TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.E. CERTIFICATES, DEGREES, AND DELIVERY DEFINITIONS – FIRST READING	Action Item
2	BOARD POLICY III.G. POSTSECONDARY PROGRAM REVIEW AND APPROVAL – FIRST READING	Action Item
3	BOARD POLICY III.S. COORDINATION OF ACADEMIC TECHNOLOGY – FIRST READING	Action Item
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SUBJECT

Board Policy III.E. Certificates, Degrees, and Delivery Definitions – First Reading

BACKGROUND

Board Policy III.E. provides definitions for approved certificates and degrees, sets the credit hour standard used across Idaho's public postsecondary institutions, and establishes requirements for Board authorization of certificates and degrees and for honorary degrees. These proposed amendments reflect two ongoing efforts. The first is continued clarification of reduced-credit baccalaureate and other degree definitions and options. The second reflects a broader national focus on how postsecondary programs and courses are described by delivery mode, an area of increased attention since the COVID-19 pandemic. In December 2025, the Board approved amendments to Board Policy III.E. that established a cap of no more than three new reduced-credit baccalaureate programs per institution as part of a pilot phase and directed institutions to report back with findings and recommendations. That pilot phase continues.

PROPOSAL

The proposed amendments update Board Policy III.E. in three ways.

1. A revised Purpose section clarifies the policy's role in setting consistent definitions across institutions.
2. The applied baccalaureate degree definition is expanded to better describe the purpose of these degrees and how applied and career technical credit transfers into the degree.
3. A new section on program and course delivery definitions establishes consistent terminology for how programs and courses are delivered, including program level definitions for fully online and blended programs and course-level definitions for asynchronous online, in person, hybrid, synchronous remote, and correspondence courses. This addition responds to a growing need for consistency among Idaho institutions and continued convergence with delivery terminology used nationally.

IMPACT

If approved, institutions will need to adopt the new delivery definitions in catalogs, program materials, and course scheduling so students receive clear and consistent information about how a program or course will be delivered. The reduced-credit baccalaureate pilot continues under the existing cap of three programs per institution, and Board staff will continue to monitor institutional proposals and outcomes for impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This policy was reviewed by CAAP on August 27, 2026, and IRSA on October 1, 2026. It has also been reviewed by Division of Idaho Career Technical Education, the Idaho Registrar’s Council on October 6, 2026, and the institutional general counsels.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates, Degrees, and Delivery Definitions – First Reading

BOARD ACTION

I move to approve the proposed amendments to Board Policy III.E. Certificates, Degrees, and Delivery Definitions, as submitted in Attachment 1, with the pilot allowing up to three reduced credit degrees per institution remaining in place, and direct Board staff to work with institutions to agree on a reasonable deadline for implementing the updated program and course modality requirements.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Board Policy III.E., Certificates, Degrees, and Delivery Definitions

REFERENCE

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

October 2025	Board approved the first reading of amendments to Board Policy III.E. that updated definitions of and parameters for microcredentials and that added an option for reduced-credit baccalaureate degrees.
December 2025	Board approved the second reading of amendments to Board Policy III.E. establishing a cap of no more than three new reduced-credit baccalaureate programs per institution as part of a pilot phase and directing institutions to report back with findings and recommendations.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: E. Certificates, ~~and~~ Degrees, and Delivery Definitions ~~December~~ October 2026~~5~~

1. ~~1.~~ Purpose: This policy establishes consistent definitions across Idaho's public postsecondary institutions for the certificates, degrees, and microcredentials awarded to students and for the formats through which programs and courses are delivered. It also establishes the requirements for Board authorization of certificates and degrees and for the award of honorary degrees.

2. ~~Definitions~~Academic and Career-Technical Degrees and Certificates

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

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

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

II. Digital Badge
A visual representation of one or more microcredentials that provides a verifiable and portable record of achievement through embedded metadata. Its issuance is contingent upon successful completion of assessments tied to industry-relevant competencies or academic standards.

b. CERTIFICATES
Certificates defined below are distinguished by whether they are embedded within a parent degree or career technical program or offered as a standalone credential. Institutions proposing a new certificate must specify this designation at the time of proposal and must monitor the designation on an ongoing basis consistent with

the applicable subsection below.

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

ii. Academic Undergraduate Certificate
A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that may lead to an academic degree. Academic undergraduate certificates may be earned as standalone certificates or ~~attached to~~embedded within an undergraduate degree.

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

iv. Technical Certificate
A credential awarded for completion of requirements in an approved career technical program that represents mastery of a defined set of competencies. Technical certificates are awarded based on a total number of required credits and intended to be stackable:
1) Technical Certificate of Completion – 1 to 7 credits
2) Basic Technical Certificate – 8 to 29 credits
3) Intermediate Technical Certificate – 30 to 51 credits
4) Advanced Technical Certificate – 52 to 59 credits

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

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

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

~~d.~~ e. ~~e.~~ APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.N). At least 36 credits must be at the 300x and 400x level or the equivalent advanced level for career technical coursework. An Applied Baccalaureate degree accepts applied and career technical lower division credit toward the major. It adds upper division coursework in general education competencies, higher order academic skills, and advanced technical or professional practice. The upper division content must build on the lower division technical credit and lead to an identified occupational pathway Proposals must document that pathway and the Idaho or regional workforce demand. ~~roposed ps An~~ applied baccalaureate degree must not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

f. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). At least 36 credits must be at the 300x and 400x level. A baccalaureate degree must not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.
~~e.~~

~~f.~~ g. REDUCED-CREDIT BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 90 semester credits of academic or a combination of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.N~~G~~). At least 36 credits must be at the 300x and 400x level or the equivalent advanced level for career technical coursework in an Applied Baccalaureate degree. A reduced-credit baccalaureate degree must meet all standards and learning outcomes for a baccalaureate degree. ~~These baccalaureate degrees are limited to workforce-focused circumstances where this streamlined pathway does not disadvantage learners.~~ A reduced-credit baccalaureate degree may be proposed when the institution demonstrates that a shortened time to credential,

not workforce demand for the field alone, addresses a documented gap between employer need and the supply of qualified graduates in Idaho. The proposal must cite the specific occupation and data source relied upon, which must reflect Idaho or regional labor market conditions rather than national trends alone. The program must be narrowly tailored to the skills and competencies required for the identified occupation. Reduced-credit degrees~~might not align with graduate school entrance~~ must not be proposed for a program preparing students for licensure or certification where the credit reduction would create a gap against the licensing body's minimum requirements~~, licensure, or certification requirements~~.. Proposals must describe how students will be advised about the implications of a reduced-credit baccalaureate. Program titles must clearly indicate the reduced-credit threshold and conform to Board-approved naming conventions.

~~h.~~ h. GRADUATE DEGREE: A credential awarded for completion of academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.

i. DUAL DEGREE: An academic arrangement where a student simultaneously pursues and earns two distinct degrees, either within an institution or across collaborative partner institutions.

j. ACCELERATED DEGREE~~S~~: An academic arrangement where a student earns two sequential degrees in a shortened time frame.

4~~3~~. Requirements for Certificates and Degrees

A postsecondary institution has authority to establish the number of earned credits required for each certificate and degree (see III.G and Board Policy III.N Statewide General Education). The~~A~~ credit requirements must receive Board approval in accordance with the program approval policies provided in Board Policy III.G. Institutional catalogs ~~shall~~must specify the required number of earned credits for each certificate and degree.

5~~4~~. Authorization Required

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

6~~5~~. Authorized Microcredentials, Certificates, and Degrees

A current listing of authorized certificates and degrees awarded by each institution is

maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education. Career-technical microcredentials must be tracked as digital badges using a platform approved and managed by the Division of Career Technical Education. Each institution must maintain a comprehensive list of all microcredentials, including those tracked by the Division of Career Technical Education.

7~~6~~. Honorary Degrees

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

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

g. 7.~~8~~. Academic and Career Technical Credit Hour Requirements

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

a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

8. ~~9~~. Program Delivery Definitions

Institutions must consistently adopt the following program delivery definitions to ensure interinstitutional consistency, aid the integrity of the Board's program inventory, and set reliable expectations about the digital and location-based learning experiences students will encounter throughout their coursework.

a. "Fully Online" programs are completed through asynchronous online courses as defined in 10.a, with no required in-person, hybrid, or synchronous remote courses unless required for accreditation, assessment, or to comply with the specifications of state or federal programs and grants. Limited synchronous remote instruction may be required as part of coursework in a fully online program if specific conditions are met:

i. students must be made aware of any required synchronous instructional or assessment elements prior to program registration;

ii. required synchronous elements must be accessible under current Title II requirements.

h. "Blended" programs feature any blend of online, in-person, hybrid, and/or synchronous remote courses as part of required learning experiences. Students may complete a program that includes courses offered in multiple formats as defined in section 10 below.

9~~10~~. Course Delivery Definitions

Institutions must adopt and maintain the following course delivery definitions in advance of course registration to ensure interinstitutional consistency and to aid student understanding of how and when components of a course are to be completed:~~.~~

a. An "Asynchronous Online Course" can be completed entirely asynchronously with no required in-person, hybrid, or synchronous remote courses unless required for accreditation, assessment, or to comply with the specifications of state or federal programs and grants.. Asynchronous online courses must include regular and substantive interactions as required by 34 CFR 600.2.

b. An "In-Person Course" is delivered through regularly scheduled classroom instruction. Online tools may supplement instruction, but scheduled class meetings are not replaced by online activities except on an occasional or emergency basis.

c. A "Hybrid Course" offers substantial and valuable in-person, asynchronous online, and/or synchronous remote components on a regular schedule (e.g., weekly).

d. A "Synchronous Remote Course" meets in real-time via digital conferencing tools at scheduled class meeting times. The frequency of meetings depends on the course, and some meetings may be substituted with asynchronous online activities. Instruction may be delivered to individuals or to groups of students at remote sites. ~~-~~

~~—~~A "Correspondence Course"~~-~~ provides instructional materials and assessments~~,~~ through mail or electronic transmission to students who are separated from the

instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student (24CFR 600.2).

10. Course Delivery Expectations

a. In cases where a course is delivered through multiple modes of instruction, an institution may stack delivery definitions to more accurately articulate the student experience where providing additional details is possible. If only one modality may be listed in a specific software system, an institution must list the primary mode of instruction and make the stacked definition available for students elsewhere.

b. Under all course delivery definitions, class activities and assignments are completed within the time frames and deadlines set by the instructor and/or program as outlined in Board Policy III.B.

c. Delivery mode must not affect the transferability of a course under Board Policy III.V.

