which will strengthen our state's economic power and competitiveness.

This program will produce graduates well prepared to ensure quality public work projects are completed on time and within budget, maximizing the value of taxpayer dollars.

The curriculum associated with this program emphasizes principles of sustainable and smart construction and energy efficiency. Graduates will be equipped to manage Idaho's growth, conserve natural resources, and create resilient communities.

The interdisciplinary nature of the program will elevate the standard of construction approaches across the state, leading to a well-crafted and resilient built environment that is also socially and culturally sensitive. Graduates will be well positioned to steward Idaho's cultural and natural landscape, respecting regional history and local materials and enhancing the state's unique character.

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.

When feasible, instructors will utilize Open Educational Resources to reduce students' cost of education. Because the proposed program includes courses from all participating colleges, it maximizes the use of existing resources. Many of those courses are offered online, which enables students to pursue coursework during the summer without incurring the expenses of living on campus or to do so while completing an internship at a geographically distant location. This program will be integrated into the university's central scheduling system, allowing for shared course scheduling to prevent time conflicts with

required prerequires in other programs. After the program launches, we will actively cultivate industry partnerships to establish dedicated scholarship funds and facilitate access to paid internships, providing students with direct financial support and income to offset their educational costs.

Enrollments and Graduates

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

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY22	FY23	FY24	FY25 (most recent)	FY22	FY23	FY24	FY25 (most recent)
BSU	**Construction Management**	335	357	397	416	48	52	64	69
BYU Idaho	**Construction Management**	459	467	474	520	92	89	100	105

While we recognize that Brigham Young University-Idaho (BYU-I) is not a public institution, we include its enrollment and graduation numbers because it contributes significantly to producing the state's cadre of trained construction managers. However, despite its and Boise State's significant contributions, Idaho still does not have enough construction managers to meet industry demand.

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.

The State of Idaho has two four-year accredited construction management degree programs focusing on project management: one at Boise State University in Boise and one at Brigham Young University-Idaho in Rexburg. Additional two-year programs are located at BYU-Idaho, North Idaho College (NIC), and the College of Southern Idaho (CSI). However, a 2025 Lightcast market analysis indicates that these programs are not meeting the demand for construction managers in North Idaho and northeast Washington State (Lightcast, 2025d & 2025e). The proposed new program addresses the need for increased four-year degree opportunities as indicated by the 2025 Lightcast marketing study. Comparing conferrals of four-year construction management degrees with projected Idaho job openings in construction management shows this new program is needed to help meet state demand.

That is, despite the existing programs at BSU and BYU-Idaho, there is clear regional demand to warrant offering such a program in North Idaho. Specifically, the proposed program and the other two existing programs are associated with geographically distinct areas of Idaho where population corridors exist, and construction projects are in high demand. The proposed program will be primarily associated with construction occurring with the Spokane - Coeur d'Alene - Silver Valley population corridor and associated

towns. In addition, the proximity of the proposed North Idaho program to North Idaho College (NIC), will create numerous opportunities for students to have meaningful connections with industry and facilitate 2-2 degrees because NIC offers a basic technical certificate and associate of science and associate of applied science construction management degrees.

The proposed program differs from Idaho's existing baccalaureate programs in that it has a foundation in the built environment (architecture and related professions) and draws on the strong partnerships and collaborations with the Colleges of Engineering, Business and Economics. The University of Idaho is the only institution in the state that offers accredited architecture, landscape architecture, interior architecture and design programs, providing an unparalleled environment for an integrated construction management education for the built environment. This focus is essential because the construction industry is predicted to embrace design-build as a wholistic project delivery method merging a number of contracts into one. Graduates who have a strong understanding of the process will be positioned to support the industry.

In a nationwide review of programs, the UI working group that developed this proposal identified comparable academic programs with different focal areas: some focus on civil engineering, some on residential and commercial construction, others on virtual construction and design, and still others on project management. Our proposed program unites these focus areas. It supports design-centered, research-informed integrated project deliveries and sets up an interdisciplinary model, which our alumni working in the built environment industry e and other construction professionals believe is becoming the field's preferred delivery method and service format. Neither Boise State's program, which focuses on project management, nor BYU-Idaho's two degrees, BS Construction Management (project management) and BS Virtual Design and Construction (construction technology), can provide this combined expertise.

With the rapid growth of construction, infrastructure, and development in Idaho and the Pacific Northwest, there is a persistent shortage of qualified construction managers that cannot be met by the existing programs at BSU and BYU-Idaho or other programs in the region. Industry partners in northern and central Idaho have specifically expressed the need for a local and well-trained construction management workforce that can be better accessed by local industry stakeholders, rural communities, and tribal communities.

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
5	20	45	65	85		0	0	2 Trsf	15-18	20	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

In year 1, we don't expect many initial students because we won't be able to actively recruit until we have received full NWCCU approval. Thus, the initial student enrollment of 5 reflects potential internal transfers from existing degrees. In year 2, we project 20 based on a multi-faceted methodology that integrates industry needs survey, job market demand, and internal institutional data.

- Enrollment Projection Study: the projection is primarily driven by the analysis of regional and state labor market data from the Idaho Department of Labor and Bureau of Labor Statistics, which consistently shows high growth and replacement needs for construction management positions in Idaho and the pacific Northwest (Idaho Department of Labor, 2024 & US Bureau of Labor Statistics, 2025). We also conducted interviews with construction industry leaders both inside and outside of the State of Idaho to seek their input, which also shows the strong need to have the proposed program offered by UI. This need indicates a ready pipeline for interested students and families.
- Review of Peer institutes: we examined similar, established programs in peer institutes (e.g., Boise State University, Washington State University, BYU-Idaho, University of Minnesota, Montana State Univ, University of Washington, University of Utah, and Colorado State University). This provides a benchmark for realistic enrollment size for a new program.
- Internal Capacity Study: the five-student cohort size in the first year and 20-student cohort size per year afterwards were chosen to align with the capacity of existing classrooms /laboratory spaces with the planned number of new courses and/or course sections, ensuring a high-quality student learning experience without undermining existing programs.
- Strategic Growth Feasibility Study: This number represents a conservative target that justifies the new investment in new faculty and resources while allowing manageable, phased growth.
- Retention and Progression Assumptions: We employ the standard projection for similar programs in peer institutes and similar STEM related programs within UI, which indicate 85-90% year 1 to year 2 retention and 70-80% graduation rate of the initial entering cohort. With an incoming cohort of 5/1st year and 20 total 2nd year students and a conservative graduation rate of 75%, the program is projected to produce approximately 15-18 graduates in FY30 and 20 graduates in FY 31.

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?

48 students (size supports at least 12 students in an undergraduate course every year).

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

If the program falls below 36 students for four consecutive years, it will be considered for discontinuance.

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

The University of Idaho has a robust annual assessment process for courses and individual programs focusing on evaluation of assessment measures and course and program learning objectives. Courses and programs are reviewed by faculty with input from students. The evaluation process is managed by the University Assessment and Accreditation Committee and the Office of Assessment and Accreditation.

Five years after launching the Construction Management in the Built Environment, we will submit a proposal for external specialized accreditation to the American Council for Construction Education (ACCE). The ACCE accreditation pathway involves an initial 5-year candidacy period, followed by the creation of a Self-Study Report. After accepting the Self-Study Report, the ACCE will complete a site visit and make recommendations for accreditation. As part of the ACCE accreditation process:

- We will establish an external Advisory Board that represents construction firms and associations.
- The program will meet specific learning outcomes, including critical thinking, written communication, and knowledge of construction job site safety.
- Upon graduation, the students will demonstrate proficiency in areas such as construction work methods, sequencing, and project cost estimation.
- The program will also perform regular self-evaluations to ensure the curriculum remains current with emerging technologies and industry requirements. To achieve this goal, we will publish a number of quality standards as described in the learning outcomes and assessment section.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

Not Applicable

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

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

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

    Yes ____ No X

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

    Date _____

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

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's 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 outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

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

b. Provide an explanation for all statements you selected.

Not applicable

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

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

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

Credit hours in required courses offered by the department (s) offering the program.	26*
Credit hours in required courses offered by other departments.	56
Credit hours in institutional general education curriculum.	38
Credit hours in free electives	0
Total credit hours required for degree program	120

* The credit hours in required courses offered by the College of Art & Architecture.

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

This interdisciplinary program focuses on the design, development, and management of the built environment. It takes a wholistic approach and emphasizes the design-build integrated construction processes and technology, integrative building systems, architecture and engineering, building sciences and technology, construction and operations management, and legal and business processes The Proposed Bachelor of Science in Construction Management & the Built Environment is designed to meet the rigorous accreditation standards set forth by the American Council for Construction Education (ACCE). The university will initiate the accreditation process five years after launching the program, which is the earliest opportunity per ACCE policy.

The major program consists of:
University General Education: 38 credits
Required Construction Core: 53 credits
Required Business & Management Core: 15 credits
Electives for Four Different Emphases: 12 credits
Experience Learning / Internship: 2 credits
Total: 120 credits (Minimal 120 credits required)

1) UI General Education Courses (38 credits) (The General Education courses listed below are recommended, but students can substitute other general education courses if desired.)

In Mathematical Ways of Knowing (3 credits)
- MATH 1143 Pre-Calculus I: Algebra (3 credits)

In Written Communication (6 credits)
- ENGL 1101 Writing and Rhetoric I (3 credits)
- ENGL 1102 Writing and Rhetoric II (3 credits)

In Scientific Ways of Knowing (8 credits)

- PHYS 1111 General Physics I (3 credits)
- PHYS 1111L General Physics I Lab (1 credit)
- GEOL 1101 Physical Geology (3 credits)
- GEOL 1101L Physical Geology Lab (1 credit)

In Oral Communication (3 credits)

- COMM 1101 Fundamentals of Oral Communication (3 credits)

In Humanistic and Artistic Ways of Knowing (6 credits from two disciplines)

- LARC 1500 Landscape, Culture and the Environment (3 credits)
- ARCH 1510 Introduction to the Built Environment (3 credits)

In Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

- Econ 2202 Principles of Microeconomics (3 credits)
- GEOG 1650 Human Geography (3 credits)

In American Experience (one course)

- Choice of the student (3 credits)

In International course or an approved study abroad experience (one course)

- Choice of the student (3 credits)

2) Construction Core (**53 credits**)

- MATH 1144 Pre-Calculus II: Trigonometry (1 credit)
- MATH 1170 Calculus I (4 credits)
- MATH 1153 Introduction to Statistical Reasoning (3 credits)
- ARCH 2660 Materials and Methods (3 credits)
- CE 1110 Civil Engineering Drafting (3 credits)
- *CMBE 2015 Introduction to Construction Management (1 credit) – New course*
- *CMBE 3015 Principles of HVAC, Electrical, and Plumbing Systems (3 credits) – New course*
- *CMBE 3025 Construction Budgeting and Cost Control (3 credits) – New course*
- *CMBE 3035 Construction Planning & Scheduling (3 credits) – New course*
- *CMBE 3045 Construction Safety Management (3 credits) – New course*
- *CMBE 3055 Construction Legal Issues (3 credits) – New course*
- *CMBE 3065 – Construction Management Professional Practice (3 credits) – New course*
- *CMBE 4505 – Construction Management Capstone Project (3 credits) – New course*
- ARCH 4610 Building Assemblies (3 credits)
- ARCH 4630 Principles of Environmental Building Design (4 credits)
- ARCH 4640 Environmental Building Performance (4 credits)
- CE 2110 Engineering Surveying (3 credits)
- CE 4510 Construction Management (3 credits) proposed number (currently a special topics course)

3) Business and Management Core (**15 credits**)

- ACCT 2010 Introduction to Financial Accounting (3 credits)
- ACCT 2020 Introduction to Managerial Accounting (3 credits)
- FIN 3010 Financial Resources Management (3 credits)
- MGT 3100 Leading Organizations and People (3 credits)
- BUS 1900 Integrated Business and Value Creation (3 credits)

4) Technical Electives /Specializations (students will choose one of the following four emphases based on which best aligns with their interests and career goals, with 12 credits for each emphasis.)

A. Operational Management Emphasis (12 credits):

- OM 3700 Introduction to Operations and Supply Chain Management (3 credits)
- OM 3780 Project Management (3 credits)
- MKTG 3210 Marketing (3 credits)
- Choose one from the following:
  - MGT 4110 Acquiring Human Capital (3 credits)
  - MGT 4170 Deploying and Developing Human Capital (3 credits)
  - MGT 4410 Maintaining Employee and Labor Relations (3 credits
  - OM 4650 Procurement and Resource Management (3 credits)
  - OM 4700 Supply Chain Analytics (3 credits)
  - ORGS 4410 Human Relations in the Workplace (3 credits)

B. Integrated Project Delivery Emphasis (12 credits):

- CE 4840 Engineering Law and Contracts (3 credits)
- BIA 4400 Data Visualization for Managerial Decision Making (3 credits)
- OM 4850 Managing and Operating Growth Enterprises (3 credits)
- *CMBE 4125 Advanced BIM for Integrated Delivery (3 credits) – New course*

C. Land Development Emphasis (12 credits):

- CE 4720 Land Use and Transportation Planning (3 credits)
- LARC 2510 Introduction to Principles of Site Design (3 credits)
- ARCH 4170 Designing Net-Zero Spaces (3 credits)
- *CMBE 4135 Facility Programming & Design (3 credits) – New course*

D. Digital Delivery & Modeling Emphasis (12 credits):

- *VTD 4180 Digital Design & Fabrication (3 credits) – New course*
- CMBE 3950 GIS Applications for Landscape Planning (3 credits)-Cross listed with LARC 3950 (4 credits) OR GEOG 3850 Foundations of GIS (3 credits)
- *CMBE 4115 Virtual Construction Modeling (3 credits) - New course*
- *CMBE 4125 Advanced BIM for Integrated Delivery (3 credits) – New course*

5) Experiential Learning /internship (2 credits – choose one of the below)

- *CMBE 4980 Internship (2 credits)*
- *CMBE 4225 Alternative Experiential Learning (2 credits) – New course*

Total: 120 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.

Students will be required to complete a capstone project course that requires them to apply and integrate skills and knowledge gained in prior courses. In addition, students will be required to complete an experiential learning or internship before graduation.

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

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

The following Student Learning outcomes are based on the ACCE accreditation standards outlined in ACCE Document 103, Standards and Criteria for the Accreditation of Construction Education Programs:

1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze methods, materials, and equipment used to construct projects.
8. Apply electronic-based technology to manage the construction process.
9. Apply basic surveying techniques for construction layout and control.
10. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
11. Understand construction accounting and cost control.
12. Understand construction quality assurance and control.
13. Understand construction project control processes.
14. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
15. Understand the basic principles of sustainable construction.
16. Understand the basic principles of structural behavior.
17. Understand the basic principles of HVAC, electrical, and plumbing systems.

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.

The program will use a combination of direct and indirect measures to collect data and develop a complete picture of student achievement. The direct measure assesses student skills and knowledge demonstrated. It is based on student achievements on specific assessments of learning in core courses, including key assignments, projects, and exams, as well as evaluation of students' capstone projects. The indirect measure assesses students' perception of their own learning and the program's effectiveness. It includes

student surveys containing questions that are directly mapped to the learning outcomes, alumni surveys to track the graduates' career progression, and focus group interviews to gather qualitative feedback.

The assessment findings will be used to improve the program through the following steps:

1. Assessment data will be collected, reviewed, and discussed in a three-year cycle by the program faculty.
2. A formal action plan with specific goals, steps, strategies, and timelines will be developed.
3. Changes to the program based on the action plan will be documented.
4. The subsequent assessment will explicitly analyze the documented changes and create a follow-up refinement to ensure continuous improvement.
5. Input from students, alumni, advisory board members, professional partners, and employers will be integrated in the action plan to ensure comprehensive improvement.
6. Assessment results and improvement plans will be shared with the participating colleges, units, and university assessment teams to ensure alignment with broader institutional goals and accreditation standards.

The program will be assessed by both direct and indirect measures.

Direct measures include the following components:

- Course-embedded assessments including exams, assignments, projects, papers, and presentations scored with grading rubrics.
- Systematic observations of student learning behaviors (such as presentation, group discussion, etc.)
- Capstone project assessment of students' final senior project by faculty and industry panels to evaluate multiple student learning outcomes at once.
- Internship /practicum assessment completed by internship supervisor or supervising professionals based on criteria related to professional competencies.
- Student performance on the Certified Associate Constructor (CAC) Level I exam.
- Internship employer evaluations or feedback or effectiveness of degree to prepare for employment skills
- Feedback /survey by advisory board and/or employers

Indirect measures include the following components:

- End of semester student course evaluations
- Alumni survey of effectiveness of degree to prepare for employment
- Honors and awards earned by students.
- Annual student surveys
- Graduating senior exit survey administered to graduating students asking them to self-rate their confidence or perceived level of career preparation.
- Retention, graduation, and placement data to track student career development over time.
- Career placement rates for graduates from the program
- Student participation rates in research and outreach activities related to construction management and the built environment.

Assessment activities occur over different timescales:

The primary assessment activities will happen in the following timelines:

- Each semester – course-embedded assessment data from selected core courses will be collected and reviewed.
- Annually – at the end of the spring semester, the program faculty will conduct an annual curriculum review by collecting both direct and indirect measures from the relevant academic years, including course-embedded assessments, capstone project assessments, student surveys, student course evaluations, etc. The faculty will review and analyze the compiled data against the ACCE's student learning rubrics, which will result in a documented set of annual curriculum reports with validated ACCE outcome coverage and action items based on assessment data. These reports will also be added to ACCE documentation files per accreditation requirements.
- Every three years – The program will make a complete assessment every three years per ACCE's accreditation requirements. In this complete assessment, the program will form a triennial assessment committee with program leaders, faculty members, industry advisory board members, and representatives from participating colleges to gather, review, evaluate, and analyze both direct and indirect evidence of student learning for all ACCE Student Learning Outcomes (SLOs) and to draft a three-year assessment report about the program's health, effectiveness and areas for improvement. The draft will be shared with all participating faculty and colleges as well as the advisory board for feedback. Based on the three-year assessment report, a detailed new three-year plan will be developed. Both documents will be added to ACCE documentation files per accreditation requirements.
- Every 3-5 years – the program faculty will conduct alumni and other surveys of the advisory board, professional partners, and employers to gather feedback and investigate specific issues identified in other types of assessment data. Also, the program will periodically conduct a comprehensive review to synthesize multi-year assessment results, evaluate the program's overall performance, and ensure the alignment with the goals of the accreditor, the university, and the participating colleges.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

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

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

The University of Idaho possesses a solid foundation of existing physical resources to successfully launch and support the proposed B.S. in Construction Management & the Built Environment Program. Grounded in the collaborative strength of the participating colleges, this foundation ensures all program needs will be fully met for the first two years following launch with expected enrollment of 5 to 20 students each year.

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

i. Classroom spaces – In the first two years, the program's classroom needs will be fully met by existing instructional spaces on UI's Moscow campus. Both general-purpose classrooms and college-specific teaching spaces provide sufficient capacity and instructional technology to accommodate lecture-based courses. No new classroom construction or renovation is required in the first two years to deliver the proposed curriculum.
ii. Laboratory spaces – Laboratory components of the curriculum in the first two years will be supported through established facilities within the participating colleges. These existing facilities will support hands-on learning in construction materials, building science, and engineering fundamentals.
iii. Laboratory Instruments and field equipment – A wide range of laboratory equipment and field equipment is already available to support the program in its first two years.
iv. Computers and digital technologies – Computer labs across each college will provide sufficient support to the first two years of the curriculum.

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?

With the expected student enrollment of 5 to 20, the proposed program is expected to have minimal impact on existing academic programs in its first two years following launch, as it will primarily utilize classrooms, laboratories, and equipment that currently have available capacity across the participating colleges. Most of the existing courses within the proposed curriculum are delivered regularly.

1. Classroom – Existing general-purpose and college-specific classrooms have sufficient capacity to absorb the additional course sections and student numbers associated with the proposed program. The impact will be reduced through strategic scheduling and shared use. Most of the program's curriculum in the first two years is based on existing course offerings. New core courses will be scheduled in existing, general-purpose classrooms during non-peak hours to avoid conflict with high-demand periods for other programs.

2. Laboratory – Laboratories in the College of Art and Architecture and College of Engineering can support the modest increase in student numbers from the proposed program. Laboratory schedules and capacity will be adjusted to integrate lab sessions for the Construction Management & the Built Environment Program and accommodate additional students.

3. Computer and digital technology – Existing computer workstations and labs and software licenses within the participating colleges currently have sufficient capacity to support the initial cohorts of Construction Management & the Built Environment students without requiring a significant immediate expansion.

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.

While the program is fully supported at launch, the university recognizes that the program's success will drive student enrollment growth. Therefore, UI will strategically scale resources in direct response to enrollment growth after the initial two years. To ensure continued excellence and quality of student experience, a proactive, phased plan will be implemented to scale resources in parallel with the student population size. As part of this commitment, the University will allocate $20,000 annually in the first two years, $25,000 in Year 3 and $27,000 in Year 4 to fund any unmet facilities, computer and software needs, as well as field equipment to support ongoing instructional quality and program development. These funds will be used to:

1. Increase classroom capacity: allocate additional and dedicated classrooms with sufficient technologies to accommodate growing core course enrollments and support team-based projects. Classroom improvements will be supported through the University's regular classroom upgrade and maintenance funds, which are allocated on a regular basis to ensure learning spaces remain up-to-date and conductive to instruction.
2. Expand access to laboratory facilities: enhance existing laboratories' support for students majoring in the proposed program and explore the potential of developing a lab space specifically for the Construction Management & the Built Environment program, supporting both software works (e.g., BIM, centralized scheduling) and hands-on learning activities (e.g., project review, material mock-ups). This space will include collaborative workstations and secure storage for program specific equipment.
3. Increase and improve inventory of computers and specialized software licenses: This effort will ensure that upper-division students have access to hardware and technology capable of supporting their learning.
4. Augment field equipment and kits: This effort will expand and enhance the inventory of field equipment and kits that support team-based field exercises and personal protective equipment (PPE) to outfit all students for site visits and lab activities.

Following the initial four years of program implementation, the University will continue to support and maintain the physical resources necessary for the program's ongoing success.

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

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

The university's library currently provides substantial support that is adequate for the proposed program. The anticipated increase in library usage from students in the proposed program is expected to have minimal impact on existing library programs.

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.

1. Specialized databases and subscriptions related to Construction Management and the built environment.
2. Standards & codes related to construction management and the built environment
3. Books and journals collections related to construction management and the built environment.
4. Essential software and multimedia collections related to construction management and the built environment
5. A designated physical collection of construction management and the built environment

There will be $6,000 annual budget in the first two years, $9,000 in Year 3 and $10,000 in Year 4 to support library resources.

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?

Based on the enrollment of 5 students in the first year and the annual enrollment of 20 students afterward for the proposed program, there is minimal impact on departments that offer high-capacity supporting courses, as they can absorb a small number of additional students without requiring new sections. In the first year, there is no need for additional faculty resources. However, one additional dedicated section may be required for approximately 5-7 key existing courses per academic year starting from Year 2. In all participating colleges, a regular full-time faculty's teaching load is four courses per academic year. We estimate a staffing need of 1.25-1.75 instructor FTE (equivalent to roughly 1 full-time faculty plus 2 graduate TAs) to deliver the additional sections of existing courses. The deans of the participating colleges will allocate funds to hire temporary faculty based on which courses have enrollment increases that require addition of another section. Thus, the colleges where temporary hires are located will be determined by which courses need an added section due to increased enrollment.

The proposed curriculum uses primarily existing courses and adds 15 new courses. Among the 15 new courses, 9 are core courses, while 6 are elective courses. According to the curriculum proposal, all new courses except one (which will be delivered in Year 2) will be delivered in Year 3 of the program's implementation. This will give the program 1-2 years to prepare teaching resources for the new course development and delivery. Considering the current average faculty teaching load in the participating colleges (4 courses per year), the program requires a base total of four new full-time faculty members (one located in each collaborative college) and 4 graduate TAs dedicated to teaching the new proposed courses since Year 2 of the program's implementation.

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

The University of Idaho has a strong foundation of existing instructional and administrative resources that will be strategically leveraged to ensure the successful launch and sustainability of the Construction Management and the Built Environment Program. The interdisciplinary structure of this program distributes the teaching, administrative and advising workload across the participating colleges, utilizing primarily existing faculty expertise and staff support, with potentially new faculty hires if warranted by enrollment growth.

We have received a $500,000 start-up fund through UI's Strategic Plan Initiative Grant Program to launch the proposed BS Construction Management & the Built Environment. This funding will sustain the program during its first three years. Our approach is to address each college's instructional needs as enrollment grows. For example, if the Mechanical Drafting course gains 20 additional students, we will open a new section taught by a temporary instructor or TA. In subsequent semesters, we may support expanded offerings in Engineering and Business or develop new construction management courses in Architecture or Law. As the major grows, increased tuition revenue will help meet program needs and benefit the University as a whole.

- Existing Instruction Support Resources: the program will draw upon the established expertise of current faculty in College of Art & Architecture, College of Engineering, and College of Business & Economics. Most of the program's foundational, core, and elective courses are already offered and

taught within the participating colleges. Because new enrollments will be spread across colleges in each of the proposed program's four emphases, the participating colleges collectively have the capacity to absorb the projected additional enrollment. UI's Center for Excellence in Teaching & Learning (CETL) will support new and existing faculty in developing effective pedagogical strategies for the program's learning models. Existing classrooms and laboratories can support the program's introductory and technical components.

- Existing Student Support Resources: This program will use the university's centralized academic advising framework, which provides students with guidance on course selection, degree progress, and university policies. The university's Tutoring and Learning Center already offers assistance in foundational subjects like Math, Writing, and Communication courses and has committed to the proposed program. Students will also have full access to the university's Career Services office, which helps students connect with internships and employment opportunities in the construction industry. The Counseling & Mental Health Center delivers comprehensive mental health support with its wellness programs and disability support to ensure students' personal and academic success. The UI Library will provide dedicated research and learning support on coursework and research related to Construction Management and the Built Environment.
- Existing Administrative Support Resources: The proposed program will be supported by the established administrative infrastructure of the four participating colleges, distributing operational burdens, managing the accreditation process, overseeing curriculum, and conducting academic assessment. Each college has established processes for course scheduling, faculty workload management, and enrollment planning that will be used to support the program. The university's centralized IT services provide classroom technology support, software management, and technical assistance for faculty and students in the program. The proposed program will fully utilize existing offices for admission, the registrar, financial aid, and human resources. Offering it requires no new administrative units.

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

The impacts on existing personnel resources from this proposed program are manageable and phased. They include the following:

- Impacts on faculty & advisors:
  - Increase demand for existing core courses that are prerequisites or required for the program.
  - Increase course enrollment and student diversity
  - Slight increase in advising workload
  - Minimal impact on teaching loads for units that offer high-capacity supporting courses.
  - Potential need for one additional course section for 5-7 key courses.
  - If a college has sufficient capacity to reassign existing service commitments, appointing faculty to serve on the governing committee will not create additional workload. However, if such capacity does not exist, faculty appointed to represent their college on the governing committee may incur additional service responsibilities.
  - Additional advising for several faculty members who supervise student internships and capstone projects.

- Impacts on administrative staff
  - Increase workload for academic advising and student services
  - Additional duties related to budget management, course scheduling, and faculty hiring.
  - Additional responsibilities related to student recruitment, retention, and admission.

To protect and sustain the excellence of existing academic programs on UI campus, this proposed Construction Management and the Built Environment Program will be managed through a deliberate and resource-conscious process, including the key measures below:

- Balance workload planning for existing faculty to ensure that they are not overloaded
- Make new hires, strategically use adjunct faculty, and use new graduate TAs to reduce existing faculty's additional workloads.
- Manage shared and coordinated academic scheduling across colleges and departments to avoid potential conflicts and allow students from all programs to enroll in required courses.
- Make phased implementation of the controlled enrollment of 5 students in Year 1 and 20 students per year afterwards allowing for a gradual introduction of the program and enabling the university to monitor its impact on existing facilities and services.
- Strengthen academic advising support by adding personnel and resource support for student advising for both existing and new students.
- Maintain strong intercollege collaboration and communication to foster interdisciplinary opportunities and to early identify potential issues.

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.

To ensure successful implementation of the proposed program, the following new personnel must be hired:

- Full-time Faculty (1 FTE) at Year 1, (3 FTE) at Year 3 and total (4 FTE) at Year 4 of the program's implementation: to deliver 15 newly developed courses, the program will require 4 new full-time faculty with expertise in Construction Management & the Built Environment. The university will need to hire one faculty in Year 1, two additional faculty in Year 3, and one additional faculty in Year 4.
- Adjunct faculty (1-5 FTE): to prepare one new course delivered in Year 2 of the program's implementation and deliver one additional section each for 5-7 key courses and support potential additional courses when the student enrollment grows. There is $65,000 in Year 1 and 2, $45,000 in Year 3, and $35,000 in Year 4 from the start-up fund to support the hiring of adjunct faculty in the first four years of the program's implementation.
- Graduate Teaching Assistants (4 students) : the graduate teaching assistants will support teaching and delivery of the additional section of existing courses and the delivery of new courses in the program. The exact number depends on the level of instruction and actual enrollment numbers. There is a $70,000 annual budget from the $500,000 start-up grant to support the hiring of graduate teaching assistants for the first four years of the program's implementation.
- Administrative support staff (1 FTE): One administrative staff is needed to support the additional student services and advising. There is $55,000 from the start-up grant to support the hiring of one administrative staff since Year 1.

Other operational expenditures:

- Faculty Travel: Funding is needed to support faculty travel for professional development, industry engagement, accreditation activities, and field-based learning opportunities that strengthen the program's quality and relevance. There is a $2,000 annual travel fund in Year 1, and it will be increased $2,000 each year for Year 2, Year 3, and Year 4 when the program is growing.
- Digital Campaign: The proposal includes $40,000 per year in the first four years for a comprehensive digital marketing campaign that will enhance program exposure, reach key audiences, and strengthen recruitment pipelines.
- Operational Materials & Supplies: An allocation of an annual $1,000 in the first two years and an

annual $2,500 in Year 3 and 4 is included in the budget for materials and supplies necessary to support day-to-day program activities and instructional needs.

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?

Students will take course work from a number of disciplines. The program has received start-up funding from UI Strategic Plan Initiatives in Pillar 1 Ignite Student Success, $500,000, to support temporary instructors in new courses and additional sections of existing courses. It is expected that some existing courses will have increased enrollment and thus, need to staff an additional section. In such cases, start-up funds will be used to support additional TAs.

b) **New appropriation**. If the 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.

The university does not currently plan to request a state appropriation for this program.

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.

Please See attached Budget Template Sheet.

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).

Reference:

Idaho Department of Labor. (2024). *Idaho Employer Business Climate Survey*. (Appendix #2).

Lightcast. (2025a) *Highest Ranked Occupations: Top 20 Occupations (5 – Digit) in Idaho*. (Appendix #1).

Lightcast. (2025b). *Construction Managers in Idaho*. (Appendix #4).

Lightcast (2025c) *Occupation Overview: Construction Managers in 5 States.* (Appendix #3).

Lightcast (2025d) *Institution Info – BSU Construction Management.* (Appendix #7).

Lightcast (2025e) *Institution Info – BYU-I Construction Management* (Appendix # 8).

US Bureau of Labor Statistics. (2025). *Occupational Outlook Handbook: Construction Managers.*

Retrieved from https://www.bls.gov/ooh/Management/Construction-managers.htm on Nov. 20, 2025.

