

Instructional Plan

2017-2021



Office of the Provost/Vice President for Academic Affairs

Reviewed:

VP Student Affairs & Staff, Spring 2017

Deans & Division Chairs, August 2017

Faculty Senate, September 2017

Approved:

Provost, September 18, 2017

Instructional Plan

Purpose of Plan

The purpose of the Instructional Plan is to integrate key instruction-focused elements of the college's and State Board of Education's strategic plans, with our Strategic Enrollment Plan to guide institutional growth. An integrated plan, detailing specific actions, benchmarks, and timelines, allows us to track progress in achieving institutional strategic goals and initiatives.

Institutional Overview

Lewis-Clark State College is a regional institution operating under the governance of the Idaho State Board of Education. The institution currently has a three-part organizational structure focused on traditional academic programs, career & technical education programs, and community programming and continuing education. Courses and programs are offered in Lewiston, Coeur d'Alene, and through online delivery.

Lewis-Clark State College holds regional accreditation through the Northwest Commission on Colleges and Universities. Regional accreditation is a voluntary, self-regulatory process of quality assurance and institutional improvement (NWCCU, 2017).

Mission Statement and Core Themes

Mission Statement

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Themes

- Opportunity: Expand access to higher education and lifelong learning.
- Success: Ensure attainment of educational goals through excellent instruction in a supportive learning environment.
- Partnerships: Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

Background

At the local, state and national levels, higher education has been challenged to transform itself. Industry/ business leaders, legislators, and the public-at-large demand the education system reduce barriers, remain low cost, and produce graduates well prepared to meet industry needs while possessing the soft-skills of communication, creative problem-solving, and how to work as a member of a team. The Idaho State Board of Education has adopted the Complete College Idaho (CCI) agenda to meet the state's economic needs. Among others, one goal of CCI is to ensure 60% of Idahoans ages 25-34 have a degree or certificate by the year 2020. CCI strategies include strengthening the pipeline of secondary students, transforming remediation, statewide articulation and transfer options, and leveraging partnerships with industry.

In fall 2015, President Fernández challenged the college community to determine ways to grow enrollment by more than 1000 full-time students. Doing so would provide fiscal resources to better align faculty-staff salaries with those of peer institutions and ensure the efficient and effective use of physical infrastructure. The consulting group, Ruffalo Noel Levitz, visited campus to assess and make recommendations to augment our enrollment processes. The college identified recruitment goals in

advance of the visit, among them increasing numbers of non-traditional students, transfer students and increasing diversity. The consultant's recommendations centered on ways to reach new and existing markets, noted current program offerings at LC are traditional and limited, recognized faculty's key role in recruitment and retention of students, identified as a goal early connection of students to a major, and verified the importance of creating an information-driven (data) culture.

In response, divisions critically evaluated the menu of program and course offerings to determine ways to do more with existing programs, generated ideas for new programs/ majors, and identified other strategies to increase enrollment. Many of these ideas and proposals are embedded in this plan and the Strategic Enrollment Plan.

Findings from 2016 internal student surveys also inform enrollment efforts and provide a new lens through which to examine courses, programs and the like. For example, direct from high school students have higher satisfaction-with-academic-experience scores than transfer students, students highly value internship opportunities, 76% of participants were satisfied or very satisfied with the variety of majors offered, 74% with the variety of courses offered, 58% with the variety of online courses, and 66% with the scheduling of classes. Additionally, students who take at least one online course in their first year are much more likely to be retained from their first year to the next, and those who participated in Dual Credit are retained at a higher rate than those who did not.

It is well understood that to remain viable, the College must offer technical and academic majors to meet regional industry need and prepare graduates for jobs in a dynamic employment environment.

Growth Target

The President has set a target of 4,000 FTE students, requiring significant growth (~30%) from fall 2016 census day FTE of 2,822.

Strategic Plans and Initiatives which guide the Plan

Instructional goals and strategies outlined in the 2013-2018 LCSC Strategic Plan (LC-SP):

- Goal 1: Sustain and enhance excellence in teaching and learning
 - Objective 1A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.
- Goal 2: Optimize student enrollment and promote student success
- Goal 3: Strengthen and expand collaborative relationships and partnerships
 - Objective 3A: Increase volunteer, internship, and career placement opportunities.
- Goal 4: Leverage resources to maximize institutional strength and efficiency
 - Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Instructional goals and targets in the LCSC Strategic Enrollment Plan (SEP):

- Goal 1: Increase overall number of applicants and applicant yield, including increases in targeted demographic areas
 - Strategy: The college will expand its menu of and capacity in instructional programs to include new certificates, associate degrees, and bachelor degrees based on industry and market (college-bound students) demand.

