

INSTRUCTIONS FOR PROGRAM PROPOSAL TEMPLATE

The Template begins on the next page and includes 2 workbooks and an Excel Workbook with 5 worksheets. Both of these items may be downloaded under the **Forms Section** from this website: <http://www.uidaho.edu/provost/policyguidelines/planning>.

1. Please complete the Program Proposal Template electronically, using as much space as necessary for each item – do not be constrained by the space between questions on the template.

This template should be completed for all new undergraduate and graduate programs, program components, and academic certificates. It will be necessary to complete this template for any major substantive changes to existing programs, program components, and academic certificates. The Provost and Executive Vice President may require this proposal to be completed for any program proposal or in any circumstance of change.

The completed Workbooks and Template will assist you in drafting the Idaho State Board of Education required forms for new program proposals (Notice of Intent and/or Full Academic Proposal).

2. You must complete the *Workbooks* in order to answer some of the questions. Please work through the *Workbooks* first and forward them along with the template itself. The *Workbooks* are near the end of the Template. Details in the *Workbooks* will be used internally.
3. The Excel Workbook will be of use in compiling information; once filled out; the tables from the 5 different *worksheets* should be cut-and-pasted into the appropriate sections of the Proposal Template Word Document. Each is clearly identified.
4. Information and resources to assist with Student Learning Outcomes and Assessment Plans can be found at this web site: <http://www.webs.uidaho.edu/ira/assess>.
5. In addition to your department and college, the following units can answer questions and provide resources:

- Graduate School 885-6243
- Provost's Office 885-6444
- Budget Office 885-4718
- Institutional Research & Assessment 885-5828
- University Curriculum Secretary 885-9222
- Library 885-6534
- Distance and Extended Education 885-4024

6. Please forward the completed Template and Workbooks electronically to the college dean. If a program is center-based, the Associate Vice President/Center Executive Officer should review and submit the proposal to the applicable college dean. The college dean via the AVP/CEO shall send forward the Template and Workbooks to the Office of the Provost and Executive Vice President (stoutm@uidaho.edu).

Internal Tracking # _____

PROGRAM PROPOSAL TEMPLATE

Companion for Notice of Intent and/or Full Academic Proposal templates required by Idaho State Board of Education

RECOMMENDATION APPROVED:

_____ Dean of College Signature	_____ Date
_____ Executive Director of Planning and Budget Signature	_____ Date
_____ Provost & Executive Vice President Signature	_____ Date
_____ AVP/CEO UI-Center Signatures (if applicable)	_____ Date

Emphases in Pre-Physical Therapy, Pre-Athletic Training, and Fitness, Health, and Human Performance to the existing B.S. P.E. in Exercise Science and Health.

Proposed New Program Degree & Title

Fall 2013

Proposed Starting Date

<i>Education</i>	<i>Movement Sciences</i>
College	Department

<i>N/A</i>	<i>N/A</i>
Joint College (if applicable)	Joint Department (if applicable)

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Contact Name	Email Address	Phone Number

SECTION I. Mission Statement *(this section correlates with #6 on the NOI)*

University of Idaho 2011-15 Strategic Plan Values & Vision

<http://www.uidaho.edu/president/leadingidaho>

We will be a leader among land-grant and flagship institutions in the 21st century by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff, and students. We will be widely recognized as a creative university that is both environmentally and fiscally sustainable and is an engaged partner in addressing the changing needs of our stakeholders in Idaho, the nation, and the world.

Idaho State Board of Education Mission for University of Idaho

<http://www.uidaho.edu/president/leadingidaho>

The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the State of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business; education; liberal arts; and physical, life, and social sciences; which also provide the core curriculum or general education portion of the curriculum.

A. What is the Mission statement of your Department(s)?

The Department of Movement Sciences develops individuals and communities who are intrinsically motivated to live and promote healthy active lifestyles.

Your College(s)?

The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences (adopted January 27, 2005). The College of Education envisions being a leading, diverse, nationally recognized educational community. Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration. Our caring faculty members and innovative curriculum are:

- Preparing professionals through integrated programs grounded in research
- Generating and evaluating knowledge through disciplinary and interdisciplinary scholarship
- Informing professional practice and community life through the exchange and utilization of knowledge

Your Center(s)?