SUBJECT

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

BACKGROUND

Board Policy III.G. governs the review, approval, modification, and discontinuation of academic and career technical programs at Idaho's public institutions. In June 2024, the Board approved amendments clarifying the roles of the Executive Director and the Idaho Division of Career Technical Education state administrator in program review. In August 2025, the Board approved amendments that further described the Board's delegated approval procedures, required that relevant contracts be included with academic program proposals, and explained the program exemption process under Section 67-5909D, Idaho Code.

PROPOSAL

The amendments add a purpose statement to the policy. Approval levels and roles have been clarified in several places throughout the policy.

The policy now distinguishes between Professional Program Fees and Comprehensive Program Fees for purposes of determining the required level of program approval, consistent with the fee structure proposed in Board Policy V.R. Proposed amendments will require full Board approval for a Comprehensive Program Fee if the fee exceeds the current Board established Institutional Tuition and Consolidated Mandatory Fee rate and requires only Executive Director or designee approval if the fee is at or below that rate. Additional clarifying edits were made throughout the policy to align roles and responsibilities language.

Proposed amendments to Board Policy V.R. Establishment of Tuition and Fees are being considered by the Board concurrently with these proposed amendments. Policy V.R. amendments update tuition and fees requirements to improve transparency, and these parallel amendments in Policy III.G. increase clarity on program approval levels.

IMPACT

If approved, institutions and Board staff will apply the revised fee thresholds and clarified approval roles when reviewing new and modified academic and career technical programs. The policy will return for a second reading before final adoption.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This policy was reviewed by CAAP on August 27, 2026 and IRSA on October 1, 2026. It was also reviewed by the institutional general counsels and the Teaching and Learning with Technology Committee.

Board staff recommends approval.

ATTACHMENTS

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

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §§ 33-1254, 33-2107A, 33-2202, 33-2205, 67-5909D
Board Policy III.G. Postsecondary Program Review and Approval
Board Policy V.R. Tuition and Fees

REFERENCE

October 2019	The Board approved the first reading of proposed amendments adding baccalaureate degree programs to the list reviewed by the Board and changing requirements for new academic program proposals involving new state appropriations.
December 2019	The board approved the second reading of the proposed amendments.
June 2020	The Board approved a one-year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs, and instructional and administrative units.
June 2021	The Board approved an extension of the partial waiver of the full proposal requirement in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs, and instructional and administrative units.
June 2021	The Board approved the first reading of amendments reorganizing and streamlining proposal requirements and providing flexibility to delegate approval authority.
Aug 2021	The Board approved the second reading of the proposed amendments.
Dec 2021	The Board approved the first reading of amendments correcting duplicative language and aligning approval roles.
Feb 2022	The Board approved the second reading of the proposed amendments.
April 2024	The Board approved the first reading of amendments articulating the roles of the Executive Director and the Idaho Division of Career Technical Education state administrator in program review and approval.

June 2024	The Board approved the second reading of the proposed amendments.
June 2025	The Board approved the first reading of amendments further articulating delegated approval authority, requiring inclusion of relevant contracts with academic program proposals, and explaining the program exemption process under Section 67-5909D, Idaho Code.
August 2025	The Board approved the second reading of the proposed amendments.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: G. Postsecondary Program Review and Approval ~~August~~ October 2026~~5~~

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

1. Purpose

This policy establishes a transparent, consistent process for the review, approval, modification, and discontinuation of postsecondary academic and career technical programs at Idaho's public institutions. It provides criteria to ensure that the level of review is proportional to a program's scope and fiscal impact, and it supports appropriate statewide oversight and coordination.

The Board affirms that most instructional program planning, assessment, and review rests with the institutions. However, the Board has final authority and statutory responsibility for how a program and the curriculum relate to other institutions, what the interests are of the system as a whole, and what the needs of Idaho's citizens are.

~~1.~~2. ~~Classifications and~~ Definitions

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

i. Academic Program Components ~~shall~~ include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate and a microcredential are~~is~~ not an academic program component. See Board Policy III.E Certificates and Degrees.

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

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

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

~~b.~~d. A Career Technical Program ~~shall mean~~ is a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and

directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.

~~c.~~e. Financial Impact ~~shall mean~~is the total annual financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. Financial Impact may also include cost savings due to discontinuations or other modifications. Other revenue and expenditures may be included as directed by procedures provided by the Executive Director or designee. See Board Policy V.R. Tuition and Fees for further definitions of Fees.

f. Program Approval, Modification, or Discontinuations are actions that require Board approval or notification as described below.

i. A Full Proposal ~~shall mean~~is a document submitted to the Board Office or Idaho Division of Career Technical Education (IDCTE) that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board, the Board's Executive Director, the IDCTE State Administrator (State Administrator), or designee, as specified in this policy. The Full Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate. There are three different types of Full Proposal forms: a form for discontinuation of a program, a form for new instructional/administrative units, and a form for all other actions requiring a Full Proposal.

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

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

~~2.~~3. Roles and Responsibilities

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

a. The Office of the State Board of Education maintains the Official Program Inventory of Board-approved academic and career technical programs offered at the public institutions. Changes or modifications to the Official Program Inventory require prior approval from the Executive Director or designee or IDCTE State Administrator. The official program listing will use the most current classification of instruction program (CIP) codes provided through the Institute of Education Sciences as a tracking and approval mechanism.

~~a.~~

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

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

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

~~3.~~4. Procedures for Review and Approval of Changes to Academic Programming and Administration

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, any actions related to academic programs or units identified in this subsection require approval by the Board. The Executive Director or designee must be consulted about any potential contracts related to a proposal prior to submission. ~~A~~any contracts associated with a proposal must be finalized and included with the proposal and may require full Board approval consistent with Board Policy Section V.N Grants and Contracts.

Proposed changes to academic programs and administration at the institutions ~~shall~~ must be submitted to the Board ~~for one of three levels of review~~using either~~:~~ a Full Proposal, a Short Proposal, or a Letter of Notification. Institution staff ~~shall~~

must consult with Board staff to determine the appropriate level of review before submitting proposed changes to the Board office.

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

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

a. Actions Requiring ~~a Full Proposal~~Board Approval Through a Full Proposal

~~or the Executive Director or designee~~
~~as indicated and shall~~must ~~be submitted by the institution as a Full Proposal. There are three different types of Full Proposal forms: a form for discontinuation of a program, a form for new instructional/administrative units, and a form for all other actions requiring a Full Proposal.~~

The following actions require approval by the Board through a Full Proposal:

1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority. Subsection 4~~3~~.a.~~i.~~1 does not apply to community colleges.

2) Establishment of any new academic undergraduate or graduate program with a financial impact of $250,000 or more per fiscal year. See III.G Section 4 for specific requirements for doctoral programs.

3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A, Idaho Code.

4) Programs with a Professional Program Fee as defined in Board Policy V.R. Establishment of Fees ~~s must be approved by the Board~~.~~-~~.

~~2)~~ 5) Programs with a Comprehensive Program Fee if the fee exceeds the current Board-established Institutional Tuition and Consolidated Mandatory Fee full-time resident student rate. See Board Policy V. R.

b. Actions Requiring Board or Designee Approval Through a Full Proposal

1). New educator preparation programs complete two approval processes. A new educator preparation program must utilize the Board-~~-~~approved new education preparation program approval process and receive a recommendation in parallel with the~~ and require~~ submission of a Full Proposal t~~o the Executive Director or designee~~ regardless of financial impact. The ~~new~~ education preparation program approval process ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and pursuant to Section 33-1254 Idaho Code.

2). Programs with a Comprehensive Program Fee if the fee is equal to or less than the current Board-established Institutional Tuition and Consolidated Mandatory Fee full-time student resident rate. If a program already exists and the Comprehensive Fee is equal to or less than the current Board-established Institutional Tuition and Consolidated Mandatory Fee full-time student resident rate, institutions must contact Board staff regarding proposal submission format. See Board Policy V. R. ~~Establishment of any new program with academic program fees~~or ~~Self-support Program Fee as defined in Board Policy Section V.R.~~

~~3) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.~~

~~i. Any contracts associated with this proposal must be included with the proposal and require full Board approval consistent with Board Policy Section V.N Grants and Contracts.~~

~~ii.~~

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

3) Establishment of any new academic undergraduate or graduate program with a financial impact of less than $250,000 per fiscal year.
4) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
5) Establishment of any new instructional or administrative unit.
6) Establishment of any new or discontinuation of any existing academic undergraduate, graduate, or specialized certificates with a financial impact of $250,000 or more per fiscal year.
7) Expansion of an existing program outside an institution's Designated Service Region, with the exception of programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.
8) Conversion of a program option into a stand-alone program with a financial impact of $250,000 or more per fiscal year.
9) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of $250,000 or more per fiscal year.
10) Consolidation of two or more graduate programs into one program.
11) Splitting of a graduate program into two or more programs.

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

~~d.~~g. Actions Requiring Board or Designee Approval Through a Short Proposal

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

1) Establishment of a new or discontinuation of any existing academic undergraduate, graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of more than 30 credits with a financial impact of less than $250,000 per fiscal year.
2) Splitting of an undergraduate program into two or more undergraduate programs.
3) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than $250,000 per fiscal year.

4) Conversion of one or more program options, emphases, or specializations into a stand-alone program with a financial impact of less than $250,000 per fiscal year. This provision does not apply to doctoral programs for which a full proposal must be submitted as provided in subsection 3.a.
5) Conversion or transition of a degree type (e.g., Bachelor of Arts to Bachelor of Science).
6) Conversion or transition of a certificate type (e.g., Technical Certificate of Completion to Basic Technical Certificate).
7) Deviation from certificate or degree program credit definitions as provided in Board Policy III.E.
8) Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
9) Establishment of new programs consisting of multiple certificates with similar coursework.
10) Establishment of a dual degree from existing programs with a financial impact of less than $250,000 per fiscal year.
~~10)~~11) Establishment of an accelerated degree program with a financial impact of less than $250,000 per fiscal year.
12) Modification to existing academic instructional or administrative units to include consolidation of existing units and of splitting existing units.

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

~~e.~~h. Actions Requiring a Letter of Notification

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

i. Establishment of a new, modification to, or discontinuation of an academic program component.
ii. Establishment of a new or discontinuation of any existing academic undergraduate, graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of fewer than thirty (30) credits with a financial impact of less than $250,000 per fiscal year.
iii. Expansion of an existing program within an institution's Service Region as defined in Board Policy III.Z.
iv. Expansion of an existing statewide program offered by an institution with Statewide Program Responsibilities as defined in Board Policy III.Z.
v. Addition of an online option to an existing academic program.

vi. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
vii. Transition of an academic program to an exclusively online format.
viii. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
ix. A change in name or title of any academic program or instructional or administrative unit.
x. A change of Classification of Instructional Program (CIP) code for any academic program.
xi. A change to the total number of credits required to earn a certificate or degree to an existing academic program.