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2027		FY 2028		FY 2029		FY 2030	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	18	22	20	42	20	62
B. Shifting enrollments			4	4	3	2	3	3
Total Enrollment	5	5	22	26	23	44	23	65

II. REVENUE

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		$360,000.00		$140,000.00				
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$54,874.00		$277,588.00		$611,256.00		$697,202.00	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$54,874	$360,000	$277,588	$140,000	$611,256	$0	$697,202	$0

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

III. EXPENDITURES

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		7.50		7.50		8.00		8.50
2. Faculty		$75,000.00		$75,000.00		$225,000.00		$300,000.00
3. Adjunct Faculty		$ 65,000		$ 65,000		$ 45,000		$ 35,000
4. Graduate/Undergrad Assistants		$ 70,000		$ 70,000		$ 70,000		$ 70,000
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel		$ 55,000		$ 55,000		$ 55,000		$ 55,000
8. Fringe Benefits		$61,295		$61,295		$91,364		$106,398
9. Other:								
Total Personnel and Costs	$0	$326,295	$0	$326,295	$0	$486,364	$0	$566,398

	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. Operating Expenditures								
1. Travel	$2,000.00		$4,000.00		$8,000.00		$10,000.00	
2. Professional Services	$40,000.00		$40,000.00		$40,000.00		$40,000.00	
3. Other Services								
4. Communications								
5. Materials and Supplies	$1,000.00		$1,000.00		$2,500.00		$2,500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$43,000	$0	$45,000	$0	$50,500	$0	$52,500	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$6,000.00		$ 6,000.00		$9,000.00		$10,000.00	
2. Equipment		$20,000.00		$20,000.00		$25,000.00		$27,000.00
Total Capital Outlay	$6,000	$20,000	$6,000	$20,000	$9,000	$25,000	$10,000	$27,000

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$49,000	$346,295	$51,000	$346,295	$59,500	$511,364	$62,500	$593,398
Net Income (Deficit)	$5,874	$13,706	$226,588	-$206,295	$551,756	-$511,364	$634,702	-$593,398
		$19,580		$20,294		$40,393		$41,304

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

Section 1 (A.B.)	Enrollment numbers calculated as follow- 5 Year 1, 26 year 2, 44 Year 3, and 65, Year 4
Section II 2.	FY27- untilizing $360K from the initial $500K start-up, FY28- remaining $140K from initial start-up
Section II 4.	Tuition/fees based off of enrollment number- calculation & 2/3 Idaho resident and 1/3 WUE
Section III A1.	Estimated FTE per year- includes faculty, temp faculty, graduate students, and staff
Section III A2.	One new faculty year for years 1 & 2, three for year 3, and four year 4- Proposing Clinical faculty hires
Section III A3.	Adjunct Faculty hires, year 1 higher and decrease per year 4 as full-time TT/Clinical hires are made
Section III A4.	Graduate TA hires assisting with instructional needs
Section III A7.	1. FTE Administrative Suport for the new Program
Section III A8.	Fringe Benefits: Faculty- 29.5%, Staff- 36.7%, Student-3.2%
Section III B1.	Annual Recruitment and Conference Travel
Section III B2.	Annual Marketing Campaign
Section III B5.	Materials & Supplies. Software licensing, PPE,
Section III C1.	Journal subscription costs
Section III C2.	Equipment- Computers, Specialized building equipment

Highest Ranked Occupations

Top 20 Occupations (5-Digit) in Idaho

Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Regions:

Code	Description
16	Idaho

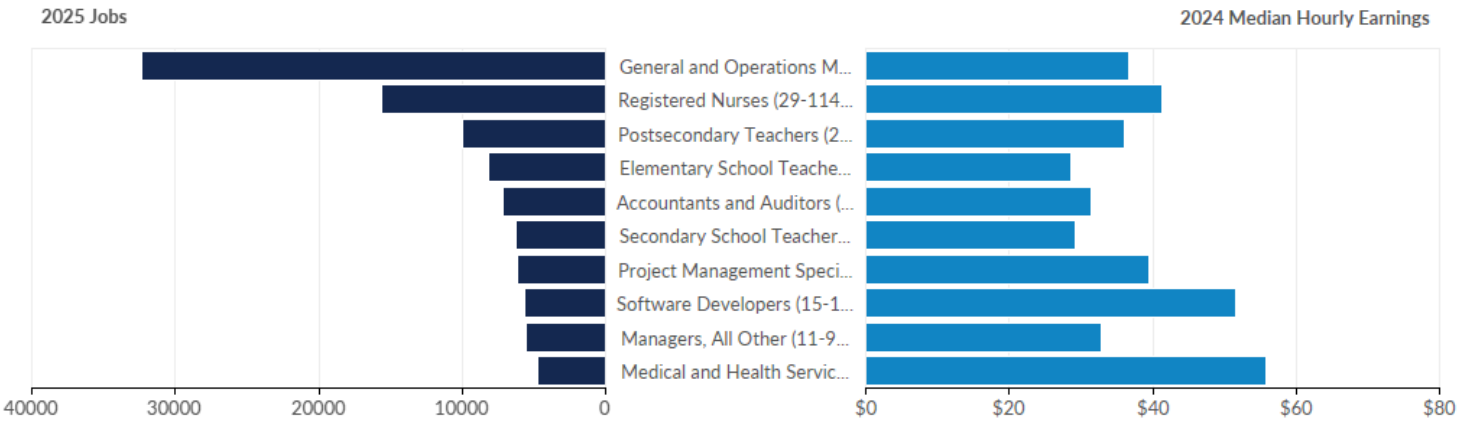
Education Levels:

Description	Description
Bachelor's degree	Doctoral or professional degree
Master's degree	

Timeframe: 2025 - 2035

Datarun: 2025.3 – QCEW Employees, Non-QCEW Employees, and Self-Employed

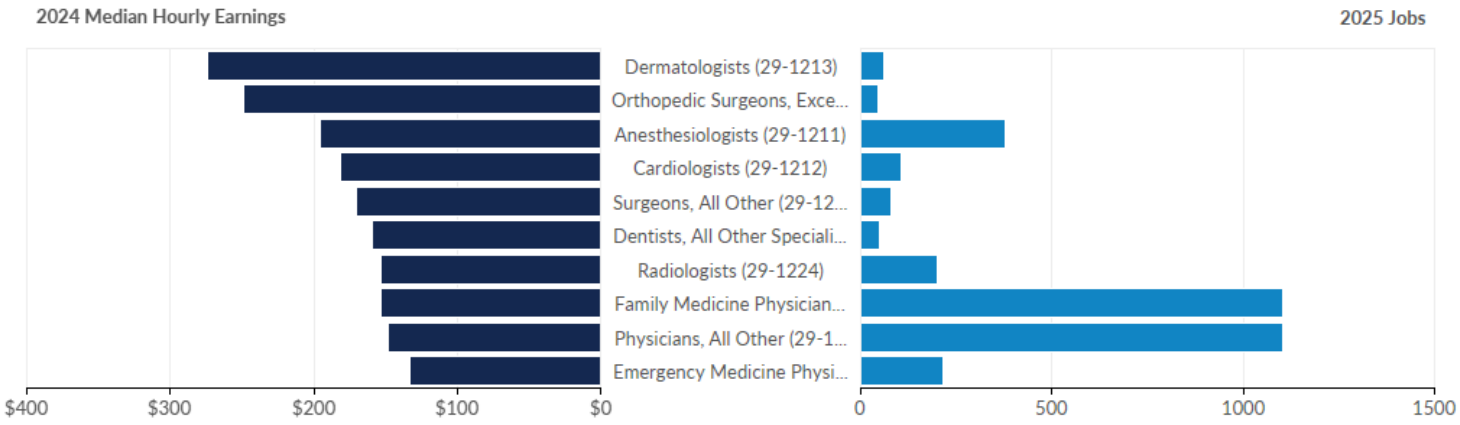
Largest Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
General and Operations Managers	32,388	35,607	3,219	10%	$36.68
Registered Nurses	15,616	18,346	2,730	17%	$41.38
Postsecondary Teachers	9,982	11,733	1,751	18%	$36.02
Elementary School Teachers, Except Special Education	8,204	8,487	283	3%	$28.64
Accountants and Auditors	7,118	8,339	1,221	17%	$31.51
Secondary School Teachers, Except Special and Career/Technical Education	6,234	6,473	239	4%	$29.28
Project Management Specialists	6,159	7,111	952	15%	$39.54
Software Developers	5,642	7,174	1,532	27%	$51.57
Managers, All Other	5,501	6,592	1,091	20%	$32.89
Medical and Health Services Managers	4,776	6,187	1,411	30%	$55.88
Human Resources Specialists	4,021	4,612	591	15%	$30.68
Construction Managers	4,015	5,045	1,030	26%	$40.55
Management Analysts	3,997	4,837	840	21%	$39.32
Chief Executives	3,994	4,435	441	11%	$78.52
Market Research Analysts and Marketing Specialists	3,879	4,586	707	18%	$28.00
Business Operations Specialists, All Other	3,551	4,181	630	18%	$35.62

Financial Managers	3,160	3,994	834	26%	$58.74
Substitute Teachers, Short-Term	2,989	3,155	166	6%	$15.77
Lawyers	2,888	3,251	363	13%	$48.32
Civil Engineers	2,845	3,191	346	12%	$45.72

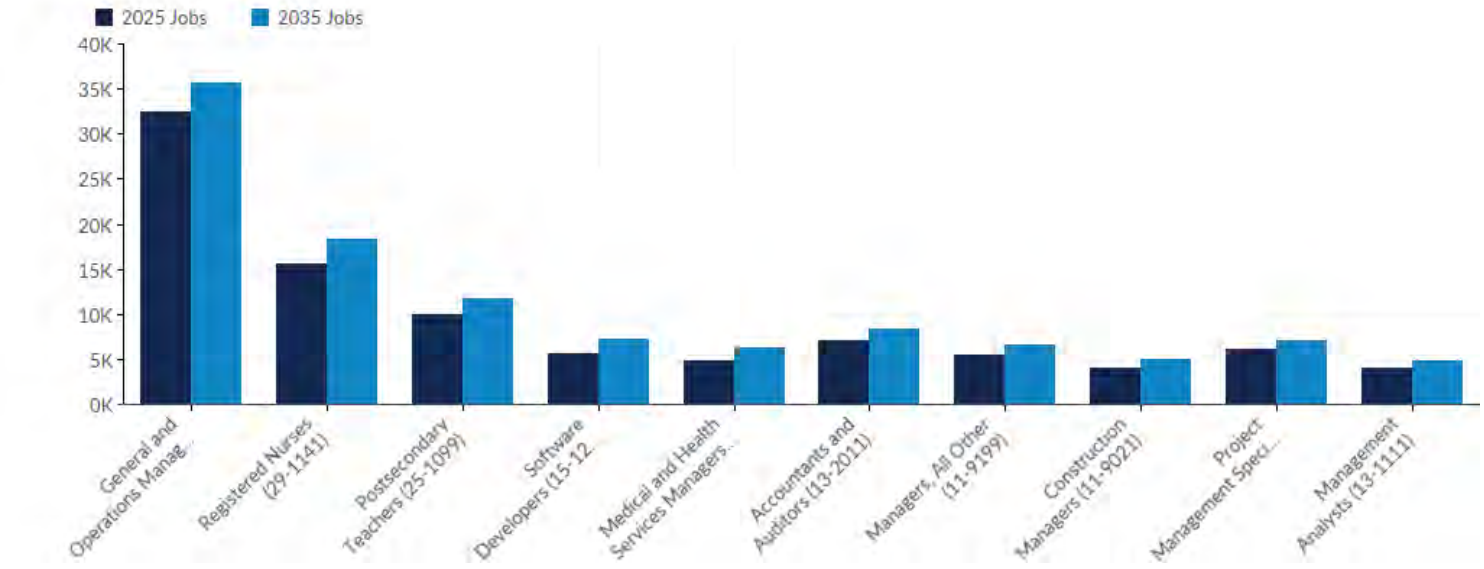
Highest Paying Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
Dermatologists	60	68	8	13%	$274.43
Orthopedic Surgeons, Except Pediatric	44	51	7	16%	$249.22
Anesthesiologists	377	407	30	8%	$195.92
Cardiologists	104	113	9	9%	$181.43
Surgeons, All Other	80	91	11	14%	$170.54
Dentists, All Other Specialists	49	53	4	8%	$159.03
Radiologists	202	221	19	9%	$153.62
Family Medicine Physicians	1,102	1,197	95	9%	$153.17
Physicians, All Other	1,103	1,306	203	18%	$147.76
Emergency Medicine Physicians	214	237	23	11%	$132.58
General Internal Medicine Physicians	372	420	48	13%	$129.95
Obstetricians and Gynecologists	69	76	7	10%	$115.14
Airline Pilots, Copilots, and Flight Engineers	523	580	57	11%	$111.71
Psychiatrists	143	159	16	11%	$109.50
Ophthalmologists, Except Pediatric	124	132	8	6%	$96.80
Pediatricians, General	113	134	21	19%	$91.44
Nurse Anesthetists	220	273	53	24%	$89.79
Orthodontists	12	14	2	17%	$81.36

Chief Executives	3,994	4,435	441	11%	$78.52
Dentists, General	900	1,025	125	14%	$78.32

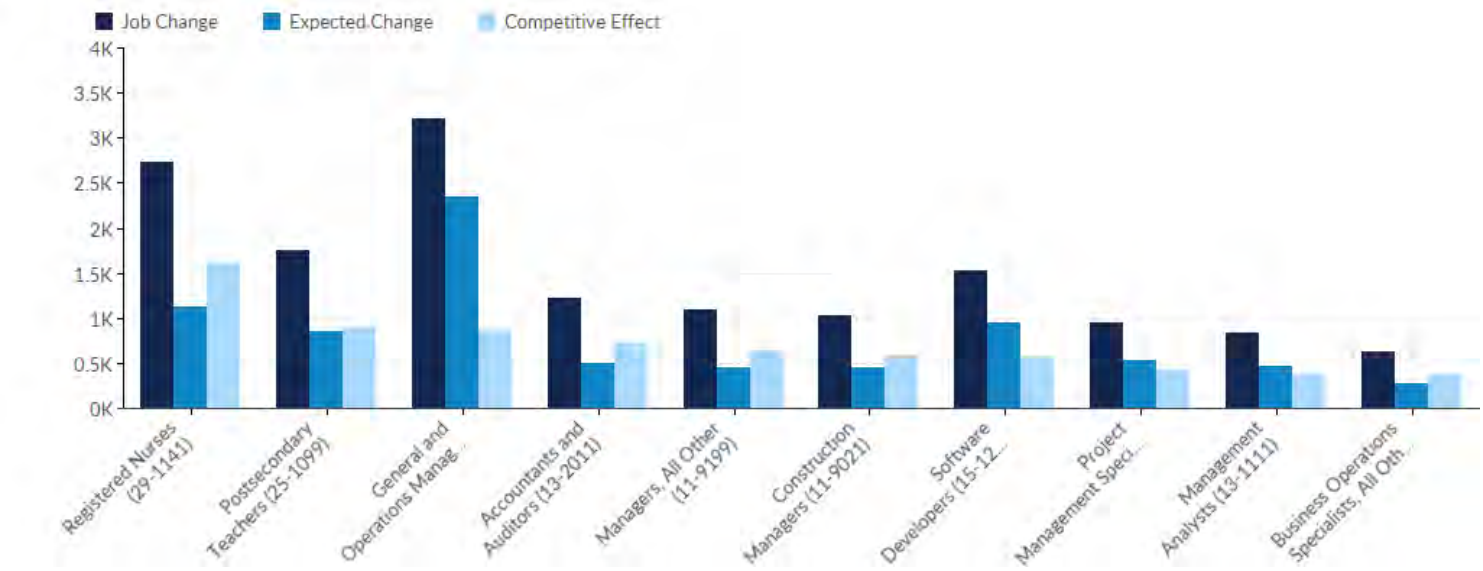
Fastest Growing Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
General and Operations Managers	32,388	35,607	3,219	10%	$36.68
Registered Nurses	15,616	18,346	2,730	17%	$41.38
Postsecondary Teachers	9,982	11,733	1,751	18%	$36.02
Software Developers	5,642	7,174	1,532	27%	$51.57
Medical and Health Services Managers	4,776	6,187	1,411	30%	$55.88
Accountants and Auditors	7,118	8,339	1,221	17%	$31.51
Managers, All Other	5,501	6,592	1,091	20%	$32.89
Construction Managers	4,015	5,045	1,030	26%	$40.55
Project Management Specialists	6,159	7,111	952	15%	$39.54
Management Analysts	3,997	4,837	840	21%	$39.32
Financial Managers	3,160	3,994	834	26%	$58.74
Nurse Practitioners	1,770	2,577	807	46%	$61.96
Market Research Analysts and Marketing Specialists	3,879	4,586	707	18%	$28.00
Business Operations Specialists, All Other	3,551	4,181	630	18%	$35.62
Human Resources Specialists	4,021	4,612	591	15%	$30.68

Substance Abuse, Behavioral Disorder, and Mental Health Counselors	2,611	3,199	588	23%	$30.86
Computer and Information Systems Managers	1,896	2,449	553	29%	$71.37
Chief Executives	3,994	4,435	441	11%	$78.52
Data Scientists	1,167	1,606	439	38%	$52.23
Training and Development Specialists	2,301	2,711	410	18%	$27.77

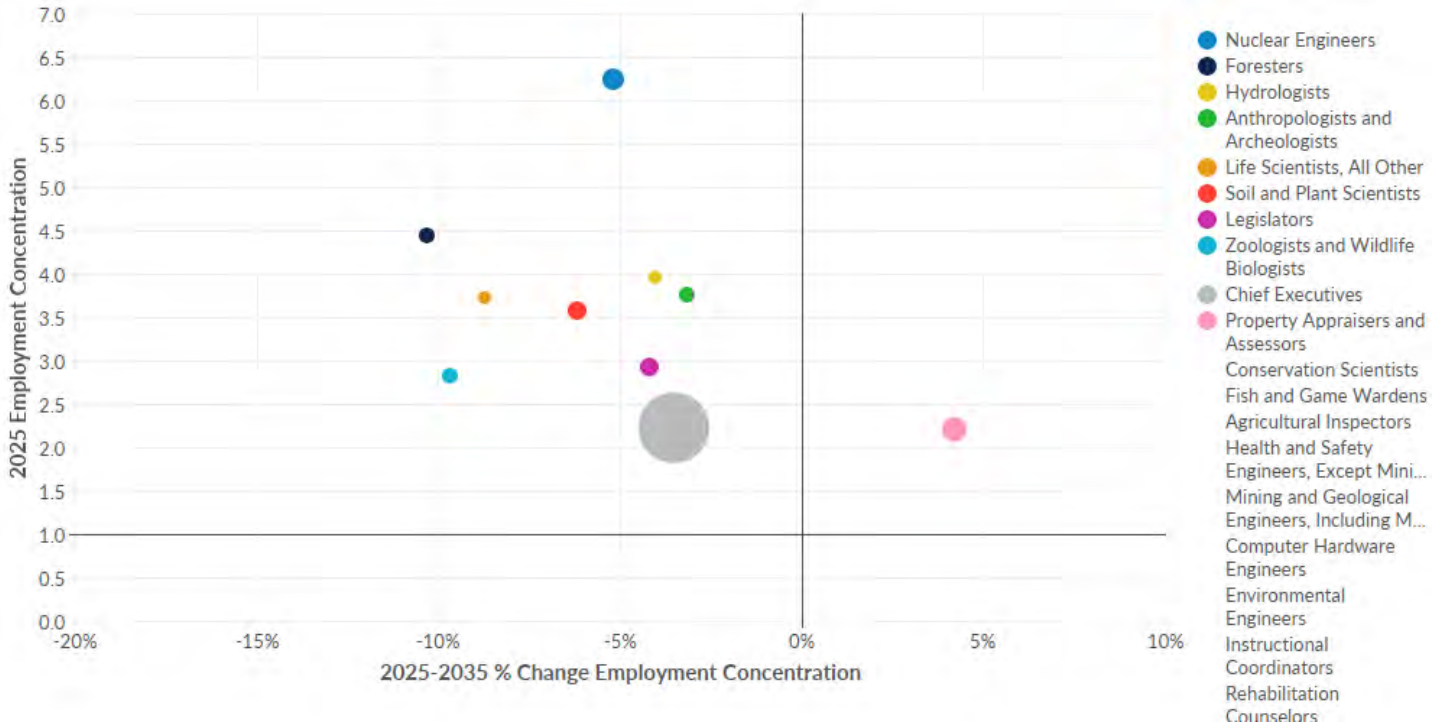
Most Competitive Occupations



Occupation	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect	2024 Median Hourly Earnings
Registered Nurses	2,730	215	916	1,131	1,599	$41.38
Postsecondary Teachers	1,751	273	586	859	892	$36.02
General and Operations Managers	3,219	444	1,900	2,344	875	$36.68
Accountants and Auditors	1,221	74	418	492	730	$31.51
Managers, All Other	1,091	132	323	455	636	$32.89
Construction Managers	1,030	207	236	443	587	$40.55
Software Developers	1,532	621	331	952	581	$51.57
Project Management Specialists	952	175	361	536	415	$39.54
Management Analysts	840	235	235	470	370	$39.32
Business Operations Specialists, All Other	630	58	208	266	364	$35.62
Financial Managers	834	300	185	485	349	$58.74
Market Research Analysts and Marketing Specialists	707	150	228	378	330	$28.00
Computer and Information Systems Managers	553	196	111	307	245	$71.37
Human Resources Specialists	591	115	236	351	240	$30.68

Medical and Health Services Managers	1,411	900	280	1,180	230	$55.88
Lawyers	363	-28	169	141	222	$48.32
Sales Managers	384	28	148	176	208	$60.52
Buyers and Purchasing Agents	368	51	115	166	202	$31.66
Marketing Managers	297	53	77	130	167	$51.54
Pharmacists	282	12	105	117	166	$66.63

Highest Occupation Employment Concentration



Occupation	2025 Jobs	2035 Jobs	% Change	2025 Employment Concentration	2035 Employment Concentration	% Change Employment Concentration	2024 Median Hourly Earnings
Nuclear Engineers	687	695	1%	6.25	5.92	-5%	$62.58
Foresters	334	331	-1%	4.46	4.00	-10%	$29.79
Hydrologists	172	184	7%	3.96	3.80	-4%	$36.05
Anthropologists and Archeologists	234	263	12%	3.76	3.64	-3%	$35.29
Life Scientists, All Other	187	189	1%	3.73	3.40	-9%	$46.63
Soil and Plant Scientists	467	495	6%	3.58	3.36	-6%	$42.47
Legislators	580	605	4%	2.93	2.81	-4%	$13.31
Zoologists and Wildlife Biologists	327	327	0%	2.83	2.56	-10%	$34.94
Chief Executives	3,994	4,435	11%	2.23	2.16	-4%	$78.52
Property Appraisers and Assessors	970	1,028	6%	2.21	2.30	4%	$30.10
Conservation Scientists	388	414	7%	2.15	2.04	-5%	$34.23
Fish and Game Wardens	87	71	-18%	2.10	1.71	-18%	$33.77

Agricultural Inspectors	163	170	4%	2.03	1.93	-5%	$23.35
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	264	284	8%	1.91	1.83	-4%	$46.20
Mining and Geological Engineers, Including Mining Safety Engineers	93	108	16%	1.88	1.96	5%	$50.13
Computer Hardware Engineers	844	850	1%	1.80	1.62	-10%	$61.34
Environmental Engineers	401	425	6%	1.73	1.63	-6%	$41.06
Instructional Coordinators	2,315	2,484	7%	1.73	1.70	-2%	$26.11
Rehabilitation Counselors	929	939	1%	1.71	1.58	-7%	$22.66
Judges, Magistrate Judges, and Magistrates	271	285	5%	1.67	1.64	-2%	$72.09

Appendix A - Data Sources and Calculations

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

State Data Sources

This report uses state data from the following agencies: Idaho Department of Labor

IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

Idaho Employer Business Climate Survey

Idaho Department of Labor
Research and Communications Bureau

December 2024

IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

Idaho Employer Business Climate Survey, 2024

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This survey and accompanying report were the collaborative effort of the Idaho Department of Labor's regional labor economist team.

The regional labor economist team comprises six members who each cover one of the labor market areas in Idaho from each region's main office in addition to their supervisor stationed at the central office in Boise:

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December 2024

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Executive summary

This report presents the results of the second Idaho Business Climate Survey conducted by the Idaho Department of Labor. The intent is to measure and understand the top concerns of Idaho businesses and the current and near-term outlook of Idaho's labor market and economy in real time on an annual basis.

Idaho's economy has been undergoing a transition in the past decade. Its labor and housing markets have been among the hottest in the country due to its strong economy. Idaho was among the first to experience trends of a tight labor market, aging demographics and changing work set ups for companies and their employees enabled by technological advancements. The COVID-19 pandemic in 2020 accelerated these trends and seemed to make them permanent. Slow workplace transformations have been replaced by dynamic and fast-paced shifts that are rewriting norms.

Data from the U.S. Census Bureau, the U.S. Bureau of Labor Statistics and other sources that can be used to explain these shifts takes time to be gathered, analyzed and distributed, if it is available at all. This survey captured information in real time. It was developed as a method to resolve questions for which there is scarce data and knowledge. The results establish a benchmark for an annual survey with the same questions to measure changes and understand shifts in the economic landscape for employers.

The survey asked a series of core questions to gauge views on the current and near-term future of Idaho's labor market and economy. Additional questions to enhance the survey's investigation of the business climate includes the following:

- Top business concerns and reasons for labor turnover.
- Demand for current and future employee skills.
- The workplace arrangements of employees.

Key takeaways

- 45% of respondents reported their employment neither grew nor shrunk the past five years despite the COVID-19 pandemic while 50% of respondents expected to gain workers over the next five years.
    - Expectations for future employment growth were correlated with the experience of the past five years. Generally, businesses expecting future growth were those who had grown through the pandemic, while those expecting future reductions also experienced recent reductions. However, this correlation was weaker than in 2023. It appears as the economy has slowed expectations have tempered as well.
- Almost half of respondents (47%) had a top concern involving labor, either high turnover or the supply/cost of workers.
    - Labor concerns were prevalent across both goods- and service-producing

industries.
  - Other top concerns included economic uncertainty; supply or cost of nonlabor inputs; and taxes, regulations and other public policies.

- 46% of respondents cited job switching as the top reason for labor turnover.
  - Job switching was a commonly cited top reason among goods- producing industries as well as several customer-facing service industries.
  - Retail trade, manufacturing, and health care and social assistance had the greatest share of cited employees leaving to return to school or enroll in a job training program.
  - Retirements were the fastest growing reason for labor turnover from 2023-2024.
  - Only 15% of respondents cited an employer-initiated decision as a top reason for labor turnover such as discharge/termination or internal promotion.

- Idaho employers continue to see deficiencies in workers' soft skills and expect their need for these skills to grow.
  - Leadership/managerial and time management skills were top ranked in current skills deficiencies and will be a growing need over the next five years.
  - Job-specific English, reading and writing, as well as math, appear to be least deficient of the skills considered, the same as in 2023.

- About nine out of 10 people who work for an Idaho employer do so in person instead of remotely or hybrid.
  - Industries with a larger share of remote and hybrid workers included those centered around the creation, exchange and curation of knowledge and data.
  - Industries with a smaller share of hybrid or remote workers included goods-producing industries as well as many typically customer-facing service industries.
  - Following national trends, remote work is being pulled back in favor of hybrid work arrangements.

Business climate and core concerns

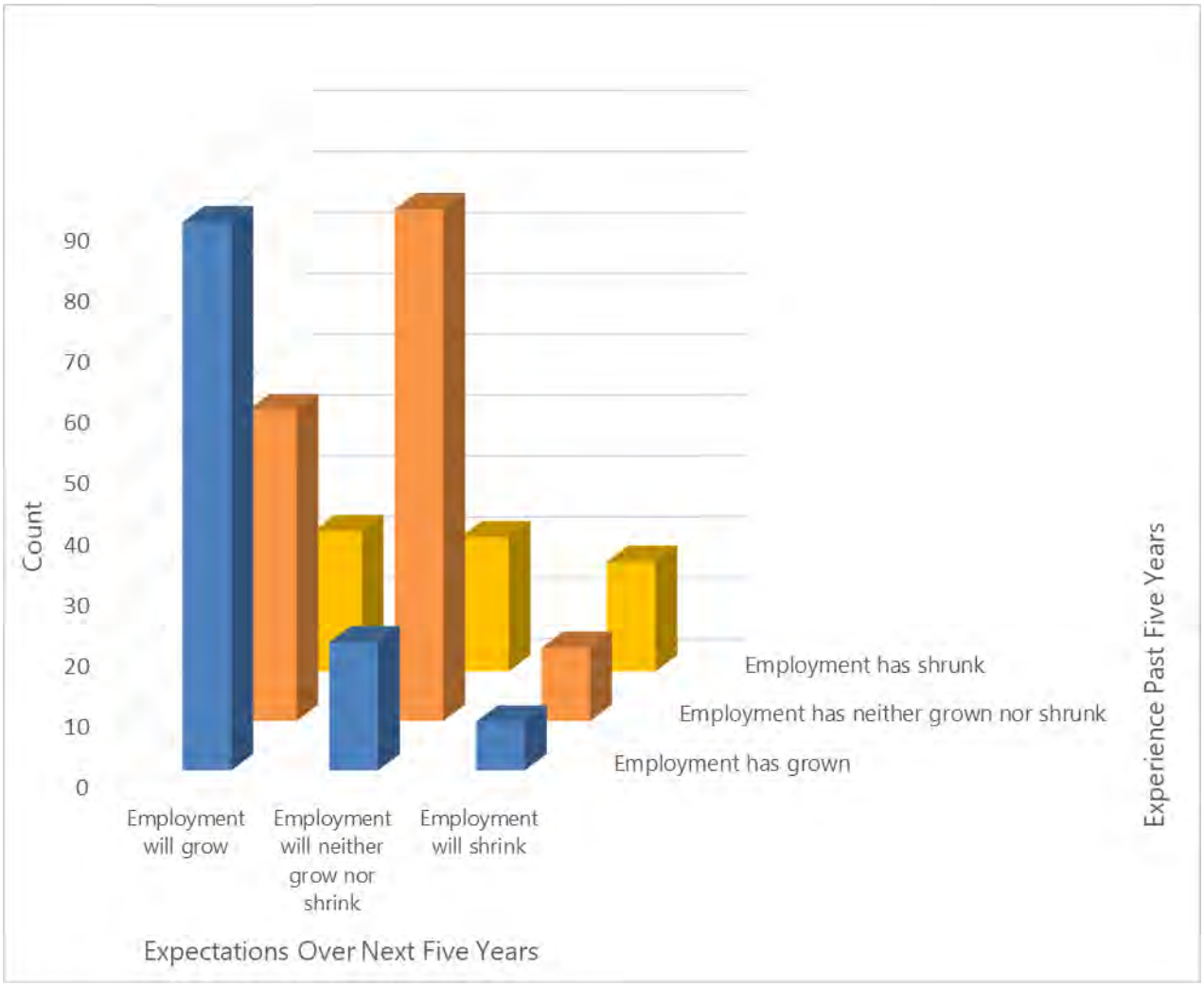
The state's regional labor economist team wanted to learn about the experience of Idaho employers during the COVID-19 pandemic and how it might affect their expectations over the next several years with the pandemic now behind us. The survey focused on changes in employment levels and asked respondents two questions: 1.) "Has your employment grown or shrunk over the past five years?"; and 2.) "What expectations do you have for changes in your employment over the next five years?" Figure 4 provides a three-dimensional bar graph of responses to the two questions.

Looking at Idaho entrepreneurs' experiences over the past five years, the largest share of respondents reported employment having neither increased nor decreased (45%), followed by those who said employment grew (36%). However, over a quarter of respondents reported employment shrunk since the onset of the pandemic (19%).

Yet Idaho business owners are still feeling confident about their employment outlook, as half of respondents expected their business' employment to grow over the next five years (50%), followed by those who expected no change (39%) and finally those who expected employment to shrink (11%). Industries with relatively more pessimistic employment outlooks were construction, health care and social assistance, educational services, and finance and insurance. Respondents expecting employment to grow dropped 6% while respondents expecting either no change or for employment to shrink grew 4% and 2% respectively. Overall, while entrepreneurs are still expecting employment growth, it appears that expectations are more tempered than 2023.

Finally, as seen in Figure 4, future employment expectations appear somewhat correlated with the business' past employment experience. A majority of respondents expecting employment growth said their employment has grown in the past five years. Similarly, a majority of respondents expecting neither growth nor shrinkage also said their employment neither grew nor shrunk over the past five years. Continuing the trend, a majority of respondents with negative employment outlooks were those who said they lost workers in the past five years.

Figure 4: Past and future expected employment change



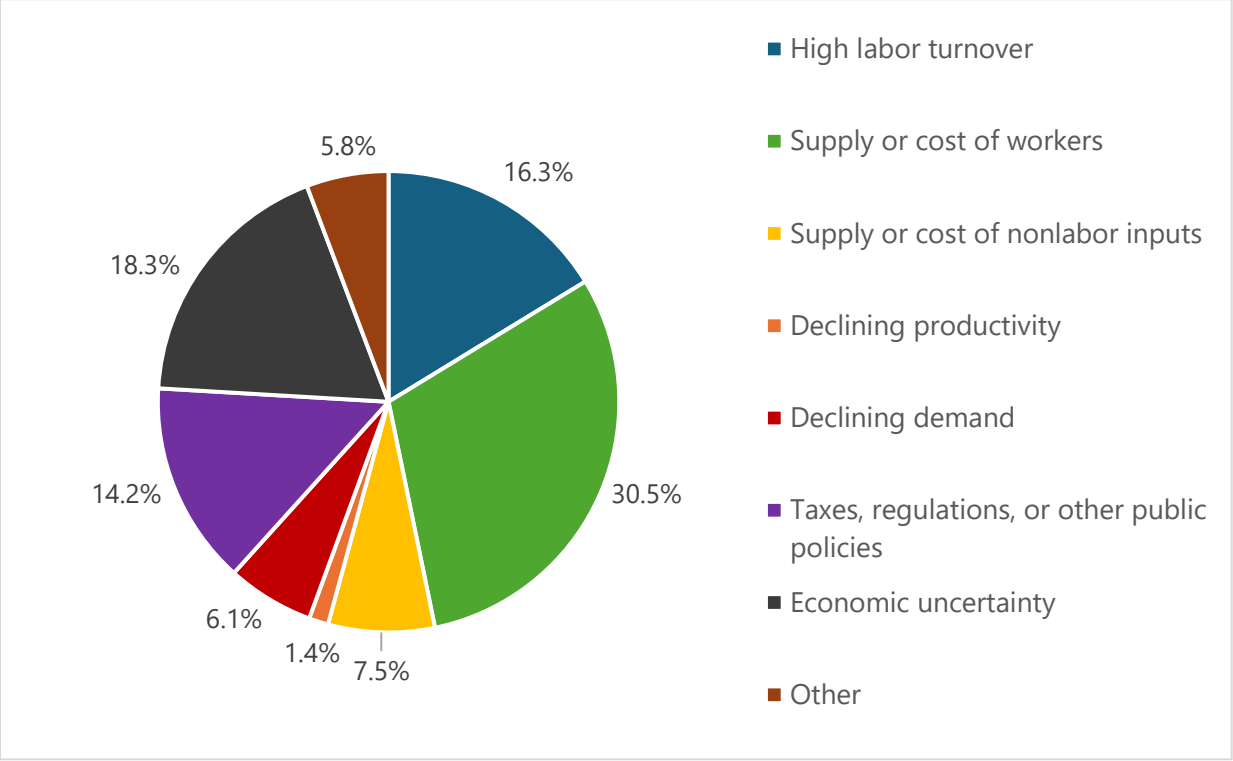
Source: 2024 Idaho Business Climate Survey

Top business concerns

Even before the pandemic, the department was hearing about labor concerns from local businesses, but wanted to know if these concerns were widespread. To quantify this, survey respondents were asked to rank eight business concerns in the order of importance along with the option to provide an open-ended response to the concern if they wished to elaborate further. Figure 5 provides a breakdown of respondents' top concern by rank.

Almost half of respondents who answered the question reported some labor-related issue as their top concern, with 30.5% choosing "Supply or cost of workers" and 16% selecting "High labor turnover." This corroborates ongoing trends of a tight labor market even with the rising unemployment rate. Common open-ended responses included fierce competition among employers for talent, rising operating costs, widespread job switching as workers shop for more attractive pay and benefits, in addition to poor talent pipelines for certain specialized occupations within the state.

Figure 5: Top business concerns



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wage

Several industries indicated labor turnover and the supply of workers as their top concerns, as shown in Figure 6.

Figure 6: Top concern as % of respondents

Industry	Labor turnover	Supply of workers
Health care and social assistance	35%	30%
Construction	14.6%	40%
Educational services	13.3%	40%
Other services (except public administration)	18.8%	31.1%
Utilities	25%	25%
Retail trade	16.1%	32%

Source: 2024 Idaho Business Climate Survey

The most common concern unrelated to labor was "Economic uncertainty" at 18.3%. This survey was conducted in August 2024, a month before the first interest rate cut since March 2020 was on the horizon but was unknown to respondents at the time. Interest rate cuts weren't the only factor as 2024 was also an election year, which brought uncertainty and anxiety to both firms and consumers. In their open-ended responses, many respondents who selected economic uncertainty as their top concern cited recession worries, government over spending, changing taxes and regulations, and potential political or civil unrest with the election.

Among the industries where economic uncertainty was the top concern were finance and insurance (42.9% of industry respondents); real estate, rental and leasing (41.7%); and manufacturing (33.3%).

Rounding out respondents' top concerns by share were "Taxes, regulations, and other public policies" with 14.2% of respondents, "Supply or cost of nonlabor inputs" at 7.5%, "Declining demand" at 6.1%, and "Declining productivity" at 1.4%.

Reasons for labor turnover

When considering the cause of high labor turnover, it is important to note the decision of a worker to separate from their job or an employer to let an employee go is complex and personal, so the department included a similar ranking question.

Respondents were asked to rank nine possible reasons for labor turnover at their business along with the ability to provide open-ended responses if they desired to elaborate. Figure 7 provides a pie chart of respondents' top reason for churn among their workers.