- Strategy: The College will renew its commitment to promoting and supporting select/undersubscribed instructional programs.
- Strategy: The College will enhance its transfer programs using online and hybrid delivery methods in select instructional areas.
- Strategy: The college will establish a formal adult learner program (instructional and support components) using online, hybrid, evening, weekend, winter-session.
- Goal 3: Increase overall placement rate of College graduates into employment related to their field of study and increase the proportion of College graduates who continue on to graduate education
 - Strategy: The College will seek partner institutions to offer master's degree completion programs for LCSC graduates. The college will seek to offer its own graduate programs in areas for which partner institutions are unable or unwilling to partner with the college.
- Goal 4: Increase student satisfaction and enthusiasm
 - Strategy: The college will expand use of high impact practices (including applied, integrated, and concentrated educational experiences comparable to the Hells Canyon Institute), showcasing regional and geographic strengths.

Instruction-related goals in the current State Board of Education Strategic Plan (SBOE-SP):

- Goal 1: A Well-Educated Citizenry.
 - Objective C: High Level of Educational Attainment – Increase successful progression through Idaho's educational system [Percent of Idahoans ages 25-34 who have a college degree or certificate requiring one academic year or more of study; numbers/ percent of graduates].
 - Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.
 - Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region [Number of graduates in high demand fields as defined by the IDoL].
- Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.
 - Objective C: Alignment and Coordination – facilitate and promote the articulation and transfer of students throughout the education pipeline [Percent of Idaho community college transfers who graduate from four year institutions; percent of dual credit students who go-on to postsecondary education within 12 months of graduating high school; Percent of dual credit students who graduate high school with an Associate Degree.

LCSC Summer School Implementation Plan (PG-68)

- Purposes of Summer School at LCSC
 - Assist admitted students toward timely program completion & graduation (includes program courses and general education)
 - Assist incoming transfer students toward timely program completion (assume general education completed)

Instructional Faculty

Lewis-Clark State is a regional college that places emphasis on teaching / instruction. As of fall 2016, LCSC employed 175 full-time faculty (17 vacant positions), with an overall student-to-faculty ratio of 14:1. This low student-to-faculty ratio attracts students and their parents to LC, assures quality instruction, and contributes to the success / employability of graduates and satisfaction of faculty. We also rely on part time faculty (60 highly qualified adjuncts or full-time faculty on overload in fall 2016) to ensure sufficient course offerings and availability each year.

Faculty

A consistent finding on internal and external student surveys is the positive influence faculty members have on students – inside and outside the classroom, as teachers and as academic advisors and coaches. When prospective students visit campus, meeting with a faculty member in their intended major is very impactful in determining whether or not that student chooses LC.

Thus, faculty are highly valued and effective recruiters, as prospective students report that interaction with instructional faculty is one of the most impactful components of a visit to campus or interaction at a career fair. Student Affairs is exploring various ways to include faculty in the recruitment of students. Greater involvement on the part of faculty and staff from all instructional units is essential to institutional growth.

Further, college administration recognizes fair compensation is a key factor in recruiting and retaining quality employees [LCSC 2017 Compensation Plan], and strives to provide competitive salary and benefit packages.

To accomplish the goals in this Plan, the engagement and support of faculty is critical. To that end, the following actions, at a minimum, should be considered [based in part on LCSC's Strategic Plan, the 2016-2017 Compensation Review Committee Report and the 2017 New Faculty Perceptions Report]:

- Establish fair compensation for (many are in process)
 - New course development
 - Conversion of an existing course to an online format
 - Adjunct Instructors
 - Summer school instruction
 - Faculty professional development and support of scholarly/ creative work
 - Promotion increases [reach \$6,000 for Associate and \$10,000 for professor]
- Develop these ideas further
 - 11 month faculty contracts in key programs to include summer school instruction and advising
 - Reduce faculty advising loads to levels that allow full engagement with students and for faculty participation in advising events
 - Explore a formal new faculty mentoring program
 - Upgrade classrooms to support high impact practices and diverse teaching styles
 - Non-monetary compensation ideas noted in the CRC Report

Program Performance

To meet enrollment targets and ensure quality, our instructional programs must be relevant, responsive and effective. Specialized accreditation and regular review and input from Advisory Committees help ensure quality and relevance. Effectiveness and responsiveness, however, require objective measures centered on program enrollment, program graduate numbers, and placement of program graduates. In Fall 2016, President Fernández formed PG 17-03 Program Performance, to establish criteria and indicators for instructional and non-instructional programs. New Program Performance review processes begin in AY2017-2018.