N/A

B. Describe how this proposed program will complement or reflect these missions.

- Where are we? (as a department/college/campus)

The proposed addition of emphases (Pre-Physical Therapy, Pre-Athletic Training, Fitness, Health, and Human Performance) to the existing BS PE in Exercise Science and Health will continue and expand upon the mission of the Department by not only preparing students to promote physically active lifestyles, but also enhancing the capacity of our students to be trained in rehabilitation from injury. These emphases expand on the current program which is grounded in research of health and disease, to enhance a research-based preparation in rehabilitation.

- Where do we want to go (or to develop, or to be perceived)?

In order to match the trends in Idaho and the nation for students in Athletic Training to have advanced degrees, the proposed emphasis in Pre-Athletic Training will prepare students to enter the University of Idaho Masters of Athletic Training MS degree program. There has also been a historical demand for

students in Exercise Science to pursue entrance into Physical Therapy graduate programs. The addition of an emphasis in Pre-Physical Therapy directs students to the appropriate coursework for successful admission to graduate Physical Therapy programs, and adds course work that provides students hands-on experience in rehabilitation. The emphasis in Fitness, Health, and Human Performance is essentially a continuation of the successful BS PE in Exercise Science.

- How will the proposed program help us get there?

The Pre-Athletic Training curriculum has been developed to specifically prepare students for the MS in Athletic Training. The curriculum for Pre-Physical Therapy has been designed to cover the entrance requirements for graduate Physical Therapy programs, using the Idaho State University program as a template.

SECTION II. Program Description (*this correlates to #1 on the NOI*)

- What is the nature and focus of this program?

The overall nature of the proposed emphases is to enhance the opportunities for students interested in rehabilitation of injuries to have hands-on clinical experience. These emphases also help students prepare for entrance into graduate programs in Athletic Training and Physical Therapy (which is graduate-only nationally).

- Is it interdisciplinary in nature? If so, what are the fields of study involved, and how will multiple units work together in delivering the program? (Document support from all units involved.)

The BS PE in Exercise Science has always been interdisciplinary by nature, involving experts in psychosocial and behavioral health, public health, sport psychology, and exercise physiology. The addition of the emphases allows students to expand on the interdisciplinary nature of the curriculum by working with experts in rehabilitation. The units involved are all housed within the Department of Movement Sciences, and have a tradition of collaboration.

- Within what discipline(s) does it fall? What distinguishes it from other similar disciplines or from other branches of the same field?

All of the emphases fall into the same general category of Exercise Science. The emphasis in Pre-Athletic Training is different from others in the field because it specifically prepares students for admission to a MS in Athletic Training. The emphasis in Pre-Physical Therapy is different from other programs due to the provision of hands-on experience for the students, in addition to theory.

- Is it a broad, general program or will it focus on one specialization? Does it offer more than one option?

The general program is the BS PE in Exercise Science, an already successful degree program in Movement Sciences. The emphases proposed are not different enough in their curriculum to be considered options.

SECTION III. State Need and Student Demand for the Program *(this correlates to #2 on the NOI)*

Summarize your conclusions about need and demand from the Workbook for Analyzing Demand and Cost here:

SECTION IV. Goals, Objectives, and Student Learning Outcomes

A. Goals and Objectives

- What are we trying to achieve with this program?

The goal of the creation of the three emphases within the existing Exercise Science and Health degree is to better prepare our students for post-graduate study in Athletic Training and Physical Therapy.

- How will we assess whether we are meeting our goals and objectives – i.e., how will we gather information and how will we use it?

The Exercise Science and Health degree (and the three proposed emphases) will undergo periodic review in accordance with University procedures.

- University resources and information can be found at: <http://www.webs.uidaho.edu/ira/assess/>

B. Student Learning Outcomes

- What will our graduates know and be able to do as a result of this program?

The existing Exercise Science and Health degree traditionally graduates students interested in attending post-graduate study in Physical Therapy. However, the degree did not offer opportunities to assess injuries and learn about rehabilitation from injuries. The proposed emphasis will allow students to learn about injuries. With the phasing out of undergraduate Athletic Training (it will be a graduate program), we recognize that there will still be a demand from students to study Athletic Training. Offering an emphasis in Pre-Athletic Training will allow us to accommodate these students, and prepare them for entrance into the MS program.

- How will we assess whether they are achieving the student learning outcomes – i.e., how will we gather this information and how will we use it?

The Exercise Science and Health degree (and the three proposed emphases) will undergo periodic review in accordance with University procedures.

- University resources and information can be found at: <http://www.webs.uidaho.edu/ira/assess/>

SECTION V. Curriculum

- What courses will the students be required to take?