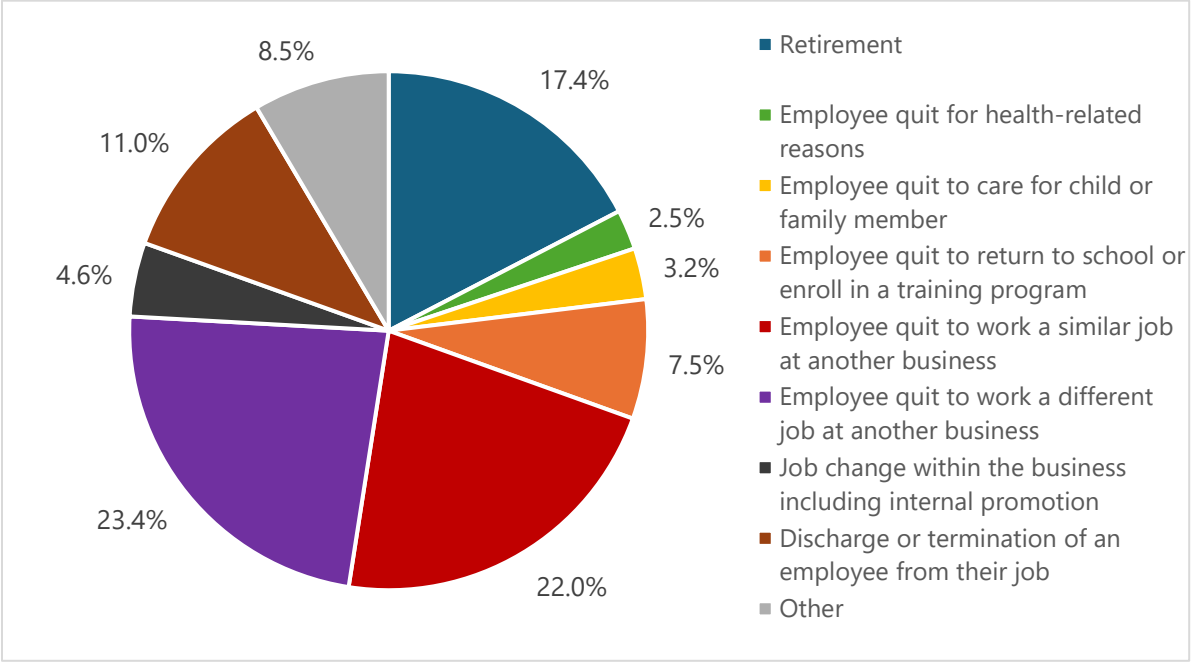
Most respondents cited some form of job switching as the main reason for labor turnover, with

23.4% citing "Employee quit to work a different job at another business," and 22% citing "Employee quit to work a similar job at another business." This is consistent with other evidence that suggests the labor market continues to be tilted in workers' favor with employees often ending an employment relationship with their employer. In a job-seekers market, workers with an abundance of employment options will shop for the best match. Job hopping is still occurring, even in the current labor market that has slowed from post-pandemic highs and has a higher unemployment rate than 2023.

While job switchers of some kind were the most cited turnover reason among all respondents, some industries appear more impacted than others. A majority of respondents within transportation and warehousing (66%); health care and social assistance (57.9%); educational services (55.6%); accommodation and food services (52.6%); retail trade (51.6%); and arts, entertainment, and recreation (50.1%) gave job switching as the top reason for labor turnover within their business.

Though 8.5% of respondents chose the "Other" reason, many open-ended responses stated labor turnover was not an issue for the business. The next most commonly cited top reason was "Retirement" at 17.4%, owing in part to an ongoing demographic transition as the baby boomer generation exits the workforce. Industries with notably large shares of respondents citing retirements as a top reason for labor turnover included finance and insurance (30.8%); professional, scientific, and technical services (30%); construction (25.5%); real estate, rental and leasing (25%); and educational services (25%).

Figure 7: Top reason for labor turnover



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Rounding out the list of top reasons for labor turnover were "Discharge or termination of an employee from their job" (11%), "Employee quit to return to school or enroll in a training program" (7.5%), "Job change within the business including internal promotion" (4.6%), "Employee quit to care for child or family member" (3.2%), and "Employee quit for health-related reasons" (2.5%).

Some industry examples include:

- 21.1% of those in accommodation and food services and 12.9% in other services (except public administration) cited employees quitting to return to school or enroll in training as their top reason for employee turnover.
- 10.5% of respondents in health care and social assistance cited workers quitting to care for children or family.

Worker skills assessment

While labor concerns are important, employers also desire workers with a degree of requisite skills. Although it is beyond the scope of this survey to look at technical skills in detail, the survey did include two questions to assess the current and future needs of Idaho employers when it comes to several more general skills.

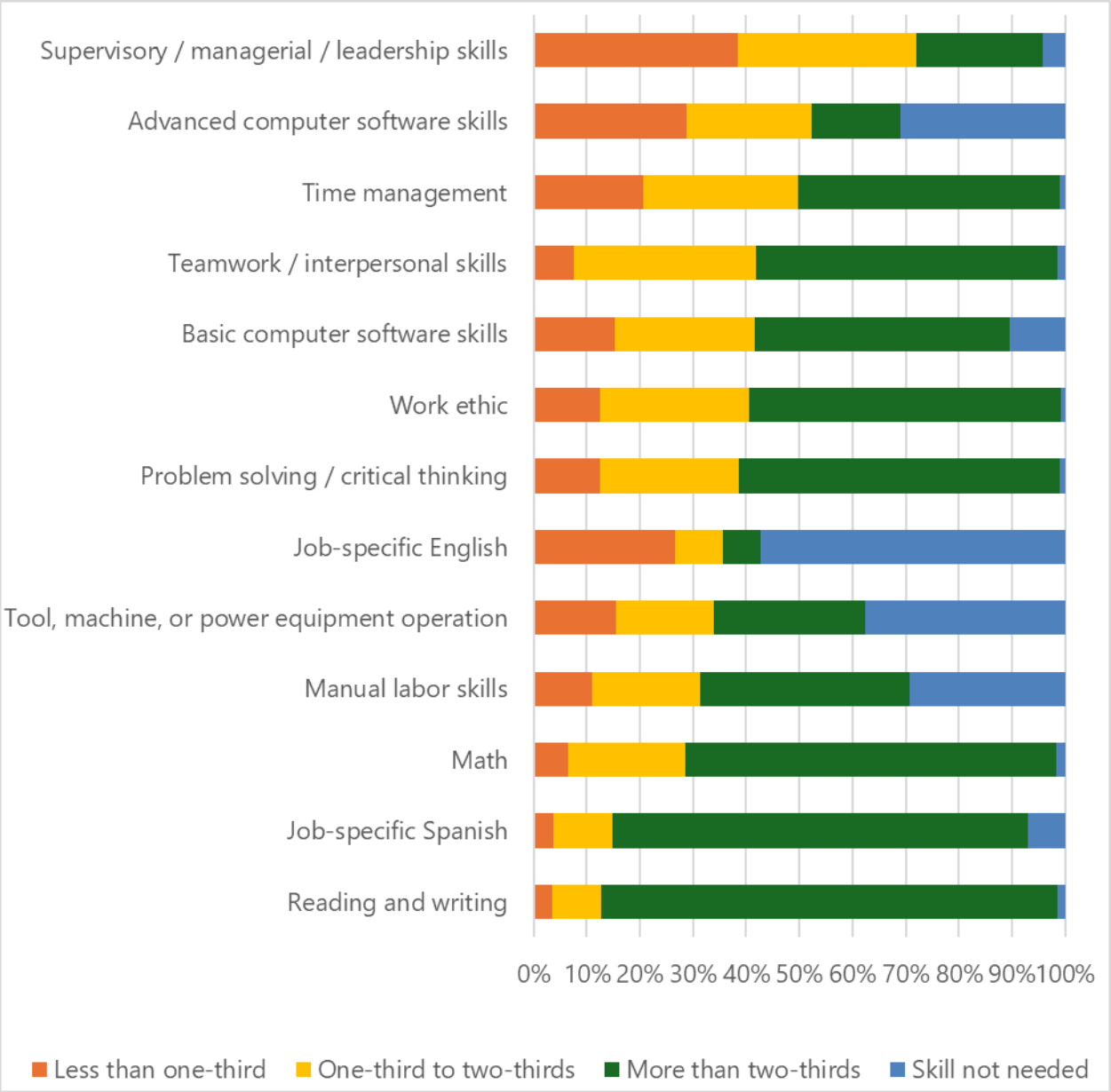
Figure 8 provides a breakdown of how employers perceive their employees' skill levels in different areas. Employers ranked the share of their employees who possess each skill as less than one-third (shown in orange), one-third to two-thirds (yellow) and more than two-thirds (green). The chart shows the percentage of employers who chose specific rankings in each skill.

At the top of the list of deficient skills are a cluster of soft skills including supervisory/ managerial/leadership, time management, teamwork/interpersonal skills, and technical skills like basic and advanced computer software skills.

Ignoring basic computer software skills, these most deficient skills are difficult to replace by automation and difficult to learn and develop beyond exercising them. At the other end of the spectrum is the more traditional cluster of reading and writing, job-specific English and math skills with far larger shares of respondents reporting more than two-thirds of their workers having the desired competency.

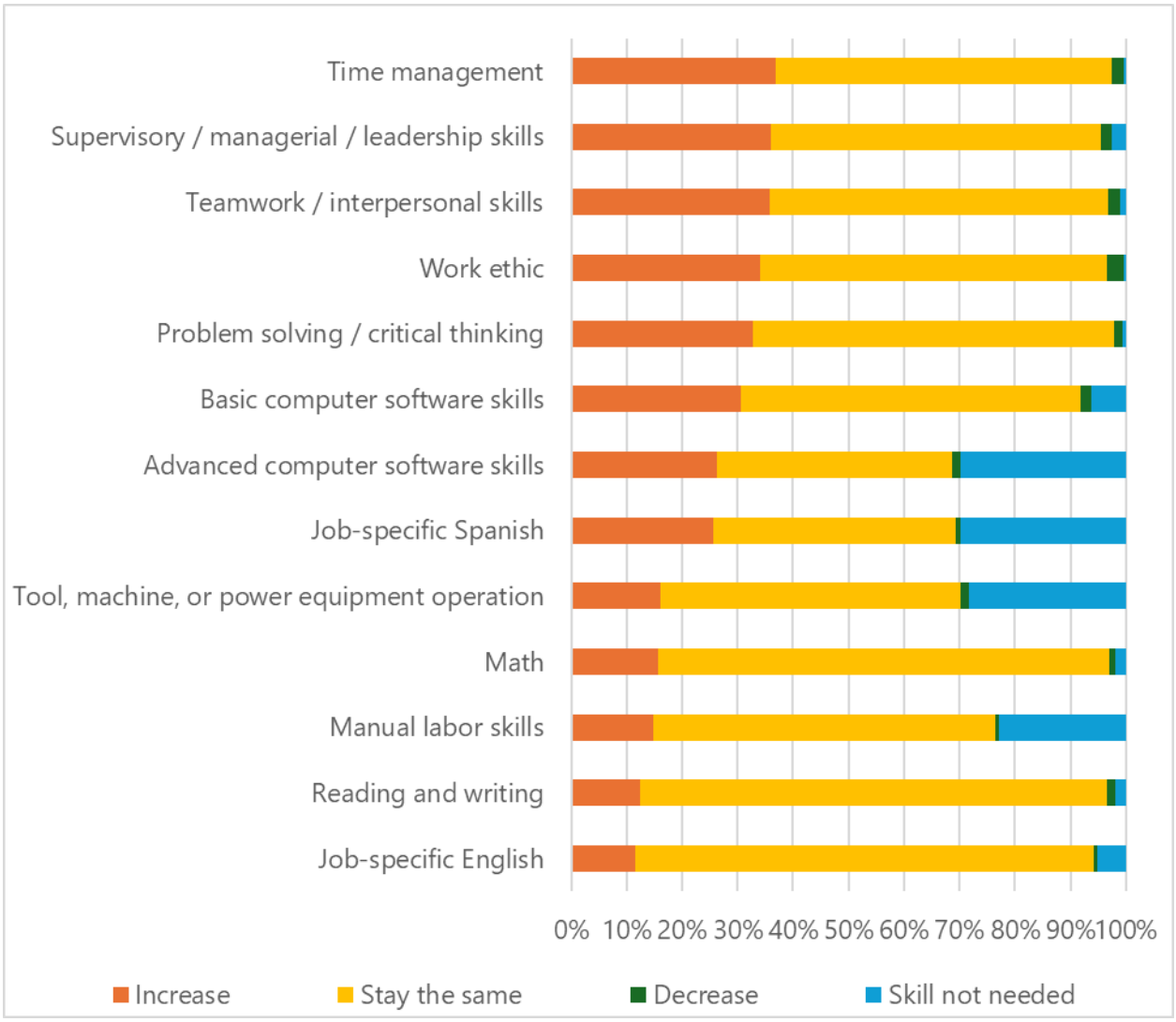
The survey also asked respondents to rank these skills according to how their needs will change over the next five years. Figure 9 shows the top skills currently seen as deficient and expected to be growing in need are all soft skills — "Time management," "Supervisory/managerial/leadership skills," "Teamwork/interpersonal skills," "Work ethic," and "Problem solving/critical thinking" being the top five respectively.

Figure 8: Share of workers adequately possessing skills



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Figure 9: Need for skills over next five years



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Part of the reason for the high demand for workers with leadership skills could reflect an aging workforce and the expected retirement of many experienced leaders and supervisors from the workforce over the coming years.

Remote and hybrid work

The remote working model existed in Idaho before the COVID-19 pandemic. Adaptation to the disruption caused by COVID-19 accelerated this trend by decades in redefining the nature of where work happens. The flexibility on when and where work can happen — remotely from the office versus at the workplace — varies depending on the industry and specific occupations. The survey team attempted to find the level of Idaho employers who embraced full remote or hybrid schedules for their workers and how different industries have employed this employment trend.

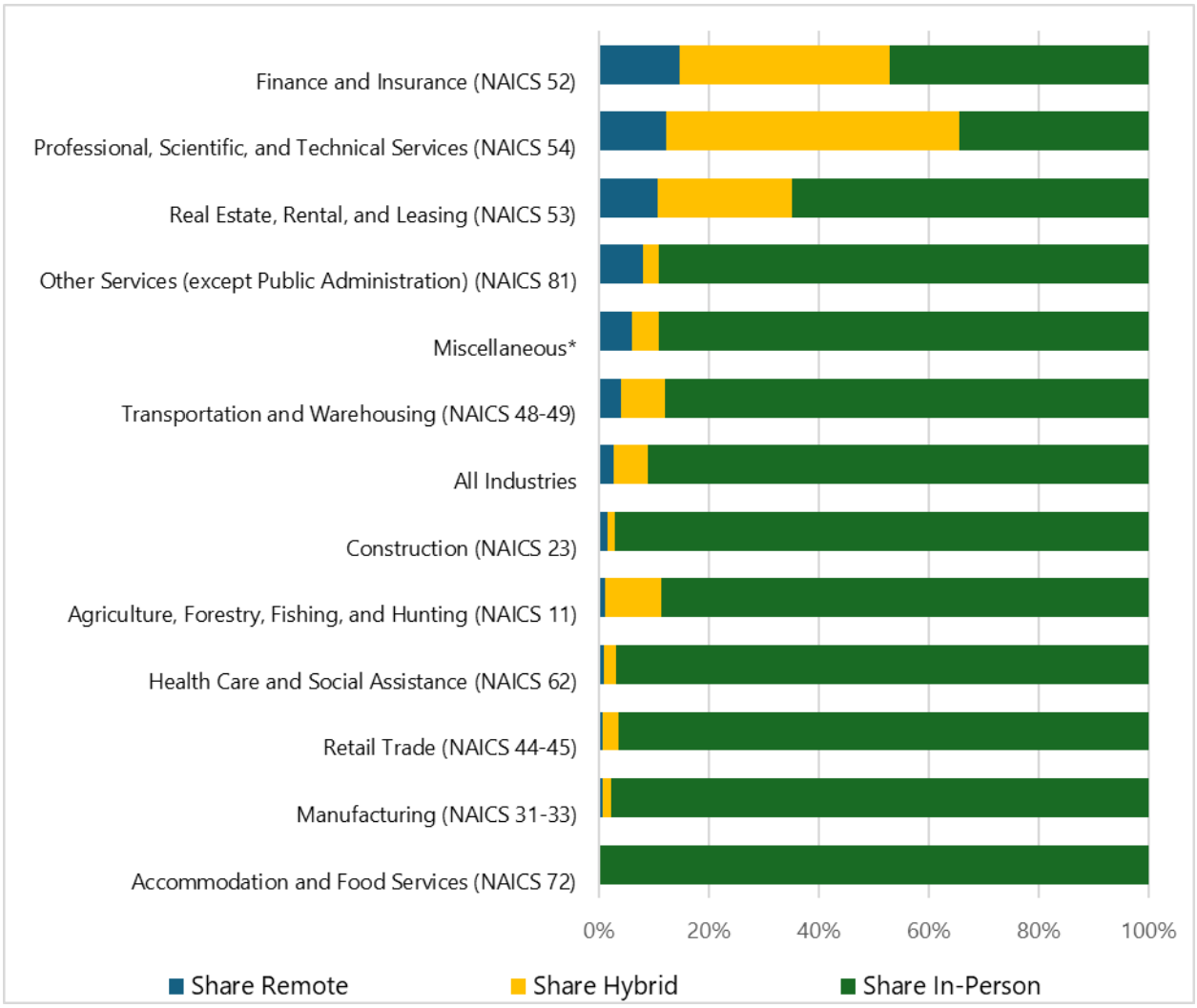
The survey indicates that 9% of total employers in Idaho work remotely (2.7%) or have a hybrid workplace arrangement (6.2%).

Unsurprisingly, remote options differ between Idaho's industries. Businesses with jobs involving a physical aspect of goods being made or services being performed are not conducive to telework arrangements and have the smallest share of remote or hybrid employment.

Accommodation and food service industry respondents had the smallest portion with just 0.3% of employment in a hybrid set up. Only 2.1% of manufacturing, 3.2% of health care and social assistance, and 3.5% of retail trade jobs represented in the survey have workplace arrangements other than in-person.

On the opposite end, industries centered around the creation, exchange and curation of knowledge and data had a much larger portion of employees working remote or on a hybrid schedule. The finance and insurance industry and the professional, scientific and technical services industry were the only two industries with a minority of employees working exclusively in person at 47% and 34.4% respectively. Professional, scientific and technical services was the only industry to report a majority of employees (53.3%) working in a hybrid arrangement in Idaho.

Figure 10: Share of employees by work arrangement, industry

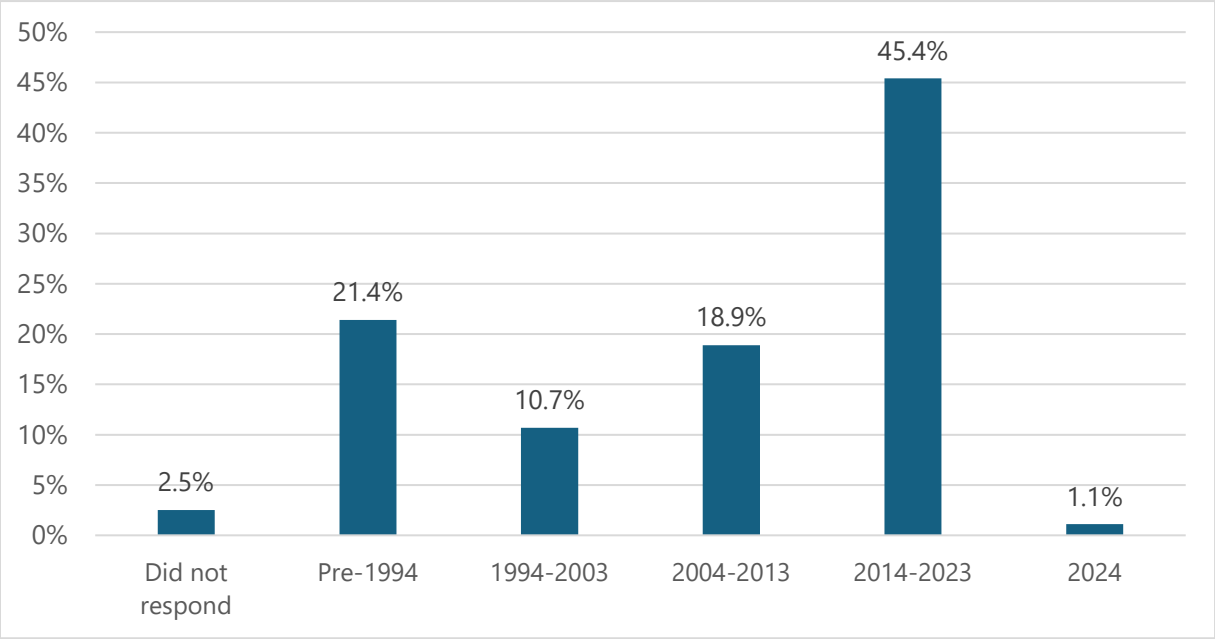


Source: 2024 Idaho Business Climate Survey
**Miscellaneous industry bin contains administrative and support and waste management, information, management of companies and enterprises, mining, public administration and wholesale trade.*
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages.

Age of locally operated businesses

Of the businesses surveyed, 65% operate in a single county within Idaho while 2% operate statewide. Looking exclusively at respondents who operate out of a single county, nearly half first began operations in Idaho within the past 10 years and about seven out of 10 within the past 20 years (see Figure 11).

Figure 11: Start-up year of locally operated business



Source: 2024 Idaho Business Climate Survey
Note: Percentages represent respondents who only operated in a single Idaho county.

2023-2024 Over the year survey analysis

With 2024 being the second year of the survey, the labor economist team can now monitor the year-over-year changes in how Idaho employers observe the business climate. A year-over-year analysis allows for a better understanding of how employer attitudes in Idaho have evolved over the years.

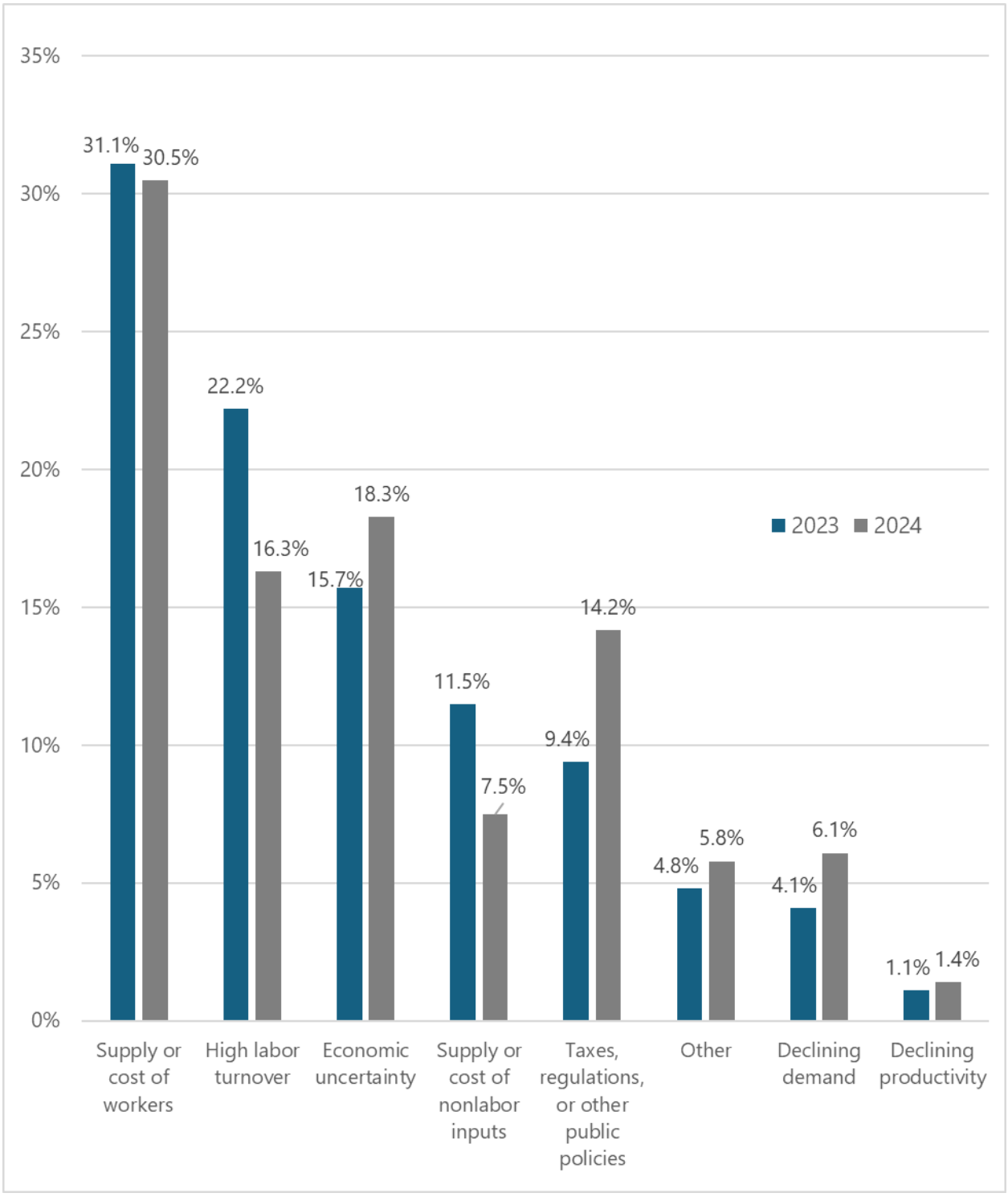
Top business concerns

Labor concerns, whether it be the supply or cost of workers or high labor turnover, were the largest concerns of employers in both 2023 and 2024. However, "High labor turnover" as a top concern decreased by almost 6% year over year, as shown in Figure 12. This, along with the unemployment rate rising all year, indicates increasing employer power in the labor market. "Economic uncertainty" as a concern increased in 2024, likely due to the election and the speculation around interest rate cuts. As this survey was conducted in August, a month before the first interest rate cut since March 2020, interest rate speculation could have been top of mind for many employers.

The 4% year-over-year decline in employers' concern for "The supply or cost of nonlabor inputs" indicates the economy is normalizing as inflation rates have mostly flattened outside of housing costs. However, "Declining demand" has grown as a concern as the economy has begun to cool with a near normalized inflation rate in addition to a slowly growing unemployment rate, pointing to a growing slack in the demand for labor. As the economy cools, spending will decline as consumers pull back on non-essential spending.

In 2024, external factors were the fastest growing business concerns for Idaho employers. Interest rates, normalizing inflation, volatile energy prices due to international conflicts and an election year are all examples of external factors that create general uncertainty and anxiety for employers and consumers alike.

Figure 12: Top business concerns, 2023-2024



Source: 2023 and 2024 Idaho Business Climate Survey

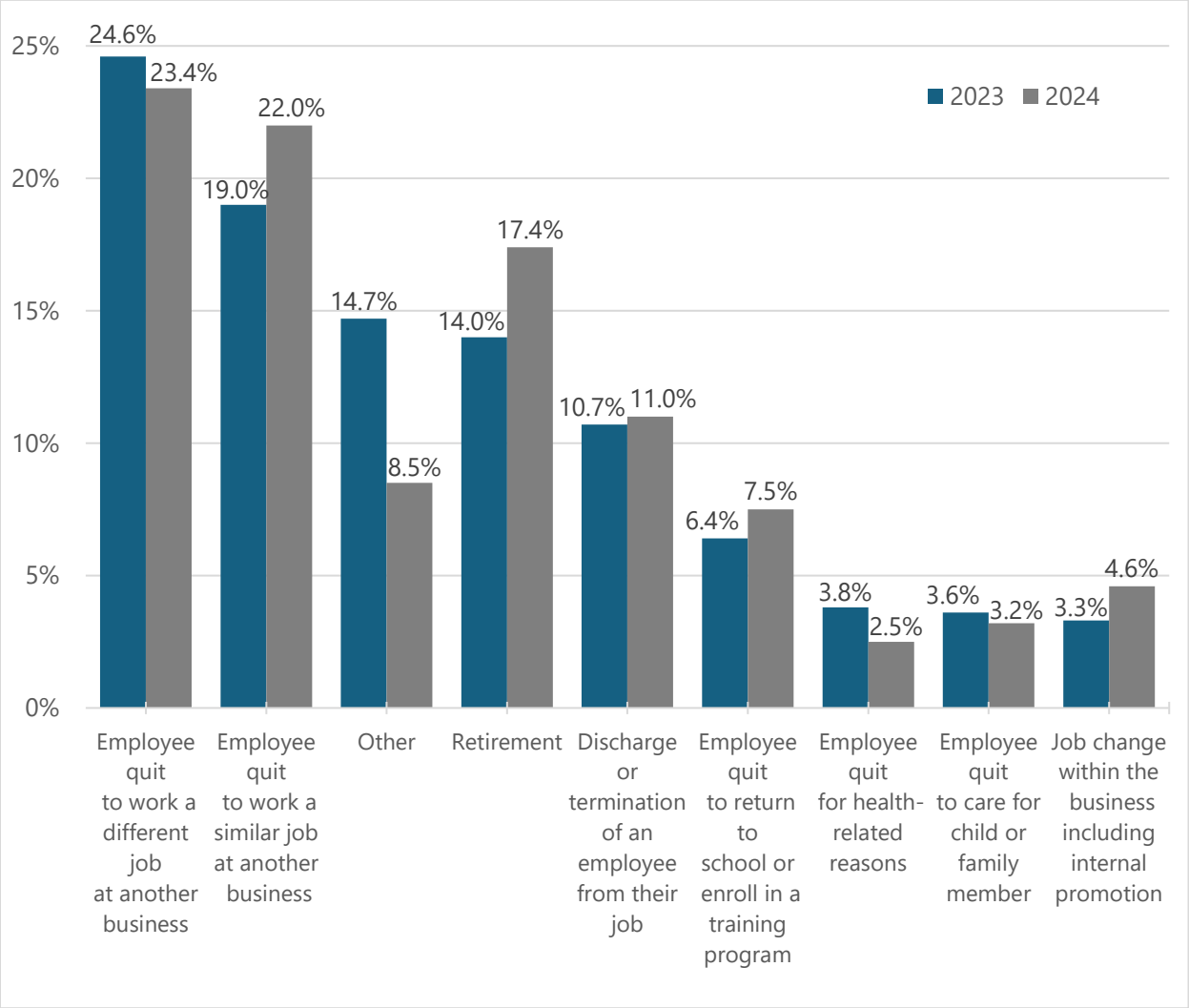
Top reason for employee turnover

Job switching, where an employee switches to either a similar or different job at another business, was the largest reason for employee turnover in both 2023 and 2024.

The response of "Employee quit to work a similar job at another business" grew 3% year over year, indicating even though the labor market has tightened from 2023, employees still have the option to shop around for a better wage/benefits.

The top reason for employee turnover that grew the most year over year was retirement at over 3%. Retirements being a growing reason for employee turnover highlights the state and nation's aging population trend. According to Idaho Department of Labor's 2022-2032 population projection, Idaho's under 15 population is projected to grow 5.7% over the observed 10-year period while Idaho's 65 and older population is projected to grow 31%. Idaho's aging demographics will continue to be a structural challenge for Idaho's labor force.

Figure 13: Top reasons for employee turnover, 2023-2024



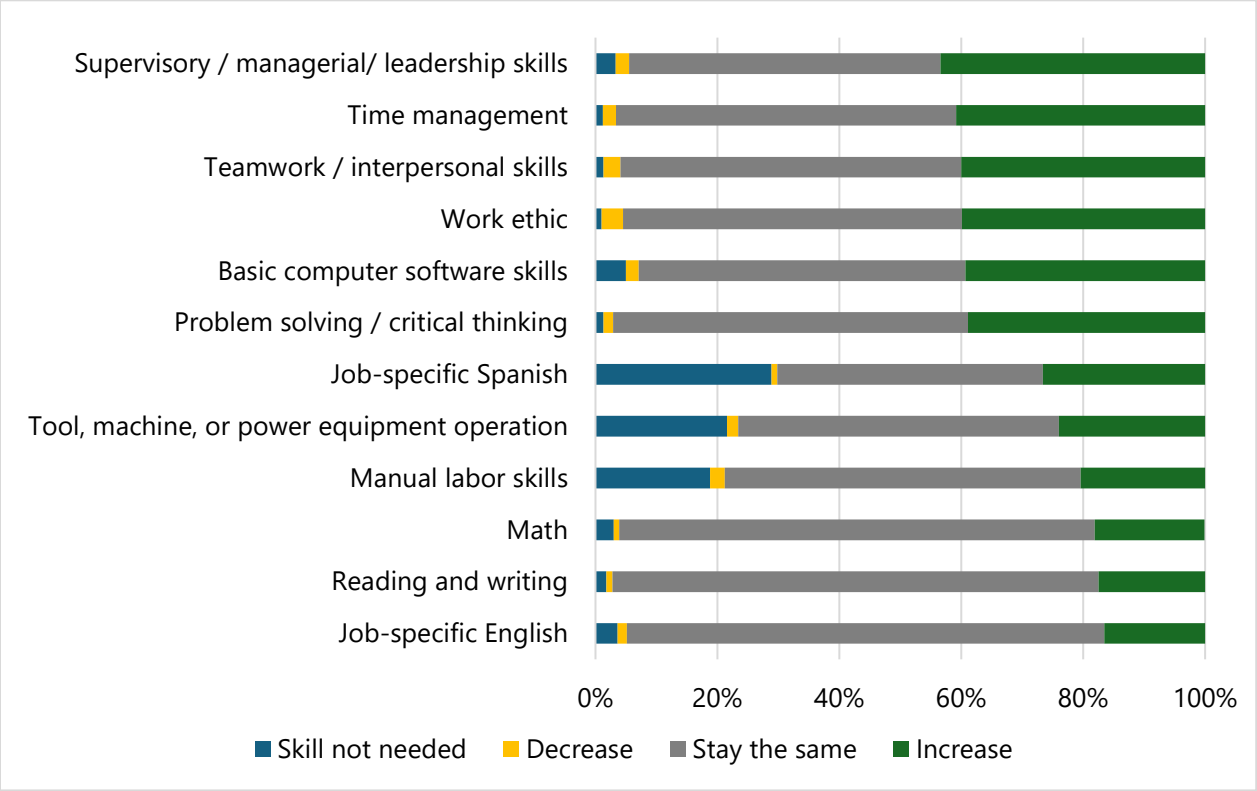
Source: 2023 and 2024 Idaho Business Climate Survey

Expected need for select skills in the next five years

In both 2023 and 2024, employers expected to see an increase in soft skills such as time management, work ethic, teamwork and interpersonal skills, and management and leadership skills. This makes sense as soft skills are applicable in all occupations in all industries, while skills like manual labor skills and tool, machine, or power equipment operation are more niche skills. The rising demand in supervisory/managerial/leadership skills is correlated to most management occupations being held by older workers, who are likely to retire soon, creating a need to cultivate a new management team.