Instructional Program Inventory/ Capacity

Lewis-Clark State College's instructional programs include academic and career & technical offerings. The college prides itself on maintaining small class sizes, and on the strong connection among faculty and between faculty and students.

A list of majors and enrollment information is found in the Appendix. Achieving the identified capacities in current and select new programs allows for many additional students. Note that enrollments and capacities are influenced by many factors, and are 'best estimates' based on fall 2016 enrollment data.

Specific Actions

To support enrollment increases, new programming and expansion of existing programs is essential. Such expansion must consider regional and state-wide industry/ business needs and the interests of prospective students, balanced with available resources [LC-SP Goal 4].

Implement In-progress Programming

- In-progress Academic Programs [on SBOE 5-year Plan for FA17 delivery]
 - Secondary Education: Psychology
 - Secondary Education: Communication Arts
 - Sport Media Studies
 - Computer Science: Bioinformatics
 - Sport Administration to online option
- New CTE Programs [on SBOE 5-year Plan for FA17]
 - Maintenance Millwright
 - Instrument Mechanic
 - Web Development to online option

Create and Expand Programming [LC-SP Goals 1 & 2; SEP Goals 1 & 3; SBOE-SP Goals 1 & 3].

- New Programs (certificates, degrees) recently or soon-to-be developed.
 - New/ Expanded Academic Programs [on SBOE 5-year Plan for future years]
 - Human Resource Management A.S. online and face-to-face [FA19]
 - Interpretive Outdoor Recreation [may be renamed]
[Natural Science education outreach/ outdoor recreation; FA18]
 - Marketing A.S. online and face-to-face [FA18]
 - Spanish for the Professions [FA19]
 - TESOL Certificate [FA18]

- Bachelor of Social Work (BSW) – convert to hybrid delivery to reduce travel to campus [FA18]
- Bachelor of Fine Arts –replace BA English: Creative Writing [FA18]
- New CTE Programs [on SBOE 5-year Plan for future years]
 - Interdisciplinary AAS [FA18]
 - A.A.S in Gaming (Web Design and Development) [FA19]
 - Packaging Technology (Graphic Communications) [FA19]
- New Program /Ideas in development [not on SBOE 5-year Plan]
 - Academic Program Ideas
 - Addiction Studies AA/AS
 - Coaching Education AS or BS
 - Communication Arts + Graphic Communications BA/ BS
 - Economics AS
 - Pre-Health [for pre-nursing students] AS [DONSAM]
 - Justice Studies AA/AS
 - Production Operations BS
 - Public Health BS [possible 3+2 with ISU’s master’s program]
 - Develop selective admissions processes for some programs
 - Deliver Sport Administration and Sport Media Studies programs in hybrid format at Coeur d’Alene Center
 - Explore Ultrasound Certification pathway within RS program
 - Explore Sport Analytics degree, joint between DONSAM/ MaSS
 - Explore online generalist “Health” degree
 - Career & Technical Program Ideas
 - Develop program plans for bachelor degrees building on the AAS options at North Idaho College (NIC)
- Expansion Ideas in development
 - Academic Program Ideas
 - Nursing: Community College nursing student to BSN targeting NIC, CSI, CWI and EITC
 - Dual Credit Dual Credit + 2 summers on campus = AA Liberal Arts
 - Psychology online
 - Summer programming
 - Online General Studies: SS
 - History BA/BS in Coeur d’Alene
 - Career & Technical Ideas
 - Expand three additional programs to fully online instruction
 - Identify two programs where high schools students earn an ITC concurrent with high school graduation
 - Summer programming

- Relabel/ Clarify Programs in support of Career Finder [focus less on ‘credential’ and more on describing the program and associated careers; e.g., focus areas/ meta-majors]
 - Academic Programs
 - Build program plans and clarify pathways for
 - ◆ Pre-Med/ Pre-Dental
 - ◆ Pre-Physical / Occupational Therapy
 - ◆ Pre-Law
 - ◆ Pre-Vet
 - “Environmental or Natural Resources” degree – existing degree relabeled or new degree or AS transfer degree
 - Software development – fit within existing CS degree
 - Clarify differences: Engineering AS vs. T&I’s Engineering programs
 - Clarify differences: Academic and BTS business programs
 - Computer Science vs. T&I’s Information Technology program/ options

Appendices

1. Additional Actions Lists [AP (1.1); CTE (1.2)]
2. Instructional Program Capacities [AP 2.1; CTE 2.2]
3. 2016 Summer School Plan
4. Approved Degree-Certificate List (final June, 2017) [AP 4.1; CTE 4.2]