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

a. Other minor content changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.
~~b. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template developed by IDCTE.~~

~~4.~~5. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

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

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

ii. The following actions require approval by the State Administrator or designee:
1) Establishment of a new career technical education program or certificate with a financial impact of less than $250,000 per fiscal year.
2) Discontinuation of career technical programs.
3) Establishment of new career technical administrative or instructional units.

4) Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
5) Consolidation of two or more career technical programs into one career technical program with a financial impact of $250,000 or more per fiscal year.
6) Conversion of one certificate or degree option within a career technical program into a stand-alone career technical program with a financial impact of $250,000 or more per fiscal year.
7) Addition of career technical certificates or degrees to existing career technical programs with a financial impact of $250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile is required. Each Full Proposal ~~shall~~ will be reviewed by CAAP within 30 days of submission to IDCTE. At the sole discretion of the State Administrator or designee, any Full Proposal may be referred to the Board for review and approval. The State Administrator ~~shall~~ will develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings.

b. Actions Requiring a Short Proposal

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

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

xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

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

c. Actions Requiring a Letter of Notification

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

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

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

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

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

~~5.~~6. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board, Executive Director, or State Administrator must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval

of an updated proposal. Institutions ~~shall~~ will notify the Executive Director, State Administrator, or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

~~6.~~7. Academic and Career Technical Program Proposal Review Timeline and Denial Procedures

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

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

~~7.~~8. Program Discontinuance

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

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

~~a.~~b. Any impact on faculty or staff positions under this section must align with institutional policies and procedures regarding separation of employment, including termination or dismissal. The University of Idaho, Idaho State University, Boise State University, and Lewis Clark State College must ensure such impacts align with Board Policy II.E Policies Regarding Classified Employees, Policy II.F. Policies Regarding Nonclassified Employees, and Policy II.G Policies Regarding Faculty (Institutional Faculty Only).

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

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

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

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

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

~~b.~~c. Career Technical Program Reduction, Termination, Prioritization, and Inactivation

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

1) Conditions for Reduction or Termination

A program is subject to reduction or termination when two or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

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

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

3) Notice to Employees

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

~~8.~~9. Program Exemption Process

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

~~9.~~10. Reporting

a. Semi-annually all ~~approved~~ program changes approved by the Executive Director or designee and the IDCTE State Administrator under their delegated authority ~~shall~~ will be reported to the Board.

b. All baccalaureate and graduate level programs approved by the Board ~~require a report on the program's progress~~will be reviewed in accordance with a timeframe and template developed by the Executive Director or designee. At any time the Board may request a review of any degree or certificate.

SUBJECT

Board Policy III.S. Coordination of Academic Technology – First Reading

BACKGROUND

Board Policy III.S. is a new policy designed to advance statewide coordination of academic technology, including AI, across Idaho's public postsecondary institutions. Idaho's higher education system has already benefitted from collaborative approaches to purchasing, implementing, and supporting emerging technologies to aid teaching and learning. As digital technologies become increasingly central to postsecondary learning, cross-functional coordination at the institution and state level becomes only more valuable toward offsetting possible disruptions caused by AI and other new technology. The proposed policy sets statewide expectations and priorities for aligning technology-enhanced teaching and learning where possible and through a committee-led, coordinated approach that involves key stakeholders at each campus.

PROPOSAL

The proposed policy establishes Board Policy III.S. addresses specific need that Board policy does not otherwise address:

1. Establishing *quality assurance standards* for the adoption and use of academic technology in physical and digital learning environments alike. Institutions must create and maintain strategic plans for ensuring quality in the areas of accessibility, student support, professional development, technology evaluation, cybersecurity, and faculty-led experimentation with emerging technology such as generative AI.
2. Promoting the development of *shared contracts and agreements* with the Board office in cases where negotiating and maintaining shared contracts on behalf of multiple institutions will yield additional cost savings and support.
3. Formalizing a *state-level committee* to monitor the academic technology landscape and advise on possible points of collaboration between institutions. The resulting Teaching and Learning with Technology Committee (TLTC) will regularly inventory the use and scope of academic technology at Idaho's public colleges and universities to advise state and institution leaders on where additional investments may be made toward academic innovation.

IMPACT

If approved, institutions will need to develop plans to ensure quality adoption of academic technology consistent with Section 3 and submit annual reports to the Board office. The Board office has already coordinated initial appointments to the TLTC. There is no direct fiscal impact to the Board; implementation costs will be absorbed by institutions.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This policy was developed with input from institutional academic technology stakeholders and general counsels. TLTC representatives contributed to the drafting process. This policy was reviewed by CAAP on August 27, 2026, and IRSA on October 1, 2026.

Board staff recommends approval.

ATTACHMENTS

Attachment 1 – Board Policy III.S. Coordination of Academic Technology – First Reading

BOARD ACTION

I move to approve the first reading of proposed Board Policy III.S. Coordination of Academic Technology, as submitted in Attachment 1, and direct Board staff to coordinate initial appointments to the Teaching and Learning with Technology Committee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-7002
Board Policy III.S. Coordination of Academic Technology

REFERENCE

Board Policy III.S. is a new policy. There is no prior Board action on this subsection.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: S. Coordination of Academic Technology **October 2026**

This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (the "institutions").

1. Purpose
   Digital technologies are a fundamental component of all postsecondary learning experiences in Idaho. As the role of technology in teaching and learning continues to evolve, Idaho's higher education system benefits from coordinated approaches to implementing emerging technologies and managing potential disruptions. To advance interinstitutional coordination, this policy sets expectations for aligning technology-enhanced teaching and learning where possible. This policy also establishes a statewide Teaching and Learning with Technology Committee (TLTC) to assess and continuously improve the shared standards, definitions, and frameworks associated with this policy.

2. Definitions
   a. "Academic Technology" encompasses the digital tools, platforms, systems, and practices used to support teaching, learning, and assessment.
   b. "Accessibility" refers to the degree to which digital learning environments and educational content can be reliably accessed and navigated by all users, including people with disabilities, consistent with applicable state and federal law.
   c. "Capacity-Building Activities" are limited-scale implementations or pilots designed to gather data and inform broader adoption decisions about emerging technologies and practices.
   d. "Digital Learning Environments" combine academic technology, content, and practice into cohesive learning experiences accessible by internet-ready devices. Examples include learning management systems, digital course materials, websites, and mobile apps.
   e. "Emerging Technology" refers to new tools and techniques that have the potential to augment instruction, transform curricula, and improve learning experiences when successfully adopted.
   f. "Generative Artificial Intelligence" refers to artificial intelligence models that use machine learning and are trained on large volumes of data that can generate new content (Idaho Code § 33-7002).
   g. "Quality Assurance" describes the standards and practices implemented to maintain excellence and consistency in the design and delivery of teaching and learning through academic technology.

3. Quality Assurance
   a. Each institution must develop and implement a plan for strategically ensuring high-quality implementation and use of academic technology as well as the design and continuous improvement of digital learning environments. Plans must address the following areas:

i. Establish an institutional framework to support quality assurance in course design and instruction. This framework must define quality assurance standards for the entire institution and may be internally developed and/or adopted from a third party, allowing for unique institutional contexts to be addressed;
ii. Describe the organizational capacity to ensure the accessibility and effective design of content made available in digital learning environments;
iii. Describe training approaches, support resources, and organizational capacity to assist students in ethically and successfully using academic technology;
iv. Articulate strategies for professional development for faculty and staff related to the administration and ethical use of academic technology;
v. Articulate institutional standards for the responsible evaluation and ethical use of emerging technology, including generative artificial intelligence;
vi. Describe institutional standards, training, and support infrastructure to support cybersecurity and data privacy.
vii. Define a clear process for faculty and staff to explore emerging technology as capacity-building activities at an institution. This process should identify steps, stakeholders, timelines, and support for the review, approval, and implementation of emerging technology.

b. Whether through existing or new campus governance, institutions must regularly review and update their plans as needed and share updated drafts with the Board office staff.
c. Institutions must submit an annual report on the implementation and outcomes of their plans with Board staff in a format determined by the Executive Director or designee.

4. Shared Contracts and Agreements
a. When multiple institutions share specific technology solutions or practices, additional cost savings and support may result from consortium-like negotiations.
b. Institutions may request that the Office of the State Board of Education negotiate, facilitate, and maintain shared contracts and agreements on their behalf, in coordination with relevant institutional stakeholders including legal counsel.
c. Board staff will maintain current, fully executed copies of such contracts and agreements to aid recordkeeping and distribution. Fully executed copies must be distributed to each participating institution.

5. Statewide Coordination of Teaching and Learning with Technology
a. The Teaching and Learning with Technology Committee (TLTC) coordinates strategic conversations, shares best practices, and recommends statewide approaches that support innovative and thoughtful adoption of academic technology across institutions.

b. TLTC must include, at minimum, one Board-appointed representative from each institution (Institutional Representatives), one two-year faculty representative, one four-year faculty representative, one two-year student representative, one four-year student representative, one graduate student representative, and the Executive Director of the Board, or designee, who serves as chair.
c. TLTC must meet at least annually to review the plans, reports, definitions, and standards associated with this policy or as directed by the Board including the program and course delivery definitions in Board Policy III.E.
d. TLTC develops recommended guidelines, templates, or rubrics to support institutional plan development and reporting.
e. TLTC maintains a statewide inventory of academic technology implemented at Idaho's postsecondary institutions and makes recommendations on funding allocations for state innovation grants and federal pass-through grants related to emerging technology.
f. TLTC may form ad hoc workgroups and adopt its own committee procedures and bylaws.
g. The role of TLTC is advisory, and the committee reports directly to the Council on Academic Affairs and Programs.

SUBJECT

Three-Year Program Plan

BACKGROUND

Idaho Code § 33-113 requires the Board to promote efficiency at publicly funded institutions by defining instructional responsibilities and limiting unnecessary duplication of programs. Board Policy III.Z. provides the process for evaluating program duplication and assigning institutions responsibility for meeting statewide educational and workforce needs.

Under Board Policy III.Z.2.a.ii, institutions submitted three-year program plans aligned with their Statewide and Service Region Program responsibilities. The plans cover Academic Years 2027-2028 through 2029-2030. The template utilized by institutions requires additional information on student demand, related occupations, industry support, and anticipated resource needs, including faculty and facilities. The template also includes a section for institutions to identify certificates and degrees they plan to discontinue in the next few years and for reporting on recently approved programs, which will be presented to the Board under a separate agenda item. Additionally, institutions review and confirm the accuracy of the Board's Program Inventory each year (available at programs.idaho.edu).