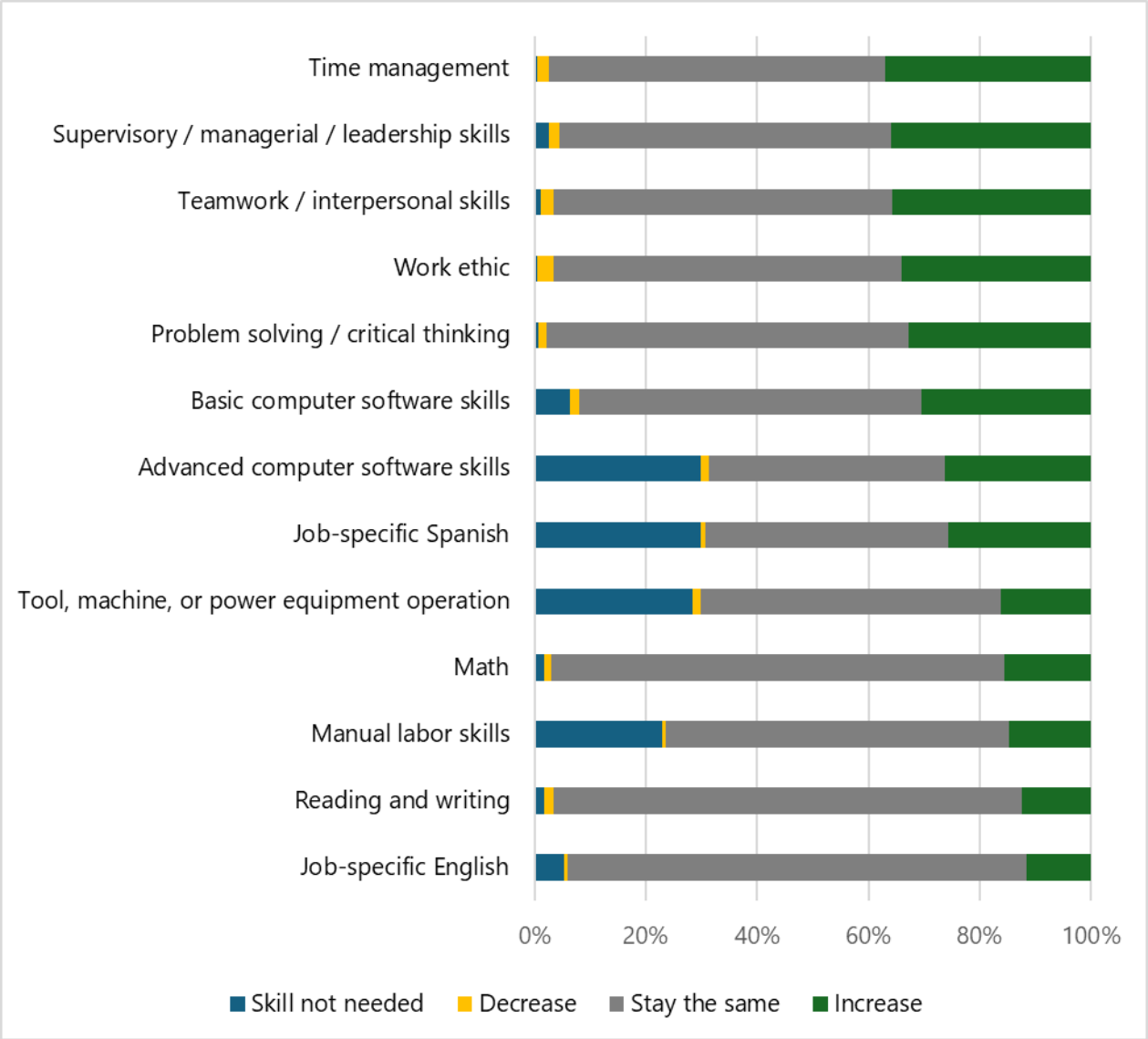
Technical skills are expected to have less demand than soft skills in both 2023 and 2024 but are still crucial to the economy. Basic computer software skills — defined by Microsoft office, email and video conference software like Zoom — and advanced computer software skills — defined by industry specific software, AI powered tools and programming knowledge — were both technical skills in 2023 and 2024's survey with the highest expectation for growth (advanced computer software skills was a new category to the 2024 survey). Computer software skills are the most broadly applicable technical skill, followed by tool, machine, or power equipment operation; math; and manual labor skills. Job-specific Spanish is both a skill many employers don't have a need for, and one that many expect to grow. This illustrates that not all businesses need this skill but the ones that do need it are expected to need it badly.

Figure 14: Expected need for select skills over the next five years, 2023



Source: 2023 Idaho Business Climate Survey

Figure 15: Expected need for select skills over the next five years, 2024



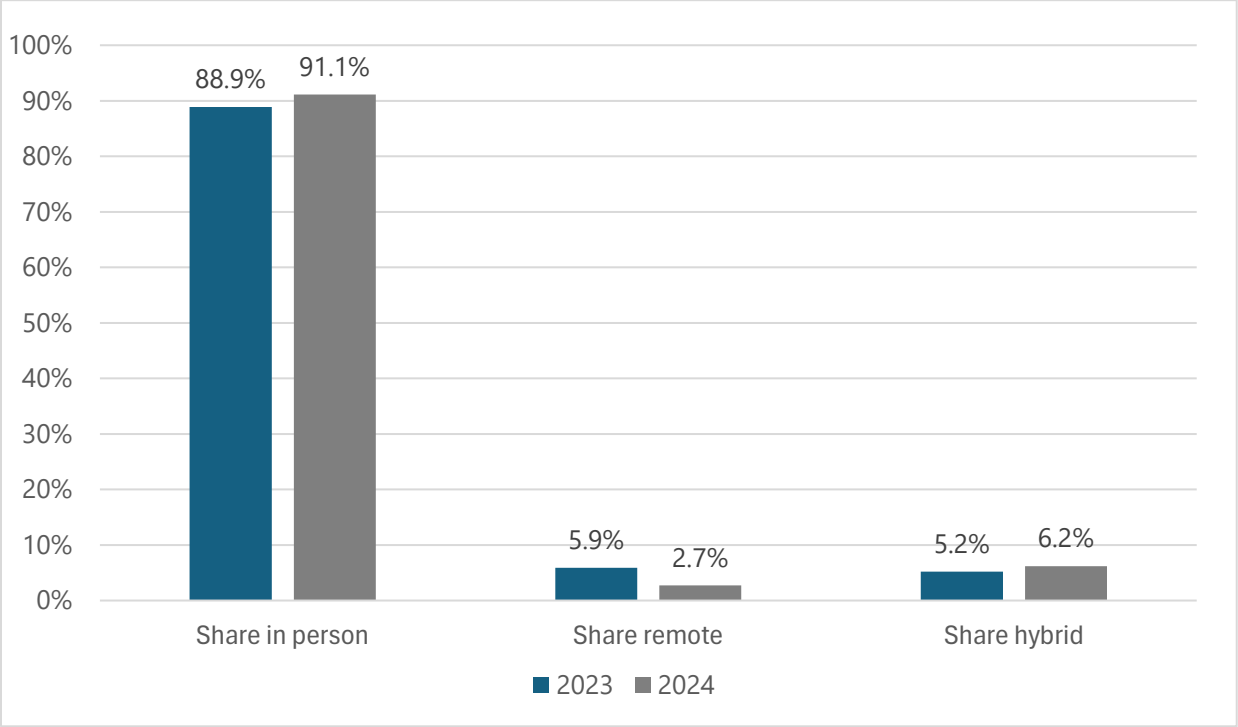
Source: 2024 Idaho Business Climate Survey

Work arrangements

Remote and hybrid work arrangements were popularized during the pandemic but have seen a pullback on the national level as employers are leaning in favor of hybrid work arrangements or even a total return to the office. The year-over-year data reflects remote work has declined as hybrid and in person work arrangements have increased from 2023.

Idaho has a smaller share of remote and hybrid work than the national level. According to the 2023 Current Population Survey provided by the U.S. Census Bureau, 80% of the nation's workforce works in person, 9.6% works in a hybrid arrangement and 10.4% works remotely. This shows Idaho has a more "blue-collar" workforce, which is required to be on-site more than the national workforce.

Figure 16: Idaho work arrangements (all industries), 2023-2024



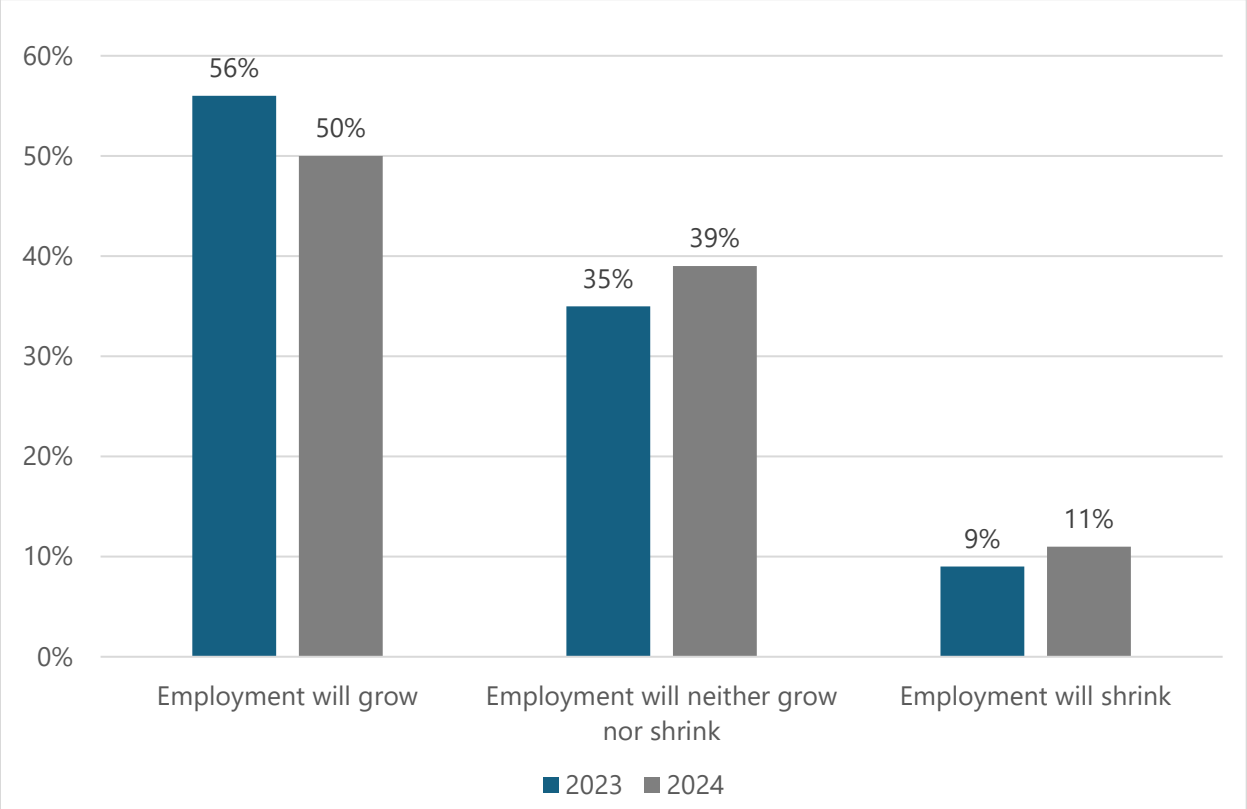
Source: 2023 and 2024 Idaho Business Climate Survey

Future employment expectations over the next five years

Idaho employers' future employment expectations are optimistic overall, with half of respondents in both 2023 and 2024 reporting they expected employment to grow. However, 2024's respondents had more tempered expectations than 2023, with the categories of "Employment will shrink" and "Employment will neither grow nor shrink" increasing 2% and 4% respectively.

2024 was a year defined by many external factors that created economic uncertainty such as interest rate cuts, international conflicts and an election. This uncertainty is evident with the tempering of employment expectations from 2023 to 2024. Despite this, the employment outlook was bright as a majority of respondents predicted growing employment in both 2023 and 2024.

Figure 17: Future employment expectations over the next five years, 2023-2024



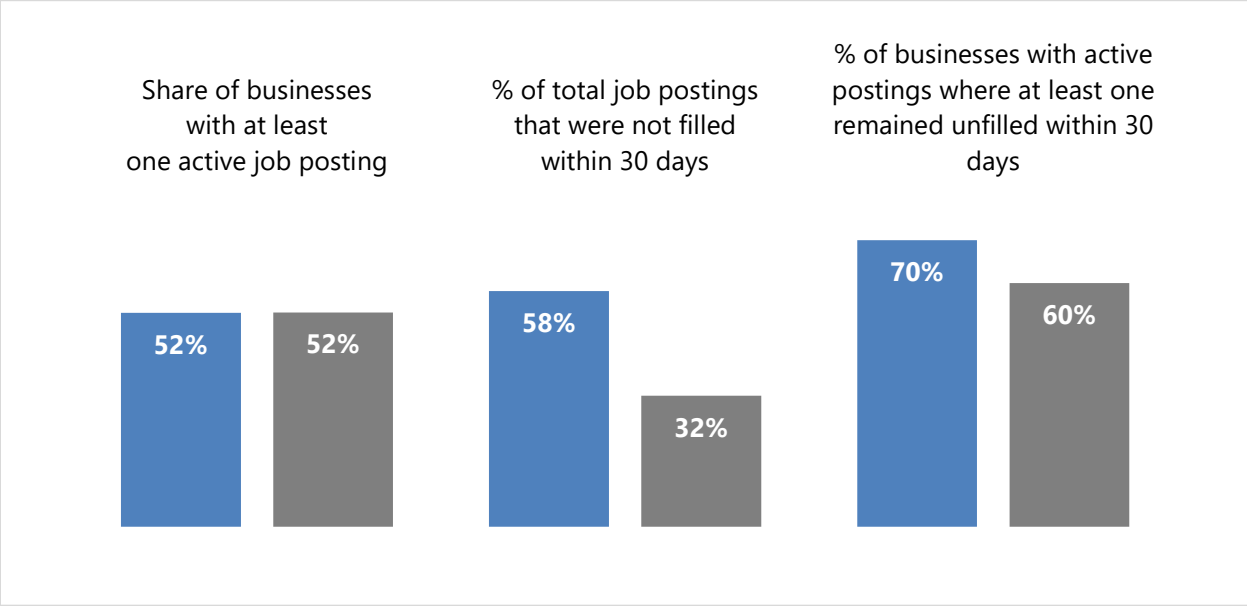
Source: 2023 and 2024 Idaho Business Climate Survey

Businesses with listed job openings

At the end of the survey, the labor economist team asked respondents about their current hiring situation, as well as how long job postings remain unfilled. In both 2023 and 2024, 52% of respondents had at least one active job posting, illustrating the demand for labor is still widespread. However, the percentage of total job postings that were not filled within 30 days declined by 26% year over year, demonstrating the labor market has begun to slow and job seekers had less options in 2024 than 2023. The percentage of businesses with active postings where at least one remained unfilled within 30 days declined 10% year over year.

The figure below highlights the trend in the overall labor market in 2024. While labor demand still remained a big concern and the labor market was still very competitive, there was significantly more slack in the labor market in 2024 than 2023 or the post-pandemic hiring boom of 2021-2022.

Figure 18: Various job posting questions, 2023-2024



Source: 2023 and 2024 Idaho Business Climate Survey

Appendix A: Methodology

The survey asked a series of core questions to gauge views on the current and near-term future of the state's labor market and economy. Additional questions to enhance the survey's investigation of the business climate includes the following:

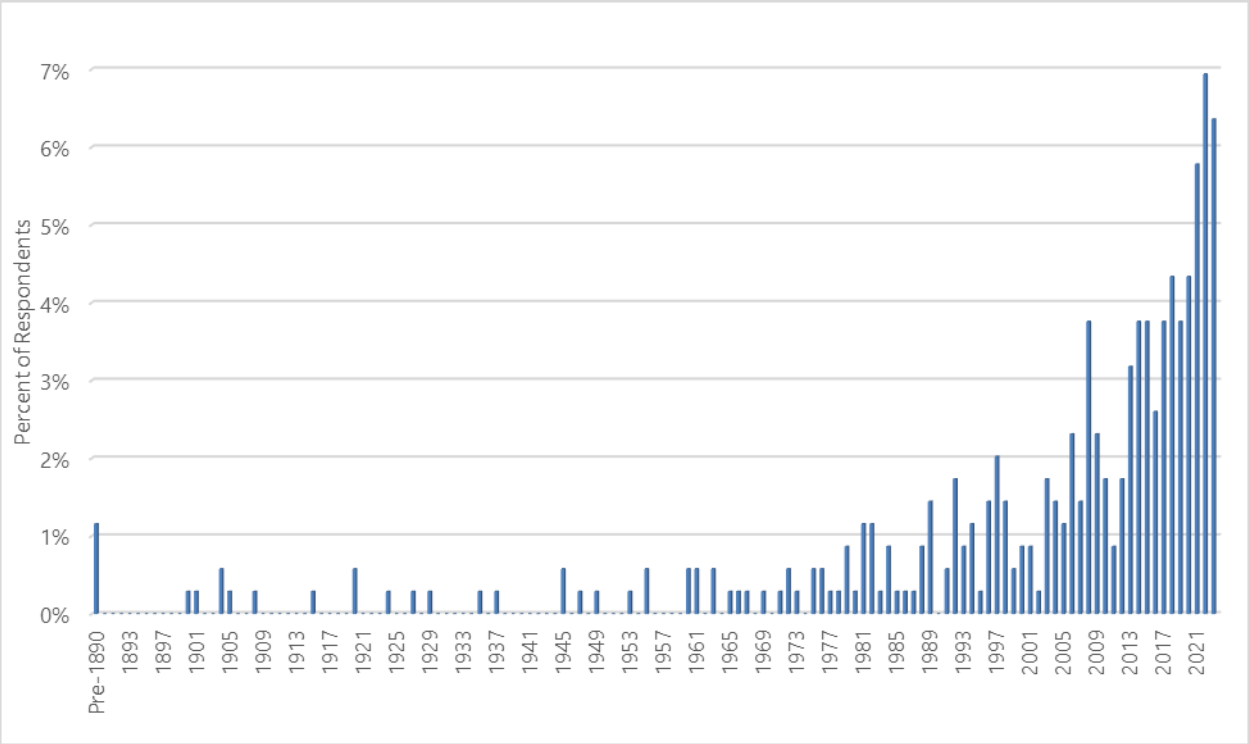
- Top business concerns and reasons for labor turnover.
- Demand for current and future employee skills.
- The workplace arrangements of employees.

The survey was distributed via email to 5,000 unique emails pooled from within Idaho Labor on Aug. 28, 2024, with a follow-up email sent on Sept. 5 and a final call on Sept. 11. The survey was closed to responses on Sept. 18, 2024. During this time, 371 responses were collected, which the research team was satisfied with given the relative newness of this study and the time frame for which it was open producing a significantly reduced sample size from 2023. Future surveys will be conducted with a more robust sample, in hopes of obtaining a more granular look at region and industry.

Composition of survey respondents

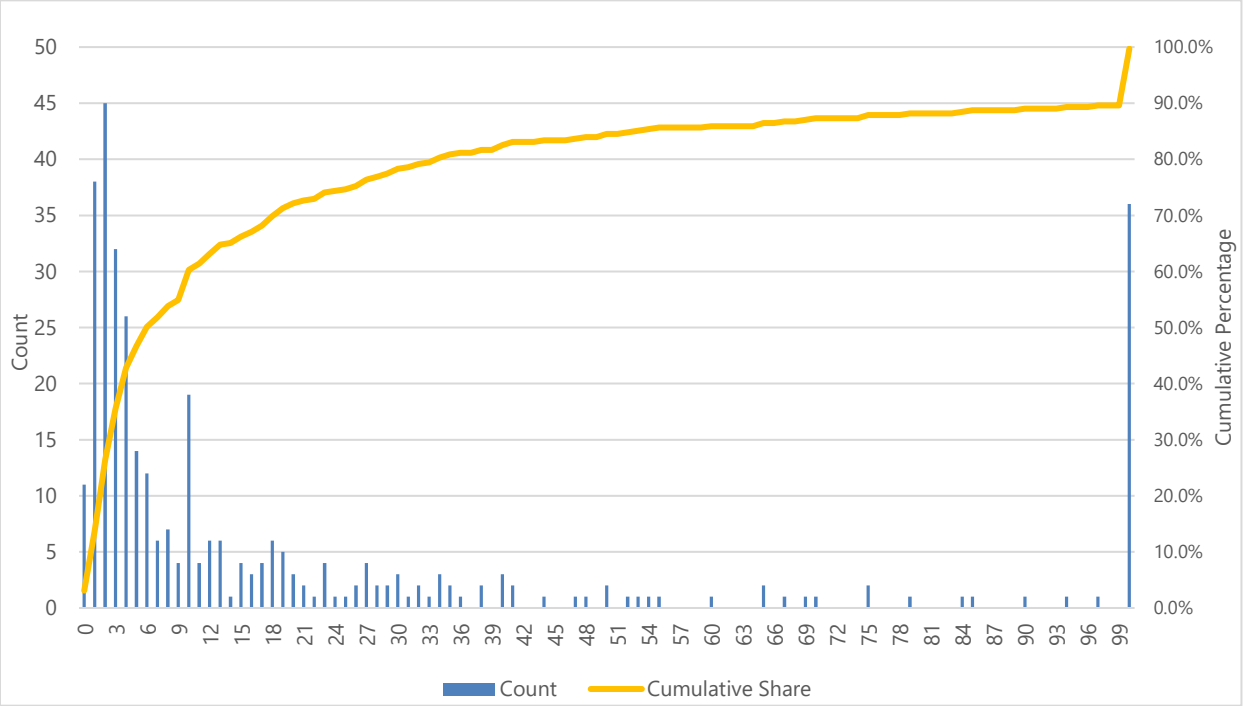
- Of the 371 responses collected:
    - 94% represented private businesses.
    - 6% were from public agencies or state-owned enterprises.
    - 55% were from private corporations or other private incorporated entities.
    - 91% of the private business respondents were for-profit entities.
    - About half began operating in Idaho before 2013 (see Figure 1).
    - 73% were businesses with 20 or fewer workers; about 10% had 100 or more (see Figure 2).
    - Industry representation skewed toward construction, retail trade, educational services, and other services (except public administration) (see Figure 3).
- Where appropriate, aggregated responses were weighed by industry at the state level.

Figure 1: Year respondent first began operating in Idaho



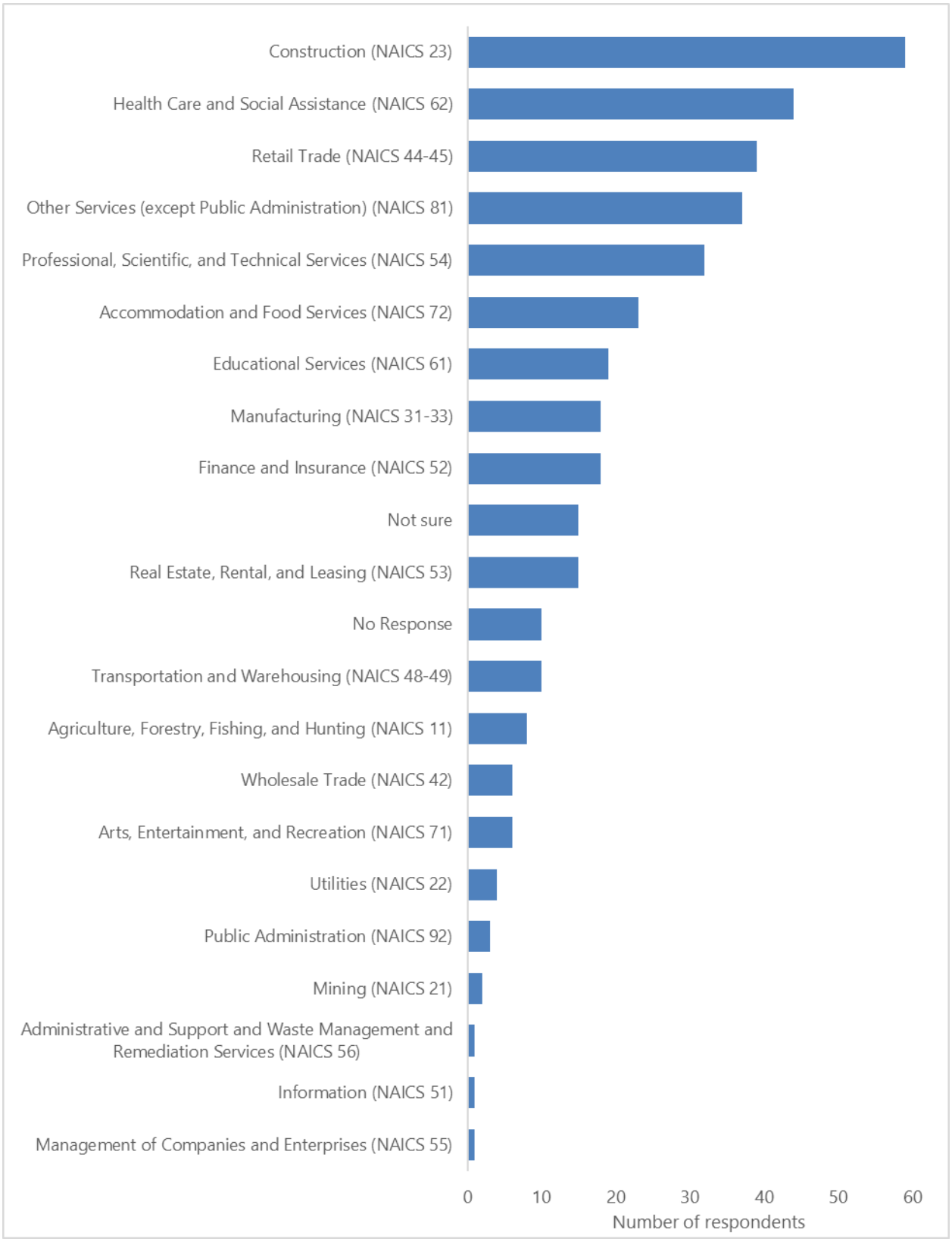
Source: 2024 Idaho Business Climate Survey

Figure 2: Number of workers per respondent



Source: 2024 Idaho Business Climate Survey

Figure 3: Industry of respondents



Source: 2024 Idaho Business Climate Survey

IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

A proud partner of the americanjobcenter network.

This publication is funded by the U.S. Department of Labor for SFY25 as part of the Workforce Information Grant (40%) and state/nonfederal funds (60%) totaling $885,703. The Idaho Department of Labor is an equal opportunity employer and service provider. Reasonable accommodations are available upon request. Dial 711 for Idaho Relay Service.

December 2024

Lightcast Occupation Overview

Construction Managers
in 5 States

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What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

Report Parameters

1 Occupation

11-9021	Construction Managers

5 States

8	Colorado	49	Utah
16	Idaho	53	Washington
41	Oregon		

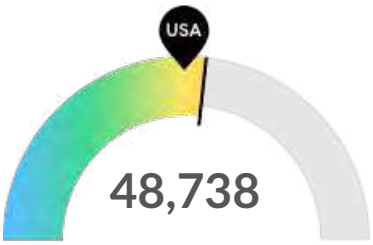
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

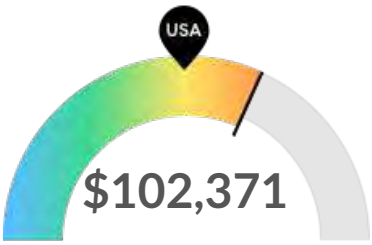
Executive Summary

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



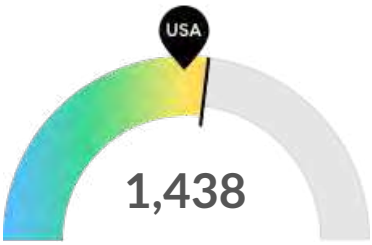
Jobs (2025)

Your area is about average for this kind of job. The national average for an area this size is 44,105* employees, while there are 48,738 here.



Compensation

Earnings are high in your area. The national median salary for Construction Managers is $89,540, compared to $102,371 here.



Job Posting Demand

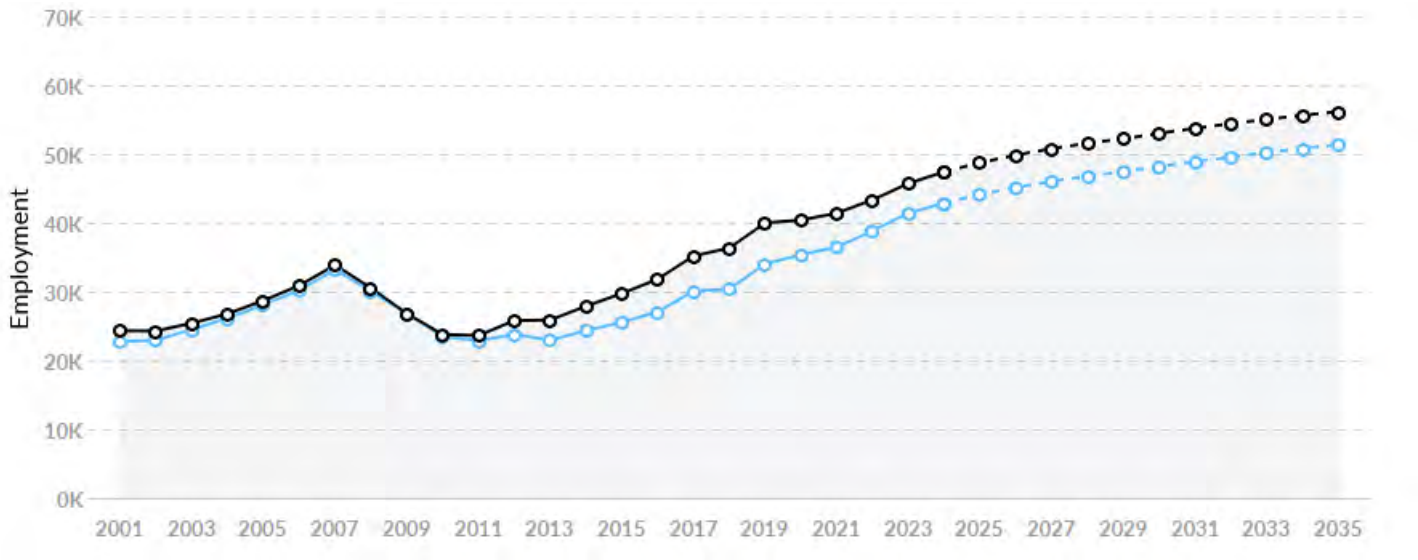
Job posting activity is high in your area. The national average for an area this size is 1,285* job posting/mo, while there is 1,438 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

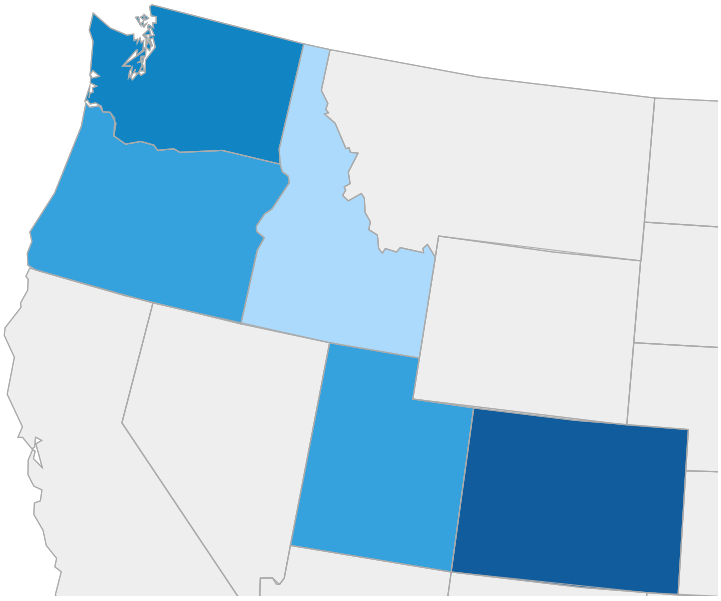
An average area of this size typically has 44,105* jobs, while there are 48,738 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2025 Jobs	2035 Jobs	Change	% Change
●	5 States	48,738	56,161	7,423	15.2%
●	National Average	44,105	51,369	7,264	16.5%

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



State	2025 Jobs
Colorado	18,281
Washington	11,691
Oregon	7,503
Utah	7,248
Idaho	4,015

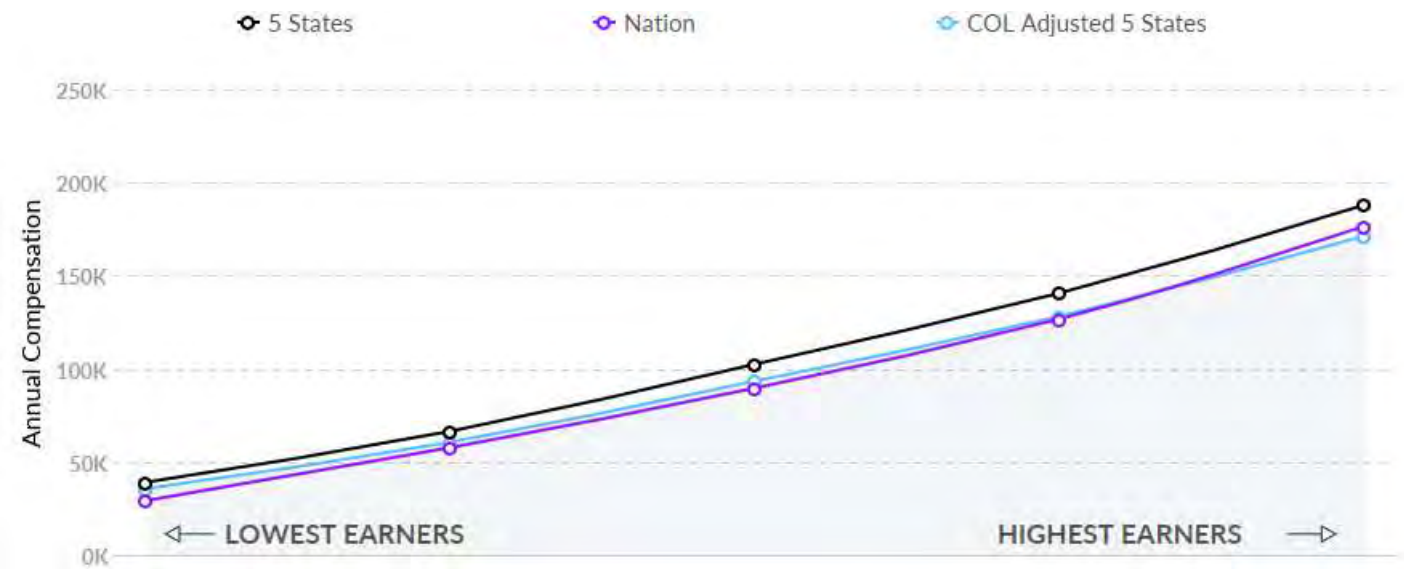
Most Jobs are Found in the Residential Building Construction Industry Sector

Industry	% of Occupation in Industry (2025)
Residential Building Construction	22.8%
Nonresidential Building Construction	15.5%
Building Equipment Contractors	11.5%
Other Specialty Trade Contractors	10.8%
Building Finishing Contractors	10.2%
Foundation, Structure, and Building Exterior Contractors	8.2%
Other	20.9%

Compensation

Regional Compensation Is 14% Higher Than National Compensation

For Construction Managers, the 2024 median wage in your area is $102,371, while the national median wage is $89,540.