Appendix 1.1 Additional Actions for Academic Programs

Items due January 1, 2018
Academic Programs Activity
1. Develop focused Program Plans for AA Liberal Arts and Natural Sciences [e.g., ‘emphases’ in psychology, kinesiology, economics]
2. Develop focused Program Plans for BA/ BS Interdisciplinary Studies
3. Ensure all full-time and adjunct faculty teaching online have completed the Quality Matters training (Plan due)
4. Complete activities in the “Relabel/ Clarify Programs” section of this plan
5. Review Idaho Department of Labor , Business Insider, and student preference data to determine if additional new programs can be added to our menu
6. Address ‘choke points’ and interventions in key courses
Items due June 30, 2018
7. Explore New Program Ideas in development (list above) to determine feasibility
8. Develop Program Plan that shows all the ways a student can earn credit for a course [CLEP, AP, Challenge, DSST/DANTES, etc.]
9. Develop a brochure that clearly describes the paths to a BSN at LCSC
10. Expand Dual Credit course offerings <ul style="list-style-type: none"> • Option: Explore possibility of entire general education curriculum available by Dual Credit • Option: Develop three new ‘program focused’ introductory courses targeting high school students, to be taught in high school or by LC faculty online
11. Develop two (2) new Articulation Agreements that support student transition to other regional institutions for majors not offered here, or for graduate programs
12. Weekend/ Evening college : Develop one program to be delivered via hybrid format with in-class meeting sessions delivered in the evenings/ on the weekends
13. Explore which programs can be offered over 12 months to support on-time completion
14. Expand high impact practices at LCSC <ul style="list-style-type: none"> • Academic Dean’s pilot on HIPs in General Education courses • Explore development of one additional Institute like HCI
15. Identify six (6) courses that can successfully be offered in a 2 week block [Intensives]
16. Develop two (2) campus recruitment events which bring students to campus to explore specific majors [e.g., Pre-Veterinarian Day]

Items due January 1, 2018
17. Develop a plan for Open Educational Resources (OER) at LCSC, such as a strand of general education core that relies fully on OER
18. Examine ISI menu and determine if strategic expansion benefits students
Items Ongoing/ due Later
19. Continue development of online courses to support Interdisciplinary degree transfers from community colleges
20. Internships
21. Ensure all full-time and adjunct faculty teaching online have completed the Quality Matters training [Completed June 2019]
22. Target faculty course releases and course development funding toward the initiatives in this Plan
23. Support Student Affairs in the development of webpages focused on “What Can I Do with This Degree/ Degree Finder?”
24. Collaborate with Student Affairs to market the majors/ programs listed in this Plan. 25. Bus prospective students to campus and provide a strong program (courses/ activities) for their visit
26. Work with Registrar’s Office and IR&E to develop a mechanism for accurately /fairly reporting majors in dual / shared degrees
27. Continue Implementation of 2016 Summer School Plan
28. Utilize Library and Library resources to support and promote program development

Appendix 1.2 Additional Actions for Career & Technical Programs

Items due January 1, 2018
CTE Programs Activity
1. Identify two new Program ideas
2. Assess course delivery schedules to enhance enrollments
3. Ensure all full-time and adjunct faculty teaching online have completed the Quality Matters training [Plan]
4. Review Idaho Department of Labor , Business Insider, and student preference data to determine if additional new programs can be added to our menu
5. Complete activities in the “ Relabel/ Clarify Programs ” section of this plan
6. Identify two courses that can be reconfigured and offered for non-majors
7. Address ‘ choke points ’ and interventions in key courses
Items due June 30, 2018
8. Develop focused Program Plans for Interdisciplinary A.A.S. degree
9. Develop one (1) new Articulation Agreement that supports student transition to other regional institutions for majors not offered here, or for graduate programs
10. Weekend/ Evening college : Develop one program to be delivered via hybrid format with in-class meeting sessions delivered in the evenings/ on the weekends
11. Explore which programs can be offered over 12 months to support on-time completion
12. Identify three (3) courses that can successfully be offered in a 2 week block [Intensives]
13. Develop two (2) campus recruitment events which bring students to campus to explore specific majors
Items Ongoing/ due Later
14. Ensure all full-time and adjunct faculty teaching online have completed the Quality Matters training [Completed June 2019]
15. Support Student Affairs in the development of webpages focused on “ What Can I Do with This Degree? ”
16. Reconfigure classroom spaces to increase class size
17. Collaborate with Student Affairs to market the majors/ programs listed in this Plan.
18. Continue Implementation of 2016 Summer School Plan

Appendix 2.1

Table contains a list of select Academic majors/ degrees/ certificates that have room for growth. To determine the gap (space available), fall 2016 census day data and program capacity as defined by Division Chairs and the Dean, were used. Enrollment capacities assume no new faculty positions.