PROPOSAL

Board staff reviewed the plans for compliance with Board policy, alignment with institutional program responsibilities, and potential duplication across institutions. As provided in Board Policy III.Z., the rolling three-year plan is updated annually to reflect proposed program offerings in alignment with each institution's Statewide and Service Region Program Responsibilities. The review of each institutional plan provides the Board with an opportunity to ask questions, assess the state's current and anticipated educational and workforce needs, and provide feedback on the proposed program offerings.

IMPACT

Approval of the Plan does not constitute approval of any individual program. Rather, the Three-Year Program Plan serves as a foundational planning tool that offers a systemwide view of the programs institutions intend to develop and propose over a three-year period. Approval authorizes institutions to proceed with developing formal program proposals, which will be submitted to the Board for consideration at a future date.

ATTACHMENTS

Attachment 1 – How Board Planning and Program Processes Relate
Attachment 2 – Three-Year Program Plan
Attachment 3 – Three-Year Program Plan PowerPoint

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The provosts reviewed their respective institution plans at the Council on Academic Affairs and Programs meeting held on August 27, 2026, and discussed regional and statewide needs and identified opportunities for partnership or collaboration. Throughout the upcoming year, Board staff will work with institutions to develop and implement a comprehensive annual review of all programs.

Academic Programs

The proposed academic programs reflect a growing focus on high-demand and emerging fields, particularly technology, artificial intelligence, healthcare, and nuclear energy. Overall, institutions are prioritizing innovative, workforce-aligned programs that support Idaho's economic growth while expanding opportunities in research, education, and public service.

Career Technical Programs

The proposed career technical programs emphasize workforce preparation in key industry sectors, including advanced manufacturing, skilled trades, healthcare, aviation/transportation, agriculture, and nuclear operations. Collectively, these programs demonstrate a strong commitment to meeting employer needs through hands-on training, technical skills development, and direct pathways to employment.

Additional programs are expected to focus on computing, engineering-related areas, industrial technology, business, leadership and entrepreneurship, natural resources, education, arts and sciences, workforce and career readiness, and skills training.

Applied Baccalaureate Degrees by Community Colleges

College of Eastern Idaho is exploring the potential for a new Healthcare Management, Bachelor of Applied Science degree for Region VI, Fall 2029. This is a carryover from previous planning cycles. College of Western Idaho added and is exploring a new Mechatronics Engineering Technology, Bachelor of Applied Science program for Fall 2028 and a Cyber/AI/IT, Bachelor of Applied Science for Region III, Fall 2029. This is a carryover from previous planning cycles.

Reduced Credit Baccalaureate Degrees

Lewis-Clark State College added the potential for a new reduced credit Industry applied baccalaureate degree in Region II for Fall 2027. University of Idaho added the potential for three reduced credit baccalaureate degrees in Criminology, Interdisciplinary Studies, and General Studies in Region II for summer 2028.

Planned Discontinuation

Most of the institutions have identified plans to discontinue certificates and/or degrees over the next three years. This includes two doctoral degrees, twelve master’s degrees, twelve baccalaureate degrees, twelve associate degrees,

twelve associate of applied science degrees, eighteen undergraduate/graduate certificates, and twenty career technical certificates.

The Instruction, Research, and Student Affairs committee reviewed the three-year plan on October 1, 2026.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved amendments to Policy III.Z. that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2024	The Board approved the Three-Year Program Plan update.
August 2025	The Board approved the Three-Year Program Plan update.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-113

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

How Board Planning and Program Processes Relate

	Institution-wide	Program-specific
Forward-looking *Projection*	**Strategic Plan (PPGA)** *Annual* • Institution-wide goals; retention & completion measures • Format set by state requirements	**3-Year Academic/CTE Plan (IRSA)** *Annual, rolling 3-year window* • Board approval authorizes institutions to develop full proposals for Board review and consideration. Individual programs approved by Board or through Board delegation. Approved programs reported through Semi-Annual and Annual Report. • On annual plan: delegated authority for approval for many programs. Off-plan: special permission required
Backward-looking *Reflection*	**Program Prioritization (IRSA)** *Every 5 years* • Institution-wide, static snapshot of all existing programs • Can lead to reinvestment, revision, or discontinuation	**Program Review (IRSA)** *4–6 years post-approval (varies by degree level)* • One-time check of a specific program against its original enrollment/graduate projections • No further downstream step

The program-specific pipeline (top-right → bottom-right)

3-Year Plan approved	Program review and approval	Semi-Annual Report	Program Review
Authorizes on-plan programs for proposal development	Board or delegated (CAO/Exec. Director/CTE Administrator)	Every 6 months; lists all approved programs in time frame, including delegated approvals	4–6 years later; enrollment and graduate projections

Notes

- Strategic Plan provides institutional context for the Three-Year Plan but is very different in scope (institution-wide, not program-specific) and not a direct sequential input.
- Program Prioritization findings can inform future Three-Year Plans, but the two processes run on independent cycles.

Idaho State Board of Education

Three-Year Program Plan

Delivery of Postsecondary Programs and Courses



Prepared by
The Office of the State Board of Education

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Institutional Three-Year Plans of Program Projections

Instructional Program Inventory

Three-Year Plan

Planning and Delivery of Postsecondary Programs

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

Statewide Program Responsibility

In accordance with Board Policy III.Z.2.f, Statewide Program Responsibility shall mean the Board's expectation that an institution will offer and deliver all assigned Statewide Programs. Statewide Program Responsibilities are assigned to the University of Idaho, Idaho State University, and Boise State University as expectations by the Board.

Service Region Program Responsibility

In accordance with Board Policy III.Z.2.d, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its Service Region as defined in subsection 4.b.i .Service Region Program Responsibilities are assigned to the Designated Institution in each service region but may be offered and delivered by Non-designated Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Instructional Program Review and Approval to acquire appropriate approvals prior to implementation of programs.

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

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

Delivery of Programs

Consistent with Board Policy III.Z "The Board has established Statewide Program Responsibilities for the University of Idaho, Boise State University, and Idaho State University. Each of these institutions is designated to ensure delivery of all Statewide Programs assigned to it by the Board." The statewide program list is evaluated by the Board every two years.

Boise State University

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

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

*Updated and approved by the Board December 2013
**Updated and approved by the Board December 2016

Idaho State University

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

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

*Updated and approved by the Board December 2013
**Updated and approved by the Board December 2016

University of Idaho

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

Program Name	Degrees
Law	J.D.
Architecture*	B.S. Arch., M. Arch.
Integrated Architecture & Design*	M.S.
Environmental Design**	B.S.E.D.
Landscape Architecture**	M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science*	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)*	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry*	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Sciences ***	B.S.Wildl.Sci.
Fisheries Sciences ***	B.S.Fish.Sci.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: • Forestry** • Renewable Materials* • Wildlife Resources* • Fishery Resources* • Natural Resource Conservation* • Rangeland Ecology & Management* • Fire Ecology & Management*	M.S., M.N.R., Ph.D.*

*Updated and approved by the Board December 2013
**Updated and approved by the Board December 2016
***Updated and approved by the Board April 2022
***Corrected 8/31/22-only the BS Landscape Architecture changed

Three-Year Institution Plans

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

Three-Year Institutional Program Plans are accessible here:

University of Idaho - Three-Year Institutional Plan

Idaho State University - Three-Year Institutional Plan

Boise State University - Three-Year Institutional Plan

Lewis-Clark State College - Three-Year Institutional Plan

College of Eastern Idaho - Three-Year Institutional Plan

College of Southern Idaho - Three-Year Institutional Plan

College of Western Idaho - Three-Year Institutional Plan & Business BAS SBOE Letter

North Idaho College - Three-Year Institutional Plan

Instructional Program Inventory

In accordance with policy III.Z. requirements, institutions provide an inventory of their existing programs offered by location, region, and method of delivery. The inventory is maintained by the Office of the State Board of Education. A public facing option of the inventory can be found at https://programs.idaho.edu/.

Idaho State Board of Education

2027 to 2030 Institutional Three-Year Plans

Academic and Career Technical Programs

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

Statutory Responsibility

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

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

What These Plans Represent



- Each institutional three-year plan reflects that institution's intent to develop or pursue the programs it lists.

- Inclusion in a plan is not program approval. Each program still requires a separate proposal, review, and Board action before it can be implemented.

- The plans give Board and Division staff early visibility into where institutions expect to grow, where portfolios may overlap, and where collaboration between institutions may be useful.

Why the Three-Year Planning Process Matters

This is the Board's central tool for coordinating academic and career technical programs at the eight institutions. These plans help the Board to:

1	**Understand Program Demand**	Every proposed program must cite workforce and student evidence, so the Board and CTE staff can see where institutions are adding capacity. In this three-year span, across the eight institutions, there are about 350 potential graduate degrees, undergraduate degrees, and certificates that institutions are exploring.
2	**Identify Potential Duplication**	Seeing all eight portfolios together is the only way to tell regional access apart from duplication of scarce faculty, equipment, and clinical seats.
3	**Encourage Collaboration**	The plan is where an institution signals intent to enter another institution's service region, activating right of first refusal, MOU coordination, and collaboration steps.
4	**Require Active Portfolio Review**	Plans capture discontinuations and reallocations, showing whether institutions are retiring low demand programs and reinvesting. At least 111 degree and certificate programs are slated for discontinuation.

Program Area Projections (2027 to 2030)

Policy III.Z requires all eight institutions to submit rolling three-year plans. Six colleges hold CTE service region responsibility; all eight offer academic programs (UI, ISU, and BSU hold Statewide Program Responsibility).

Projected Career Technical Education

6 CTE designated colleges

- **ISU 35** Nuclear, automation, aviation, culinary
- **CEI 21** Nuclear/INL, microelectronics, health
- **CSI 13** Ag automation, allied health
- **NIC 10** Allied health, aviation
- **CWI 9** Semiconductor/Micron, aviation, health
- **LCSC 6** Health, portfolio cleanup

Projected Academic Programs

8 institutions

- **UI 72** AI, engineering, health, education
- **BSU 68** Business, health, education, computing
- **ISU 53** Health, cyber, education, business
- **CEI/CSI 42** Transfer degrees, certificates
- **LCSC/NIC 14** Health, AI, transfer
- **CWI 2** Food Science, engineering

Academic Programs: Three Themes

New academic programs cluster around three areas: healthcare, nuclear and engineering, and artificial intelligence.