Job Posting Activity

14,375 Unique Job Postings

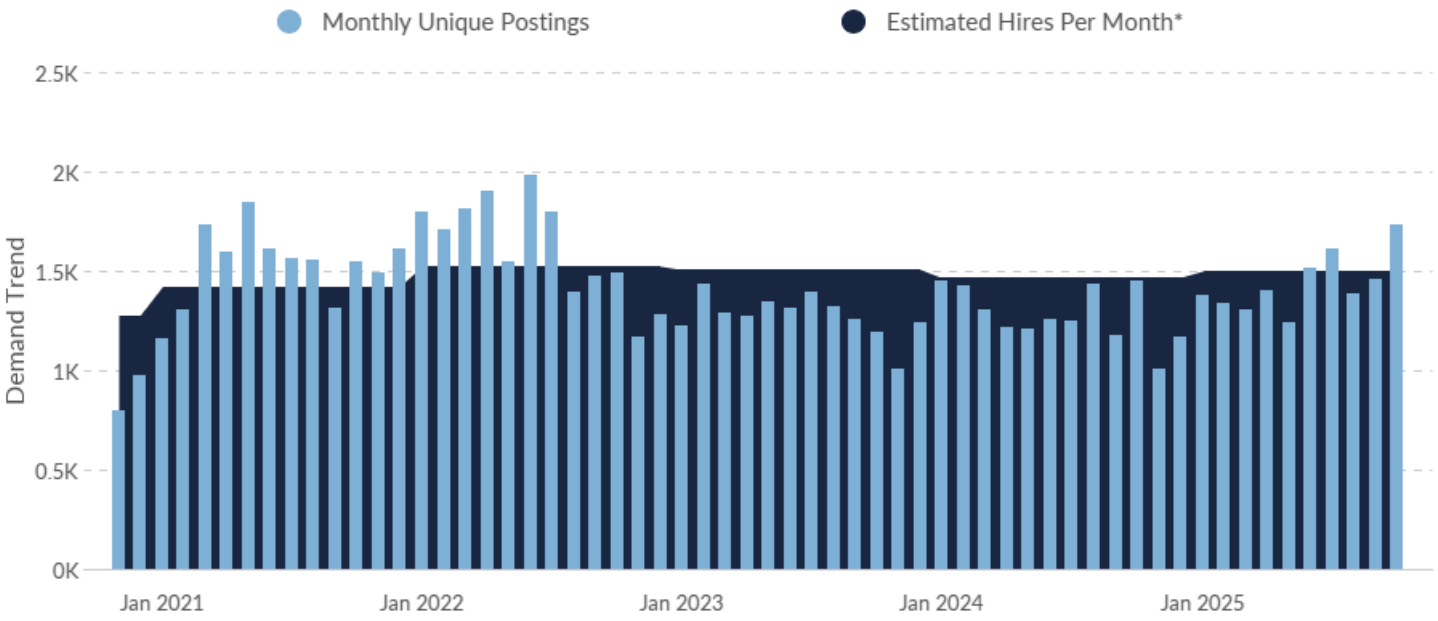
The number of unique postings for this job from Jan 2025 to Oct 2025.

3,635 Employers Competing

All employers in the region who posted for this job from Jan 2025 to Oct 2025.

25 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2025 - Oct 2025)	Avg Monthly Hires (Jan 2025 - Oct 2025)
Construction Managers	1,438	1,504

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

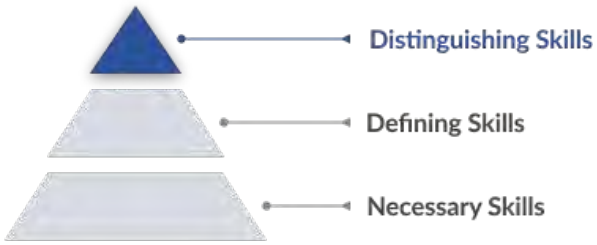
Lightcast Occupation Overview

Top Companies	Unique Postings
GPAC	1,231
CyberCoders	292
Actalent	170
Amazon	132
Energy Jobline	124
Sturgeon Electric Company	122
PageGroup	121
Jkl Associates	82
Kiewit Corporation	62
CBRE	56

Top Job Titles	Unique Postings
Construction Project Managers	1,369
Construction Managers	967
Superintendents	855
Construction Superintendents	709
Commercial Construction Super...	307
Project Managers/Construction ...	227
Electrical Construction Project ...	192
Commercial Construction Projec...	188
Site Managers	181
Assistant Superintendents	160

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

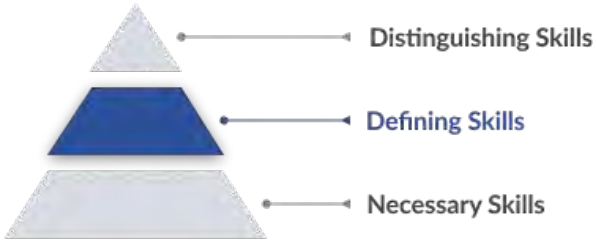


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
30-Hour OSHA General Industry Card	✗	946	+19.3%	Growing
Site Inspection	✓	911	+24.2%	Rapidly Growing
Construction Management Software	✗	883	+9.3%	Growing
Constructability	✓	854	+29.3%	Rapidly Growing
Primavera (Software)	✗	772	+19.6%	Rapidly Growing
Project Closure	✓	713	+12.5%	Growing
Residential Construction	✗	676	+3.1%	Lagging
Architectural Drawing	✗	665	+19.0%	Growing
Value Engineering	✗	617	+8.1%	Stable
Mechanical Electrical And Plumbing (MEP) Systems	✓	475	+18.1%	Growing

Lightcast Occupation Overview

Top Defining Skills by Demand

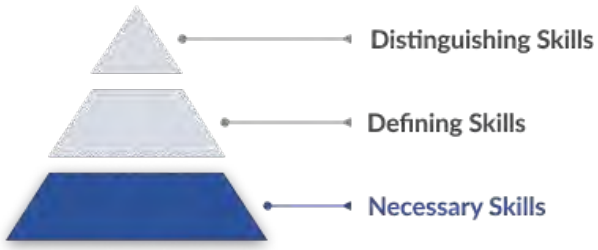
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Construction	✗	9,890	+10.5%	Growing
Project Management	✗	8,926	+19.8%	Rapidly Growing
Subcontracting	✗	6,684	+9.4%	Growing
Construction Management	✓	5,759	+18.4%	Growing
Valid Driver's License	✗	3,365	+7.5%	Stable
Project Schedules	✗	3,018	+17.0%	Growing
Change Orders	✓	2,656	+18.7%	Growing
Commercial Construction	✗	1,777	+22.8%	Rapidly Growing
Building Codes	✗	1,609	+9.0%	Growing
Procore	✗	1,529	+34.5%	Rapidly Growing

Top Necessary Skills by Demand

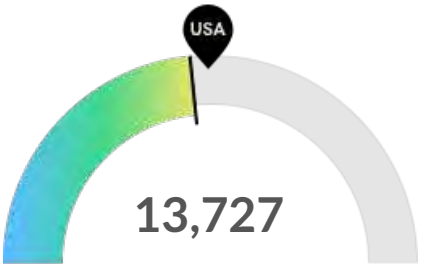
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Procurement	✖	1,682	+13.8%	Growing
Invoicing	✖	1,112	+16.2%	Growing

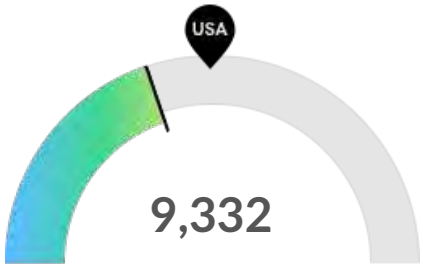
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



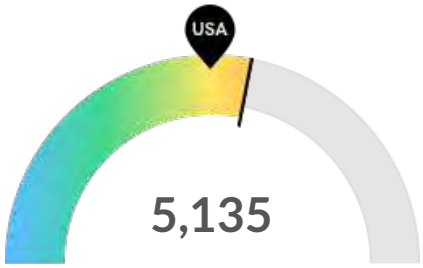
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 15,038* employees 55 or older, while there are 13,727 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 12,812* racially diverse employees, while there are 9,332 here.

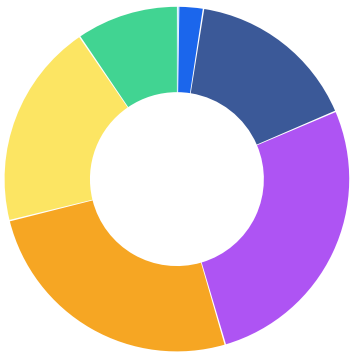


Gender Diversity

Gender diversity is high in your area. The national average for an area this size is 4,318* female employees, while there are 5,135 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

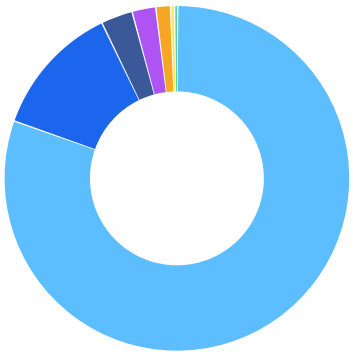
Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.1%	41
19-24	2.3%	1,097
25-34	16.1%	7,638
35-44	26.9%	12,757
45-54	25.7%	12,167
55-64	19.3%	9,175
65+	9.6%	4,553

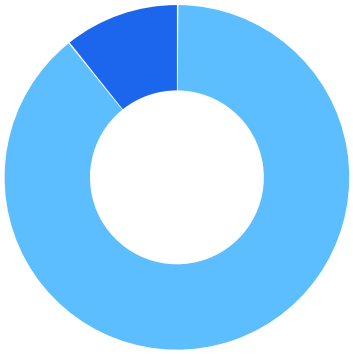
Lightcast Occupation Overview

Occupation Race/Ethnicity Breakdown



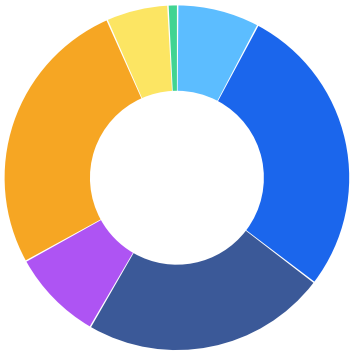
	% of Jobs	Jobs
White	80.3%	38,096
Hispanic or Latino	12.4%	5,904
Two or More Races	3.0%	1,409
Asian	2.2%	1,054
Black or African American	1.4%	650
American Indian or Alaska Native	0.4%	177
Native Hawaiian or Other Pacific Islander	0.3%	137

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	89.2%	42,293
Females	10.8%	5,135

National Educational Attainment



	% of Jobs
Less than high school diploma	7.7%
High school diploma or equivalent	27.6%
Some college, no degree	23.0%
Associate's degree	8.6%
Bachelor's degree	26.4%
Master's degree	5.8%
Doctoral or professional degree	0.9%

Occupational Programs

11 Programs

Of the programs that can train for this job, 11 have produced completions in the last 5 years.

5,880 Completions (2023)

The completions from all regional institutions for all degree types.

5,580 Openings (2023)

The average number of openings for an occupation in the region is 2,247.

CIP Code	Top Programs	Completions (2023)
52.0101	Business/Commerce, General	3,772
52.2001	Construction Management, General	400
15.1001	Construction Engineering Technology/Technician	361
52.0205	Operations Management and Supervision	347
46.0000	Construction Trades, General	320
15.0101	Architectural Engineering Technologies/Technicians	173
46.0412	Building/Construction Site Management/Manager	168
46.0415	Building Construction Technology/Technician	131
52.9999	Business, Management, Marketing, and Related Support Ser...	111
14.3301	Construction Engineering	81

Lightcast Occupation Overview

Top Schools	Completions (2023)
University of Oregon	570
Boise State University	335
University of Denver	283
Salt Lake Community College	282
Gonzaga University	277
Washington State University	263
Colorado State University-Fort Collins	168
Front Range Community College	161
Oregon State University	155
Brigham Young University-Idaho	139

Appendix A

Construction Managers (SOC 11-9021):
Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

Sample of Reported Job Titles:
Construction Superintendent
Construction Manager
Site Manager
Job Superintendent
Construction Services Manager
Construction Foreman
Construction Area Manager
Concrete Foreman
Street Supervisor
Construction Project Manager

Related O*NET Occupation:
Construction Managers (11-9021.00)

Appendix B - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Lightcast Occupation Overview

Construction Managers
in Idaho

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1 Occupation

11-9021 Construction Managers

1 State

16 Idaho

Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

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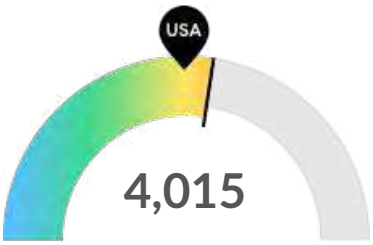
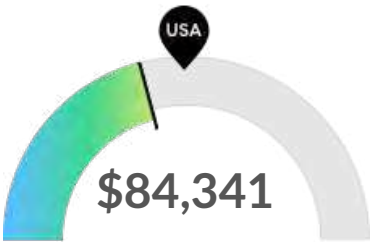
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



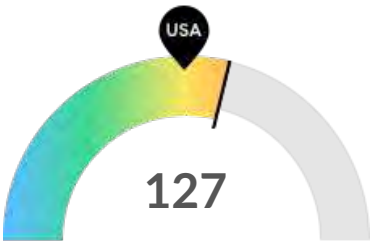
Jobs (2025)

Idaho is a hotspot for this kind of job. The national average for an area this size is 3,505* employees, while there are 4,015 here.



Compensation

Earnings are about average in Idaho. The national median salary for Construction Managers is $89,540, compared to $84,341 here.



Job Posting Demand

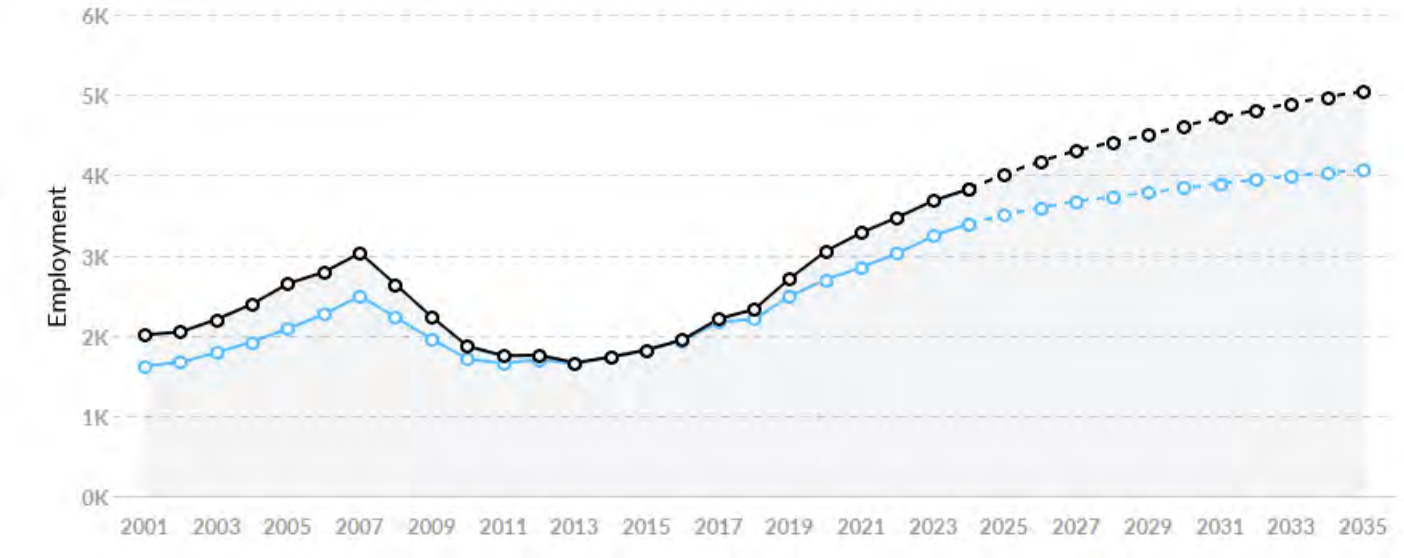
Job posting activity is high in Idaho. The national average for an area this size is 102* job postings/mo, while there are 127 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

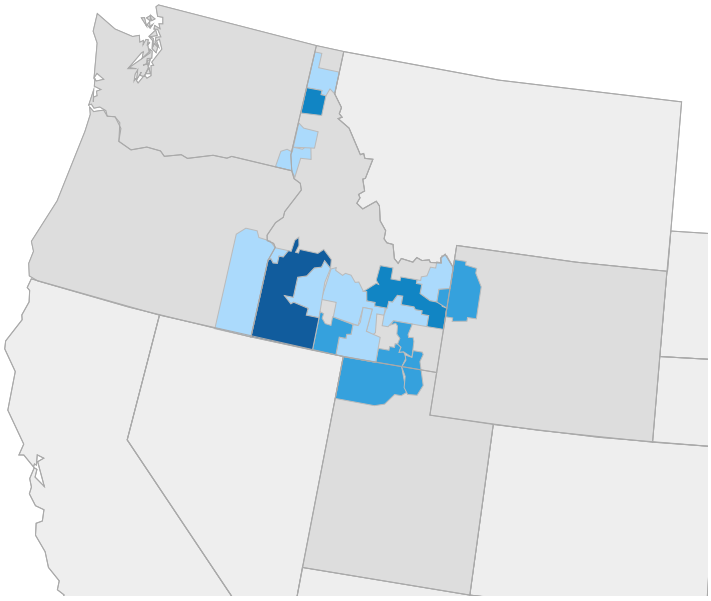
An average area of this size typically has 3,505* jobs, while there are 4,015 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2025 Jobs	2035 Jobs	Change	% Change
●	Idaho	4,015	5,045	1,030	25.7%
●	National Average	3,505	4,065	560	16.0%

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



MSA	2025 Jobs
Boise City, ID	1,775
Coeur d'Alene, ID	411
Idaho Falls, ID	348
Jackson, WY-ID	235
Logan, UT-ID	227

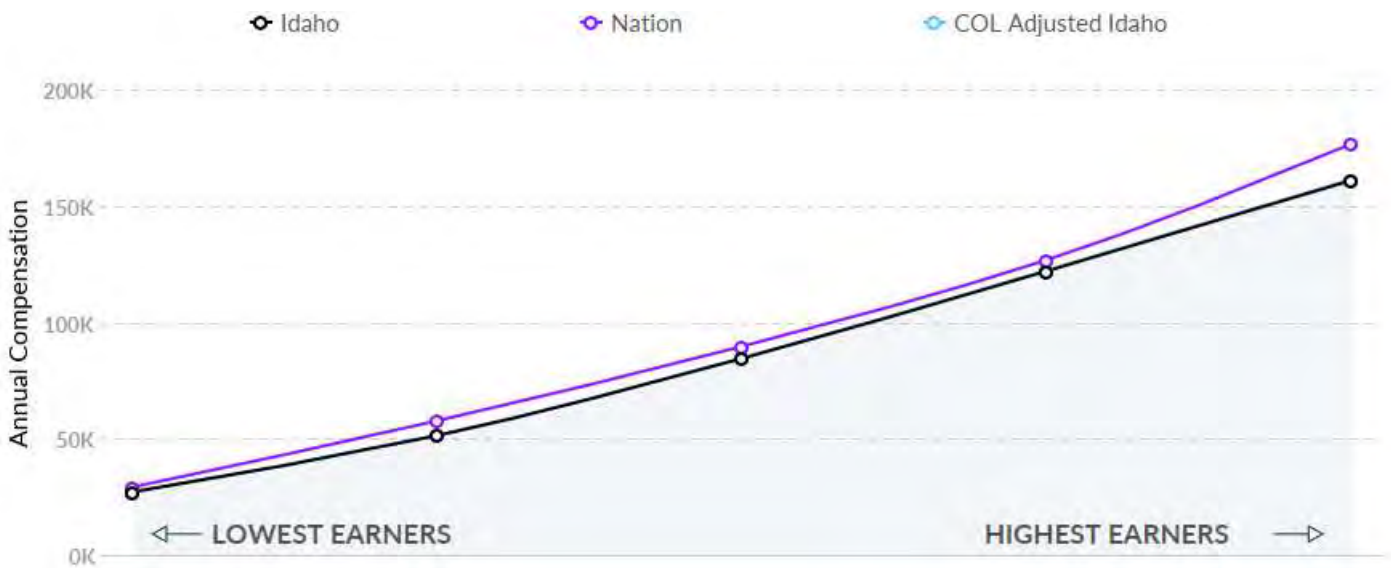
Most Jobs are Found in the Residential Building Construction Industry Sector

Industry	% of Occupation in Industry (2025)
Residential Building Construction	24.6%
Other Specialty Trade Contractors	17.1%
Building Finishing Contractors	13.4%
Nonresidential Building Construction	13.1%
Foundation, Structure, and Building Exterior Contractors	9.8%
Building Equipment Contractors	9.8%
Other	12.3%

Compensation

Regional Compensation Is 6% Lower Than National Compensation

For Construction Managers, the 2024 median wage in Idaho is $84,341, while the national median wage is $89,540.



Job Posting Activity

1,266 Unique Job Postings

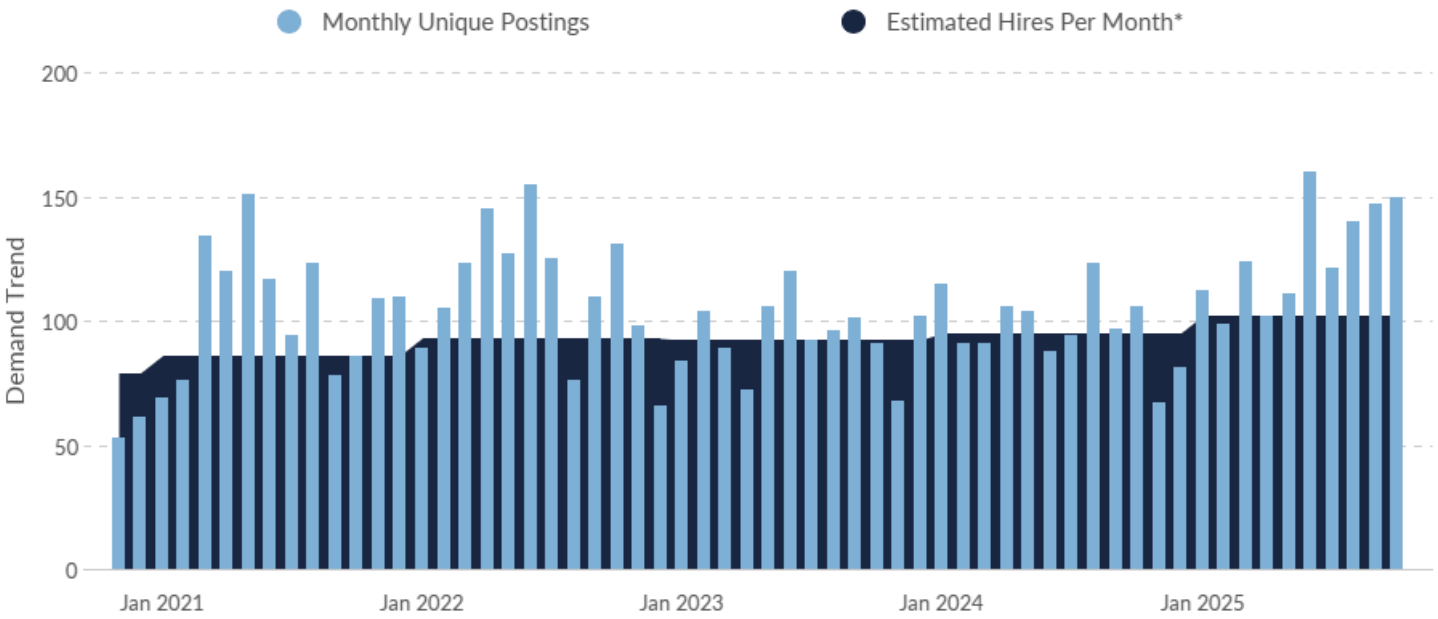
The number of unique postings for this job from Jan 2025 to Oct 2025.

399 Employers Competing

All employers in the region who posted for this job from Jan 2025 to Oct 2025.

25 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2025 - Oct 2025)	Avg Monthly Hires (Jan 2025 - Oct 2025)
Construction Managers	127	102

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

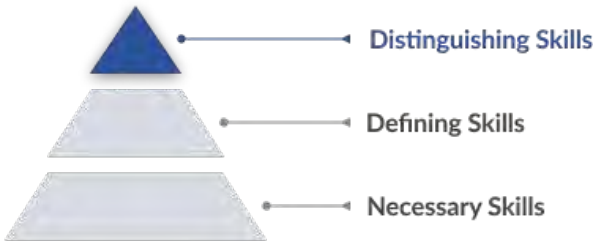
Lightcast Occupation Overview

Top Companies	Unique Postings
GPAC	99
Amentum	45
CDM Smith	34
CyberCoders	30
CRH Americas	25
CBRE	21
Lariviere	19
Evans Construction	18
Kiewit Corporation	17
Jkl Associates	16

Top Job Titles	Unique Postings
Construction Project Managers	130
Construction Managers	83
Superintendents	77
Construction Superintendents	60
Commercial Construction Super...	37
Heavy Civil Project Managers	23
Project Managers/Construction ...	22
Commercial Construction Projec...	20
Land Development Project Man...	20
Electrical Superintendents	17

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

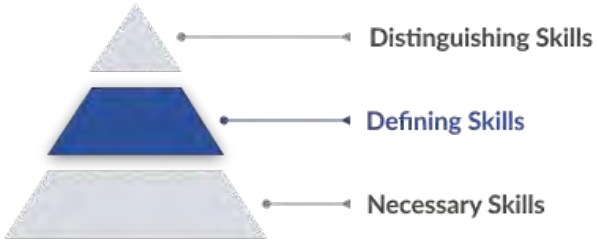


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
30-Hour OSHA General Industry Card	✗	107	+19.3%	Growing
Site Inspection	✓	97	+24.2%	Rapidly Growing
Primavera (Software)	✗	91	+19.6%	Rapidly Growing
Constructability	✓	73	+29.3%	Rapidly Growing
Construction Management Software	✗	69	+9.3%	Growing
Architectural Drawing	✗	49	+19.0%	Growing
Residential Construction	✗	46	+3.1%	Lagging
Project Closure	✓	46	+12.5%	Growing
Mechanical Electrical And Plumbing (MEP) Systems	✓	40	+18.1%	Growing
Shop Drawing	✗	29	+12.7%	Growing

Lightcast Occupation Overview

Top Defining Skills by Demand

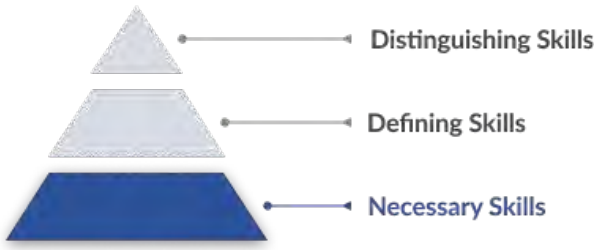
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Construction	✗	842	+10.5%	Growing
Project Management	✗	767	+19.8%	Rapidly Growing
Subcontracting	✗	562	+9.4%	Growing
Construction Management	✓	504	+18.4%	Growing
Valid Driver's License	✗	319	+7.5%	Stable
Change Orders	✓	263	+18.7%	Growing
Project Schedules	✗	256	+17.0%	Growing
Commercial Construction	✗	161	+22.8%	Rapidly Growing
Submittals (Construction)	✗	146	+19.4%	Growing
Procore	✗	126	+34.5%	Rapidly Growing

Top Necessary Skills by Demand

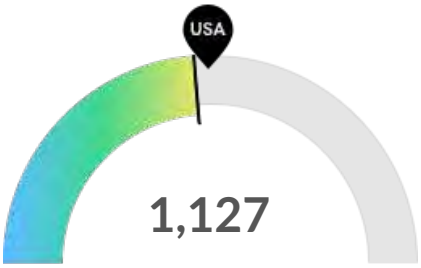
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Procurement	✖	188	+13.8%	Growing
Invoicing	✖	107	+16.2%	Growing

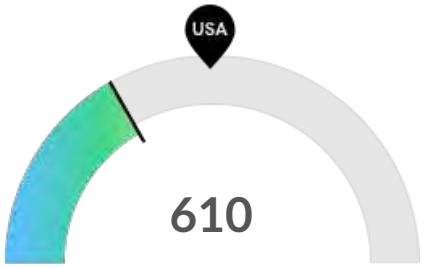
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



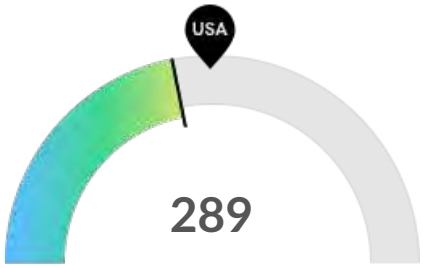
Retiring Soon

Retirement risk is about average in Idaho. The national average for an area this size is 1,214* employees 55 or older, while there are 1,127 here.



Racial Diversity

Racial diversity is low in Idaho. The national average for an area this size is 1,034* racially diverse employees, while there are 610 here.

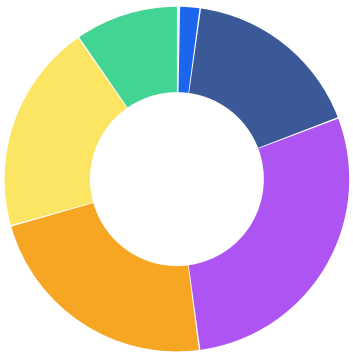


Gender Diversity

Gender diversity is low in Idaho. The national average for an area this size is 348* female employees, while there are 289 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

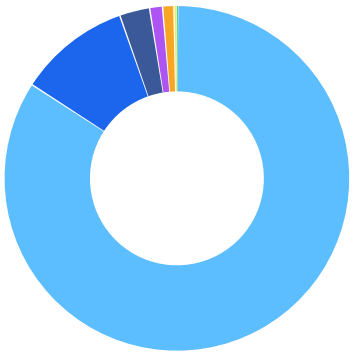
Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.2%	6
19-24	1.9%	74
25-34	17.1%	653
35-44	28.7%	1,097
45-54	22.7%	870
55-64	19.7%	754
65+	9.7%	373

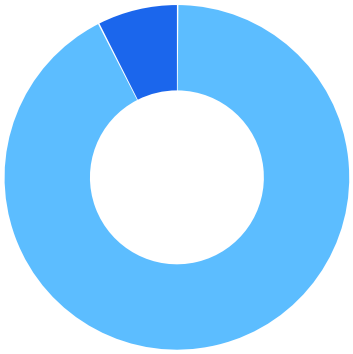
Lightcast Occupation Overview

Occupation Race/Ethnicity Breakdown



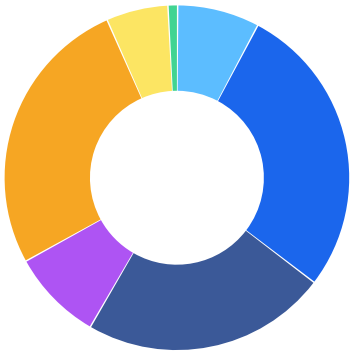
	% of Jobs	Jobs
White	84.1%	3,217
Hispanic or Latino	10.5%	402
Two or More Races	2.8%	108
Black or African American	1.2%	46
Asian	1.1%	40
American Indian or Alaska Native	0.3%	12
Native Hawaiian or Other Pacific Islander	0.0%	1

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	92.4%	3,538
Females	7.6%	289

National Educational Attainment



	% of Jobs
Less than high school diploma	7.7%
High school diploma or equivalent	27.6%
Some college, no degree	23.0%
Associate's degree	8.6%
Bachelor's degree	26.4%
Master's degree	5.8%
Doctoral or professional degree	0.9%

Occupational Programs

7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.

640 Completions (2023)

The completions from all regional institutions for all degree types.

451 Openings (2023)

The average number of openings for an occupation in the region is 207.