Fitness, Health and Human Performance		Total Credits= 101
UNIVERSITY CORE (33-34 CREDITS)	33	THEORY & LAB CLASSES
COMMUNICATION (5 CREDITS)		30
ENGL 102 College Writing & Rhetoric	3	BIO 120 Human Anatomy 4
COMM 101 Fundamentals of Public Speaking	2	BIO 121 Human Physiology 4
		FCS 205 Concepts in Human Nutrition 3
		H&S 451 Psychosocial Determinants of Health 3
NATURAL and APPLIED SCIENCES (7-8 CREDITS)		PEP 100 Introduction to Ex Sci. Health 1
Science Core (with lab)	4	PEP 300 Applied Human Anatomy/Biomechanics 3
Science Core	3	PEP 418 Physiology of Exercise 3
		PEP 455 Design & Analysis of Research in HPERD 3
MATHEMATICS, STATISTICS, OR COMPUTER SCIENCE (3 credits)		PEP 493 Fitness Assessment & Prescription 3
Math/ Stats Core	3	H&S 245 Intro to Athletic Injuries 3
GENERAL CORE STUDIES (18 CREDITS)		Emphasis
Integrated Seminar	3	26
Humanities	6	H&S 288 First Aid: Emerg Response(or cert) 2
Social Sciences	6	H&S 450 Critical Health Issues 3
International Course (2-4 credit)	2	H&S 490 Health Promotion 3
Additional Courses (to bring up to 18 credits)	1	PEP 495 Practicum (1 CREDIT EACH) 2
		PEP 498 Internship in Exercise Science/Pre HP 9
		MvSc 455 Internship Preparation 1
		PEP 360 Motor Behavior 3
Movement Sciences CORE COURSES (7 Credits)	7	ENGL 207 Persuasive Writing, ENGL 208 Personal & Exploratory Writing, ENGL 209 Inquiry-Based Writing, ENGL 313 Business Writing, ENGL 317 Technical Writing 3
MvSc 201 PA, Wellness & Behavior Change	3	ACTIVITY/SKILL CLASSES
MvSc 429 Ldrship, Ped & Prog. in Phys Act	3	PEP/PEB 1
MvSc 486 Prog&Mrkting for Healthy, Act Life	1	PEP/PEB 1
		PEP/PEB 1
		PEP/PEB 1
		PEP/PEB 1

Pre-Physical Therapy

Total Credits= 111

UNIVERSITY CORE (33-34 CREDITS)	33	THEORY & LAB CLASSES	30
COMMUNICATION (5 CREDITS)		BIO 120 Human Anatomy	4
ENGL 102 College Writing & Rhetoric	3	BIO 121 Human Physiology	4
COMM 101 Fundamentals of Public Speaking	2	FCS 205 Concepts in Human Nutrition	3
		H&S 451 Psychosocial Determinants of Health	3
NATURAL and APPLIED SCIENCES (7-8 CREDITS)		PEP 100 Introduction to Ex Sci. Health	1
Science Core (with lab)(CHEM 111)	4	PEP 300 Applied Human Anatomy/Biomechanics	3
Science Core (PHYS 111)	3	PEP 418 Physiology of Exercise	3
		PEP 455 Design & Analysis of Research in HPERD	3
MATHEMATICS, STATISTICS, OR COMPUTER SCIENCE (3 credits)		PEP 493 Fitness Assessment & Prescription	3
Math/ Stats Core	3	H&S 245 Intro to Athletic Injuries	3
GENERAL CORE STUDIES (18 CREDITS)		Emphasis	37
Integrated Seminar	3	H&S 450 Critical Health Issues	3
Humanities (PSYC 101)	6	Chem 111 Principles of Chemistry	4
Social Sciences	6	Chem 112 Principles of Chemistry II	5
International Course (2-4 credit)	2		
Additional Courses (to bring up to 18 credits)	1	PEP 495 Practicum (1 CREDIT EACH)	2
		PEP 498 Internship	9
Movement Sciences CORE COURSES (7 Credits)		Physics 111 General Physics I	4
MvSc 201 PA, Wellness & Behavior Change	3	Physics 112 General Physics II	4
MvSc 429 Ldrship, Ped & Prog. in Phys Act	3	Psyc 305 Developmental Psychology, or	3
MvSc 486 Prog&Mrkting for Healthy, Act Life	1	Psyc 311 Abnormal Psychology	
		Stat 251 Principles of Statistics	3
		ACTIVITY/SKILL CLASSES	4
		PEP/PEB	1