Healthcare

32 academic health programs across 7 institutions, including nursing, counseling, physician assistant, and occupational and physical therapy. Clinical placements are the binding constraint on growth.

Nuclear and Engineering

Nuclear energy and nuclear technology account for 15 new programs at ISU, CEI, and UI. Engineering, including mining and advanced manufacturing, adds 11 more programs at UI, ISU, CWI, and CEI.

Artificial Intelligence

16 AI, machine learning, and data science programs across 5 institutions (UI 6, ISU 5). This is the fastest moving area.

Academic Key Findings

1	**Healthcare continues to be a priority.**	Allied health (CTE) and health professions (academic) together touch nearly every institution, creating the largest single demand signal and the biggest coordination load on clinical placements and faculty.
2	**Institutions are adapting to nuclear and engineering demand.**	New nuclear energy, nuclear technology, and engineering programs total 26 across ISU, CEI, UI, and CWI, tied closely to Idaho National Laboratory needs and advanced manufacturing growth.
3	**AI, data science, and computer science programming continues to rise.**	12 new programs are planned across BSU, ISU, NIC, CEI, and UI.
4	**Program demand and need.**	**At least 79 proposed discontinuations statewide show active program review, a sign of healthy stewardship alongside new program scrutiny.**

Career Technical Education: Where the Demand Is

CTE proposals are employer pulled by four industry engines.

- **Semiconductor and Advanced Manufacturing**
- **Nuclear/INL**
- **Agriculture, Magic Valley**
- **Healthcare, Statewide**

Career Technical Education Key Findings

1	**Semiconductor and Advanced Manufacturing.**	CWI's BAS in Mechatronics cites Micron's need for 300 to 500 technicians. CEI adds a Clean Room and Microelectronics program, and ISU builds automation and controls curriculum.
2	**Nuclear/INL.**	CEI (Region VI) and ISU (Region V) each stand up Idaho National Laboratory aligned nuclear programs, with degrees at CEI and stackable certificates at ISU.
3	**Agriculture, Magic Valley.**	CSI's agriculture automation cluster, covering dairy, irrigation, and automated systems, ties to Lactalis, Amalgamated Sugar, and other regional processors.
4	**Healthcare, Statewide.**	Nearly every CTE college is expanding allied health, including respiratory therapy, radiography, nursing ladders, and dental hygiene. This is the largest single demand area, and some overlap among programs reflects specific regional needs rather than unwarranted duplication.
5	**Program Demand and Need.**	**About 32 CTE degrees and certificates are planned for discontinuation, showing active review. Aviation programming is emerging.**

North Idaho College

Coming in 2027-2028

- Artificial Intelligence, AS (Fall 2027)
- Emergency Medical Services, AAS (Fall 2027)
- Artificial Intelligence, UG (Fall 2027)
- CNA to Licensed Practical Nurse, ITC (Fall 2027)
- Mobile Food Truck Management, BTC (Summer 2027)
- Medical Assistant to Practical Nurse, ITC (Fall 2027)

Future Years (2028-2029 and 2029-2030)

- Airline Pilot, AAS (Fall 2028)
- Certified Occupational Therapy Assistant, AAS (Fall 2028)
- Respiratory Therapy, AAS (Fall 2028)
- Music Technology, Academic Certificate (Fall 2028)
- Limited Scope Radiography Technician, BTC (Fall 2028)
- Radiography Technology, Mammography, BTC (Fall 2028)
- Radiological Technology, MRI, BTC (Fall 2028)

Legend:
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC
Associate of Applied Science – AAS
Associate of Science (academic) – AS
Undergraduate Certificate - UG

University of Idaho

Coming in 2027-2028

- American Indian Studies, PhD (Fall 2027)
- Bioinformatics and Computational Biology, MS (Fall 2027)
- Clinical Psychology, MA (Fall 2027)
- Concurrent Environmental Science MS/MPA (Fall 2027)
- Cybersecurity, PhD (Fall 2027)
- Geological and Mining Engineering, BS (Fall 2027)
- Healthcare Administration, MHA (Fall 2027)
- Human Nutrition, BS (consolidation) (Fall 2027)
- Industrial and System Engineering, PhD (Fall 2027
- Kinesiology, BS (Fall 2027)
- Law, BA/BS (Fall 2027)
- Mathematics, Mathematics Education BS Option (Fall 2027)
- Mathematics, Modeling BS Option (Fall 2027)
- Operations & Information Mgmt. (redesigned), BS (Fall 2027)
- Plant Pathology, PhD (Fall 2027)
- School of Mines and Mineral Science (New Unit) (Fall 2027)
- School Psychology, EdS (Summer 2027)
- School Counseling, MA (Summer 2027)
- Statistics & Data Science, Data Science BS track (Fall 2027)
- Statistics and Data Science (renamed), BS (Fall 2027)

Certificates

- AI for Everyone UG/GR (Fall 2027)
- Creative Placemaking, UG/GR (Fall 2027)
- Creative Producing, GR (Fall 2027)
- Critical Minerals Extraction, UG/GR (Fall 2027)
- Fine Arts, UG (Fall 2027)
- Foodservice Management, UG (Fall 2027)
- Fuel Cycles and Nuclear Materials, UG/GR (Fall 2027)
- Gerontology, GR (Fall 2027)
- Hospitality, UG (Fall 2027)
- Planning, UG/GR (Fall 2027)
- Pre-Nursing, UG (Fall 2027)
- Quantitative Business Management, GR (Fall 2027)
- Quantum Computing, UG (Fall 2027)
- Reproductive Physiology, UG (Fall 2027)
- River Studies and Leadership, UG (Fall 2027)
- Robotics and Automation, UG/GR (Fall 2027)
- Rural Law, GR (Fall 2027)
- Soil and Natural Conservation, UG (Fall 2027)
- Sustainable Agriculture for Engineers, UG (Fall 2027)

Legend:
Master of Healthcare Administration – MHA
Master of Public Administration – MPA
Undergraduate Certificate – UG
Graduate Certificate - GR

University of Idaho - continued

Future Years (2028-2029 and 2029-2030)

- Apparel, Textiles, and Design, MS (Fall 2028)
- Artificial Intelligence, PhD (Fall 2028)
- Clinical Research, MS (Fall 2028)
- Creative Writing, BFA (Summer 2028)
- Doctor of Health Science, DHSc (Fall 2028)
- Healthcare Administration, BS (Fall 2029)
- Integrated Design, PhD (Fall 2028)
- Mining Engineering, BS, MS, MEngr (Fall 2028)
- Mining Engineering, PhD (Fall 2028)
- Physics: Astrophysics BS Option (Fall 2028)
- Criminology, Reduced Baccalaureate degree (Summer 2028)
- General Studies, Reduced Baccalaureate degree (Summer 2028)
- Interdisciplinary Studies, Reduced Bacc. degree (Summer 2028)

Certificates

- Digital Twins, UG (Fall 2028)
- Golf Enterprise Leadership, UG (Fall 2028)
- Golf Performance, Coaching & Player Dev., UG (Fall 2028)
- Healthcare Leadership, GR (Fall 2028)
- Medical Sciences, GR (Fall 2028)
- Nuclear Cyber-Physical Systems, UG/GR (Fall 2028)
- Nuclear Integrated Energy Systems, UG/GR (Fall 2028)
- Strategic Golf Operations, UG (Fall 2028)

Legend:
Bachelor of Fine Arts– BFA
Doctor of Health Science– DHSc
Reduced Baccalaureate Degree – 3YR degree
Undergraduate Certificate – UG
Graduate Certificate - GR

Lewis-Clark State College

Coming in 2027-2028

- Blended Early Childhood/Special Education BA/BS (Fall 2027)
- Industry, BAS (Fall 2027)
- Physician Assistant Studies, MPAS (with ISU) (Fall 2027/Fall 2028)
- Rural Education, MS (Fall 2027)
- Auto Mechanics Technology, BTC (Spring/Fall 2027)
- Occupational Therapy Assistant, AAS (Potential consortium opportunity, Fall 2027)
- Radiographic Science, AAS (Fall 2027)
- Respiratory Therapy, AAS (Potential consortium opportunity, Fall 2027)
- Trades, AAS (Fall 2027)

Future Years (2028-2029 and 2029-2030)

- Kinesiology, MS (Fall 2029)
- Nursing, AAS (Fall 2028)
- Occupational Therapy, MOT (Potential partnership with ISU, Fall 2028)
- Physical Therapy, DPT (Potential partnership with ISU, Fall 2028)
- Surgical Technology, AAS (Fall 2028/Fall 2029)

Legend:
Associate of Applied Science – AAS
Basic Technical Certificate – BTC
Bachelor of Applied Science – BAS
Master, Physician Assistant Studies – MPAS
Master, Occupational Therapy (MOT)
Doctor, Physical Therapy (DPT)

College of Western Idaho

Coming in 2027-2028

- Aviation Pilot Training, AAS (Fall 2027)
- Foundations of Management, BTC (Fall 2027)

Future Years (2028-2029 and 2029-2030)

- Aviation Maintenance Technician, AAS (Fall 2029)
- Cyber/AI/IT, BAS (Fall 2029)
- Dental Hygiene, AAS (Fall 2028)
- Food Science, AS (Fall 2028)
- Mechatronics Engineering Technology, BAS (Fall 2028)
- Mortuary Sciences, AAS (Fall 2028)
- Radiologic Technology, AAS (Fall 2029)
- Veterinary Technician, AAS (Fall 2028)

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

Boise State University

Coming in 2027-2028

- Computer Science and Innovation, MS (Fall 2027)
- Cyber AI, BS (Fall 2027)
- Organizational Leadership & Learning Sciences, PhD (Fall 2027)
- Software Development, BA (Fall 2027)

Certificates

- Advocacy and Public Communication, UG (Fall 2027)
- CTE Teacher Certification, UG (Fall 2027)
- Dynamic Skills in Organizations, UG (Fall 2027)
- Dyslexia and Early Literacy, UG (Fall 2027)
- Performance and Learning in the Workplace, UG (Fall 2027)
- Responsible Artificial Intelligence, GR (Fall 2027)
- Teacher Leader, GR (Fall 2027)

Future Years (208-2029 and 2029-2030)

Degrees

- Biochemistry, BS (Fall 2028)
- Cybersecurity, BS (Fall 2029)
- Digital Chemistry, MS (Fall 2029)
- Environment and Society, PhD (Fall 2028)
- Environmental Engineering, MS/BS (Fall 2029)
- Environmental Humanities, BA (Fall 2028)
- Executive PhD (Fall 2029)
- Fermentation and Wine Science, BA/BS (Fall 2029)
- Forensic Science, BS (Fall 2028)
- Food Studies, BA (Fall 2029)
- Higher Education Leadership, MEd/EdD (Fall 2029)
- Information Sciences (Library Information Sciences) MLS (Fall 2029)
- Interdisciplinary Health, PhD (Fall 2029)
- Interdisciplinary Social Work & Public Health, PhD (Fall 2029)