CIP Code	Top Programs	Completions (2023)
52.0101	Business/Commerce, General	416
52.2001	Construction Management, General	172
15.0101	Architectural Engineering Technologies/Technicians	31
52.0205	Operations Management and Supervision	9
46.0000	Construction Trades, General	5
46.0415	Building Construction Technology/Technician	4
52.9999	Business, Management, Marketing, and Related Support Ser...	3

Top Schools	Completions (2023)
Boise State University	335
Brigham Young University-Idaho	139
College of Western Idaho	94
Idaho State University	30
North Idaho College	29
University of Idaho	9
Lewis-Clark State College	3
College of Southern Idaho	1

Appendix A

Construction Managers (SOC 11-9021):
Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

Sample of Reported Job Titles:
Construction Superintendent
Construction Manager
Site Manager
Job Superintendent
Construction Services Manager
Construction Foreman
Construction Area Manager
Concrete Foreman
Street Supervisor
Construction Project Manager

Related O*NET Occupation:
Construction Managers (11-9021.00)

Appendix B - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Program Overview

Construction Management, General

Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2023

Jobs Timeframe: 2025 - 2035

Job Postings Timeframe: Nov 2021 - Oct 2025

Programs:

Code	Description
52.2001	Construction Management, General

Regions:

Code	Description	Code	Description
8	Colorado	41	Oregon
16	Idaho	49	Utah
30	Montana	53	Washington

Education Level:

Description	Description
Bachelor's degree	Ph.D. or professional degree
Master's degree	

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

7	326	Completions Distribution
Institutions	Completions	19 — Average: 46.6 — 95
0% Growth (2019-2023)	13% Growth (2019-2023)	Median: 31

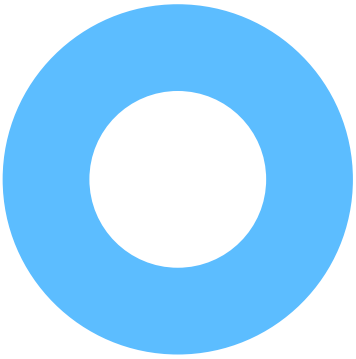
Program Overview

	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	326	100%	7	100%
Distance Offered Programs	19	6%	1	14%
Non-Distance Offered Programs	307	94%	6	86%

Market Share by Institution Type

Institution Type	Completions (2023)	Market Share
Public, 4-year or above	165	50.6%
Private not-for-profit, 4-year or above	161	49.4%

Market Share by Program

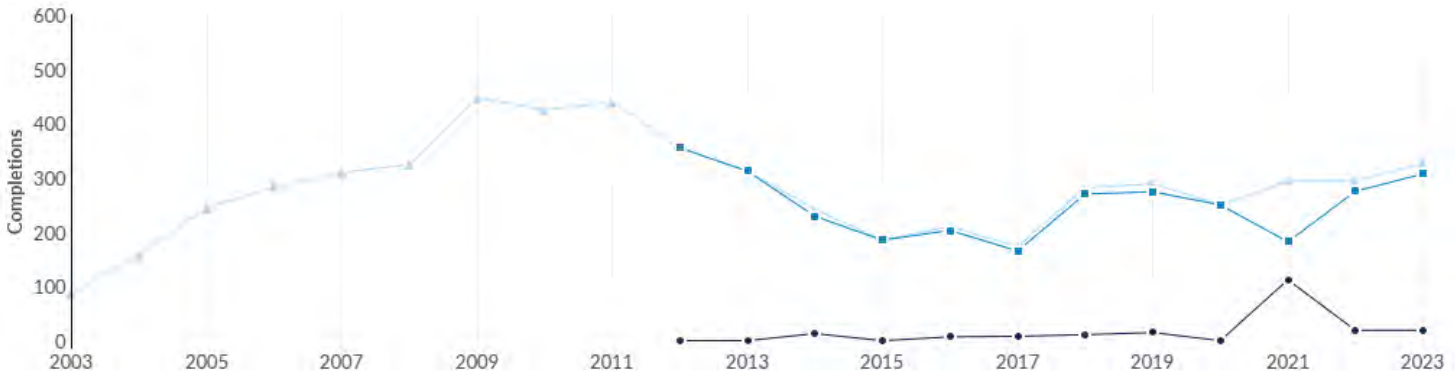


Program	Completions (2023)	Market Share
Construction Management, General (52.2001)	326	100.0%

Completions by Institution

Institution	Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Brigham Young University-Idaho	95	14.5%	29.1%	$4,656	
Brigham Young University	66	6.5%	20.2%	$6,496	
Boise State University	64	23.1%	19.6%	$8,782	
Central Washington University	31	-18.4%	9.5%	$9,192	
Metropolitan State University of Denver	29	3.6%	8.9%	$10,780	
Weber State University	22	83.3%	6.7%	$6,391	
Colorado State University Pueblo	19	0.0%	5.8%	$9,401	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	0	19	Insf. Data
Non-Distance Offered Programs	355	307	-13.5%
All Programs	355	326	-8.2%

Regional Completions by Award Level

Award Level	Completions (2023)	Percent
Bachelor's Degree	326	100.0%
Master's Degree	0	0.0%
Post-masters certificate	0	0.0%
Doctor's Degree	0	0.0%

Similar Programs

23	9,775
Programs (2023)	Completions (2023)

CIP Code	Program	Completions (2023)
14.1901	Mechanical Engineering	3,701
52.0101	Business/Commerce, General	2,375
27.0101	Mathematics, General	1,491
04.0902	Architectural and Building Sciences/Technology	715
15.1001	Construction Engineering Technology/Technician	309
52.0205	Operations Management and Supervision	304
14.1801	Materials Engineering	265
14.3601	Manufacturing Engineering	140
52.0399	Accounting and Related Services, Other	131
52.9999	Business, Management, Marketing, and Related Support Services, Other	107

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree, Master's degree, or Doctoral or professional degree

38,515	+11.1%	$41.53/hr $86.4K/yr	3,711
*Jobs (2025)**	*% Change (2025-2035)**	Median Earnings	*Annual Openings**
*13% above National average**	*Nation: +6.5%**	Nation: $38.03/hr; $79.1K/yr	

Occupation	*2025 Jobs**	*Annual Openings**	Median Earnings	*Growth (2025 - 2035)**	*Employment Concentration (2025)**
Construction Managers	*17,229*	*1,657*	$48.71/hr	*+15.25%*	*1.09*
First-Line Supervisors of Construction Trades and Extraction Workers	*9,111*	*838*	$40.35/hr	*+10.54%*	*1.19*
Cost Estimators	*8,642*	*787*	$38.56/hr	*+3.91%*	*1.23*
Construction and Building Inspectors	*3,534*	*429*	$36.79/hr	*+10.19%*	*1.00*

Job Postings Summary

46,573	3 : 1	6,508	29 days
Unique Postings	Posting Intensity	Employers Competing	Median Posting Duration
116,719 Total Postings	Regional Average: 3 : 1	255,457 Total Employers	Regional Average: 27 days

There were **116,719** total job postings for your selection from November 2021 to October 2025, of which **46,573** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

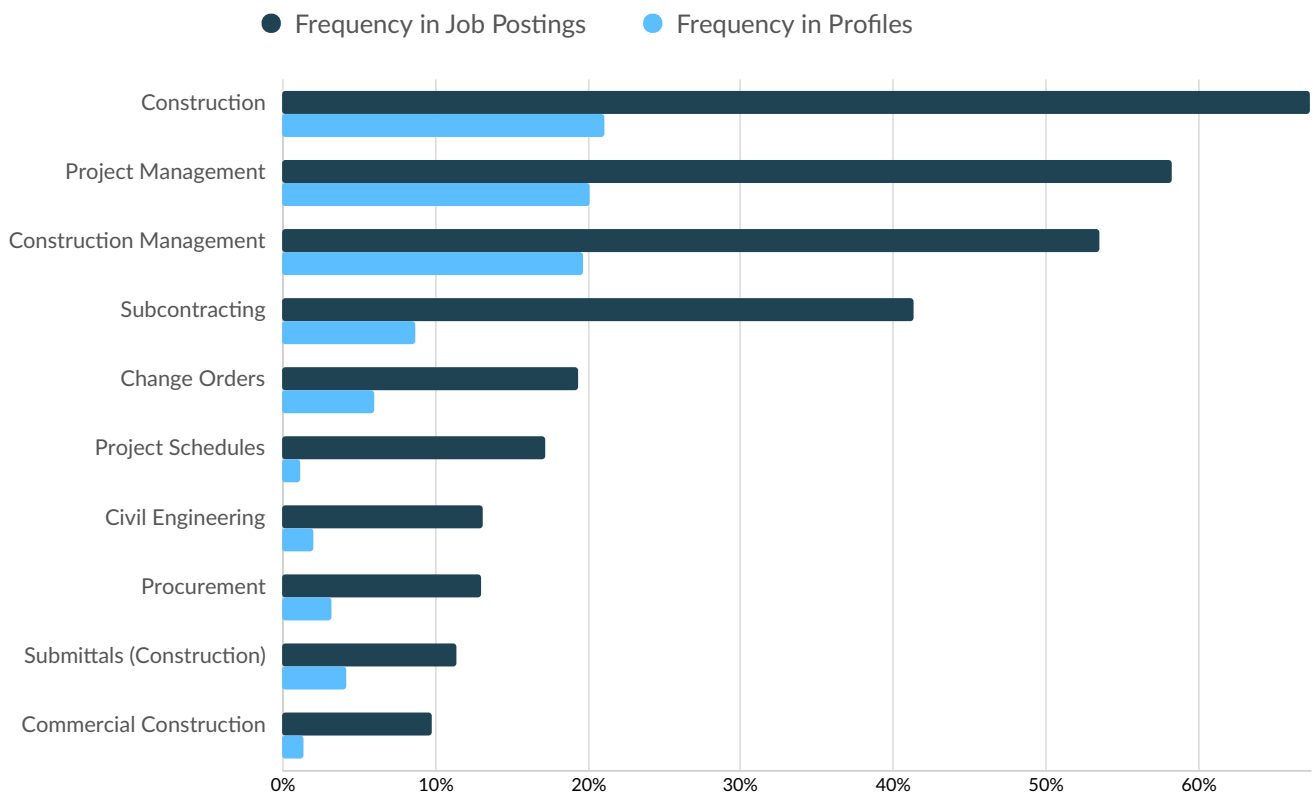
Top Companies Posting

Company	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
GPAC	7,242 / 3,399	2 : 1	33 days
CyberCoders	2,285 / 716	3 : 1	28 days
Jobot	1,457 / 612	2 : 1	24 days
CDM Smith	740 / 501	1 : 1	27 days
Black & Veatch	491 / 426	1 : 1	24 days
Sturgeon Electric Company	1,150 / 421	3 : 1	19 days
Actalent	791 / 312	3 : 1	22 days
Amazon	1,748 / 302	6 : 1	33 days
Jacobs Solutions	738 / 278	3 : 1	34 days
M. A. Mortenson Company	826 / 267	3 : 1	23 days

Top Posted Job Titles

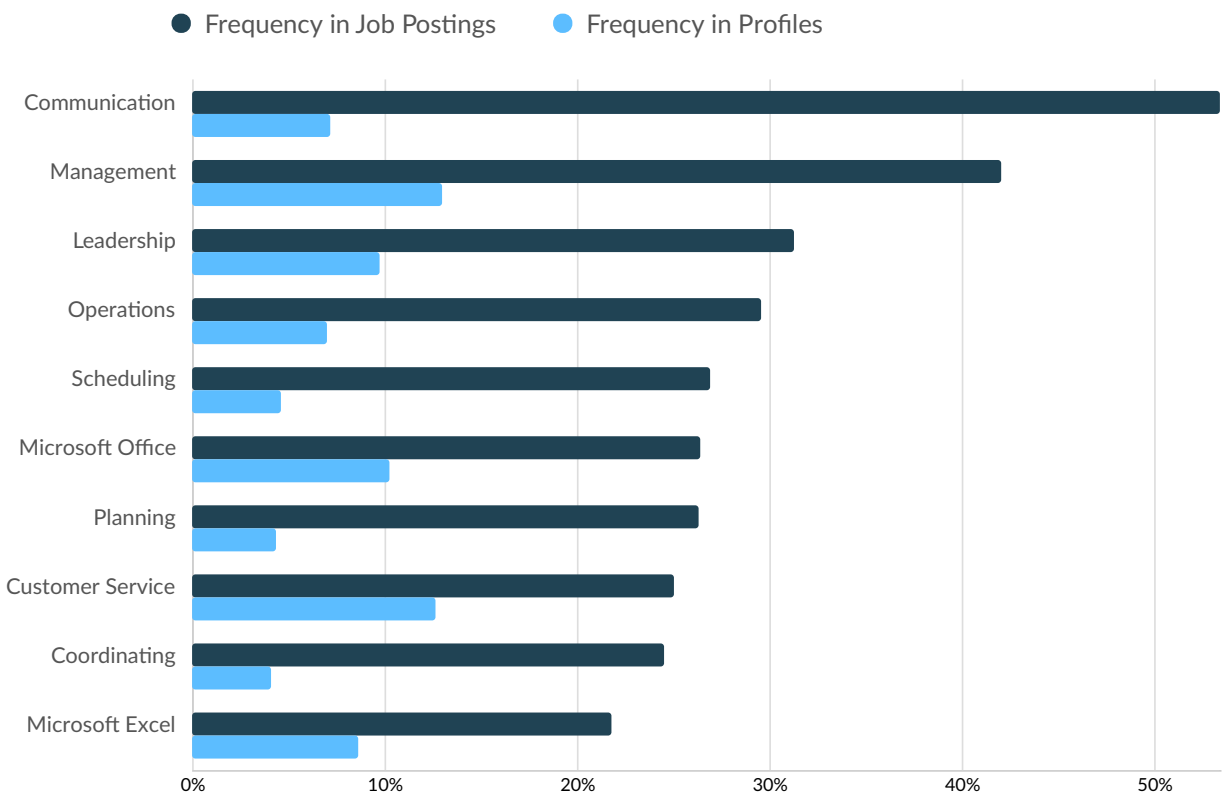
Job Title	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Construction Project Managers	9,141 / 3,636	3 : 1	30 days
Estimators	6,852 / 2,893	2 : 1	28 days
Construction Managers	6,723 / 2,727	2 : 1	27 days
Superintendents	3,435 / 1,373	3 : 1	29 days
Construction Estimators	2,969 / 917	3 : 1	29 days
Construction Superintendents	1,991 / 802	2 : 1	27 days
Project Managers/Construction Managers	1,799 / 755	2 : 1	27 days
Electrical Estimators	1,689 / 686	2 : 1	31 days
Project Managers/Estimators	1,166 / 567	2 : 1	32 days
Commercial Construction Project Managers	1,509 / 549	3 : 1	31 days

Top Specialized Skills



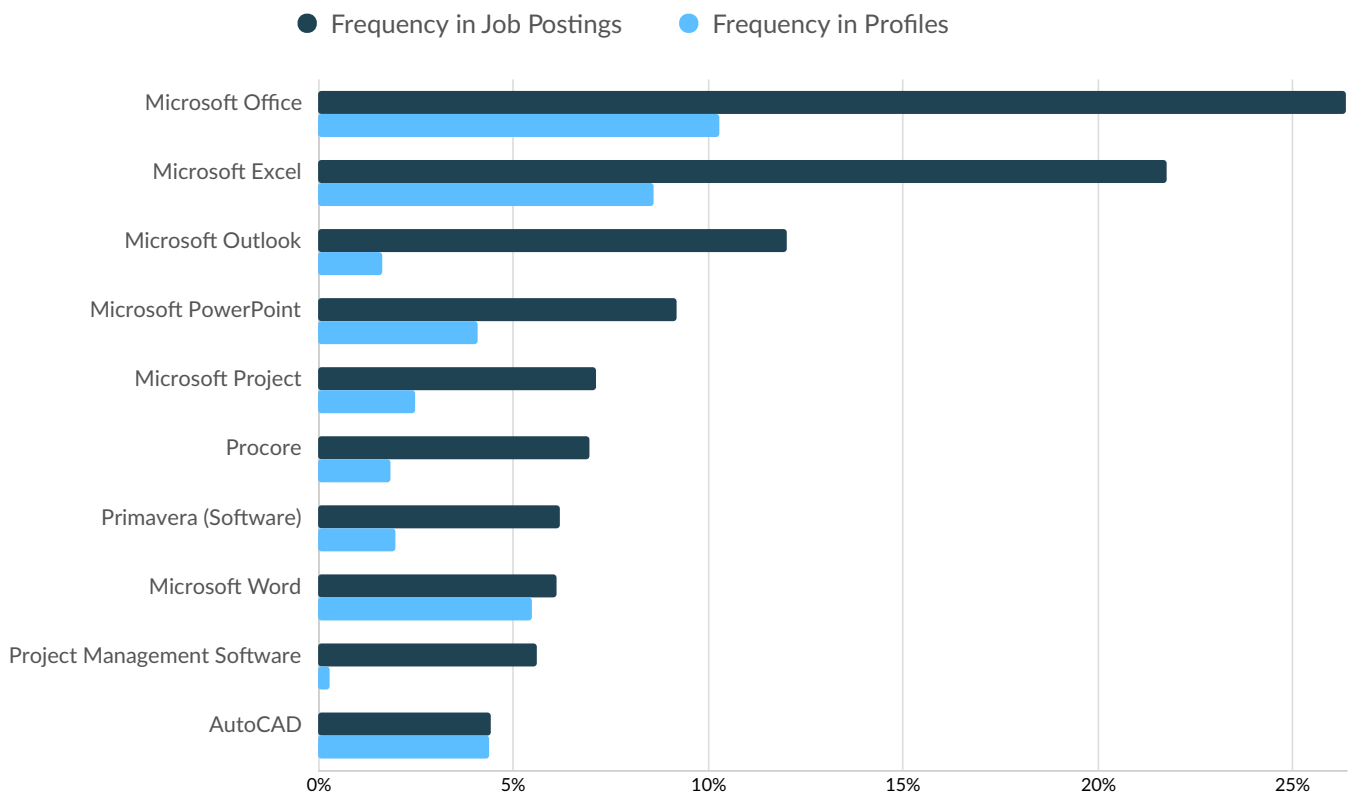
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Construction	31,380	67%	15,340	21%	+10.5%	Growing
Project Management	27,144	58%	14,677	20%	+19.8%	Rapidly Growing
Construction Management	24,960	54%	14,368	20%	+18.4%	Growing
Subcontracting	19,282	41%	6,326	9%	+9.4%	Growing
Change Orders	9,033	19%	4,382	6%	+18.7%	Growing
Project Schedules	8,012	17%	827	1%	+17.0%	Growing
Civil Engineering	6,129	13%	1,495	2%	+26.2%	Rapidly Growing
Procurement	6,090	13%	2,337	3%	+13.8%	Growing
Submittals (Construction)	5,343	11%	3,094	4%	+19.4%	Growing
Commercial Construction	4,564	10%	1,045	1%	+22.8%	Rapidly Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	24,865	53%	5,184	7%	+3.6%	Lagging
Management	19,566	42%	9,413	13%	+5.3%	Stable
Leadership	14,558	31%	7,052	10%	+8.5%	Stable
Operations	13,773	30%	5,096	7%	+8.1%	Stable
Scheduling	12,541	27%	3,361	5%	+16.4%	Growing
Microsoft Office	12,292	26%	7,476	10%	+18.5%	Growing
Planning	12,234	26%	3,139	4%	+10.9%	Growing
Customer Service	11,648	25%	9,177	13%	+5.2%	Stable
Coordinating	11,429	25%	2,988	4%	+14.7%	Growing
Microsoft Excel	10,145	22%	6,245	9%	+17.7%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	12,292	26%	7,476	10%	+18.5%	Growing
Microsoft Excel	10,145	22%	6,245	9%	+17.7%	Growing
Microsoft Outlook	5,597	12%	1,193	2%	+25.0%	Rapidly Growing
Microsoft PowerPoint	4,282	9%	2,964	4%	+26.1%	Rapidly Growing
Microsoft Project	3,326	7%	1,795	2%	+3.4%	Lagging
Procore	3,241	7%	1,342	2%	+34.5%	Rapidly Growing
Primavera (Software)	2,887	6%	1,440	2%	+19.6%	Rapidly Growing
Microsoft Word	2,850	6%	3,974	5%	+7.2%	Stable
Project Management Software	2,620	6%	217	0%	+7.6%	Stable
AutoCAD	2,074	4%	3,194	4%	+16.9%	Growing

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	8,825
30-Hour OSHA General Industry Card	1,758
Project Management Professional Certification	1,703
Cardiopulmonary Resuscitation (CPR) Certification	1,476
First Aid Certification	1,459
10-Hour OSHA General Industry Card	1,097
Professional Engineer (PE) License	1,047
LEED Accredited Professional (AP)	742
Security Clearance	596
OSHA Certification	477

Appendix A

Program Selection Details

CIP Code	Program Name
52.2001	Construction Management, General

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Colorado Department of Labor and Employment; Idaho Department of Labor; Montana Department of Labor and Industry; Oregon Employment Department; Utah Department of Workforce Services; Washington State Employment Security Department

Program Overview

15 Programs

Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2023

Jobs Timeframe: 2025 - 2035

Job Postings Timeframe: Nov 2021 - Oct 2025

Lightcast Occupations:

Code	Description
141111	Construction Manager

Regions:

Code	Description
8	Colorado
16	Idaho
30	Montana

Code	Description
41	Oregon
49	Utah
53	Washington

Education Level:

Description
Bachelor's degree
Master's degree

Description
Ph.D. or professional degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

37
Institutions
12% Growth (2019-2023)

3,651
Completions
-1% Growth (2019-2023)

Completions Distribution

Average: 98.7

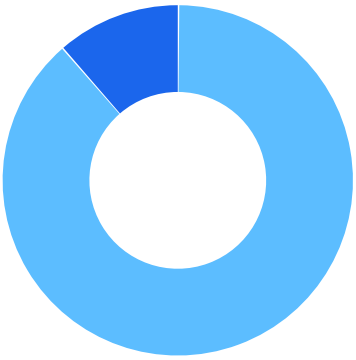
6 487

Median: 31

Program Overview

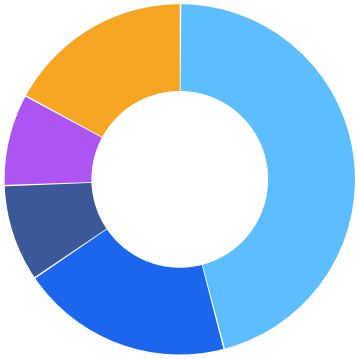
	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	3,651	100%	37	100%
Distance Offered Programs	582	16%	7	19%
Non-Distance Offered Programs	3,069	84%	36	97%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Public, 4-year or above	3,232	88.5%
Private not-for-profit, 4-year or above	419	11.5%

Market Share by Program



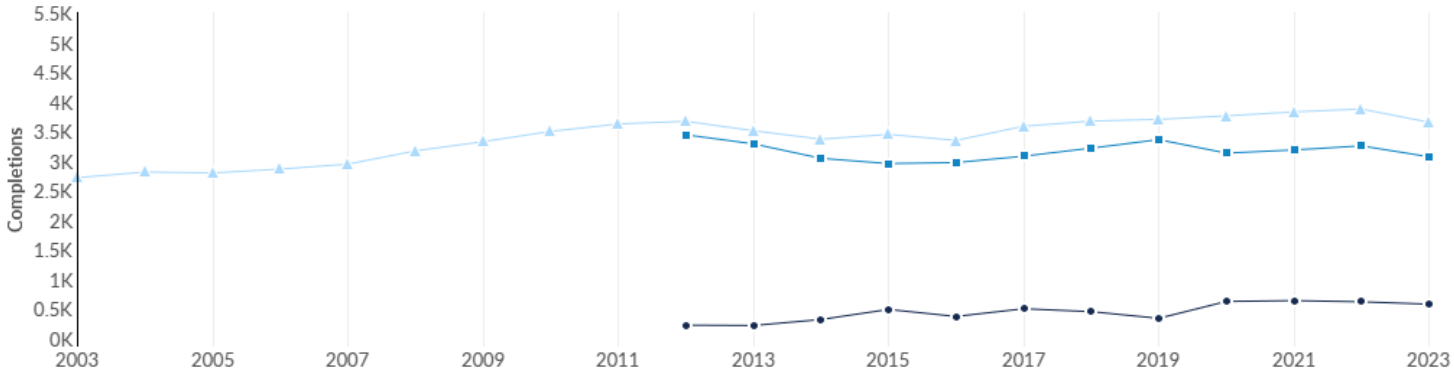
Program	Completions (2023)	Market Share
Civil Engineering, General (14.0801)	1,674	45.9%
Architectural and Building Sciences/Technology (04.0902)	715	19.6%
Construction Management, General (52.2001)	326	8.9%
Construction Engineering Technology/Technician (15.1001)	309	8.5%
Other	627	17.2%

Completions by Institution

Institution	Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
University of Washington-Seattle Campus	487	6.6%	13.3%	$12,643	
Washington State University	468	1.3%	12.8%	$12,997	
Colorado State University-Fort Collins	290	-16.2%	7.9%	$13,009	
Oregon State University	278	-23.6%	7.6%	$13,494	
University of Colorado Denver/Anschutz Medical Campus	234	-0.4%	6.4%	$10,017	
Montana State University	189	6.2%	5.2%	$8,083	
Brigham Young University	166	3.1%	4.5%	$6,496	
University of Utah	157	-3.1%	4.3%	$9,315	
University of Colorado Boulder	150	-24.6%	4.1%	$15,556	
Brigham Young University-Idaho	131	17.0%	3.6%	$4,656	
Colorado School of Mines	124	3.3%	3.4%	$21,186	
University of Idaho	122	-2.4%	3.3%	$8,816	
Boise State University	121	22.2%	3.3%	$8,782	
Portland State University	115	-23.8%	3.1%	$10,617	
University of Oregon	109	0.0%	3.0%	$14,751	
Utah State University	83	-5.7%	2.3%	$8,305	
Montana Technological University	37	48.0%	1.0%	$7,993	
Oregon Institute of Technology	35	-25.5%	1.0%	$12,687	
Central Washington University	31	-18.4%	0.8%	$9,192	
Utah Valley University	30	30.4%	0.8%	$6,270	
Metropolitan State University of Denver	29	3.6%	0.8%	$10,780	
Gonzaga University	26	-23.5%	0.7%	$53,500	

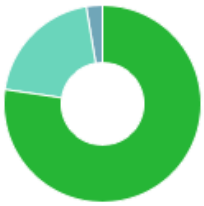
University of Portland	25	4.2%	0.7%	$54,900	
Seattle University	24	-17.2%	0.7%	$54,285	
Weber State University	22	83.3%	0.6%	$6,391	
United States Air Force Academy	21	-56.3%	0.6%	N/A	
Western Washington University	21	-47.5%	0.6%	$9,286	
Saint Martin's University	20	-20.0%	0.5%	$44,210	
Colorado Mesa University	19	-48.6%	0.5%	$9,712	
Colorado State University Pueblo	19	0.0%	0.5%	$9,401	
Carroll College	14	600.0%	0.4%	$40,352	
Southern Utah University	14	40.0%	0.4%	$6,770	
Idaho State University	13	30.0%	0.4%	$8,356	
Bellingham Technical College	7	-72.0%	0.2%	$4,226	
Clover Park Technical College	7	40.0%	0.2%	$6,634	
Walla Walla University	7	0.0%	0.2%	$33,027	
George Fox University	6	-68.4%	0.2%	$40,940	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	228	582	+155.3%
Non-Distance Offered Programs	3,440	3,069	-10.8%
All Programs	3,668	3,651	-0.5%

Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Bachelor's Degree	2,823	77.3%
Master's Degree	731	20.0%
Doctor's Degree	97	2.7%
Post-masters certificate	0	0.0%

Similar Programs

304	123,472
Programs (2023)	Completions (2023)

CIP Code	Program	Completions (2023)
52.0201	Business Administration and Management, General	21,008
42.0101	Psychology, General	7,284
11.0701	Computer Science	6,655
26.0101	Biology/Biological Sciences, General	4,419
51.0701	Health/Health Care Administration/Management	4,017
14.1901	Mechanical Engineering	3,701
11.1003	Computer and Information Systems Security/Auditing/Information Assurance	3,203
11.0103	Information Technology	3,131
45.1001	Political Science and Government, General	2,621
52.0801	Finance, General	2,516

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree, Master's degree, or Doctoral or professional degree

759,682	+14.5%	$44.99/hr $93.6K/yr	72,846
*Jobs (2025)**	*% Change (2025-2035)**	Median Earnings	*Annual Openings**
*4% above National average**	*Nation: +8.7%**	Nation: $44.07/hr; $91.7K/yr	

Occupation	*2025 Jobs**	*Annual Openings**	Median Earnings	*Growth (2025 - 2035)**	*Employment Concentration (2025)**
Postsecondary Teachers	*125,678*	*12,429*	$37.14/hr	*+14.45%*	*0.93*
General and Operations Managers	*114,837*	*11,558*	$51.75/hr	*+14.45%*	*0.84*
Business Operations Specialists, All Other	*88,256*	*8,703*	$40.70/hr	*+10.83%*	*1.43*
Project Management Specialists	*83,875*	*7,266*	$50.12/hr	*+12.84%*	*1.37*
Management Analysts	*66,024*	*7,092*	$49.21/hr	*+20.08%*	*0.94*
Managers, All Other	*48,673*	*4,575*	$53.80/hr	*+13.68%*	*0.91*
Computer and Information Systems Managers	*39,396*	*3,969*	$87.68/hr	*+25.96%*	*1.00*
Civil Engineers	*36,955*	*2,841*	$48.31/hr	*+13.51%*	*1.35*
Construction Managers	*17,229*	*1,657*	$48.71/hr	*+15.25%*	*1.09*
Architectural and Engineering Managers	*14,666*	*1,200*	$82.75/hr	*+13.04%*	*1.05*
Architects, Except Landscape and Naval	*14,295*	*1,006*	$42.98/hr	*+9.91%*	*1.43*
Engineers, All Other	*10,815*	*784*	$59.30/hr	*+12.33%*	*0.95*
Logisticians	*10,130*	*1,185*	$44.56/hr	*+23.70%*	*0.98*
First-Line Supervisors of Construction Trades and Extraction Workers	*9,111*	*838*	$40.35/hr	*+10.54%*	*1.19*
First-Line Supervisors of Production and Operating Workers	*8,726*	*923*	$34.03/hr	*+8.09%*	*0.92*
Cost Estimators	*8,642*	*787*	$38.56/hr	*+3.91%*	*1.23*
First-Line Supervisors of Mechanics, Installers, and Repairers	*7,434*	*692*	$40.52/hr	*+9.78%*	*1.00*
Industrial Production Managers	*6,779*	*587*	$60.58/hr	*+11.54%*	*0.73*

Operations Research Analysts	*6,776*	*667*	$45.23/hr	*+27.73%*	*0.99*
Urban and Regional Planners	*6,773*	*602*	$43.85/hr	*+10.72%*	*1.94*
Transportation, Storage, and Distribution Managers	*4,566*	*473*	$52.06/hr	*+16.29%*	*0.76*
Environmental Engineers	*4,509*	*367*	$53.49/hr	*+12.57%*	*1.56*
Purchasing Managers	*3,798*	*363*	$71.16/hr	*+15.85%*	*0.86*
Construction and Building Inspectors	*3,534*	*429*	$36.79/hr	*+10.19%*	*1.00*
Life, Physical, and Social Science Technicians, All Other	*3,321*	*480*	$27.37/hr	*+11.86%*	*1.05*
Labor Relations Specialists	*3,272*	*308*	$48.48/hr	*+7.92%*	*0.97*
Architectural and Civil Drafters	*2,778*	*265*	$32.41/hr	*+9.29%*	*1.17*
Landscape Architects	*2,235*	*203*	$35.04/hr	*+9.35%*	*1.26*
Civil Engineering Technologists and Technicians	*1,606*	*162*	$34.19/hr	*+11.27%*	*1.18*
Petroleum Engineers	*1,564*	*103*	$74.90/hr	*+7.80%*	*1.10*
Operating Engineers and Other Construction Equipment Operators	*1,509*	*148*	$30.50/hr	*+9.87%*	*1.12*
Mining and Geological Engineers, Including Mining Safety Engineers	*1,183*	*80*	$51.38/hr	*+8.79%*	*2.08*
Surveying and Mapping Technicians	*739*	*105*	$25.56/hr	*+11.23%*	*1.41*

Job Postings Summary

585,865	2 : 1	32,684	27 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
1.42M Total Postings	Regional Average: 3 : 1	255,457 Total Employers	Regional Average: 27 days

There were **1.42M** total job postings for your selection from November 2021 to October 2025, of which **585,865** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

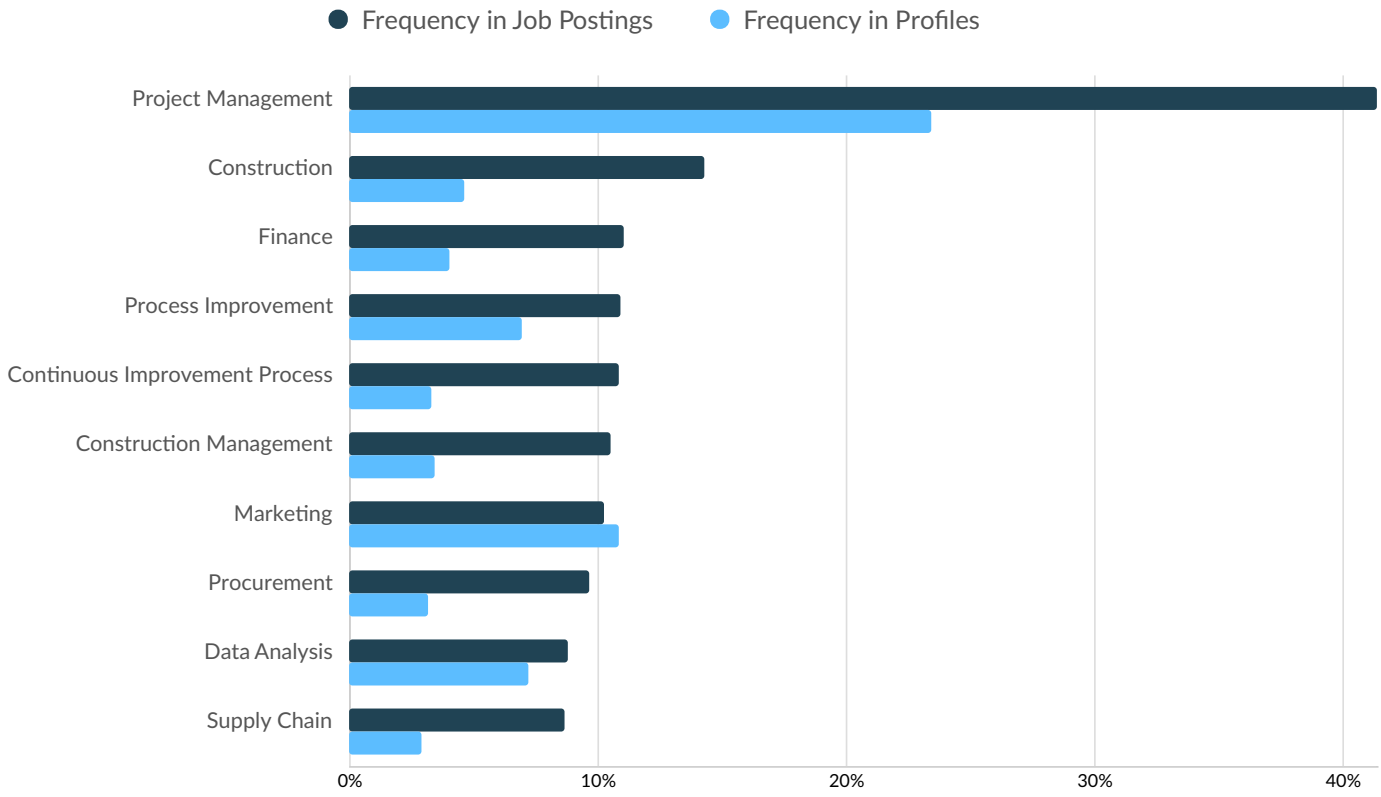
Top Companies Posting

Company	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Amazon	47,681 / 14,037	3 : 1	30 days
GPAC	16,600 / 8,076	2 : 1	33 days
Boeing	19,556 / 6,183	3 : 1	20 days
Northrop Grumman	16,693 / 4,857	3 : 1	26 days
University of Colorado System Office	12,480 / 3,876	3 : 1	25 days
Blue Origin	7,726 / 3,590	2 : 1	29 days
State of Washington	5,920 / 3,590	2 : 1	21 days
University of Washington	9,948 / 3,353	3 : 1	34 days
CDM Smith	4,905 / 3,247	2 : 1	31 days
Microsoft	10,245 / 2,998	3 : 1	26 days

Top Posted Job Titles

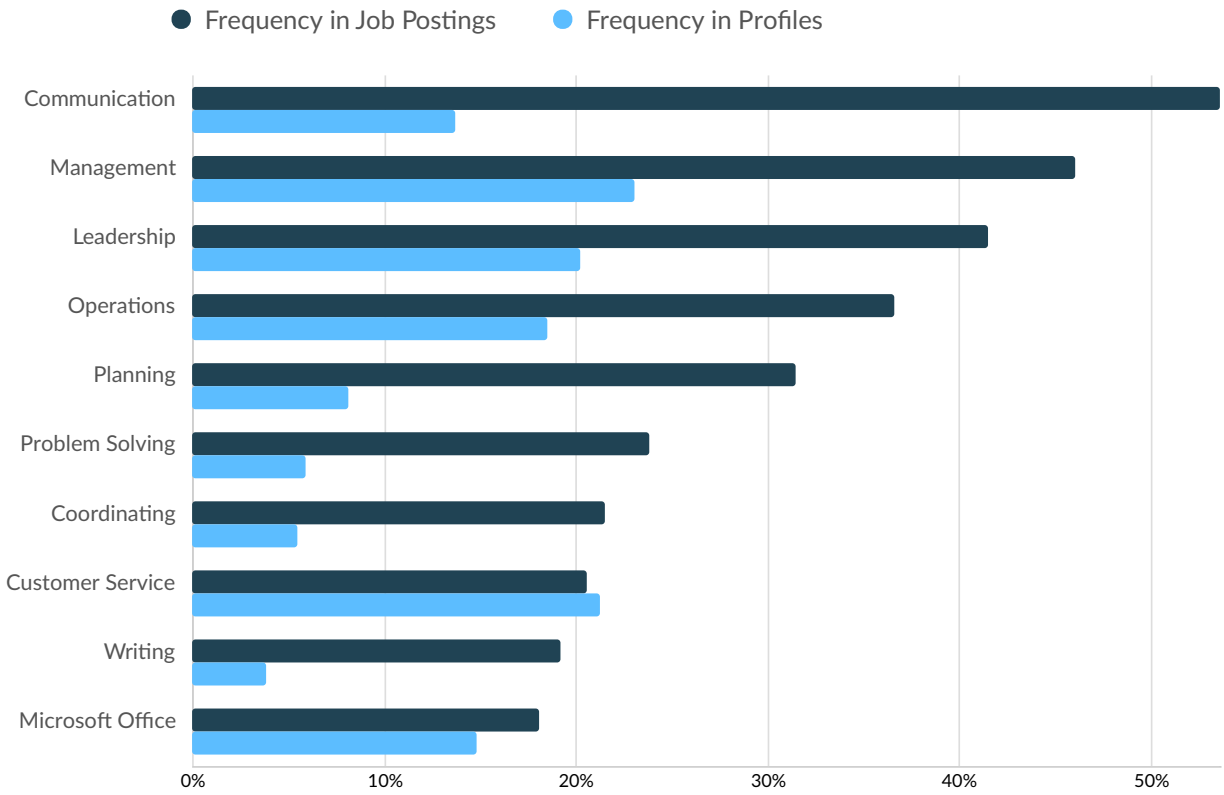
Job Title	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Project Managers	52,076 / 23,572	2 : 1	25 days
Program Managers	19,305 / 8,146	2 : 1	24 days
Business Analysts	16,909 / 8,060	2 : 1	24 days
Operations Managers	16,289 / 5,814	3 : 1	27 days
Project Engineers	11,058 / 4,993	2 : 1	28 days
Project Coordinators	9,574 / 4,107	2 : 1	26 days
Business Systems Analysts	7,585 / 3,864	2 : 1	22 days
Civil Engineers	9,725 / 3,810	3 : 1	30 days
Construction Project Managers	9,310 / 3,719	3 : 1	30 days
Structural Engineers	9,367 / 3,572	3 : 1	28 days