Pre-Athletic Training (3-01-2012)		Total Credits=	115
UNIVERSITY CORE		33	THEORY & LAB CLASSES
			30
COMMUNICATION (5 CREDITS)			
ENGL 102 College Writing & Rhetoric	3	BIO 120 Human Anatomy	4
COMM 101 Fundamentals of Public Speaking	2	BIO 121 Human Physiology	4
		FCS 205 Concepts in Human Nutrition	3
		H&S 451 Psychosocial Determinants of Health	3
NATURAL and APPLIED SCIENCES (7-8 CREDITS)			
Science Core (with lab)	4	PEP 100 Introduction to Ex Sci. Health	1
Science Core	3	PEP 300 Applied Human Anatomy/Biomechanics	3
		PEP 418 Physiology of Exercise	3
		PEP 455 Design & Analysis of Research in HPERD	3
MATHEMATICS, STATISTICS, OR COMPUTER SCIENCE (3 credits)			
Math/ Stats Core	3	PEP 493 Fitness Assessment & Prescription	3
		H&S 245 Intro to Athletic Injuries	3
		Emphasis	31
GENERAL CORE STUDIES (18 CREDITS)			
Integrated Seminar	3	PEP 171 Clinical Experience	1
Humanities (PSYC 101)	6	PEP 495 Practicum	1
Social Sciences	6	H&S 288 First Aid: Emerg Response(or cert)	2
International Course (2-4 credit)	2	Credits from year 1 of MSAT	27
Additional Courses (to bring up to 18 credits)	1	Electives (14 credits from below)	14
Movement Sciences CORE COURSES (12 Credits)			
MvSc 201 PA, Wellness & Behavior Change	3	PEP 305 Applied Sport Psychology	3
MvSc 429 Ldrship, Ped & Prog. in Phys Act	3	FCS 305 Sports Nutrition	3
MvSc 486 Prog&Mrkting for Healthy, Act Life	1	FCS ID-J462/J562 Eating Disorders	2
		Chem 111 Principles of Chemistry (Math 143)*	4
		Physics 111 General Physics I (Math 143)*	4
		H&S 450 Critical Health Issues	3
		H&S 490 Health Promotion	3
		PEP 360 Motor Behavior	3

The emphasis in Fitness, Health, and Human Performance will have a total of 101 credits, so the students will be allowed to take any additional classes throughout the University. The Pre-Physical Therapy and Pre-Athletic Training emphases have a total of 108 and 112 credits, respectively, so a list of Department-specific electives will be recommended (see below).

Electives

PEP 305 Applied Sport Psychology	3
PEP 360 Motor Behavior	3
FCS 305 Sports Nutrition	3
FCS ID-J462/J562 Eating Disorders	2
H&S 232 Medical Terminology	2
H&S 245 Introduction to Athletic Injuries	3
H&S 288 First Aid: Emerg Response (or cert)	2
H&S 450 Critical Health Issues	3
H&S 490 Health Promotion	3
ENGL 313 Business Writing, or ENGL 317 Technical Writing	3

- What courses from other departments/colleges/institutions will be used? (Document support from those units or collaborating institutions.)

No new courses are being required in the major requirements. With the creation of the Pre-Physical Therapy emphasis area, there are new requirements that are offered by units outside of Movement Sciences. Support from those units is being sought. Listed below are the new requirements, with units identified in parentheses.

CHEM 111 (Chemistry)
CHEM 112 (Chemistry)
PHYS 111 (Physics)
PHYS 112 (Physics)
PSYC 305 or 311 (Psychology & Communications)
STAT 251 (Statistics)

- If this is a center-based, undergraduate or graduate program, how have the regional institutions and their faculty been involved in planning for it? What arrangements are in place to ensure collaboration, reduce duplication, and appropriately advise students?

N/A

SECTION VI. Uses of Technology

- What kinds of technology will be used in teaching this curriculum?

The technology will be the traditional face-to-face offering.

- What technologies will the students learn to use in order to work in this discipline?

None

- What impact will this program have on existing technology and infrastructure and capacity?

The addition of the proposed emphases will have no impact on existing technology, and infrastructure and capacity.

- Document and summarize the discussion of program planning with Distance & Extended Education, <http://www.webpages.uidaho.edu/pprd-dee/index.asp>

Not applicable

SECTION VII. Delivery methods

- Will this be an entirely campus-based, face-to-face program, or will part or all of it be delivered off-campus and/or electronically.

The proposed emphases are campus-based, face-to-face programs. The only off-campus aspects of the coursework are practica and internship experiences.

- If the latter, what parts and by what media?