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR
Bachelor of Business Administration - BBA
Master, Library Science - MLS

Boise State University - continued

Future Years- continued

Degrees

- Outdoor Leadership in Education, BA (Fall 2028)
- Poetics, PhD (Fall 2028)
- Professional and Criminal Justice, BA (Fall 2029)
- Professional Sales, BBA (Fall 2029)
- Psychology, BA/MS (Fall 2029)
- Radiologic Sciences, MS (Fall 2028)
- Sociology, Masters (Fall 2029)
- Speech and Hearing Sciences, BS (Fall 2029)
- Second Language Studies, MA (Fall 2029)
- Sustainability, BA and Master's (Fall 2028)
- Teach Next Year (2+1), BA (Summer 2028)
- Tech Transfer and Commercialization, MS (Fall 2028)

Certificates

- Advanced Trauma Informed Care, GR (Fall 2028)
- Board Certified Behavior Analyst, GR (Fall 2029)
- Critical Minerals, UG (Fall 2028)
- Data Visualization and Communication, UG (Fall 2028)
- Digital Twins and Mixed Reality, UG (Fall 2029)
- Fire Managers of the Future, UG (Fall 2028)
- Foundations of Trauma Informed Care, UG (Fall 2028)
- Historic Preservation & Cultural Resource Mgmt., GR (Fall 2029)
- Music Composition, UG (Fall 2028)
- Program Assessment, GR (Fall 2028)
- Spatial Computing and Digital Twins, GR (Fall 2029)
- Technical Communication, GR (Fall 2028)

Legend:
Undergraduate Certificate – UG
Graduate Certificate – GR
Bachelor of Arts – BA
Bachelor of Business Administration – BBA
Master of Science - MS

College of Southern Idaho

Coming in 2027-2028

- Agriculture Automated Systems Technician, AAS (Fall 2027)
- CNA Preparation, Micro-credential (Spring 2027)
- Critical Thinking Micro-credential (Fall 2027)
- Eagle Program – Career Readiness, Certificate (Fall 2027)
- Intercultural Micro-credential (Fall 2027)
- Interpersonal Micro-credential (Fall 2027)
- Music Studio Teaching Micro-credential (Fall 2027)
- Public Speaking Micro-credential (Fall 2027)
- Respiratory Therapy, AAS (Fall 2027)
- Technical Theatre, Academic Certificate (Fall 2027)

Future Years (2028-2029 and 2029-2030)

- Arts Technology, Production, & Marketing, AA (Fall 2028)
- Business Marketing, AAS, ITC, BTC (Fall 2028)
- Chemical Technician, AAS/ITC/BTC (Fall 2028)
- Extended Reality (XR) Design, AAS (Fall 2029)
- Geospatial Technology, AS (Fall 2028)
- Museum Studies, AA (Fall 2029)

Future Years - continued

- American Literature. Micro-credential (Fall 2028)
- British Literature, Micro-credential (Fall 2028)
- Chem Lab Equipment Calibration, Micro-credential (Fall 2029)
- Dairy Systems Automation, Micro-credential (Fall 2029)
- Design for Visual Arts and Industry, Micro-credential (Fall 2029)
- English Literature, Micro-credential (Fall 2028)
- Irrigation Systems Automation, Micro-credential (Fall 2029)
- Spanish for First Responders, Micro-credential (Fall 2029
- Spanish for Healthcare, Micro-credential (Fall 2029)
- Sustainability, Micro-credential (Fall 2028)
- World Literature, Micro-credential (Fall 2028)

Legend:
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC
Associate of Applied Science – AAS
Associate of Science (academic) – AS
Associate of Arts (academic) – AA

Idaho State University

Coming in 2027-2028

- Accelerated BS Psychology/MS Psychological Sciences (Fall 2027)
- Accelerated BA Secondary Ed to MS Deaf Education (Fall 2027)
- Accelerated BA Special Ed to MEd in Special Education (Fall 2027)
- Artificial Intelligence Sciences, MS (Fall 2027)
- Business Administration (redesigned), MEd (Fall 2027)
- Business of Healthcare, EMBA (Fall 2027)
- Data Science and Statistics, MS (Fall 2027)
- Education (consolidation), MEd (Fall 2027)
- Health Sciences (combining degrees), PhD (Fall 2027)
- Mining, AS (Fall 2027)
- Paramedic to Accelerated BSN (Fall 2027)
- Radiographic Sciences BS Expansion (Idaho Falls) (Fall 2027)
- Women's Health Nurse Practitioner, DNP (Fall 2027)
- Professional Pilot, AAS (Fall 2027)

Legend:
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC
Associate of Applied Science – AAS
Bachelor of Applied Science – BAS
Executive Master of Business Administration – EMBA
Undergraduate Certificate – UG
Graduate Certificate – GR
Specialized Certificate – SC

Certificates

- Advanced Process Controls, SC (Fall 2027)
- Building Automation, SC (Fall 2027)
- Industrial Network and Supervisory Control and Data Acquisition System, SC (Fall 2027)
- Nuclear Conduct of Work, SC (Fall 2027)
- Nuclear Materials Safety and Stewardship, SC (Fall 2027)
- Nuclear Professional Practices, SC (Fall 2027)
- Nuclear Safety Culture and Professionalism, SC (Fall 2027)
- Nuclear Technical Foundations, SC (Fall 2027)
- Flight Instructor, SC (Fall 2027)
- Private Pilot, BTC (Fall 2027)
- Instrument Pilot, ITC (Fall 2027)
- Computer-Aided Drafting, BTC (Fall 2027)
- Diesel Technology, ITC (Fall 2027)
- Rebar Detailing, BTC/ITC (Fall 2027)
- Clinical Psychopharmacology, GR (Fall 2027)
- Cybersecurity + AI, GR (Fall 2027)
- Dental Hygiene Injectables, UG (Fall 2027)
- Echosonography, UG (Fall 2027)
- Rural Health, UG (Fall 2027)

Idaho State University - continued

Future Years (2028-2029 and 2029-2030)

- Accountancy: Accounting Analytics emphasis (Fall 2028)
- Addiction Studies, MA (Fall 2028)
- Applied Behavioral Analysis, MS (Fall 2029)
- Applied Health Research and Evaluation, DrPH/PhD (Fall 2028)
- Dental Hygiene, Expansion to Meridian, BS (Fall 2028)
- Medical Science in Sports Medicine, DMSc (Fall 2028)
- Occupational Therapy Expansion, MOT (University of Alaska) (Fall 2028)
- Pharmacy Leadership Administration, MS (Fall 2028)
- Physician Assistant Studies Expansion, MPAS (Regions 1, 2) (Fall 2028)
- Industrial Automation Engineering Technology, BAS (Fall 2028)
- Midwifery, DNP (Fall 2029)

Legend:
Basic Technical Certificate – BTC
Intermediate Technical Certificate – ITC
Bachelor of Applied Science – BAS
Master, Physician Assistant Studies – MPAS
Doctorate of Medical Science – DMSc
Doctor of Public Health – DrPH
Doctor of Nursing Practice – DNP
Undergraduate Certificate – UG
Graduate Certificate – GR

Certificates

- Accounting Analytics, UG (Fall 2028)
- Adv. Industrial Controls & Power Systems, SC (Fall 2028)
- Artificial Intelligence Applications, UG (Fall 2028)
- Data Science, UG (Fall 2028)
- Grief and Loss, GR (Fall 2028)
- Mammography, Post-Bacc Certificate (Fall 2028)
- Magnetic Resonance Imagining, UG (Fall 2029)
- Nuclear Materials Engineering, GR (Fall 2028)
- Nuclear Energy Systems for Civil Engineers, GR (Fall 2028)
- Robotics Engineering, UG (Fall 2028)
- Skin Care Specialist, SC (Fall 2029)
- STEM Teacher, GR (Fall 2028)
- Women's Health Nurse Practitioner, GR (Fall 2029)
- Advanced Manufacturing Technician, ITC (Fall 2029)
- Building Construction Technology, BTC (Fall 2029)
- Commercial Driver, BTC (Fall 2029)
- Culinary Arts, ITC/BTC (Fall 2029)
- Legal Administrative Assistant, ITC (Fall 2029)

College of Eastern Idaho

Coming in 2027-2028

- Nuclear Foundations, UG (Academic) (Fall 2027)

Future Years (2028-2029 and 2029-2030)

Career Technical

- Accounting, AAS (Fall 2028)
- Computer Science, AS (Fall 2028)
- Health Physics, AS (Fall 2028)
- Healthcare Management, BAS (Fall 2029)
- Medical Informatics, AAS (Fall 2029)
- Nuclear Power Technician, AAS (Fall 2028)
- Nuclear Instrumentation & Controls Technician, AAS (Fall 2028)
- Nuclear Research Technician, AAS (Fall 2029)
- Nuclear Operations, AAS (Fall 2029)
- Occupational Therapy Aide, AAS (Fall 2029)
- Radiography, AAS (Fall 2029)
- Ultrasound Technician, AAS (Fall 2029)

Certificates

- Agriculture, ITC (Fall 2028)
- Medical Equipment Repair, ITC (Fall 2029)
- Medical Records Specialist, ITC (Fall 2029)
- Microelectronics, BTC (Fall 2028)
- Physical Therapy Aide, ITC (Fall 2028)
- Welding Fabrication, ITC (Fall 2028)

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

College of Eastern Idaho - continued

Undergraduate Certificates (Academic)

- AgriBusiness, UG (Fall 2028)
- AI Fundamentals, UG (Fall 2028)
- Chemistry Lab Technician, UG (Fall 2028)
- Clean Room Technician, UG (Fall 2029)
- Digital Media Specialist, UG (Fall 2028)
- Engineering, UG (Fall 2029)
- English and Literature, UG (Fall 2028)
- Health Physics, UG (Fall 2028)
- History, UG (Fall 2028)
- Hospitality Administration/Management, UG (Fall 2029)
- Industrial Hygiene Technician, UG (Fall 2028)
- Industry Safety, UG (Fall 2028)
- Math, UG (Fall 2028)
- Microbiology, UG (Fall 2029)
- Outdoor Recreation Lifestyle Guide Technician, UG (Fall 2028)
- Philosophy, UG (Fall 2029)
- Physics, UG (Fall 2029)
- Political Science, UG (Fall 2029)
- Professional Writing, UG (Fall 2028)
- Project Management, UG (Fall 2028)
- Psychology, UG (Fall 2029)
- Science, UG (Fall 2028)
- Sociology, UG (Fall 2029)
- Spanish, UG (Fall 2029)

Legend:
Undergraduate Certificate – UG

Planned New Programs (2027 to 2030)

Credentials proposed across the eight institutional plans, counted by credential type.