Academic Program Degree/ Certificate	Enrollment Capacity	Gap	Growth Expectation FA2018 Census Day	Growth Expectation FA2019 Census Day	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day
Academic Programs						
Interdisciplinary Studies	100	89	13	18	25	25
Business						
Hospitality Management BA/BS		78 (52 in general business courses and 26 in Accting emphasis)	26	27		
General Business (Management) BA/BS						
Business Administration + Mgmt Acct + RS Mgmt		BS/BA/AS				
Business and Communication						
[Sport Administration]	65 (under MaSS)	24 (under MaSS)				
Human Resource Management	30	30	32	34		
Marketing A.S.	30					
Humanities						
English BA (all areas)	100	53	5	10	15	17
Communication Arts BA/BS [all areas]	200	150	15	25	40	50
Spanish for the Professions	25	25	3	7	7	8

Academic Program Degree/ Certificate	Enrollment Capacity	Gap	Growth Expectation FA2018 Census Day	Growth Expectation FA2019 Census Day	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day
Movement & Sport Sciences						
Exercise Science	35	0	0-5	0-5	0-5	0-5
Kinesiology [all areas]	130	43	10-12	10-12	10-12	10-12
Sport Administration (including online)	65	24	6-8	6-8	6-8	6-8
Sport Media Studies	50	50	15	15	15	15
Natural Sciences & Mathematics						
Biology & Chemistry BA/ BS	40	10	3	3	3	3
Computer Science BA/BS (work on upper level)	24	10	3	3	3	3
Earth Science BA/BS	15	11	2	2	3	4
Engineering AS	24	10	3	3	3	3
Mathematics BA/BS	25	15	3	3	4	5
Nursing & Health Sciences						
Nursing: Admitted Basic Track; LPN-BSN	180	4				
Nursing: RN to BSN; CC to BSN			30 (CC to BSN)	80 (CC to BSN)		
Radiographic Science AS	40	2	2	admit to max of 40		
Radiographic Science BS	n/a	n/a	10 – 15	10 – 15		
Practical Nursing AAS	16	8	8	8		
Social Sciences						
Social Sciences all areas + Behavioral Science + History + Sec Ed	110	44	8	10	12	14
Social Work BSW + online	190	56	8	12	16	20
Justice Studies BA/BS	120	30	4	6	8	12
Psychology BA/BS	135	50	5	12	15	18
Teacher Education						
Elementary Education	250	43	7	10	12	14
PACE (Post Falls)	20		2	2	3	3

Teacher Education						
Paraprofessional Education AA	15	13	2	2	4	5
Secondary Education BA/BS						
English/ Social Science	12	10	2	2	3	3
Kinesiology	12	10	2	2	3	3
Math	12	10	2	2	3	3
Science	12	10	2	2	3	3
Communication Arts	12	10	2	2	3	3
Psychology	12	10	2	2	3	3
Growth potential estimate						
		483				

Appendix 2.2

Table contains a list of select Career & Technical majors/ degrees/ certificates that have room for growth. To determine the gap (space available), fall 2016 census day data and program capacity as defined by Division Chairs and the Dean, were used. Enrollment capacities assume no new faculty positions.

Career & Technical Program/ Degree or Certificate	Enrollment Capacity	Gap	Growth Expectation FA2018 Census Day	Growth Expectation FA2019 Census Day	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day
Business Technology & Service						
Accounting Assistant AAS	20	8	2	2	2	2
Administrative Assistant AAS	10	5	2	1	1	1
Administrative Medical Assistant AAS	30	15	3	3	3	3
Business Management AAS	40	6	2	2	1	1
Early Childhood Development AAS	30	0	0	0	0	0
Graphic Communications AAS	30	3	0	1	1	1
Packaging Technology		8	5	1	1	1
Hospitality Management AAS	15	9	3	2	2	2
Legal Administrative Assistant AAS	5	5	2	1	1	1
Medical Assistant AAS	20	16	4	4	4	4
Paralegal AAS	20	8	2	2	2	2
Web Design and Development AAS	30	5	2	1	1	1
Gaming AAS						
Growth potential estimate BTS		88				
Technical & Industrial						
Applied Technology BASAT (CdA)						
CNC Machining AAS	12	2	0	0	2	0
Auto Mechanics Technology AAS	30	3	0	0	2	1
Collision Repair AAS	12	3	0	0	1	2
Diesel Technology AAS	24	4	2	0	2	0
Engineering Technology, all areas	20	6	2	1	2	1
Heating, Venting, A/C & Refrigeration Tech	12	6	1	2	1	2
Industrial Electronics all areas AAS	20	8	2	2	2	2