Top Specialized Skills



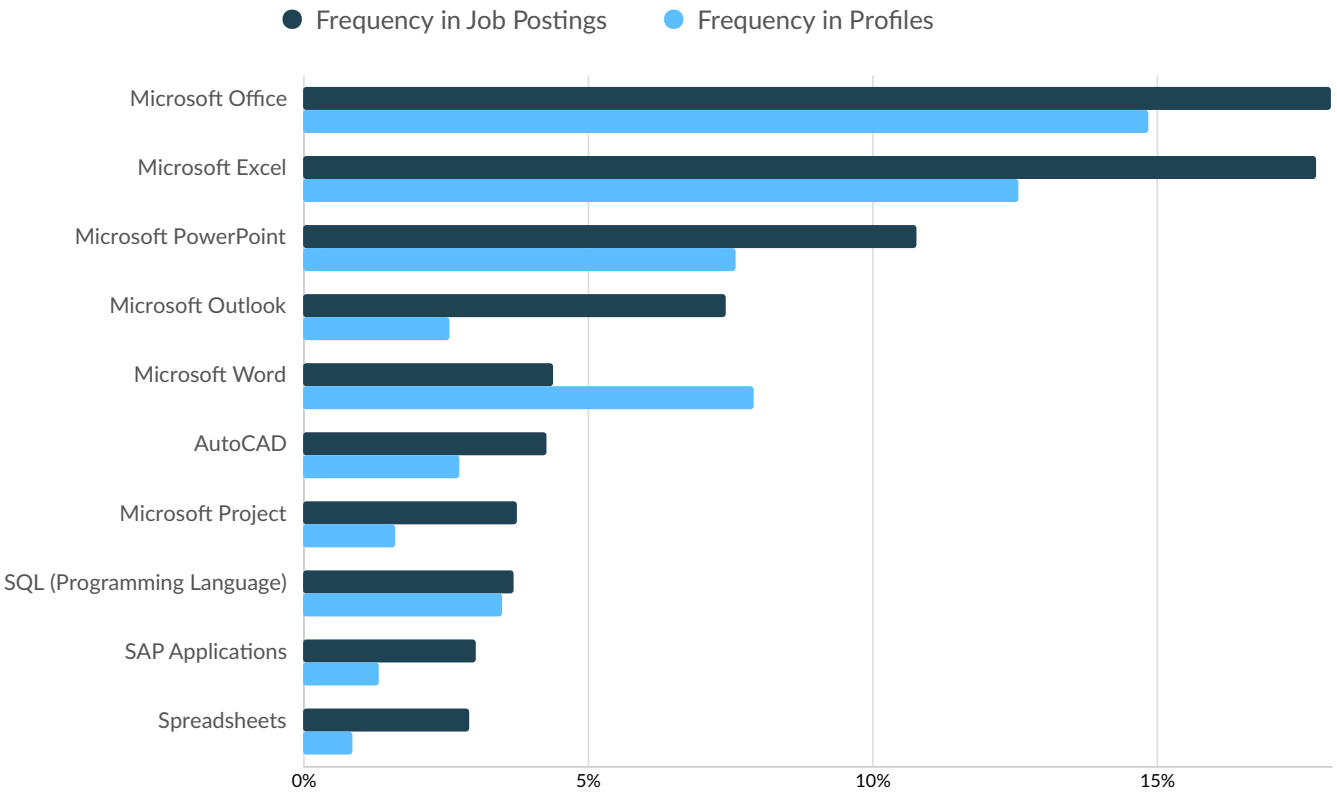
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	242,638	41%	354,860	23%	+19.8%	Rapidly Growing
Construction	83,956	14%	70,382	5%	+10.5%	Growing
Finance	64,695	11%	60,768	4%	+27.3%	Rapidly Growing
Process Improvement	63,963	11%	105,536	7%	+27.0%	Rapidly Growing
Continuous Improvement Process	63,515	11%	50,528	3%	+23.4%	Rapidly Growing
Construction Management	61,599	11%	51,911	3%	+18.4%	Growing
Marketing	60,255	10%	164,739	11%	+23.0%	Rapidly Growing
Procurement	56,516	10%	48,460	3%	+13.8%	Growing
Data Analysis	51,785	9%	109,051	7%	+25.8%	Rapidly Growing
Supply Chain	50,887	9%	44,545	3%	+22.3%	Rapidly Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	313,978	54%	207,929	14%	+3.6%	Lagging
Management	269,768	46%	349,428	23%	+5.3%	Stable
Leadership	243,027	41%	306,195	20%	+8.5%	Stable
Operations	214,405	37%	280,185	19%	+8.1%	Stable
Planning	184,247	31%	123,087	8%	+10.9%	Growing
Problem Solving	139,430	24%	90,189	6%	+11.3%	Growing
Coordinating	126,123	22%	82,459	5%	+14.7%	Growing
Customer Service	120,350	21%	321,792	21%	+5.2%	Stable
Writing	112,715	19%	58,040	4%	+11.8%	Growing
Microsoft Office	105,889	18%	225,022	15%	+18.5%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	105,889	18%	225,022	15%	+18.5%	Growing
Microsoft Excel	104,356	18%	190,533	13%	+17.7%	Growing
Microsoft PowerPoint	63,247	11%	115,214	8%	+26.1%	Rapidly Growing
Microsoft Outlook	43,604	7%	38,833	3%	+25.0%	Rapidly Growing
Microsoft Word	25,820	4%	120,124	8%	+7.2%	Stable
AutoCAD	25,001	4%	41,700	3%	+16.9%	Growing
Microsoft Project	21,983	4%	24,650	2%	+3.4%	Lagging
SQL (Programming Language)	21,748	4%	52,962	3%	+6.4%	Stable
SAP Applications	17,740	3%	20,329	1%	+21.6%	Rapidly Growing
Spreadsheets	17,129	3%	13,026	1%	+22.2%	Rapidly Growing

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	59,984
Project Management Professional Certification	35,713
Master Of Business Administration (MBA)	26,288
Professional Engineer (PE) License	23,076
Security Clearance	14,640
Secret Clearance	9,545
Engineer in Training	8,219
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	7,600
Cardiopulmonary Resuscitation (CPR) Certification	6,062
Project Management Certification	5,863

Appendix A

Program Mapping Details

LOT Code	LOT Name	CIP Code	Program Name
141111	Construction Manager	04.0201	Architecture
141111	Construction Manager	04.0299	Architecture, Other
141111	Construction Manager	04.0403	Sustainable Design/Architecture
141111	Construction Manager	04.0902	Architectural and Building Sciences/Technology
141111	Construction Manager	14.0401	Architectural Engineering
141111	Construction Manager	14.0801	Civil Engineering, General
141111	Construction Manager	14.0803	Structural Engineering
141111	Construction Manager	14.0899	Civil Engineering, Other
141111	Construction Manager	14.3301	Construction Engineering
141111	Construction Manager	15.1001	Construction Engineering Technology/Technician
141111	Construction Manager	44.0402	Public Works Management
141111	Construction Manager	52.0205	Operations Management and Supervision
141111	Construction Manager	52.2001	Construction Management, General
141111	Construction Manager	52.2002	Construction Project Management
141111	Construction Manager	52.2099	Construction Management, Other

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Colorado Department of Labor and Employment; Idaho Department of Labor; Montana Department of Labor and Industry; Oregon Employment Department; Utah Department of Workforce Services; Washington State Employment Security Department

BSU Construction Management

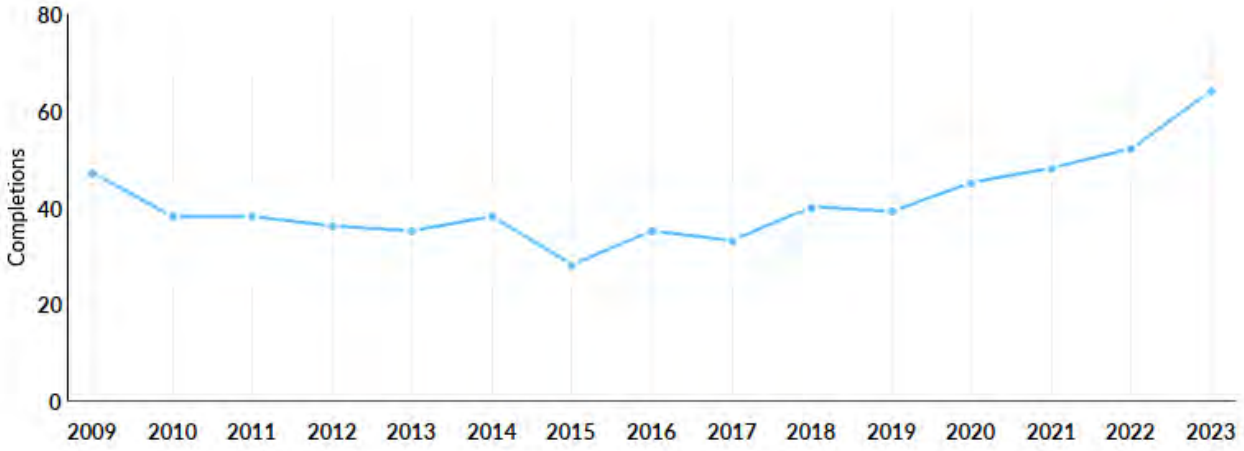
Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Boise State University | Completions in Construction Management, General (52.2001)



Award Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	47	38	38	36	35	38	28	35	33	40	39	45	48	52	64
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	47	38	38	36	35	38	28	35	33	40	39	45	48	52	64

Institution Info

Address: 1910 University Dr
Boise, ID 83725

Website: www.boisestate.edu/

Phone: 208-426-1000

** Institution Completions - Settings*

Institution Completions - Settings

Region Name: 6 States
Timeframe: 2025 - 2035
Selection Type: CIP 2020 Programs
Selection:

CIP 2020 Code	Name
52.2001	Construction Management, General

Class of Worker Categories: QCEW Employees + Non-QCEW Employees + Self-Employed
Dataset Version: 2025.3
Education Levels: Bachelor's Degree, Master's Degree, Post-masters certificate, Doctor's Degree
States:
Colorado (CO)
Idaho (ID)
Montana (MT)
Oregon (OR)
Utah (UT)
Washington (WA)

Appendix A - Data Sources and Calculations

Institution Data

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BYU-I Construction Management

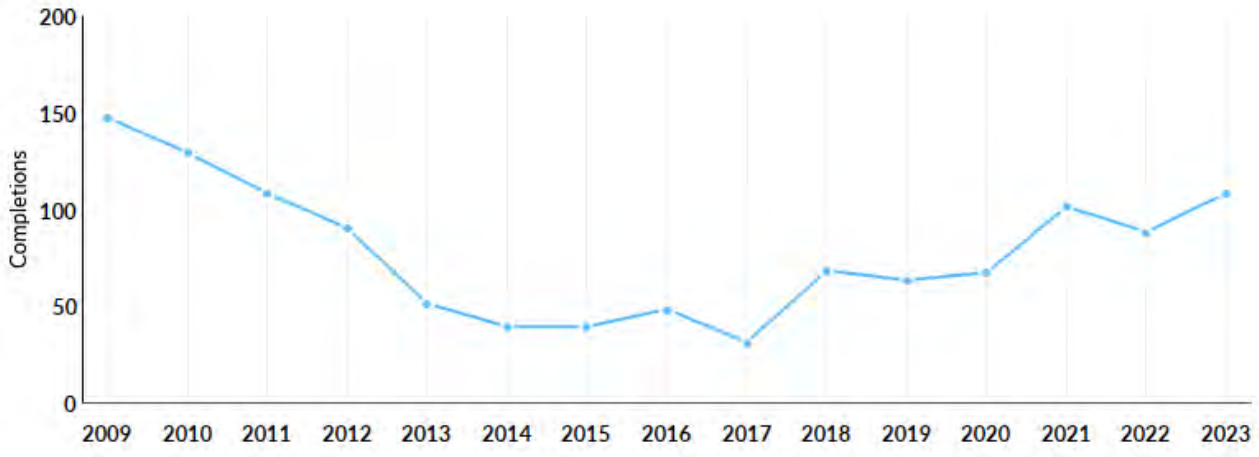
Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Brigham Young University-Idaho | Completions in Construction Management, General (52.2001)



Award Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	4	4	5	13
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	147	129	108	90	51	39	39	48	31	68	63	63	97	83	95
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	147	129	108	90	51	39	39	48	31	68	63	67	101	88	108

Institution Info

Address: 525 S Center
Rexburg, ID 83460

Website: www.byui.edu/

Phone: 208-496-1411

** Institution Completions - Settings*

Institution Completions - Settings

Region Name: 6 States
Timeframe: 2025 - 2035
Selection Type: CIP 2020 Programs
Selection:

CIP 2020 Code	Name
52.2001	Construction Management, General

Class of Worker Categories: QCEW Employees + Non-QCEW Employees + Self-Employed
Dataset Version: 2025.3
Education Levels: Bachelor's Degree, Master's Degree, Post-masters certificate, Doctor's Degree
States:
Colorado (CO)
Idaho (ID)
Montana (MT)
Oregon (OR)
Utah (UT)
Washington (WA)

Appendix A - Data Sources and Calculations

Institution Data

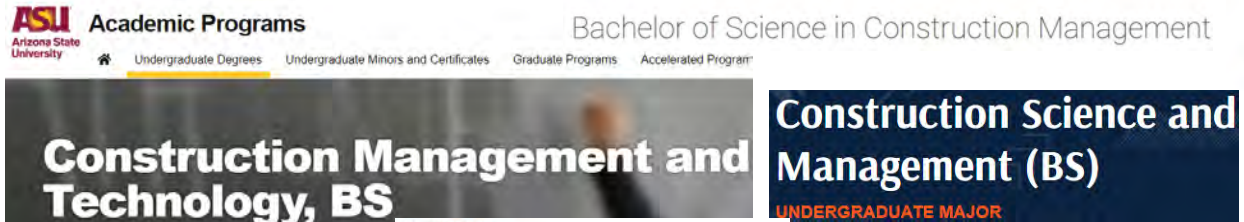
The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Initial Studies on Construction Management (CM) Program

Sept. 2025

1. Key Features of BSCM Programs

- Typical Goal: to prepare students for leadership roles in the construction industry, blending technical engineering knowledge with business and management principles, for the entire lifecycle of a construction project.
- Typical name: **B.S. Construction Management** (most common)
  - B.S. Construction Science & Management
  - B.S. Construction Management Technology
  - B.S. Construction Engineering & Management
  - B.S. Construction Management & Technology



- Some names indicating certain focused areas:

a. Business:
   B.S. Business Administration – Construction Management
   B.S. Administrative Science – Construction Management

b. Engineering /Technical：
   B.S. Construction Engineering & Management （CEM）
   B.S. Building Construction
   B.S. Construction Technology

c. Architectural Engineering:
   B.S. Architectural Engineering & Construction Management
   B.S. Architectural Construction Management

d. Industry-focused:
   B.S. Integrated Delivery & Construction Management
   B.S. Construction Management & Delivery

- Curricular features:

a. Accreditation – **ACCE's** (American Council for Construction Education) mandated coverage of 20 specific Student Learning Outcomes (SLOs) focused on technical, managerial, and professional skills

   Some programs housed in engineering colleges may go with **ABET** accreditation (Applied & Natural Science Accreditation Commission)

b. Total: **120-130 credits** (4-year path)

c. Common Curricular Structure:

   General Education (30-40 credits)

   Math and Science Foundations (10-15 credits)

   Construction Core (45-55 credits)

   Business and Management (12-18 credits)

   Technical Electives /Specialization (6-12 credits)

   Experiential Learning /internship (0-6 credits, many schools required)

- Typical models of B.S. CM Program in the US

a. **Traditional Accreditation-based** model (most common)

-- Home: a variety of colleges
-- Curriculum: based on **ACCE"s minimum standards** for credit hours and **student learning outcomes** (SLOs).
-- Courses are **balanced** between tech, business, core, and G. Eds.
-- A strong **course sequence** (fundamentals to more advanced topics)
-- mainly **lecture-based instruction** with labs
-- **a capstone project** series at the final year
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: to provide **a broad employability** (many have 80-90%+ placement rates).
-- **Disadvantages**: not respond to emerging changes of industry needs
-- **Career outcomes**: a wide range of positions related to construction industry
-- **Example**: Univ. of Florida, Eastern Washington University

b. **Technology-based** model (common, close tie to design disciplines)

-- Home: a variety of colleges (sometimes within Architecture or Business)

-- Accreditation: often **ACCE** (American Council for Construction Education)
-- Courses focusing on **applied technology** and **business core**.
-- **Fewer STEM** but **more hand-on techniques**
-- more courses cover building materials & methods, building codes, and BIM
-- business core tailored to the construction industry
-- Some require Arch courses.
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: hand-on experience and real-world application; can directly get into the field; easy transfer credits from a two-year associate's degree program.
-- **Disadvantages**: high program cost and resource intensity; graduates less competitive for administrative or executive roles.
-- **Career outcomes**: the most versatile and common pathway into the construction industry, including engineer, superintendent, estimator, or technology-driven roles.
-- **Example**: Boise State Univ, BYU-Idaho, WSU

C. **Engineering-based** model

-- Home: a **college of engineering,** often closely affiliated with **Civil Engineering**
-- Many state universities and polytechnic institutes follow this model.
-- Accreditation: **ACCE** (American Council for Construction Education) or **ABET** (Accreditation Board for Engineering and Technology)
-- Courses focusing on structural mechanics, soil mechanics, statics, strength of materials, & building systems.
-- Integrated with **civil engineering design** components
-- **more lab-based** deliveries.
-- **a capstone project** series at the final year
-- Heavily weighted towards **STEM subjects**
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: STEM related; good job market, higher starting salaries.
-- **Disadvantages**: strong STEM requirements may limit accessibility; higher program cost.
-- **Career outcomes**: highly technical roles, such as Project Engineer, Field Engineer, etc. A good path to a licensed Professional Engineer (P.E.).
-- **Example**: Univ. of Utah, Virginia Tech, Texas A & M Univ.

d. **Business-based** model (less common)

-- Home: a **college of Business**
-- Accreditation: some with **ACCE**; some without professional accreditation
-- Courses focusing more on the **management and financial aspects**, real estate, and business development.
-- **Lighter** technical load.
-- Mainly **lecture-based instruction**
-- Small program size
-- Flexible course delivery: **on-campus instruction, online courses, hybrid courses**.
-- **Advantages**: easily start; better accessibility with less STEM requirement.
-- **Disadvantages**: smaller job market.
-- **Career outcomes**: Business side of the construction industry, such as estimators, schedulers, etc.
-- **Example**: Univ of Denver, Wentworth Institute of Technology

e. **Design-based** model (less common, distinct)

-- Home: a **college of Architecture, Design, or Environmental Design**
-- Accreditation: some with **ACCE**; some with **NAAB** with dual-degree programs
-- Courses focusing on integrating design, pre-construction phases, building systems, and the collaboration with architects, contractors, and clients.
-- **More** course loads on design and design + construction integration
-- **More** elements in sustainability and project presentation
-- Interdisciplinary capstone focus
-- Often associated with **dual-degree programs** or **accelerated programs**
-- Primarily **on-campus instruction**
-- **Advantages**: bridging design & construction, more opportunities in green design, good fit for design-build/construction firms, in-house architects, BIM professionals
-- **Disadvantages**: narrower career scope, high resource demands, complicated integration process, potential accreditation challenge
-- **Career outcomes**: Business side of the construction industry, such as estimators, schedulers, etc.
-- **Example**: Univ. of Washington, Clemson University

f. **Focus areas /tracks** within a Degree Program

-- Many schools provide **multiple tracks/focus areas** for students with different interests.

-- Each track provide **some specialized courses** in an area of construction management.

-- Those courses /credits are often placed in the **3rd and 4th year** curriculum.

-- Some common focus areas: residential, highway /infrastructure, Arch design, landscape construction, etc.

2. Comparison of CM Programs in the region

- **BSU**

-- Only ACCE accredited program within the State

-- within the College of Engineering

-- focus on construction methods, technologies, and management principles

-- mainly serve the Treasure Valley areas

-- **Advantage**: Location -- the state's largest economic hub; high local demands; alumni network

-- **Disadvantage**: Boise's rising cost of living; no design components; less national recognition

- **BYU-Idaho**

-- a highly practical program

-- focus more on residential and smaller commercial construction

-- teaching focus (less research focus)

-- mainly serve eastern Idaho

-- **Advantage**: affordable education, job-ready graduates,

-- **Disadvantage**: no ACCE accreditation, limited exposure to emerging technologies and large-scale project;

- **WSU**
  -- focus on practical and hand-on experience
  -- offer a comprehensive curriculum
  -- ACCE accredited
  -- **Advantage:** good industry reputation; strong alumni network; more affordable than UW
  -- **Disadvantage:** Location – rural, limited internship

- **UW**
  -- An interdisciplinary approach combining engineering, arch, and business
  -- strong focus on technology (BIM, VDC) and sustainability
  -- Curriculum: balanced, driven by tech industry
  -- Access to advanced facilities (like UW's Construction Engineering Research Center)
  -- **Advantage:** elite reputation with the strongest alumni network, location – a major construction hub
  -- **Disadvantage:** expensive education expenses and high cost of living, highly competitive admission, large course size, complicated quarter system (not friendly to transfer students).

- **Montana State Univ.**
  -- BS Construction Engineering Technology
  -- Accredited by ABET
  -- within its engineering Technology program
  -- focus on practical application of engineering principles and industry readiness
  -- **No business/management focus**
  -- relatively smaller program
  -- **Advantages**: opportunity for resort, mountain tourism, and recreational construction, local demand
  -- **Disadvantages**: limited exposure to emerging technology and significant projects, fewer course options, less recognized outside the region.

- **Univ. of Utah**
  -- BS Construction Engineering
  -- recently accredited by ABET
  -- within the Dept. of Civil & Environmental Engineering
  -- **No business/management focus**
  -- Small program
  -- Advantage: location – a booming construction market; opportunities in construction technology and material science; pathway to grad program
  --Disadvantage: overshadowed by BYU, expensive for out-of-state, geographic weather

3. Precedent Studies

a. B.S. Construction Management – **University of Minnesota**

-- Home: College of Continuing & Professional Studies

-- Required credits: 120

-- Application requirement: students with 30 credits

-- Size: 84 enrolled (AY23-24)

-- Accreditation: ABET

-- Three tracks: commercial; Highway Heavy/Civil Work
residential

-- An upper-division heavy program (flexible for transfer students and adult/working students)

-- Hybrid course delivery

-- No full-time faculty: use **adjunct faculty model**

UNIVERSITY OF MINNESOTA
Driven to Discover℠

College of Continuing & Professional Studies

- Lesson we can learn from this case:

  -- adjunct faculty model (less resources invested / but challenges to hire adjunct and to have in-person course delivery)

  -- three tracks (flexibility of learning / but requires more efforts to develop and maintain)

  -- targeted market: students who have already completed certain credits (they are more matured and know what they want to do)

  -- hybrid course delivery (better efficient course teaching /but require more tech and faculty supports).

b. B.S. Construction Management – University of Washington

-- Home: College of Built Environment
-- Required credits: 180 (quarter system)
-- Size: 180 enrolled (AY23-24)
-- Accreditation: ACCE
-- Also offer dual degree**: B.A. in Arch + B.S. in CM** (not accredited by ACCE).
-- Three entry pathways: Freshman Direct Admission, Early Admission (business early & STEM early), Upper-division Admission
-- Also offer **B.S. C.M. Degree with Arch Design focus**
-- Curricular credit breakdown

G Ed. (67-68)
Major (95) – Lower-division (17-18)
Foundation (78)
Business (4-5)
Capstone (7)
Construction elective (6)

- Lesson we can learn from this case:

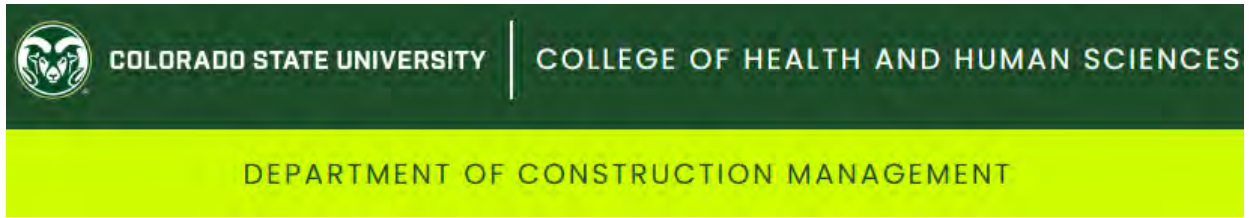
  -- design-based focus & dual degree: strong connections to design disciplines(but require active engagements from faculty in multiple disciplines)

  -- multiple admission pathways: flexibility of educational opportunity (increase the complexity of student advising)

  -- research-driven: bring good values and reputations to the program – make the program unique (more research investments)

C. B.S. Construction Management – Colorado State University

-- Home: College of Health & Human Science
-- Required credits: 120
-- Size: 800+ enrolled (F24)
-- Accreditation: ACCE



-- One of the oldest CM Program in the nation: founded in 1946
-- Focus on sustainable construction and mechanical systems
-- Leverage expertise in green building (LEED), energy efficiency, and building science
-- Students begin in “pre-CM” before entering the major; Internship required
-- Curricular credit breakdown

Pre-CM: 13-16 (Composition, math, physics, intro CM courses)
1st Yr: 30 (General education + intro CM courses)
2nd yr: 33 (Core technical CM foundation)
3rd yr: 27 (Advanced CM topics + required internship)
4th yr: 30 (Capstone integration, electives, writing, leadership)

- Lesson we can learn from this case:

  -- sustainability focus: fit UI's existing capability and approach; easily related to research outcomes; respond to emerging needs; make the program unique

  -- pre-CM & CM program: fit the curricular structures of most design disciplines within CAA; students are more matured and motivated (but more complicated for academic advising)

  -- balanced curriculum: a good balance between theoretic and practical training (but requires more engagements from different disciplines)

- B.S. Construction Engineering & Management – **Virgina Tech**

-- Home: Myers-Lawson School of Construction (jointly founded by College of Architecture & Urban Studies and College of Engineering)
-- Required credits: 124
-- Size: 200-300 (60+ students per yr)
-- Accreditation: ABET
-- Curriculum: 80% engineering +20% management/business
-- Focus on BIM and heavy civil virtual design and construction (VDC)
-- Three pillars: Engineering competence; Construction management proficiency; Technology & innovation
-- offers graduate programs (MS CEM.)
-- Curricular credit breakdown
1st Yr: 32 (Engineering fundamentals, general education, intro to CEM)
2nd yr: 30 (Construction documentation, safety, site analysis)
3rd yr: 32 (Estimating, Lean methods, smart technology, sustainability/global focus)
4th yr: 30 (Design-build capstone, robotics/AI/data, advanced safety & industry foresight)

VIRGINIA TECH®
MYERS-LAWSON SCHOOL OF CONSTRUCTION

- Lesson we can learn from this case:

  -- a joint venue between design disciplines and engineering: fit UI's resources and situation

  -- integration of VDC and BIM: fit UI's strength and offering; make the program unique; respond to emerging demands and changes; could potentially lead to dual-degree programs (but requires more engagements from different disciplines)

  -- graduate program: additional support to the BS program; student recruitment and retention (but requires more investments)

4. Possible models for UI's BSCM Program

- Avoid models
  a. Pure-engineering-based

  – have stiff competition from established, top-tier engineering schools and schools in the region with same/similar offerings

  -- too narrow for the diverse Idaho market

b. Pure-design-based:

-- complicated process, not fit current structure of design programs
-- not reflect the need of job market
-- require a lot of resources from CAA

c. Pure-business-based
-- does not meet the needs of Idaho market
-- narrowing career path
-- hard to fit current business majors offered on UI campus

Suggest a Blended-plus Model

Possible components that can be added into the model:

a. **Design-Research-Integrated Construction Management Component –** align with existing university strengths and resources

   Possible focus areas: green building design; integrated project delivery; Virtual Design and Construction (VDC); BIM; etc.

b. **State & Regional Need Responsive Component –** aligning with the state's & regional priority and demands

   possible focus areas: heavy/civil projects (infrastructure); commercial projects; residential projects

c. **Integrated Technology & infrastructure component –** align with both our existing resources and the state's demands

   possible focus areas: community-based development, heavy/civil projects; VDC; Prefabricated Construction;

d. Industrial Partnership Component – develop partnership with industry and blending with applied research and innovation

-- possible co-op curricular pipelines

-- use our CM program to connect our research labs, centers to construction informatics, advanced building materials, construction safety, etc.

-- clear pathway to graduate schools

f. **Hybrid Delivery Component** – support transferring /non-traditional students

-- (Moscow-based + online courses + regional co-op placements)

-- 2+2 or transfer-friendly pathways from community colleges

-- develop outreach components with UI extension centers to develop partnership with industry and community

- **The Four possible tracks:**

a. Operational Management

b. Integrated Project Delivery (Design+Supply+ Build; the EPC Service - Engineering, Procurement, and Construction Service)

c. Heavy Civil Project / Commerical Project / Residential Project

d. Digital Delivery & Modeling (BIM-Building Information Modeling & VDC-Virtual Development and Construction)

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of my landscape architectural firm, Don Brigham Plus Associates to express my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. My firm is engaged in public parks, schools and private projects throughout northern Idaho and we have extensive experience working within Idaho's construction and built environment sectors.

Construction management professionals possess talents that will NOT be replaced by artificial intelligence in the future. Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for

professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

Don Brigham, Jr.

Owner/Principal

Don Brigham Plus Associates

Clarkston, WA

Donbrigham6969@gmail.com 509-552-9646

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Castellaw Kom Architects, LLC, where I serve as Principal Architect, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. As an architectural firm, and we have extensive experience working within Idaho's construction and built environment sectors.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

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Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

Greg Castellaw, AIA

Principal Architect

Castellaw Kom Architects, LLC

Lewiston, ID 83501

gcastellaw@ckarchitects.com

(208) 746-0183

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January 23, 2026

Re: *Letter of Support for Proposed B.S. in Construction Management and the Built Environment*

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am pleased to offer my support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. In my role as a Project Manager at Castellaw Kom Architects, I am actively involved in overseeing construction efforts across Northern Idaho and Eastern Washington. Based on my day-to-day work in the industry, it is evident that there is an increasing need for professionals who are equipped to lead complex construction projects and work collaboratively with a wide range of disciplines.

Over the past two years, my work has focused primarily on municipal, state, higher education, and housing development projects. The largest of these efforts has been a multi-year deferred maintenance program for the State of Idaho. This program has included projects for, but not limited to, the Idaho Military Division, Idaho Department of Lands, Idaho Department of Veterans Services, Idaho Department of Labor, and Lewis-Clark State College. The work is being delivered under a design-build contract, with Castellaw Kom Architects contracted through a general contractor.

These projects have required close coordination among designers, contractors, owners, and regulatory agencies. In working with the various agencies and private companies, we have observed a trend of limited design–construction coordination skills, limited construction management experience, and a general lack of practical construction knowledge among individuals entering project management roles. This trend highlights a shortage of professionals with integrated training across disciplines.

The proposed program at the University of Idaho directly addresses these workforce gaps. Its emphasis on applied learning and career readiness—through internships, industry partnerships, and collaborative, team-based projects—will better prepare graduates for professional practice. Opportunities to intern and work alongside real-world design-build teams will provide graduates with highly valuable, hands-on experience as they enter the workforce.

Importantly this program is necessary for the future of our region. Every year our firm attends the design-build forum held at Washington State University. This an all-day summit held to deepen relationships and to streamline workflows between the University and design-build professionals around the region. One of the main focuses of this year's summit was to highlight

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the schools desire to promote small business and local workers. In order for the University to be able to deliver on this goal we must have a pool of experienced and qualified design-build professionals. With the University of Idaho offering a program such as this, it would give our region the ability to train and also retain these qualified professionals.

For these reasons, I strongly support the proposed Bachelor of Science in Construction Management and the Built Environment and respectfully encourage the Idaho State Board of Education to approve this program. I am confident it will strengthen Idaho's workforce, support regional economic development, and provide meaningful benefits to employers and communities throughout North Idaho and the Pacific Northwest.

Sincerely,

Connie Boyer, Project Manager
CASTELLAW KOM ARCHITECTS
1126 Main Street
Lewiston, ID 83501
ph. (208) 746-0183
cboyer@ckarchitects.com

MILLERSTAUFFER
ARCHITECTS

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Miller Stauffer Architects to express our staunch support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment program. Our organization is engaged in providing full architectural services in both private and public sectors. As the founding principal of Miller Stauffer, I have been actively engaged in architecture and the construction industry for over fifty years.

My current role is providing Construction Administration services for the $75 million mixed-use high rise currently under construction in Coeur d'Alene, Idaho. Spokane based, Garco Construction is the general contractor and several of their key personnel overseeing the project have construction management degrees. With this complex project, I have seen first-hand the importance of this educational background.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Professionally,

Monte Miller, Principal
Miller Stauffer Architects, PA.
Coeur d'Alene, Idaho
Email: monte@millerstauffer.com
V. (208) 664-1773

NAC

January 25, 2026
Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Re: Support for the Proposed B.S. in Construction Management and the Built Environment

Dear Members of the Idaho State Board of Education,

I am pleased to offer my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. I am currently employed as a Project Manager and Project Designer with NAC Architecture, where I contribute to construction projects spanning North Idaho, the Pacific Northwest, California, and Ohio. Through this professional involvement, I have observed an increasing demand for individuals who possess both technical knowledge and leadership skills to guide complex construction efforts.

My recent work has primarily involved design–build, integrated project delivery, and accelerated construction delivery models across higher education, student housing, civic, and recreation projects. These approaches require early collaboration, strong communication, and an in-depth understanding of construction processes from design through completion. On active projects such as the Pasco Aquatic Center, we experienced notable challenges related to the limited availability of qualified project management staff. These staffing constraints contributed to delays and added pressure on project teams, reflecting a broader industry-wide shortage of professionals trained in integrated project delivery.

The University of Idaho's proposed program responds directly to this critical workforce need. Its curriculum draws from architecture, engineering, business, and legal studies, closely mirroring the interdisciplinary environment in which construction projects are delivered today. Graduates who are trained in BIM coordination, digital project workflows, estimating, scheduling, and contract administration will be well positioned to reduce risk, improve efficiency, and add immediate value to professional teams. From an employer perspective, this comprehensive preparation is both highly desirable and increasingly difficult to find among entry-level candidates.

The program's applied orientation and flexible structure further enhance its value. The inclusion of focused specialization tracks acknowledges the varied demands of today's construction industry, particularly within North Idaho and the greater Pacific Northwest. In practice, a solid understanding of construction execution following the completion of bridging documents is essential, yet this competency is often lacking among new professionals. The proposed program's emphasis on experiential learning and interdisciplinary collaboration addresses this gap effectively.

> 1203 West Riverside Avenue, Spokane, WA 99201-1107
509 838 8240 nacarchitecture.com
Columbus Los Angeles Seattle Spokane

Currently, Idaho does not offer a comparable construction management program with a strong emphasis on integrated and design–build delivery. The University of Idaho is uniquely positioned to address this absence by leveraging its existing academic strengths and industry partnerships. The proposed degree represents an important step toward strengthening Idaho's workforce, supporting regional economic growth, and meeting the evolving needs of the construction and design professions.