Institution	Graduate	Undergraduate	Certificates	CTE	Total
North Idaho College	0	1	2	10	**13**
University of Idaho	19	12	35	0	**66**
Lewis-Clark State College	5	3	0	7	**15**
College of Western Idaho	0	3	0	7	**10**
Boise State University	17	16	19	0	**52**
College of Southern Idaho	0	3	2	9	**14**
Idaho State University	18	5	27	13	**63**
College of Eastern Idaho	0	3	26	15	**44**
All institutions	**59**	**46**	**111**	**61**	**277**

Counts each credential separately: a UG/GR certificate counts as two, and an entry listing AAS, ITC, and BTC counts as three. Excludes options, concentrations, and redesigned programs. Inclusion in a plan is not program approval.

Planned Discontinuations (2027 to 2030)

Credentials the eight institutional plans identify for discontinuation, counted by credential type.

Institution	Graduate	Undergraduate	Certificates	CTE	Total
North Idaho College	0	3	1	1	**5**
University of Idaho	2	6	0	0	**8**
Lewis-Clark State College	0	5	1	21	**27**
College of Western Idaho	0	0	2	1	**3**
Boise State University	3	4	14	0	**21**
College of Southern Idaho	0	0	0	0	**0**
Idaho State University	13	6	1	5	**25**
College of Eastern Idaho	0	0	0	4	**4**
All institutions	**18**	**24**	**19**	**32**	**93**

What these plans show

- Purposeful coordination without duplication: nuclear and semi-conductor-related programming
- Intentional regional duplication and statewide specialization: healthcare
- Emergent programming with potential for duplication: AI/AI-related
- Regional programming at high risk of duplication: aviation
- Emergent risk: certificates (forthcoming audit and potential pause)

Prepared by the Office of the State Board of Education and Idaho Division of Career Technical Education. Source: 2026 three-year plan submissions and Board Policy III.Z.

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SUBJECT

Program Progress Reports

BACKGROUND

Board Policy III.G.9 requires institutions to submit initial progress reports on newly approved graduate and baccalaureate programs. The requirement originated from Board members' interest in tracking whether new programs were meeting the enrollment and outcome projections outlined in their original proposals. While the requirement does not currently include academic associate degrees and certificates or career technical education programs, those may be requested at the Board's discretion.

Institutions submit enrollment and graduate data on a timeline based on degree type, with reports focused on the most recent year's performance against projections. Key requirements include:

- An explanation is required if actual enrollment/graduation numbers fall short of projections
- Institutions also report available data on other listed programs, giving the Board broader insight into recently approved programs

Developed jointly by Board staff and the Council on Academic Affairs and Programs, the review schedule is:

- Baccalaureate programs: reviewed after 6 years
- Master's programs: reviewed after 4 years
- Doctoral programs: reviewed after 6 years

PROPOSAL

Consistent with policy requirements in Policy III.G.9.b, Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, and College of Western Idaho have submitted progress reports for this cycle. The applied baccalaureate programs in Operations Management and Digital Forensics and Analytics, approved for the College of Eastern Idaho in December 2023, were postponed in Fall 2024 and again in Fall 2025. Both programs are now scheduled to launch in Fall 2026, with progress reports to be presented to the Board next year. These reports are provided to help the Board assess ongoing student interest and long-term program viability.

IMPACT

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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed the progress reports submitted by Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, and College of Western Idaho. The programs reflect a range of outcomes: several are meeting or exceeding enrollment and graduate projections, several have met one metric

but not the other, and several have not met one or both projections but report a path toward sustainability. Primary factors identified by institutions for not meeting projections include faculty capacity, assistantship availability, or discipline-wide enrollment trends. Two College of Eastern Idaho programs have not yet launched, and College of Western Idaho's newly implemented program shows strong early results.

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

ATTACHMENTS

Attachment 1 – Program Progress Reports PowerPoint

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Board Policy III.G.9, Postsecondary Program Review and Approval

REFERENCE

December 2013	The Board approved amendments to Policy III.G. that require institutions to provide a report on graduate programs approved by the Board.
October 2019	The Board approved a first reading of proposed amendments to Policy III.G. requiring review of all new baccalaureate degree programs at all public postsecondary institutions.
December 2019	The Board approved a second reading of proposed amendments.
April 2024	The Board was provided with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.
August 2025	The Board was provided with program progress reports for baccalaureate and graduate programs offered by Idaho public institutions.

Idaho State Board of Education

Program Progress Reports

Academic Programs

Reviewed under Board Policy III.G, Postsecondary Program Review and Approval

Program Progress Reports: Process

Board Policy III.G.9 requires institutions to report on newly approved baccalaureate and graduate programs, tracking whether enrollment and graduates are meeting the projections in the original proposal. If actual numbers fall short of projections, the institution must explain why.

Review schedule, by degree type

Baccalaureate	Master's	Doctoral
6 years after approval	4 years after approval	6 years after approval

This cycle (2026)

Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, and College of Western Idaho submitted progress reports this cycle. College of Eastern Idaho's two approved programs, Operations Management and Digital Forensics and Analytics, have been postponed twice and are now scheduled to launch in Fall 2026, with progress reports to follow next year.

Overall Findings

15
programs reviewed across UI, BSU, ISU, CWI, and LCSC

3
met or exceeded both enrollment and graduate targets

2
met one target but not the other

10
missed one or both targets, or reported unclear status

What's driving the shortfalls

- Faculty capacity and turnover are the most common factors, cited by programs at both BSU and UI.
- Graduate assistantship availability has constrained enrollment in at least one BSU doctoral program.
- Discipline wide enrollment trends, such as nationwide declines in education and dietetics enrollment, affect programs regardless of institutional performance.
- College of Western Idaho's newly launched Business Administration program exceeded its inaugural year enrollment target.
- Lewis-Clark State College's Nursing Leadership and Management graduate certificate reported zero enrollment and graduates since launch; and notes that students are opting for the full MSN degree instead. Certificate does allow a pathway for graduates to ladder to the full degree.

Counts above reflect the 15 programs reviewed at the University of Idaho, Boise State University, Idaho State University, College of Western Idaho, and Lewis-Clark State College. Long term sustainability, including for programs that have not met projections, will continue to be monitored through the Program Prioritization process under Board Policy III.F.

Program Progress Reports, 2026

Supplemental Information

Institution level detail on individual programs due for review

University of Idaho: program progress review

Programs due for review, most recent year of enrollment and graduate data

Dietetics, MS

Approved Oct 2020 | Fall 2021

Fall enrollment (FY 24/25)

21 of 36 target

7 → 18 → 20 → 21

Graduates (spring 2025)

8 of 18 target

0 → 7 → 11 → 8

Below target, trending up. National RDN credentialing change cut sector wide enrollment; institution expects continued growth through its 3+2 pathway.

Teaching, Secondary Education, MAT

Approved Jun 2020 | Fall 2021

Fall enrollment (FY 24/25)

15 of 30 target

7 → 17 → 16 → 15

Graduates (spring 2025)

8 of 30 target

0 → 5 → 5 → 8

Below target, enrollment softening. No added faculty or courses needed; nationwide decline in education enrollment; institution reports program remains sustainable.

Communication, BS/BA

Approved Aug 2018 | Fall 2019

Fall enrollment (FY 24/25)

84 of 120 target

23 → 47 → 60 → 70 → 79 → 84

Graduates (spring 2025)

20 of 30 target

3 → 14 → 16 → 17 → 21 → 20

Below target on both measures. Repeated faculty turnover limited course availability; new hires underway for a 2027 start to rebuild capacity.

Cybersecurity, MS

Approved Jun 2021 | Fall 2021

Fall enrollment (FY 24/25)

11 of 20 target

3 → 6 → 12 → 11

Graduates (spring 2025)

2 of 10 target

1 → 1 → 4 → 2

Below target on both measures. Faculty capacity constrained by rapid undergraduate program growth; institution reports strong long-term demand.

Supplemental: UI Program Progress Report, 2026

Boise State University: program progress review (1 of 2)

Programs due for review, most recent year of enrollment and graduate data

Strategic Communications, BA (online)

Approved Feb 2019 | Fall 2019

Enrollment (FY 24/25)

27 of 230 target

14 → 32 → 24 → 40 → 36 → 27

Graduates (FY 24/25)

14 of 78 target

0 → 6 → 13 → 18 → 16 → 14

Well below target on both measures. Curriculum was overhauled in fall 2024, effective fall 2025, with streamlined requirements and rebranding. Low operating cost keeps it viable; the college may revisit long term based on cost and revenue.

Population and Health Systems Mgmt, MS

Approved Apr 2021 | Fall 2021

Enrollment (FY 24/25)

26 of 52 target

0 → 15 → 31 → 26

Graduates (FY 24/25)

11 of 25 target

0 → 0 → 14 → 11

Below target on both measures. Program is going inactive effective fall 2026 for a comprehensive curriculum redesign, with a planned relaunch in fall 2027 to better align with current healthcare trends.

Cybersecurity, MS

Approved Apr 2021 | Fall 2021

Enrollment (FY 24/25)

17 of 23 target

3 → 11 → 13 → 17

Graduates (FY 24/25)

6 of 10 target

0 → 2 → 6 → 6

Below target on both measures, but sustainable at current levels. Shared coursework with other majors keeps costs low; low enrollment tied to limited marketing, which is being addressed.

Supplemental: BSU Program Progress Report, 2026

Boise State University: program progress review (2 of 2)

Programs due for review, most recent year of enrollment and graduate data

Biomedical Engineering, PhD

Approved Dec 2018 | Fall 2019

Enrollment (FY 24/25)

21 of 11 target

5 → 7 → 13 → 19 → 21 → 21

Graduates (FY 24/25)

1 of 5 target

2 → 1 (last 2 years)

Enrollment exceeds target; graduates fall short. Limited graduate assistantships have constrained progression. Institution is expanding assistantship funding and pursuing external grants.

Counselor Education and Supervision, PhD

Approved Oct 2019 | Fall 2019

Enrollment (FY 24/25)

3 of 3 target

1 → 2 → 3 → 3 → 3 → 3

Graduates (FY 24/25)

0 of 1 target

1 → 0 (last 2 years)

Enrollment on target; graduates fall short. Faculty turnover has limited capacity to support students. PhD completion timelines are highly variable; institution is working closely with students on timely graduation.