Career & Technical Program/ Degree or Certificate	Enrollment Capacity	Gap	Growth Expectation FA2018 Census Day	Growth Expectation FA2019 Census Day	Growth Expectation FA2020 Census Day	Growth Expectation FA2021 Census Day
Information Technology AAS	24	9	2	2	2	3
Interdisciplinary AAS						
Welding Technology AAS	20	0	0	0	0	0
Growth potential estimate T&I		41				
Growth potential estimate CTE total		129				

Appendix 3.

Summer School Assessment PG 68
 ** LEWIS-CLARK SUMMER COLLEGE **
 Implementation Plan for Summer 2016

BACKGROUND

There has been confusion about the purpose of summer school and how to deliver it in a way that best meets the needs of our students, both enrolled and prospective. A Summer School PG-68 committee explored how summer school at LC operates and delineated delivery 4 options for consideration. President's Cabinet and the Deans further narrowed the delivery options to 3.

PURPOSES OF SUMMER SCHOOL AT LCSC

- Assist admitted students toward timely program completion & graduation (includes program courses and general education)
- Assist incoming transfer students toward timely program completion (assume general education completed)

APPROVED DELIVERY MODELS

- **Modified-Block General Education Courses** [menu approved by Academic Dean with input from Division Chairs and PTE Dean]
 - We have a history of offering a strong selection of gen ed courses across 'ways of knowing' areas; ID 300s will need to be offered every summer;
 - Ensure both online and on campus options; minimize overlap between course meeting times
- **Modified-Block Program Courses** [menu approved by Academic and PTE Deans with input from Division Chairs]
 - Participating Programs:
 - BTS: Early Childhood Development
 - BUS: Various majors
 - DONSAM: Pathophysiology & Genetics in support of BSN
 - ED/KIN: Kinesiology, including Sport Administration
 - HUM: Communication
 - NHS: RN to BSN
 - SS: Justice Studies (JS 495 internships – per Chris R 6/3)
 - Participating programs identify a set of 4-6 upper division courses that will be offered consistently in the summer (3 one summer, 3 the next). This is not intended to be an accelerated program, rather the idea is that students, including student athletes can stay on track for 4-year completion.

- **Program Prerequisite Courses** [menu approved by Academic and PTE Deans with input from Division Chairs]
 - Participating Programs:
 - DONSAM: Patho & Genetics in support of BSN
 - ED/KIN: Nutrition in support of BSN
 - SS: Statistical methods (SS 300; per CR 6/3)

NEW PRACTICES

- Only courses which fit the above 3 models will be taught during Summer College
- Summer course schedule will be available to students the proceeding fall semester
- PAs will be completed by divisions with approval by the appropriate dean
- Only courses filled to minimum capacity (determined by Dean with Chair input) will be offered
- Faculty will be paid per current year adjunct pay scale; option for per head payment determined by Dean
- All lecture classes will be taught in 8-week session to allow for coordination of times
- Only practica/ internship courses will be offered in 11-week session
- Eliminate 2 and 4 week summer sessions
- Dean approval required to add summer courses later than fall time schedule deadline
- Testing Center available for all courses
- Teacher Inservice, PACE, PN, RS and any other year-round program students/ participants are not counted in Summer College headcount

FUTURE NEEDS

- 10-11 month contracts for faculty
- Increased scholarship dollars
- Summer programming in addition to courses (e.g., student activities, field trips, opportunities to interact with faculty)