N/A

- Document and summarize the discussion of program planning with Distance & Extended Education, <http://www.webpages.uidaho.edu/pprd-dee/index.asp>

Not applicable

SECTION VIII. Students

A. How many students do you expect to serve with this program? (this correlates to #2 on the NOI)

Table 2 Size of Program				
Students	Year 1	Year 2	Year 3	Year N*
Headcount	195	195	195	
FTE **	6.5	6.5	6.5	

* Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.

** Note on FTE: Please show ANNUAL AVERAGE FTE. For undergrads, 15

annual average credits is equal to one full time equivalent (FTE). For undergrads divide total annual credits by 2 to get annual average, then by 15 (or divide total credits by 30).

For grads, 10 annual average credits is equal to one FTE. For grads, divide total annual credits by 2 to get annual average, then by 10 (or divide total annual credits by 20).

B. Admission Requirements

- What are the certification requirements into this major (for undergraduates), or the departmental process and admission requirements (for graduate programs)?

There are no certification requirements for admission into the Exercise Science and Health degree, or any of the emphases.

C. Expected time for Program Completion

- Will most students be full time or part time?

Most students will be full-time.

- How long will it take each type of student?

The students in the existing Exercise Science and Health degree typically graduate in 4-yrs and one summer.

- If this is an undergraduate program, can it be completed in four years (if so, please outline a 4-year course of study; if not, please explain), and

See attached example.

- How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter UI as freshmen?

There will be no change in the ability for transfer students to articulate into the program as a result of creating these emphasis areas.

D. Advising

- Who will provide academic advising for the students?

Freshman and Sophomore students are advised by staff in the College of Education. Junior and Senior students are advised by faculty members.

- How will advisors be assigned?

Students are assigned to advisors by the Department Chair.

E. Diversity

- Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline. See this site for thoughtful approaches and available resources: <http://www.uidaho.edu/diversityandhumanrights>.

Current efforts will be continued for recruitment and retention of diverse students.

SECTION IX. Faculty and Administrative Support *(this section correlates to the NOI budget)*

No new faculty or administrative support is necessary for creation of these emphases. The proposed curriculum merely reflects a reorganization of content within the major. No new courses are being added, and there will be no changes in impact on administrative staff.

SECTION X. Facilities

- Will this program require new teaching laboratories?

N/A

- Will this program require new research facilities?

N/A

- Will this program require specialized equipment or technology (include equipment & technology needs for distance delivery)?

N/A

- If so, what resources are available for this purpose?

N/A

SECTION XI. Finances

No new resources are necessary for creation of these emphases. The proposed curriculum merely reflects a reorganization of content within the major.

SECTION XII. External Reviews

If this program is a new doctoral graduate program to the University of Idaho, please provide the names and addresses of 3 – 4 external experts who could be contacted to provide reviews of this program **if it is approved by the Idaho State Board of Education.**

N/A.

WORKBOOK I FOR ANALYZING LIBRARY CAPACITY

1. In specific terms, describe the adequacy of existing capacity:

- How adequate are the existing library collections for the proposed program?

Existing library collections are adequate. No additional resources will be needed.

- How adequate is the existing library equipment for the proposed program?

Existing library equipment are adequate. No additional resources will be needed.

- How adequate are the existing personnel and services for the proposed program?

Existing personnel are adequate. No additional resources will be needed.

- How will this program contribute to the funding of existing serials, given their ever increasing costs?

N/A

2. What is the need for new library collections:

- Serials (e.g., journals or indexes in print, electronic format, microform, etc.):
 - List new serials, titles and costs that will be needed.
 - What funds have been designated for these titles and for the ongoing serials subscriptions?
 - Can any of your current serials subscriptions be cancelled to purchase the new titles?
 - What additional library equipment will be needed and how will it be funded (e.g. terminals, CD-ROM readers, etc.)?
- Monographs (e.g., books in print, electronic format, etc.):
 - Will monographs need to be purchased?
 - Have continuing funds been designated for these future purchases?
 - What additional library equipment will be needed and how will it be funded (e.g. terminals, CD_ROM Readers, etc.)?
- Media (e.g., films, videotapes, sound recordings, etc.):
 - Are media materials needed?
 - Have funds been designated?
 - What additional multimedia equipment will be needed and how will it be funded?

There is no need for additional library collections.

3. What new library personnel will be needed?

- Will specialized expertise be required to serve your new program?
- Will additional library staff or faculty need to be hired?
- If so, how will the position(s) be funded?

There is no need for additional library personnel.