Cyber Operations and Resilience, BS (online)

Approved Feb 2021 | Fall 2021

Enrollment (FY 24/25)

256 of 107 target

46 → 151 → 224 → 256

Graduates (FY 24/25)

52 of 42 target

14 → 46 → 52

Meeting or exceeding both measures. No explanation required; program is well ahead of its original enrollment and graduate projections.

Supplemental: BSU Program Progress Report, 2026

Idaho State University: program progress review

Programs due for review, most recent year of enrollment and graduate data

Economics, BBA

Approved Nov 2018 | Fall 2019

Enrollment (FY 24/25)

22 of 17 target

7 → 13 → 15 → 20 → 20 → 22

Graduates (FY 24/25)

4 of 7 target

0 → 4 → 5 → 6 → 3 → 4

Enrollment exceeds target; graduates fall short, indicating students are entering but not completing the program. College of Business students are trending toward online formats; college is reviewing next steps. Low cost keeps the program sustainable.

Rehabilitation and Health Sciences, PhD

Approved Aug 2018 | Fall 2019

Enrollment (FY 24/25)

6 vs. FY 25/26 target of 20

5 → 6 → 6 → 8 → 6 → 6

Graduates (FY 24/25)

2 vs. FY 25/26 target of 8

0 → 0 → 0 → 0 → 0 → 2

Enrollment has been lower than projected, with 1–2 applications annually since the program's inception, no new students in Fall 2025, and the first two graduates completing the program in 2025. As a research-based PhD program with historically high matriculation, several part-time students, and an average five-year completion time for full-time students, enrollment is difficult to predict; the program is planned to merge with the PhD in Nursing to create a PhD in Health Sciences.

Robotics Engineering Technology, BAS

Approved Jan 2019 | Fall 2019

Enrollment (FY 24/25)

15 of 13 target

8 → 19 → 10 → 8 → 7 → 15

Graduates (FY 24/25)

7 of 12 target

4 → 4 → 11 → 5 → 7 → 7

Close to both targets and gaining momentum as more students learn of the program. Institution's goal is to sustain 12 to 15 enrollments and graduates per year.

Supplemental: ISU Program Progress Report, 2026

College of Western Idaho: program progress review

Program due for review, inaugural year of enrollment data

Business Administration, BAS

Approved Dec 2023 | Fall 2025 (inaugural year)

Fall enrollment (FY 25/26)

81 vs. 25 year one target

Exceeded the year one projection by more than three times

Graduates

N/A no graduates yet

First cohort has not yet reached graduation

Institution's proposed path

At the Board's request, CWI is providing a progress report for the program's inaugural year.

Supplemental: CWI Program Progress Report, 2026

Lewis-Clark State College: program progress review

Program due for review, most recent year of enrollment and graduate data

Nursing Leadership and Management, Graduate Certificate

Approved Dec 2020 | Fall 2021

Enrollment (AY 25/26)

0 vs. AY 23/24 target of 8

0 → 0 → 0 → 0 → 0 → 0 (every year since launch)

Graduates (AY 25/26)

0 vs. AY 23/24 target of 4

0 → 0 → 0 → 0 → 0 → 0 (every year since launch)

Institution's proposed path

The certificate has had zero enrollment and zero graduates every year since it launched. It was developed before LCSC offered the full MSN degree; students are choosing to pursue the full degree instead. The certificate still functions as a laddering pathway toward the MSN for those who want it.

Supplemental: LCSC Program Progress Report, 2026

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SUBJECT

STATS Earnings Accountability: Status Update

BACKGROUND

The U.S. Department of Education finalized the Student Tuition and Transparency System, known as STATS, Earnings Accountability rule in 2026. The rule replaces the prior Gainful Employment and Financial Value Transparency regulations. It applies a single earnings test to nearly all Title IV eligible programs, including degree programs at public institutions. The rule takes effect July 1, 2027.

Under the rule, a program's completers must show median earnings, measured four years after program completion, that meet or exceed a comparison benchmark. Most undergraduate programs are compared to the median earnings of Idaho adults who hold only a high school diploma. Graduate programs are compared to a bachelor's degree benchmark.

A program that fails the earnings test in two of any three consecutive years can lose eligibility for federal Direct Loans. If enough of an institution's federal aid comes from low earning programs, the institution can be placed on provisional status, which puts Title IV grant and loan eligibility for those programs at risk. Programs that fail the test even once must notify current and prospective students of the risk.

PROPOSAL

This is an information item. Board staff will give the Board a high-level overview of the new rule and the work underway across Idaho's public institutions to prepare for it. Key points include:

- The Department's own estimates project the highest failure rate among undergraduate certificate programs, at 11 percent, followed by associate degree programs, at 6 percent. Bachelor's degree programs have the lowest projected failure rate of any credential level, at approximately 2 percent.
- A national analysis by the Association of Public and Land Grant Universities found that, across Idaho's four-year institutions, the share of programs falling below the earnings threshold ranges from zero to under four percent. This is consistent with the Department's own estimate that public institutions face comparatively low exposure under the rule.
- Institutions are preparing in different ways, including building preliminary estimates from national data sources, conducting full program by program reviews, and using staff knowledge of their program mix to flag likely areas of concern.
- Institutional research offices at all eight institutions are coordinating with one another so that any concerns are identified consistently.

IMPACT

Institutions will continue coordinated preliminary assessments through their institutional research offices and will build a fuller inventory of affected programs

as more complete data become available. Board staff are reviewing potential tools that may support Board oversight and institutional review work. Board staff will bring further updates as the rule's effective date approaches.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

This item was reviewed by the Council on Academic Affairs and Programs on September 24, 2026 and Instruction, Research and Student Affairs on October 1, 2026.

ATTACHMENTS

Attachment 1 – STATS Earnings Accountability: Status Update

BOARD ACTION

No action needed; this agenda item is for informational purposes only.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-113
Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses

REFERENCE

n/a

STATS Earnings Accountability: Status Update

This brief provides the Board with a high-level overview of a new federal accountability requirement, the Student Tuition and Transparency System (STATS)/Earnings Accountability rule, and the current state of preparation across Idaho's public higher education institutions.

What STATS Earnings Accountability Is

STATS is a U.S. Department of Education rule, finalized in 2026, that replaces the prior Gainful Employment and Financial Value Transparency regulations. It establishes a single earnings test that applies to nearly all Title IV eligible programs, including degree programs at public institutions.

Under the rule, a program's completers must show median earnings, measured four years after completion, that meet or exceed a comparison benchmark. For most undergraduate programs, the benchmark is the median earnings of working adults in Idaho who hold only a high school diploma. Graduate programs are compared to a bachelor's degree benchmark. The rule takes effect July 1, 2027.

Why It Matters

A program that fails the earnings test in two of any three consecutive years can lose eligibility for federal Direct Loans. If enough of an institution's federal aid comes from low earning programs, the institution itself can be placed on provisional status, which puts Title IV grant and loan eligibility for those programs at risk. Programs that fail the test even once must notify current and prospective students of the risk.

The U.S. Department of Education's own impact estimates show that risk is not evenly distributed. Among public institutions specifically, undergraduate certificate programs have the highest projected failure rate, at 11 percent. Associate degree programs follow, at 6 percent. Bachelor's degree programs have the lowest projected failure rate of any credential level, at approximately 2 percent, though it is not zero.[1]

The U.S. Department of Education also flags certain fields of study as more likely to fail, but these rates are combined across public, nonprofit, and proprietary institutions and are not available broken out for public institutions alone. Because proprietary institutions fail at substantially higher rates overall, these field-level figures likely overstate the risk specific to Idaho's public programs.[2]

Preliminary Analyses

The Association of Public and Land-grant Universities (APLU) has conducted its own preliminary analysis of how programs nationwide would perform under the earnings test, using federal completion data, College Scorecard earnings, and Census Bureau data.[3] Two limitations are worth noting. First, this analysis tests only a single year of data against the earnings threshold, not the two-of-three-consecutive-years standard the actual rule applies. Second, for graduate and professional programs, APLU could test only one of the three earnings benchmarks the rule allows, so results for those programs likely overstate risk. Across Idaho’s four public four-year institutions, 0%-3.7% of programs did not meet the earnings tests, consistent with the U.S. Department of Education’s own national estimate that public institutions face comparatively low exposure under this rule.

Idaho's institutions and outside groups have now produced several independent looks at program-level earnings risk, using different completer cohorts, different earnings years, and in some cases different comparison benchmarks. In a small number of cases, independent analyses have flagged the same program, which is a stronger signal that a program deserves a closer look. In other cases, analyses have disagreed on the same program, or found a program too small to measure at all. These are useful early signals but not federal determinations. The Department will apply its own methodology to its own data starting in 2027, and any preliminary result could look different once it does.

Where Our Institutions Are

Institutions are approaching this work in several ways, depending on their size and how much earnings data they can access:

- Building preliminary estimates of program-level earnings outcomes using national data sources such as College Scorecard and Census Bureau data, matched to their own completer records, to get an early sense of where they stand.
- Conducting a full first-pass review of every program that would fall under the rule's federal reporting requirements, including how federal program groupings may combine or separate individual programs for assessment.
- Using staff knowledge of their program mix to flag likely areas of concern, particularly where direct access to graduate earnings data is limited, while working to secure better data.
- Establishing recurring internal review processes to track the regulation and their own compliance posture as federal guidance continues to develop.

Institutional research offices across all eight institutions are coordinating with one another so that any concerns are identified consistently.

Next Steps

- Continue coordinated pre-review across institutions through institutional research offices.
- Build a fuller inventory of affected programs as more complete completion and earnings data become available.
- Board staff are reviewing potential tools that may support both Board oversight and institutional review work.

Endnotes

1. U.S. Department of Education, STATS final rule, Table 5.13, as summarized in Radford, Alexandria Walton. 2026. A Guide to Higher Education Federal Earnings Data: Sources, Implications, and Opportunities. Tallahassee, FL: Association for Institutional Research.

2. U.S. Department of Education, STATS final rule, Table 5.17, as summarized in Radford, Alexandria Walton. 2026. A Guide to Higher Education Federal Earnings Data: Sources, Implications, and Opportunities. Tallahassee, FL: Association for Institutional Research.

3. Association of Public and Land-grant Universities, Sec. 84001 Ineligibility Analysis (dataset), analysis performed March 10, 2025, based on U.S. Department of Education IPEDS 2023-24 Institutional Characteristics data, College Scorecard (April 2025 release), and IPUMS USA 2017-2021 ACS 5-Year Sample.