Appendix 4.1 Approved Degree-Certificate Inventory: Academic Programs

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ DIVISION IS LEAD ON UAR)	MAJOR / TRANSCRIPT TITLE	DEGREE LEVEL/CERTIFICATE
ACADEMIC PROGRAMS		
INTERDISCIPLINARY STUDIES	Interdisciplinary Studies	BA/BS
LIBERAL ARTS	Liberal Arts	AA
	Liberal Arts: Natural Science	AA
GENERAL STUDIES	General Studies: Business	BA, BS
	General Studies: Education	BA, BS
	General Studies: Humanities	BA, BS
	General Studies: Social Sciences	BA, BS
	General Studies: Natural Sciences & Math	BA, BS
GENERAL EDUCATION		
BUSINESS		
BUSINESS ADMINISTRATION	Business Administration	BA, BS, AS, minor
	Management Accounting	emphasis
	Leadership	minor
	Marketing	minor
	Human Resource Management	minor, certificate
	Economics	minor
	Marketing Management	certificate
MANAGEMENT	General Business	BA, BS
	Hospitality Management	BA, BS
	Management: Radiography Emphasis	BA, BS
BUS. AND COMM (UAR INITIATED BY HUM)	<i>Business & Communication</i>	<i>BA, BS</i>
SPORT ADMINISTRATION (UAR BY MASS)	<i>Sport Administration</i>	BA, BS
HUMANITIES		
ENGLISH	English	BA, minor
	English: Creative Writing	BA, minor
	English: Publishing Arts	BA, minor
	Middle School English Language Arts	minor
	Professional Writing (FA17)	minor, certificate
COMMUNICATION ARTS	Communication Arts	BA, BS, minor

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ DIVISION IS LEAD ON UAR)	MAJOR / TRANSCRIPT TITLE	DEGREE LEVEL/CERTIFICATE
BUS. AND COMM (UAR INITIATED BY HUM)	<i>Business & Communication</i>	<i>BA, BS</i>
SPORTS MEDIA STUDIES (UAR BY MASS)	<i>Sports Media Studies</i>	<i>BA, BS</i>
MINORS (UAR AS GROUP)	Art	minor
	Music	minor
	Nez Perce Language	minor
	Spanish	minor
	Theatre	minor
LIBRARY		
LIBRARY		
MOVEMENT AND SPORT SCIENCES		
KINESIOLOGY	Kinesiology	BA, BS, minor
	Kinesiology: Ex Sci/ Health Occupations	
	Kinesiology: Health/Fitness	
	Kinesiology: Sport Studies	
	Kinesiology: Coaching	
	Movement Psychology	certificate
	Sports Marketing	certificate
	Sports Nutrition	certificate
	Fitness	certificate
(W/ DONSAM)	<i>Exercise Science</i>	<i>BA, BS</i>
(W/ BUS)	<i>Sport Administration</i>	<i>BA, BS</i>
(W/ HUM)	<i>Sports Media Studies</i>	<i>BA, BS</i>
	Health	minor, endorsement
	Coaching	minor
NATURAL SCIENCES & MATHEMATICS		
BIOINFORMATICS	Bioinformatics	BA, BS
BIOLOGY	Biology	BA, BS, minor
	Natural Science	minor
CHEMISTRY	Chemistry	BA, BS, minor

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ DIVISION IS LEAD ON UAR)	MAJOR / TRANSCRIPT TITLE	DEGREE LEVEL/CERTIFICATE
	Chemistry: Geochemistry Emphasis	BA, BS
	Forensic Science	minor
COMPUTER SCIENCE	Computer Science	BA, BS, minor
EARTH SCIENCE	Earth Science	BA, BS, minor
	Geographic Information Science	minor
ENGINEERING	Engineering	AS
	Physical Science	minor
EXERCISE SCIENCE (UAR INITIATED BY MASS)	<i>Exercise Science</i>	<i>BA, BS</i>
MATHEMATICS	Mathematics	BA, BS, minor
	Middle School Math	minor
DEVELOPMENTAL MATHEMATICS MATH & SCIENCE TUTORING CENTER		
NHS		
RADIOGRAPHIC SCIENCE	Medical Diagnostic Imaging	Certificate
	Radiographic Science	AS, BS
NURSING: BSN	Nursing, Basic BSN	BSN
	Nursing, LPN to BSN	BSN
	Nursing, RN to BSN	BSN
NURSING: LPN	Practical Nursing	AAS
SOCIAL SCIENCES		
SOCIAL SCIENCES	Social Sciences	BA, BS, minor
	Social Sciences: Anthropology	
	Social Sciences: Political Science	
	Social Sciences: Sociology	
	Behavioral Science	AA, minor
	Anthropology	minor
	Environmental Studies	minor
	Global Studies	minor
	Native American Studies	minor
	Political Psychology	minor
	Political Sciences	minor