4. What additional library services will be needed?

- To what extent will additional interlibrary loan services be required?
- On-line network access?
- References services?
- Library user education?
- If so, have funds been designated for this purpose?

There is no need for additional library services.

For Center Proposals: To what extent will collections and services be provided from Moscow and to what extent by the Center or other local libraries?

N/A

5. Are there any other library resource considerations (e.g., additional space):

N/A

RECOMMENDATION APPROVED:

Dean of College Signature Date

Dean of Library Services Signature Date

AVP/CEO of UI-Center Signature (if applicable) Date

COMMENTS:

WORKBOOK II FOR ANALYZING DEMAND AND COST

Given that the proposed emphases do not require new or additional resources (the proposed curriculum merely reflects a reorganization of content within the major), it is unlikely that there will be an imbalance between demand and cost.

1. Situational Analysis:

The purpose of this section is to identify the strengths and weaknesses of the department(s) as they relate to competition.

A. Strengths:

Questions to ask:

- What does our department do best?
- What have we done similarly that has worked well in the past?
- What do we believe are the key reasons for our department's success in the past?
- Which of these "key reasons" sets our department apart from our competitors (i.e., other departments and/or other educational institutions)?

B. Weaknesses:

Questions to ask:

- What does our department do least effectively?
- What do we consider to be or have been a "failure" within our department in the past?
- What are the key factors causing this deficiency?
- How are other departments or universities doing it better?

C. Opportunities: Opportunities, as related to this degree program, are developed from your department's strengths or positive circumstances.

Questions to ask:

- What is happening in the state/nation/global/higher education now that we can take advantage of?
- What prevents our department from taking advantage of it?
- How can we best take advantage of it?
- How long will this "window of opportunity" be available?

D. Threats: A threat is a problem. It is anything that appears to endanger your current situation or future opportunities.

Questions to ask:

- What uncontrollable factors can influence our success?
- What is the worst that is likely to happen?
- For how long is the threat likely to continue?
- How can we eliminate or minimize its effects?

2. Competitive Analysis: *(this section correlates to #4 & #5 on the NOI)*

The competitive environment includes other colleges and universities, both public and private in and out of the state of Idaho. Determine who your top competitors are. Examine other institutions providing a similar program. Be aware that the “competitor” may not look like the University of Idaho and may not provide education in the same manner that you are proposing. Don’t think too narrowly in this area. Choose competitors whom you believe are actively seeking the students you would like to attract.

NOTE: The information acquired in this section “Competitive Analysis” (the characteristics used to complete the section) is transferable to the Notice of Intent and/or Full Proposal templates required by the Idaho State Board of Education.

Select a strongest, geographically nearest, and lowest price competitor and describe each of them as completely as possible using ALL the following characteristics:

CHARACTERISTICS TO USE IN DESCRIBING EACH COMPETITOR:

- Name of program and credit hours: indicate the program that is currently being offered. Theirs may not be exactly the same as yours, but should be similar enough to be considered a competitor.
- Total Enrollment: number of existing students enrolled in this certificate and/or program.
- Cost per credit hour/Total for Certificate and/or Program
- Access: what medium is used to communicate with the students.
- Faculty to student ratio
- Support Services: Other than the instructor, what staff and/or services are provided for the student? How does the student gain access to these support services? Be sure to include Distance and Extended Education if applicable.
- How long has this certificate and/or program been offered?: if not currently offered, what is expected timing of entry into the market.
- What is each program’s weakness?: Think in terms of areas that may work to your advantage.
- What is each program’s advantage?: What specific characteristic makes each institution “stand out”? Why would someone choose the other program over yours? This is also called a differential advantage – the trait that makes you “different” and puts you at an advantage. This should help you in determining what marketing strategy you will take. For example, if you know that one of the others is “cheaper”, you can then decide if you want to lower your prices to compete head-to-head, or take the “quality” approach in marketing your program.

University of Idaho competitors within the STATE

COMPETITOR 1: BSU

COMPETITOR 2: CSI

COMPETITOR 3: CWI

COMPETITOR 4: EITC

COMPETITOR 5: ISU

COMPETITOR 6: LCSC

COMPETITOR 7: NIC

University of Idaho Competitors

COMPETITOR 8:

COMPETITOR 9:

COMPETITOR 10:

COMPETITOR 11:

3. Demand Analysis: *(this section correlates to #2 on the NOI)*

Demand: the willingness of individuals to pay to participate in your program. It is a basic measure used in determining whether or not your program will be financially viable.

FACTORS IN ASSESSING DEMAND:

Market: the geographic area from which the program will attract students.