For these reasons, I strongly encourage the Idaho State Board of Education to approve the Bachelor of Science in Construction Management and the Built Environment. I am confident the program will deliver lasting benefits to students, employers, and communities throughout Idaho and the surrounding region.

Thank you for your consideration.

Sincerely,

Lupe Barajas
Project Manager / Project Designer
NAC Architecture

University of Idaho Alumni, Class of 2005
Spokane, WA
(208) 596-3619
lbarajas@nacarchitecture.com

NAC
ARCHITECTURE

NORTH ROOT ARCHITECTURE
Sandpoint, ID
208-255-8041
northrootarchitecture.com

1/25/26

Subject: Letter of Support for Proposed B.S. in Construction Management and the Built Environment

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am writing to express my strong support for the University of Idaho's proposal to establish a Bachelor of Science in Construction Management and the Built Environment. As the owner of North Root Architecture and a licensed architect, I work on construction projects throughout Northern Idaho, ranging geographically from Bonners Ferry, to Coeur d' Alene. From my professional experience, there is a clear and growing need for graduates who are prepared to manage complex construction projects and collaborate across disciplines.

In recent years, I have been involved in commercial projects, townhome designs and single family residences. Many of these projects have relied on modified design-build methods, requiring close coordination among architects, contractors, owners, and regulatory agencies. On multiple residential projects and currently one large scale commercial project for a non-profit (Panhandle Special Needs Inc.), we are seeking qualified individuals to join the team with project management experience to represent the client, and cannot fill the position due to a lack of qualified individuals.

The proposed program at the University of Idaho directly addresses these workforce gaps. Its interdisciplinary curriculum—drawing on architecture, engineering, business, and law—mirrors how projects are delivered in practice. For example, graduates with experience in cost estimating, schematic design, scheduling and construction administration would be better prepared to represent my clients, join the project team and foster better project delivery for all scales of commercial and residential projects, reducing project risk and improving efficiency. This type of preparation is something our organization actively seeks to achieve on projects but can lack due to a missing experience, either internally to our firm or externally and hired by clients.

From an industry standpoint, the program is particularly strong in its structure and focus. The availability of multiple specialization tracks aligns well with the diverse needs of

NORTH ROOT ARCHITECTURE
Sandpoint, ID
208-255-8041
northrootarchitecture.com

employers in North Idaho and the Pacific Northwest. In my experience, project coordination, business acumen, and an understanding of construction processes is an area where well-prepared graduates are especially needed. The program's emphasis on applied learning and collaboration will help ensure students are ready to contribute immediately to professional environments.

Importantly, no other institution in Idaho offers a comparable, fully integrated design–build-focused construction management program. The University of Idaho is uniquely positioned to bring together the breadth of expertise required to educate professionals who can meet the evolving needs of our region's construction industry.

For these reasons, I strongly support the proposed Bachelor of Science in Construction Management and the Built Environment and respectfully encourage the Idaho State Board of Education to approve this program. I am confident it will strengthen Idaho's workforce, support regional economic development, and provide meaningful benefits to employers and communities throughout North Idaho and the Pacific Northwest.

Sincerely,

Reid Weber
Architect and Owner, AIA North Chair
North Root Architecture

412 Pine St

Sandpoint, ID 83864

208 255 8041
reid@nortrootarchitecture.com

To the Idaho State Board of Education, 650 W State St 3rd floor, Boise, ID 83720

Re: Request for Support: Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I'm writing to endorse and request that you please consider approval of the University of Idaho's proposed degree track for the **Bachelor of Science in Construction Management in the Built Environment program**.

I am a Partner and Senior Vice President of the interdisciplinary firm, Otak, Inc (www.otak.com), based in the Western US. Our firm strongly supports this proposed program. We provide civil engineering, architecture, landscape architecture, and project management and construction management services, and we can attest to the important need for professionals educated in Construction Management.

Based on our continuous daily experience in the industry, we are experiencing a growing demand for well-qualified Construction Management professionals, not only in Idaho, but throughout the western US and beyond. As our cities and communities grow—some of them as the fastest growing places in the country—we are seeing an increase in infrastructure, residential, and commercial investment and construction and a greater level of project complexity. This in turn is creating a demand for more intensive and advanced construction management protocols and services. Many employers, including our firm, are seeking graduates who understand how to mange projects efficiently and who can adapt to the dynamic construction industry, and who are adept at problem solving and managing overlapping issues.

The Construction Management degree will provide educate students in cost estimating and understanding fluctuations in pricing that occur geographically and seasonally and that are influenced by the supply chain and other external dynamics. Graduates of the CMBE degree will also bring valuable knowledge in managing interdisciplinary relationships through strong communication and collaboration. They will learn about scheduling, cost management, contract administration, construction methods, building systems, and emerging tools and technologies.

The Construction Management degree at the University of Idaho will be well positioned to deliver these skills through a combination of academic rigor and applied learning. The program will help build a strong construction management workforce that increases career opportunities for individuals throughout our region and beyond and that strengthens the quality of our built environments in a sustainable, economic manner.

On behalf of Otak, I can also confirm that we would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement. Please consider us as strong supporters for the proposed B.S. in Construction Management at the University of Idaho, and feel free to contact me if you would like to speak personally about this matter. Thank you for your consideration of this important opportunity!

With my sincerest regards,

Amanda (Mandi) C. Roberts, Senior Vice President and Principal, Otak, Inc. (Headquarters based in Portland, Oregon), Phone 206-949-2741 Email: mandi.roberts@otak.com

DAHLGREN
Industrial

January 12, 2026

Idaho State Board of Education
650 W State St
3rd Floor
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Dahlgren Industrial, where I serve as a Project Executive, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. As a Pacific Northwest-based General Contractor focused nationally on the industrial sector, we have extensive experience within Idaho's construction landscape. Our company regularly attends the University of Idaho (among other career fairs) and maintains a consistent workforce throughout Idaho and the surrounding region.

Much of our work involves the manufacturing and food processing plants that help feed our country, many of which are delivered via Design-Build. Idaho's manufacturing sector—driven by food processing, wood products, and electronics—has experienced 29% growth over the past decade, far outpacing the national average. With this growth comes a critical challenge: a generation of skilled construction managers is retiring, creating a gap that must be filled by modern, skilled professionals. Based on our industry experience, Idaho faces an escalating demand for construction management professionals driven by rapid population growth and the resulting need for housing and infrastructure. Employers across the region, including Dahlgren Industrial, are seeking "career-ready" graduates prepared to step into these roles immediately. Construction services are an ever-moving target, with constant pressure for safer practices, faster completion, and cost efficiency. As new technologies emerge for estimating and cost tracking, the "void" left by retiring Baby Boomers must be filled by graduates who possess a modern understanding of the built environment.

At Dahlgren Industrial, we operate as an "inception-to-completion" contractor. Our personnel market, estimate, schedule, and build each project. This broad skill set is essential to the construction process and aligns perfectly with the goals of this proposed program. An accredited, multidisciplinary program at the University of Idaho would provide the well-rounded graduates necessary to support the Pacific Northwest and the nation.

In our experience at career fairs, we often struggle to find candidates who fit our path, as many students focus solely on narrow tracks of engineering or architecture. We have observed a national trend where graduates lack a comprehensive understanding of the built environment; we see CM graduates who struggle to read detailed drawings and Architecture graduates who do not realize how a design detail can negatively impact a project's schedule or cost.

13975 Interurban Avenue S, Suite 100
Tukwila, WA 98168

DAHLGREN
Industrial

We believe this program will provide an education that is a step ahead of others. As Idaho grows, this program will become an integral cog in the wheel of progress. We would happily collaborate with the University regarding internships, advisory board participation, and other areas where we can provide value. With this program we anticipate the capacity to host a few interns annually from this specific track.

I am a proud alumnus of the College of Art and Architecture, the College of Natural Resources, and the College of Graduate Studies. I personally attempted to piece together a multidisciplinary education during my time at Idaho and sincerely wish this program had existed then. We respectfully express our full support for the B.S. in Construction Management and the Built Environment.

Sincerely,

Cale Valentine
Project Executive
Dahlgren Industrial
Tukwila, WA 98168
calev@dahlgrenindustrial.com
206.446.8492

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83720-0037

Re: Support for the Proposed B.S. in CM and the Built Environment Program

Dear Members of the Idaho State Board of Education,

I am writing to express my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. I am a proud graduate of the University of Idaho and currently serve as the Managing Director of Design at KEO International Consultants with a focus on building design, engineering, and construction of large scale commercially driven developments.

Idaho and the broader region are facing a significant and growing demand for construction management professionals with employers increasingly needing graduates who can step into roles that require technical understanding, project leadership, design coordination, and problem-solving skills in the design and build sector. This workforce demand is expected to intensify as the state continues to experience growth in housing, infrastructure, and commercial development. Meanwhile, the field is undergoing rapid change, shaped by integrated project delivery, digital technologies, sustainability goals, regulatory complexity, and evolving project delivery models. These shifts require a new generation of professionals who are adaptable, technologically literate, and capable of managing complex projects across disciplines.

In my organization, we seek graduates who demonstrate strengths in estimating, scheduling, cost control, contract administration, safety management, communication, and teamwork, along with a solid understanding of construction methods and building systems. The proposed new program at the University of Idaho is well aligned with these needs and reflects the competencies required for today and tomorrow's construction professionals.

The value of this program is particularly compelling given the University of Idaho's role as the state's land-grant institution. The planned integration with the broader built environment disciplines and emphasis on applied learning make it both distinctive and highly impactful providing students with clear career pathways, strong industry connections, and the preparation needed for long-term professional success. This program will help address workforce shortages, strengthen project delivery capacity, and support innovation in construction practice while contributing to economic development, infrastructure quality, community resilience, and the responsible stewardship of Idaho's built environment.

I am enthusiastic about opportunities to engage with the program through internships, advisory board participation, guest lectures, and collaborations that connect students with real-world practice. For these reasons, I offer my full endorsement of the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho.

Sincerely,

Darryl Custer, AIA
Managing Director
Bachelor of Architecture, University of Idaho, 1990

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of University of Idaho College of Art and Architecture Advisory Board, where I serve as Chair, as well as a University of Idaho Foundation Board member, to express our, and my personal, strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. As a former practicing architect, initially licensed in Idaho but also licensed in Washington and Montana, I have extensive experience working within Idaho's and the Pacific Northwest's construction and built environment sectors. As a former architecture firm owner, principal and project team leader, I have deep experience in not only design and construction but also in project management, project budgeting, construction cost estimating, construction oversight, A/E (architect and engineer) team leadership and client relations.

Based on my direct industry experience, the State of Idaho and the Pacific Northwest Region continue to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state and region are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In my former firm (as I am now retired), we valued new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

I would welcome opportunities to engage with the program through professional office and construction site visits, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, I respectfully express my support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. I believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

David L. Huotari

Retired Architect (from a +/- 50 person firm where I was Owner and Principal for 20 years)

Current University of Idaho College of Art and Architecture Advisory Board Chair

Current University of Idaho Foundation Board member

Former AIA (American Institute of Architects) Northwest and Pacific Region Director and National Strategic Council member.

Residence - Valleyford WA 99036

dlhuotari@yahoo.com / (509) 953-3372

Garrett Paul Lyons
Construction Project Manager
The Church of Jesus Christ of Latter-Day Saints
50 E North Temple Salt Lake City UT, 84150
garrett.lyons@churchofjesuschrist.org | (801)-503-6091
7 January 2026

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Re: Strong Support for Proposed Bachelor of Science in Construction Management and the Built Environment at the University of Idaho

Dear Members of the Board:

As a proud alumnus of the University of Idaho and a Construction Project Manager at The Church of Jesus Christ of Latter-Day Saints where a Nonprofit church that has its headquarters in Salt Lake City Utah. I write to offer my full and enthusiastic endorsement for the proposed Bachelor of Science in Construction Management and the Built Environment program. My 13 years in the construction and design industry have provided me with a clear perspective on the critical need for this program.

The demand for skilled construction management professionals in Idaho and the broader region has never been higher. Our state and bordering states rapid growth, coupled with ambitious infrastructure and development projects, has created a significant workforce gap. We currently compete fiercely for a limited pool of graduates from out-of-state programs, which is unsustainable. The future of our industry hinges on integrating advanced technologies like Building Information Modeling (BIM), sustainable building practices, lean construction, and sophisticated project finance software. To navigate this evolution, we need graduates who possess not only core competencies in scheduling, estimating, and safety but also skills in digital collaboration, sustainability, and strategic leadership.

The proposed UI program is distinctively positioned to meet this need. The University of Idaho's legacy in engineering, architecture, and business provides a formidable foundation for an interdisciplinary, hands-on curriculum. This program will produce versatile professionals, not just trained in current methods but educated to adapt and lead. For students, this creates a clear, in-state pathway to high-demand, high-reward careers. For industry, it provides a reliable pipeline of talent that understands Idaho's unique economic and geographic landscape, increasing project efficiency and innovation.

The public benefits are profound. A highly skilled local workforce will keep more project dollars within our communities, foster safer and more resilient built environments, and support the responsible stewardship of resources that is vital to our state's identity and future.

I personally am committed to supporting this initiative with capstone projects support, guest lectures, and participation in an industry advisory board to ensure the curriculum remains at the forefront of industry needs.

In closing, the University of Idaho's proposed Construction Management and the Built Environment program is a strategic investment in Idaho's economic future, its built environment, and its next generation of leaders. It addresses a direct industry crisis with a solution rooted in our state's proudest institution. Thank you for the consideration.

Respectfully submitted,

Garrett P Lyons

Garrett P Lyons

University of Idaho, Class 2019

The Church of Jesus Christ of Latter-Day Saints Construction Project Manager 2

January 12, 2026

Cushing Terrell

Idaho State Board of Education
650 W State St 3rd floor
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Cushing Terrell, where I serve as Principal and Vice President, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization is a Professional Architecture and Engineering practice with offices in Boise, Caldwell and 15 other western US locations. We have extensive experience working within Idaho's construction and built environment sectors.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only sophisticated technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

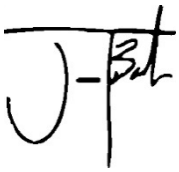
The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

As a current advisory board member for the College of Art and Architecture, our organization would welcome opportunities to engage with the program through advisory board partnership, internships, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,



Jason Butler, AIA, LEED AP
Principal
Cushing Terrell

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

7 January 2026

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Hansen-Rice, Inc., where I serve as Director of Design and Engineering, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization is engaged in single-source, design/build construction, and we have extensive experience working within the following built environment sectors in Idaho and beyond:

- Heavy Industrial Manufacturing facilities
- Food and Beverage Manufacturing facilities
- Cold Storage and Distribution facilities

Hansen-Rice is well-positioned to respond to the needs of the modern consumer, and the proposed CMBE Bachelor's Degree curriculum will be well-positioned to respond to the needs of our company, as well as that of our peers.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, artificial intelligence, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in the interdisciplinary nature of design and engineering as well as estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of

Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

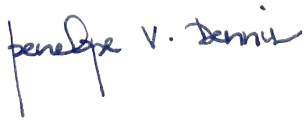
The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient and well-executed delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,



Penny Dennis, AIA, NCARB, DBIA, LEED AP
Director of Design & Engineering
Hansen-Rice, Inc.
1717 E. Chisholm Dr.
Nampa, ID. 83687
Email: penny.dennis@hansen-rice.com
Phone: 208-519-0272

January 14, 2026

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of JR Merit Industrial Contractors, where I serve as Power Generation Division Leader, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization specializes in industrial construction across market sectors, including Power Generation, Water Resources, Advanced Manufacturing, Food & Beverage Production, and Industrial Manufacturing. We have experience in many complex construction projects within Idaho's Power Generation & Manufacturing Infrastructure.

Based on our direct industry experience, we are observing tremendous growth in Idaho's economy across industry sectors. Overwhelming investment in industry and accompanying infrastructure is demanding qualified professionals with the problem-solving skills to help facilitate growth. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. We strongly support programs that prioritize critical thinking and learning through practical real-world experience to solve

problems. The proposed Construction Management program and the Built Environment program at the University of Idaho are well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

Rich Spratt
Power Generation Division Leader
JR Merit Industrial Contractors
Vancouver, WA
Rich.spratt@jrmerit.com

Planned New Programs

University of Idaho

Please fill out information on planned new degree programs (**Section 1**) and new certificates (**Section 2**). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in cetrain 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 https://nextsteps.idaho.gov/assets/uploads/2023/09/In-Demand-Career-List-Approved-9-13-2329.pdf	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 ***existing and/or new*** faculty lines will be required to deliver the program within the first 5 years.	Indicate whether ***existing, new, and/or renovated*** 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)																
Data Science	B.S.	We plan to modify our B.S. Mathematics--modeling and data science option, to create a new B.S. Data Science to meet growing workforce needs and student interest		On campus	Fall 2026								Region II (Moscow)	No	Exploring	Academic
Construction Management and the Built Environment	B.S.	120 credit hours of interdisciplinary content focusing on the wholistic design, development, and management of the built environment emphasizing the design build process, construction processes and technology, integrative building systems, architecture and engineering building sciences and technology, construction and operations management, and legal and business processes. American Council for Construction Education (ACCE) accredition would be secured within five years.	52.2001	On Campus	Fall 2026	ACCE and supporting accreditations ABET, NAAB. LAAB, CIDA, AACSB, and ABA.	The State of Idaho has two four year accredited construction management degrees focusing on project management at BSU in Boise and BYU Idaho in Rexburg. Additional two year programs are located at BYU Idaho, NIC, and the College of Southern Idaho. This new program is a wholistic and interdisciplinary program comprised from four discipines - Engineering, Architecture, Business, and Law and addresses the need for increased four year degree opportunities in the Northern Regions indicated in a 2023 marketing study completed by Lightcast.	In Demand. Construction Manager, Project Manager, Design Build Manager, Operations Manager, Facilities Manager; 11-9021 Construction Managers 330	CAA advisory board, external stakeholders and alumni in architecture and design build firms from the 1970-2000's, regional and world wide architecture and engineering industry representatives	Existing courses from the Colleges of Art and Architecture, Engineering, Business, and Law will be initially used to develop the curriculum. Some new interdisciplinary seminars may be added. Examples of current course content include contract law, real estate development law, accounting, project management, introduction to the built environment, construction materials and processes, civil engineering technologies and processes, principals of site design, interior materials and systems, environmental lifecycle assessment, finanical management and processes, business and management leadership, and soil and site evaluation. A faculty committee will be charged with developing the interdisciplinary curriculum supported by feedback from an external stakeholder group.	Existing. Engineering and CAA have made recent hires with experience and interest in the design build process and construction technologies and processes. As program enrollment grows new faculty lines with specific areas of expertise (AI digial twins) will be considered.	Existing	Region II (Moscow)	Not at this time, however support for new/remodeled fabrication labs may be sought in the future.	Planning	Academic
American Indian Studies	Ph.D	The interdisciplinary Ph.D. in American Indian Studies prepares graduates to conduct advanced and applied scholarly research from a cross-cultural perpective; develop innovative theories, methodologies, and research tools useful to sovereign tribes and Indigenous peoples; and lead in		On campus	Fall 2026		1.Sept-August of 2024 University of Idaho's Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) program began to accept applications for students. We had 13 applicants and 18 inquires. The proposed AIST Ph.D. Program will be built off this model.	1.P 13-1041 Compliance Officers 2.39-3051 Urban and Regional Planners 3.39-3091 Anthropologist and Archeologist	1.(Fort Hall Business Council 2.Nez Perce Circle of Elders 3.University of Idaho's Native American	1.American Indian Studies Minor (AIST) 2.Certificate in Indigenous Research and Education (CIRE) 3.Cultivating Indigenous Research Communities for	Existing faculty will deliver the program	Existing facilities will deliver the program	Region II (Moscow)		Planning	Academic
Law	BA/BS	The Law BA/BS provides legal training within a liberal arts framework. It is designed for those planning to enter careers in which a legal background is highly relevant but the 3-year JD isn't needed, such as accounting, human resources, criminology, natural resource management, and other heavily regulated		On Campus and online	Fall 2026	Establishment of this program will require ABA acquiescence	Outreach to other law schools with undergraduate programs in law show strong student interest: Univ. of Buffalo, which established a program 5 years ago, has approximately 330 Majors and 100 Minors; Drexel, after 3 years, has 110 Majors; Nova Southeastern, after 3 years, has 157 Majors; and USC, after 3 years, has 166 Majors.	Accountants and Auditors* (13-2011) Human Resources Managers* (11-3121) Medical and Health Services Managers* (11-9111)	Conversations are in process. Industry areas to be consulted include but are not limited to insurance, agriculture, natural resources,	The program will intersect with other programs, as a number of the course requirements will be fulfilled through enrolling in existing law-related courses taught by	Yes. The College of Law anticipates needing 2-3 additional faculty hires to launch and then grow the program.	We anticipate that existing space will be adequate for the program. Given JD enrollment numbers in	Region II (Moscow)	No	Planning	Academic
Industrial and System Engineering	BS	This is new B.S. program that will prepare students to use basic engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501	On campus (in the future will add online option)	Fall 2026	ABET	The current industrial Technology program offered in Idaho Falls (Region V) has recorded reduced student enrollments in the last several years. We plan to redesign this program as an Industrial Engineering degree program focused predominantly on the Idaho SBOE reations I and II. This onprarm will include a strone emphasis on systems, automation.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Industrial and System Engineering	MS	This is new M.S. program that will prepare students to use advanced engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501 / 14.2701	On campus	Fall 2026		Some of the graduates from the Industrial and Systems Engineering BS program will choose to pursue an MS degree.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Industrial and System Engineering	M.Engr	This is new M.Engr. program that will prepare students to use advanced engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501/14.2701	On campus	Fall 2026		Some of the graduates from the Industrial and Systems Engineering BS program will choose to pursue an M.Engr. degree. This program is also likely to attract full-time engineers enrolling in this program as part-time long-distance students. The program will be delivered long-distance via our Engineering Outreach service.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Geological and Mining Engineering	BS	This will be an expansion and rebranding of the Geological Engineering BS Program (approved 1/2025)	14.3901 - Geological/Geophysical Engineering	On campus	Fall 2026	ABET	There is an increased trend to revive the mining of various resources in Idaho and beyond in the Pacific Northwest to help manufacturing industries and advanced technology firms and reduce the reliance on international supply chains. The two main resources targeted by Idaho mining companies are gold and silver. The mining for other resources, such as additional	47-2073, 17-2051, 17-2081 (Geology and Mining Engineering are not explicity listed on the on-demand career in the Launch list. However, we	Hecla Mining, Idaho Strategic Resources, Integra Resources, DeLamar Mining Co (a subsidiary of Integra), Barr Engineering,	Geological Engineering (BS)	Two new faculty positions will be needed	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	Yes	Planning	Academic
Cybersecurity	PhD	This is an **expansion** to in-person delivery in Idaho Falls (Region 5) of the currently approved PhD in Cybersecurity program for in-person delivery in Moscow and Coeur D'Alene. The program trains students to advance the state-of-the-art in cybersecurity by learning the foundations and	11.1003 - 11.1003	On campus	Fall 2026		There is strong demand for this program chiefly from INL employees. We also have a few students enrolled in the PhD program in Computer Science in Idaho Falls, who would like to switch to a PhD in Cybersecurity, while staying in Idaho Falls. The BS and MS programs have consistently seen increased enrollments in the last few years. In te last two years, the	15-1251	Idaho National Laboratory (INL), SCIENTECH, Micron Technology, Power Engineers, Schweitzer Engineering Laboratories, Pacific	Ph.D. in Cybersecurity currently offered in-person in Coeur D'Alene and Moscow	None.	To be explored	Region V (Pocatello)	No.	Planning	Academic
Aerospace Engineering Minor	Minor	This will expand our Aerospace program offerings in the Mechanical Engineering Department. We currently have a 12-crd Aerospace Engineering Certificate	17-2141	On campus + potential Engineering Outreach (EO) (long-distance)	Fall 2026		There has been a strong demand for the Aerospace Engineering UG certificate in the ME department, with 15+ enrollees the first year of its' offering. This makes it the most popular certificate in the College of Engineering. Also, advertisements for Aerospace have generated the most applications, from April 9th: Carnegie Dartlet shared updated performance		TBD, but Mechanical Engineering advisory board was supportive of the Aerospace Certificate. Also, there is significant Aerospace	The UG Aerospace Certificate is 12-credit. The minor will likely be 18 credits, requiring 2 more classes.	None.	N/A	Region II (Moscow + EO)	No.	Exploring	Academic
Bioinformatics and Computational Biology	M.S.	This degree will add an online, non-thesis M.S. degree option to the existing Bioinformatics & Computational Biology (BCB) graduate program. Graduates will pursue careers in bioinformatics, geonomics, computational biology, and data science. It will leverage the interdisciplinary BCB		online	Summer 2026								Region II (Moscow)		Exploring	Academic
Climate Change and Solutions	M.S.	The Department of Earth and Spatial Sciences plan to add an online (non-thesis) M.S. in Climate Change and Solutions to accompany the B.S. program in the same subject that was approved in May 2023. The degree will prepare graduates with the in-depth scientific understanding needed to 1. assess		online	Summer 2026								Region II (Moscow)		Exploring	Academic
School Psychology	Ed.S.	This online program will prepare graduates to serve as licensed school psychologists and support students' academic, emotional, and behavioral well-being by conducting assessments, providing counseling, developing interventions, and collaborating with teachers, parents, and administrators.	42.2805	online	Summer 2026	National Association of School Psychologists (NASP)	The National Association of School Psychologists (NASP) recommends a ratio of one school psychologist per 500 students. In Idaho, the student-to-school psychologist ratio is approximately 1,700:1, which is more than three times the recommended ratio.	School psychologist, licensed psychologist, behavior specialist/interventionist, psychoeducational evaluator, special education	Idaho School Psychology Association (ISPA), National School Psychology Association (NASP)	not built from an existing concentration, minor, or other program	new faculty will be required to deliver this program	No new space is needed	This is planned as a fully online program.	Yes, we will request legislative funding. $350,000	Planning	Academic
School Counseling	M.A.	This online program will prepare graduates to serve as licensed school counselors. Graduates will be prepared to advocate for students' success, promote resilience and wellness, support career planning, implement prevention and intervention strategies, facilitate counseling programs, and evaluate		Online	Summer 2026	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)				not built from an existing concentration, minor, or other program	Three faculty lines in the areas of school counseling or school psychology will be needed to ensure national	No new space is needed	This is planned as a fully online program.	Yes, we will request legislative funding. $250,000	Exploring	Academic
Plant Pathology	*PhD*	This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. This degree provides graduates with a Ph.D. program that reflects their department and the discipline they study. **MODE: F2F**		*On campus*	*Fall 2026*		No graduate degree-awarding institution in Idaho currently offers a Ph. D. in Plant Pathology. With Plant Pathology faculty at each UI research and extension center, as well as on the Moscow campus, the University of Idaho is poised to deliver a Ph.D. in Plant Pathology upon approval. Currently, students in Idaho who wish to complete a degree in Plant Pathology	*Natural Sciences Managers, Soil & Plan Scientists, Conservation Scientists, Life Scientists,*	*Faculty maintain a close association (and have consulted with) multiple commodity commissions that include economically*	*The department offers an M.S. degree in Plant Pathology but no minor or concentration. We will build upon the M.S. requirements following the same model we use for our M.S.*	We are not requesting any new faculty positions. The department and college will re-allocate personnel as needed.	*We are not requesting any new space. The current laboratory space (on campus and at the*	Region II (Moscow)	*No*	*Planning*	*Academic*

SUBJECT

America's Next 250 Update

REFERENCE

October 2025	The Board held a work session on the relevance of postsecondary education. Board staff were directed to develop a plan and coordinate a second work session.
December 2025	The Board approved *America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho* plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III. B – Academic Freedom and Responsibility
Idaho Code §33-101 – Responsibility of the State Board of Education
Idaho Code §33-107 – General Powers and Duties of the Board

BACKGROUND / DISCUSSION

America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho, adopted by the Board in December 2025, establishes a framework for sustained attention to and improvement of postsecondary civics education in three areas: civic knowledge, civil discourse, and civic engagement. Institutions will be embedding this work strategically throughout general education, in new coursework, and through co-curricular activities. The first phase (2026-2027) focuses on building institutional infrastructure: a coordinating committee, course development, and civic events. Institutions have already made significant strides in their efforts in all three areas.

The initiative builds on national momentum around civic renewal and aligns with Idaho's broader goals for workforce readiness, democratic participation, and community resilience.

IMPACT

The institutions' engagement with *America's Next 250* will strengthen civic literacy and engagement among Idaho's postsecondary students, fortifying our democratic republic with a more informed and active citizenry. It will also support institutional efforts to meet accreditation standards related to civic outcomes and provide opportunities for interdisciplinary collaboration.

This Board update highlights the unique approaches each institution is taking as they develop goals and programming consistent with their students' interests, their communities, and their mission.

ATTACHMENTS

Attachment 1 – America's Next 250 Plan: Board Update

Attachment 2 – American's Next 250 Plan Update Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Staff are regularly engaged with each institution's Next 250 Committee. Regular updates will be provided as needed.

BOARD ACTION

This item is for informational purposes.

The Next 250 Plan: Board Update

Overview

In December, the Board passed the "America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho" plan. Idaho's colleges and universities responded quickly and already have committees established to facilitate the implementation of America's Next 250 as envisioned by the Board's plan. The Board's plan positions college students as critical contributors to the next 250 years of the United States' democracy. Bolstered by one-time funds to implement dedicated coursework, engage in curriculum redesign, host celebratory events, and develop other civics projects, each of Idaho's eight public postsecondary institutions has crafted unique proposals for engaging students in civics education. Together, these proposals represent a targeted Phase One investment in civic knowledge, civil discourse, and civic engagement. The breadth and pace of participation across our state institutions is encouraging, and the approach outlined in each proposal is as creative as it is reflective of local and institutional strengths.

All institutions are participating in course development projects led by an academic leader at Boise State: Dr. Andrew Finstuen. Four-year institutions are focused on a 300-level *Reading the Republic* course focused on key texts of democracy, while the community colleges will be revising existing general education coursework to more explicitly address civics education. All eight institutions will host a number of civic engagement projects and civil dialogue events. Below are just a few selected institutional highlights of institutional proposals:

Boise State University

- Deploying the Constructive Dialogue Institute's *Perspectives* digital tool across University Foundations courses to build structured civil discourse skills.
- Launching a peer mentor program that trains undergraduate students to facilitate civic discussions in introductory courses.

Idaho State University

- Developing a civil discourse workshop for New Student Orientation, developed by faculty and designed to train other trainers for long-term delivery.

- Building a civics component into Bengal Bridge, the state's largest summer bridge program, through stipends for all six Bridge faculty.
- Hosting a spring teaching symposium featuring a speaker who will cover the interplay of civics and AI.

College of Southern Idaho

- Coordinating a campus and community read of *Declaring Independence: Why 1776 Matters*, with round table discussions and a Constitution Day kickoff speaker.
- Hosting three documentary film screenings: *Undivide Us*, *Public Enemies Private Friends*, and *Join or Die*. Each will be followed by panel discussions open to the campus and greater community.

College of Eastern Idaho

- Expanding Law Day and Constitution Day events with guest speakers and student programming.
- Partnering with Idaho Falls city government as well as the Chamber of Commerce for field trips and a special themed edition of *The Falcon Quill*.

College of Western Idaho

- Piloting a civics micro-curriculum mapped to the statewide General Education framework, culminating in a portable badge students earn upon completion.
- Already leveraging a separate NEA Big Reads grant for an April 9 civil discourse event, demonstrating strong capacity to layer funding sources.

Lewis-Clark State College

- Piloting a comprehensive civics course-marking system for the catalog, so students can identify civics-relevant courses at a glance.
- Hosting a "Democracy Day" for area high school students and a public forum with the LC State Speech & Debate team.
- Inviting K-12 students for theater productions and LC State Choir events featuring patriotic themes.

North Idaho College

- Partnering with College Presidents for Civic Preparedness to deliver civil discourse training at Fall 2026 and Spring 2027 convocations.
- Integrating this training into new faculty onboarding through NIC's teaching and learning center, ensuring sustainability beyond one-time funding.

University of Idaho

- Building an "Idaho Politics" Canvas module covering all five branches and levels of Idaho government, designed to deploy across at least eight political science and education courses.

- Assembling a digital exhibit of Idaho's foundational documents, hosted permanently on the open-source Digital Library of Idaho, which is built to outlast the America 250 anniversary and will be accessible to the public statewide.

Looking Ahead

Cumulatively, these proposals reveal eight institutions moving independently but in the same direction through meaningfully different approaches, which is exactly what a sustainable statewide initiative should look like. A few state-wide themes to watch as Phase One unfolds:

- Pilot courses are expected to launch in Spring or Fall 2027 across all institutions, producing the first wave of shared learning.
- Several institutions are building toward general education policy changes and piloting course-marking systems and micro-credentialing. These are projects that will carry civics education well beyond this initial funding cycle.
- The statewide professional learning community forming around the Reading the Republic Course Institute will connect faculty across institutions who are teaching similar material for the first time, creating organic knowledge-sharing infrastructure.

America's Next 250

Idaho Postsecondary Civics Plan Update

April 15-16, 2026 · Idaho State Board of Education
Instruction, Research and Student Affairs

Four-Year Institutions

Up to $50,000 each

Boise State University

- Deploying the *Perspectives* tool across in University Foundation courses to build student civil discourse skills
- Launching a peer mentor program training undergrads to lead civic discussions

Knowledge | Discourse

University of Idaho

- Curating a lasting public digital exhibit of Idaho's founding documents with the open-source Digital Library of Idaho
- Developing an “Idaho Politics” Canvas module covering all branches of state government for 8+ courses

Knowledge | Engagement

Idaho State University

- Embedding civics training in New Student Orientation and the state's largest summer bridge program (Bengal Bridge)
- Hosting a speaker on the interplay of civics and AI at the spring teaching symposium

Knowledge | Discourse | Engagement

Lewis-Clark State College

- Showcasing civic themes in theater and music with performances for local high school students.
- Hosting a “Democracy Day” for high school students featuring a public forum with the LC Speech & Debate team

Knowledge | Discourse | Engagement

Two-Year Institutions

Up to $25,000 each

College of Western Idaho

- Piloting a curriculum pathway that culminates in a portable civics badge tied to GEM 6 general education outcomes
- Hosting a civil discourse event with support from multiple funding sources to stretch the Next 250 funding further

Knowledge | Engagement

College of Southern Idaho

- Facilitating a campus-community read of *Declaring Independence*
- Hosting three civics documentary screenings with panel discussions

Knowledge | Engagement

College of Eastern Idaho

- Partnering with Idaho Falls city government and the Chamber of Commerce for field trips
- Expanding Law Day and Constitution Day events to include guest speakers and student programming

Knowledge | Discourse | Engagement

North Idaho College

- Partnering with College Presidents for Civic Preparedness to train faculty at convocation
- Embedding civil discourse training into new faculty onboarding for lasting sustainability

Knowledge | Discourse

Looking Ahead

- Pilot courses launch Spring or Fall 2027, producing the first wave of shared learning
- General education policy changes, course-marking systems, and micro-credentialing pilots will carry civics education well beyond Phase One
- A statewide faculty professional learning community, forming around the Reading the Republic Course Institute, will connect instructors across all institutions
- ISU's civics-and-AI focus and UI's digital primary documents initiative point to emerging dimensions worth tracking in Phase Two