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ DIVISION IS LEAD ON UAR)	MAJOR / TRANSCRIPT TITLE	DEGREE LEVEL/CERTIFICATE
	Sociology	minor
	Women's and Gender Studies	minor
SOCIAL WORK	Social Work	BSW
JUSTICE STUDIES	Justice Studies	BA, BS, minor
	Justice Studies: Criminal Justice	
	Justice Studies: Human Services	
PSYCHOLOGY	Psychology	BA, BS, minor
	Addiction Studies	minor
HISTORY	History	BA, BS, minor
	History: Public History Emphasis	
TEACHER EDUCATION		
ELEMENTARY EDUCATION	Elementary Education	BA, BS, Certificate
	Paraprofessional Education	AA
	Early Childhood Special Education	minor
	Instructional Technologies	minor, endorsement
	English as a New Language	minor, endorsement
	Literacy	minor, endorsement
SPECIAL EDUCATION	Special Education	minor, certificate, endorsement
SECONDARY EDUCATION (UAR BY TE)	-	
	Secondary Education: Biology	BA, BS, Certificate
	Secondary Education: Chemistry	BA, BS, Certificate
	Secondary Education: Earth Science	BA, BS, Certificate
	Secondary Education: Mathematics	BA, BS, Certificate
	Secondary Education: Natural Science	BA, BS, Certificate
	Secondary Education: Kinesiology	BA, BS, Certificate
	Secondary Education: English	BA, Certificate
	Secondary Education: Social Science	BA, BS, Certificate
	Secondary Education: Psychology	BA, BS, Certificate
	Secondary Education: Communication Arts	BA, BS, Certificate

Appendix 4.2 Approved Degree-Certificate Inventory: Career & Technical Programs

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ WHICH DIVISION IS LEAD ON UAR)	MAJOR	DEGREE LEVEL/CERTIFICATE
BUSINESS TECHNOLOGY & SERVICE		
APPLIED ACCOUNTING	Applied Accounting	BAS, AAS, ATC
ADMINISTRATIVE ASSISTANT	Administrative Assistant Office Technology	BAS, AAS, ATC ITC
ADMINISTRATIVE MEDICAL ASSISTANT	Administrative Medical Assistant Medical Biller/Coder Medical Receptionist Medical Transcription	BAS, AAS, ATC ITC ITC ITC
BUSINESS MANAGEMENT	Business Management & Marketing Retailing Supervision	BAS, AAS, ATC ITC ITC
EARLY CHILDHOOD DEVELOPMENT	Early Childhood Development	BAS, AAS, ATC, ITC
GRAPHIC COMMUNICATIONS	Graphic Communications	AAS, BAS
HOSPITALITY MANAGEMENT	Hospitality Management Food & Beverage Management Rooms Division Management	BAS, AAS, ATC ITC ITC
LEGAL SUPPORT SERVICES	Legal Administrative Assistant Legal Office Technology Paralegal Pre-Law	BAS, AAS, ATC ITC BAS, AAS, ITC Minor
MEDICAL ASSISTANT	Medical Assistant	BAS, AAS
WEB DESIGN AND DEVELOPMENT	Web Design and Development	BAS, AAS
(NO UAR)	Pharmacy Technology	ITC
(NO UAR)	Applied Technology	BAS
(NO UAR)	Fire Service Technology	AAS, BAS
(NO UAR)	Paramedic	BAS, AAS

PROGRAM TITLE ("PROGRAM" TITLE FOR UAR/ WHICH DIVISION IS LEAD ON UAR)	MAJOR	DEGREE LEVEL/CERTIFICATE
TECHNICAL & INDUSTRIAL		
AUTO MECHANICS TECHNOLOGY	Auto Mechanics Technology	BAS, AAS, ATC, ITC
CNC MACHINING TECHNOLOGY	CNC Machining Technology	BAS, AAS, ATC, ITC
COLLISION REPAIR TECHNOLOGY	Collision Repair Technology	BAS, AAS, ATC, ITC
DIESEL TECHNOLOGY	Diesel Technology	BAS, AAS, ATC, ITC
ENGINEERING TECHNOLOGY	-	-
	Engineering Technology Civil,	BAS, AAS
	Engineering Technology GIS	BAS, AAS
	Engineering Technology Mechanical	BAS, AAS
	Engineering Technology Traditional	BAS, AAS
HEATING, VENTING, AIR CONDITIONING AND REFRIGERATION	Heating, Venting, Air Conditioning and Refrigeration	BAS, AAS, ATC
INDUSTRIAL ELECTRONICS TECHNOLOGY	Industrial Electronics Technology	BAS, AAS, ATC, ITC
	Electronics Engineering Technology	BAS, AAS
	Instrument Mechanic Technology	BAS, AAS, ATC
	Industrial Maintenance-Millwright Technology	BAS, AAS, ATC
INFORMATION TECHNOLOGY	Information Technology	BAS, AAS
WELDING TECHNOLOGY	Welding Technology	BAS, AAS, ATC, ITC
(NO UAD)	Applied Technology	BAS
(NO UAD)	Electrical Apprenticeship	BAS, AAS
(NO UAD)	Plumbing Apprenticeship	BAS, AAS