Questions to ask:

- Where are your potential students physically located? (e.g., international, national, state-wide, regional, local, etc.)
- Would potential students be required to relocate or can they remain at home via distance-learning?

Market size: the number of potential students in the market area.

Questions to ask:

- What is the current number of students in existing programs in your market area in this field?
- What is the potential number of students forecasted?

Market share: a portion of the total market for this type of program that belongs to one institution, usually represented as a percentage of the whole market.

Example: (source: IPEDS 2009-10 fall enrollment)

- Market: all students enrolled in 4-year public colleges in state (ID)
- Market Size: 68,513 students registered in 12 Idaho bachelors-degree institutions fall 2009-10
- UI Enrollment: 11,957 (all locations)
- UI's Market share: 17.5%

Market capacity: the upper boundary of a market. This would represent and include every potential student interested in the program within the market area. If all of the needs are served and there is an excess of supply over demand, then the market is considered saturated.

Growth rate: how rapidly institutions in the current market are introducing programs to reach market capacity. Often in new markets where demand is high, growth rates are extremely high. However, in markets that are more mature, the growth rate is usually flat or declining.

Barriers to entry: considerations that might inhibit institutions to enter this market. These might include required economies of scale, brand identity, accreditation standards, access to distribution, switching costs and government policy.

Market Place Analysis: (Please attach supporting documents such as information from professional societies and their publications, industry advisory groups and advocacy groups, internal studies, department of education, department of labor, or employment security department statistics, letters of support, etc.).

A. What is the demand among students for your program?

B. What is the current academic or industry demand for graduates of your program?

C. What growth rate do you project for this demand?

D. In your opinion, what is the market capacity?

E. What barriers exist to competitive entry into this market?

MARKET PLACE/TARGET MARKET:

The first step in determining the “demand” for your program is to identify who is willing to “buy” it. What is the population of students that you want to serve? Are employers, as well as students, willing to pay for the program?

Segmentation: A selection process that divides the broad market into manageable groups with common characteristics.

Questions to ask:

- What are the characteristics of students currently in your department’s programs (age, location, employment, goals, etc.)?
- Why do they choose ID?
- What kind of students choose to go elsewhere for programs like yours? Why?

Target Market: your primary target market is the first segment you will look at. This is the group of people whose needs you will focus on fulfilling better than anyone else does.

Questions to ask:

- Who are they?
- What is their need?
- How will we serve it?

F. Estimate the number of individuals you expect to enroll from your target market for the 1st, 2nd and 3rd years. This market segment can be based on demographics e.g., the number of students who complete an AA degree with a business emphasis, or (for a graduate program) the number of students who graduate with an undergraduate degree in this field in the Northwest. This will help you identify potential trends and your target market.

Your target market is usually the segment that has the largest numbers of individuals in it. However, if that segment’s needs are already being taken care of by one of your competitors, you may wish to target another group or go for the specialty “niche,” or secondary market. Note that it may be better to target 50% of a smaller group rather than 2% of a global market.

	1 ST YEAR	2 ND YEAR	3 RD YEAR
TARGET			
SECONDARY			

G. To whom will your marketing efforts be directed? What are the key characteristics of that segment to which you will appeal?

TARGET MARKET	CHARACTERISTIC 1	CHARACTERISTIC 2

4. Recruitment Plan (this section correlates to #9 on the NOI)

NOTE: do not forget to include costs associated with recruitment in the costs Excel worksheet.

A. How and where are students going to find out about this program?

- B. How are you going to educate and inform professionals who will assist you in promoting by word-of-mouth?**
- C. Who specifically will be helpful in your promotion activities? How will you access them?**
- D. How can you provide recruiting training to necessary departments and support staff? Who will represent this department in its promotion activities?**
- E. What specific venues can you use to promote an awareness of this new program?**
- F. What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?**

5. Financial Analysis: *(this section will correlate to the NOI budget)*

One of the major factors in determining whether or not a proposed program is viable is its financial feasibility. The University should be known for its quality of education and is willing to invest resources in developing quality programs, but at some point there is a consideration of return on investment.

The following pages are a simplified look at the income and expenses related to the proposed program. The Excel budget worksheets (TABLE 4 and TABLE 5) will be pasted into the proposal template document (2 tables exist for Table 5). Both your college's fiscal officer and the university budget office are available to assist you with the worksheets.

Enrollment Objectives

Enrollment objectives are established to provide a measurement of the cost of the program. They are based on expected enrollment trends and the capacity of your unit to realize those opportunities by meeting student needs. Projecting enrollment also assists you in determining how many students you will need to attract in order cover costs. This will direct your marketing efforts.

(Enrollment X Tuition) + (Other Fees) + (Other Revenue) = University Revenue

This information is important. In the long term, the University needs to show a net positive contribution to University operations from new programs. While it is difficult to associate revenue directly with any one program, the University must consider the overall cost of its programs relative to tuition and other revenues. When considering a new program, the focus will be on its cost per student FTE (full time equivalent).

NOTE: there may be other sources of income to consider either based on enrollment or potential contributions. Be sure to include all sources in worksheet.

Consider all the sources of funding listed below as you complete your cost template. Donations of equipment or in-kind resources should be included in your template, under the Other Sources column.

- Tuition
- State Subsidies
- Private Grants
- State/Federal Grants
- Research Funding
- Private Industry
- Other

A. Describe these sources and describe any deliverables (products or reports, for instance) that may be required in return for the resources.

Consider all sources of funding in your description below:

Cost Projections: many of the expenses involved in creating courses for new programs are absorbed into the existing structure. However, when one really evaluates the courses on a stand-alone basis, it is evident that there are many expenses involved.

Fixed and Variable Expenses: fixed expenses are those that your department will have in offering a course regardless of the number of students in the classes – they will not change (not considering inflation) as you move from Year 1 to Year N when you reach what you consider to be “Full Enrollment.” Variable expenses are those costs that vary depending upon the number of students. These costs will grow from Year 1 to Year N. Some costs exhibit a step function pattern; that is, they are fixed for X number of students, but increase for X+1 students and again for 2X students. For purposes of this worksheet, assume your enrollment goals will be met.

If the new program is a variation on an existing program, using similar kinds and sizes of courses and similar methods of delivery, you may be able to project the costs of the new program fairly closely by determining the cost of the existing program. Check with your college’s Finance Officer or the Budget Office for this information.

Direct Expenses: Those costs specifically tied to the proposed program.

- Instructor salaries and benefits
- Administrator salaries and benefits
- Clerical Support salaries and benefits
- Graduate Assistant salaries and benefits
- Equipment costs – distance delivery and software costs
- Travel costs
- Goods and Services – phones, copying, etc.
- Classroom materials costs
- Other -- marketing costs to promote the program, etc.

Indirect Expenses: those costs that are often associated with existing or additional support services that increase incrementally because of the addition of the program. These costs should not be confused with the Facilities and Administrative (F&A) costs that are applied to grants and contracts. The indirect costs related to new programs are the facilities, academic support, administrative support and student services costs that are in place to support the delivery of the University’s academic programs.

Opportunity Costs: the cost of not doing something else. This is not a separate category, but should be kept in mind. For example, if an instructor or other existing resources are “re-allocated” to this proposal, what area will be affected and what is the value of these resources? Every time a new program is proposed, we should carefully consider that it is subtracting resources from other programs. If a new program is not taking resources from other programs, the implication is that we have resources that are underutilized. How does your proposal address this?

University Websites: additional information to assist with calculating costs

- <http://www.uidaho.edu/osp/forms>

B. Projected Revenue and Expenses

[Copy TABLE 4 – SUMMARY OF PROGRAM COSTS From Excel Spreadsheet here]

Specific instructions for use of the template TABLE 4 above:

- The Internal Reallocation column indicates that the costs within the column will be covered by reallocation resources from other programs within the department or college.
- New State Funds should only be shown as a source when there is an anticipated state budget request. Note that listing items in the New State Funds column does not imply or guarantee that these funds will be available when needed.
- Other Sources of funding should include matching funds for equipment or in-kind resources available to the program, program fees, special lab and course fees, etc.
- Complete the template using your best estimates of the costs to deliver this new program, both in the first year of delivery and in the year that you expect it to reach full capacity (Year N). It is often true that the first year of a program has higher costs per student FTE, as the enrollments in early years are lower than expected full capacity. Over time, as the number of FTE increase, the costs per FTE will decrease.
- The spreadsheet will calculate both the indirect and total costs, as well as the cost per student FTE.

C. Salary and Cost Details

[Copy TABLE 5 – SALARY COST DETAIL YEAR 1 from Excel Spreadsheet to here]

[Copy TABLE 5 – SALARY COST DETAIL YEAR N From Excel Spreadsheet to here]

RECOMMENDATION APPROVED:

Dean of College Signature Date

Executive Director of Planning and Budget Signature Date

AVP/CEO UI-Center Signature (if applicable) Date

COMMENTS: