

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 18, 2015**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>COLLEGE ADMISSIONS INITIATIVES</b>	Information Item
2	<b>BOARD POLICY III.Z, PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES – FIRST READING</b>	Motion to Approve
3	<b>BOARD POLICY III.N, GENERAL EDUCATION – SECOND READING</b>	Motion to Approve
4	<b>REPEAL BOARD POLICY III.O, CURRICULUM EQUIVALENCY SCHEDULES – SECOND READING</b>	Motion to Approve
5	<b>BOARD POLICY III.S, DEVELOPMENTAL AND REMEDIAL EDUCATION – SECOND READING</b>	Motion to Approve
6	<b>BOARD POLICY III.V, ARTICULATION AND TRANSFER – SECOND READING</b>	Motion to Approve

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**SUBJECT**

College Admissions Initiatives

**BACKGROUND/DISCUSSION**

This item is to introduce the Board to the college admissions initiatives underway. Together, the three (3) initiatives create a statewide system for proactively admitting high school seniors and enrolling them into Idaho public postsecondary institutions to increase education attainment levels among Idaho students. The three (3) initiatives are:

- Direct Admissions - This initiative will identify high school seniors based on a minimum grade point average (GPA) and/or SAT score and proactively admit them into Idaho public postsecondary institutions.
- Next Steps Idaho website - The “Next Steps Idaho” college enrollment web site will serve as a “one-stop shop” for learning about, applying for and enrolling in postsecondary education. The site will be a resource to students as young as eighth grade through high school.
- Online Common Application - The online common college admissions application will streamline the application process for prospective students who complete their admissions forms online. Currently, each of the institutions under the Board’s direct governance use a common paper application form, however, their online applications forms/process vary from institution to institution.

**IMPACT**

Board action through policymaking will be necessary at the August meeting to formalize the Direct Admissions initiative.

**ATTACHMENTS**

Attachment 1 – College Admissions Initiative Overview

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff has worked closely with the College and University Presidents to develop the Direct Admissions proposal. If approved by the Board, the Direct Admissions proposal can be implemented in Fall 2015 for students entering higher education in Fall 2016.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board’s discretion.

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**COLLEGE ADMISSIONS INITIATIVES**

**Purpose:** Develop a statewide system for proactively admitting high school seniors and enrolling them into Idaho public postsecondary institutions to increase education attainment levels among Idaho students.

**Direct Admissions Proposal**

**Background:** University of Idaho President Chuck Staben initially proposed an initiative by which Idaho high school seniors could receive a letter stating they have been conditionally admitted to the University of Idaho based on a minimum grade point average (GPA) and SAT score. This proposal was discussed at the Presidents Council and there was general acceptance of the concept across all eight institutions. Board staff have started working on the concept.

**Status:** Board staff has developed the following proposal for direct admissions:

- Using the Statewide Longitudinal Data System, a list of high school seniors meeting a predetermined minimum GPA and/or SAT score will receive a letter from the State Board of Education congratulating them on being conditionally admitted to any of the state's eight (8) public higher education institutions. Full admission will be based on successful completion of high school.
- The letter will provide clear directions for applying to a public higher education institution, via the Board's web site [www.nextsteps.idaho.gov](http://www.nextsteps.idaho.gov). The web site will also provide access to completing the Idaho Opportunity Scholarship application and the Free Application for Federal Student Aid (FAFSA).
- The letter will notify students that their admission application fee (enrollment fee) will hold their "spot" at a specific institution and be credited back as part of their first tuition and fee invoice.
- The remainder of the admissions packet will include information regarding why college is important, a map of Idaho showing the location of each public higher education institution, program highlights for each institution and a screenshot of the Next Steps web site highlighting where specific information can be found.
- Those students not meeting the minimum GPA and SAT criteria will receive a different letter admitting them to Idaho State University and Lewis-Clark State College as part of their community college function, as well as Eastern Idaho Technical College and the three (3) community colleges. Students will also be encouraged to look at the admission requirements of the individual four-year institutions to see if there may be an opportunity for admittance.
- Parents of the students will receive a similar packet of information stating where their student has been conditionally admitted and what should be done to take advantage of this opportunity.
- High school counselors, college and career advisors and the postsecondary institutions will be provided with a list of students receiving the direct admissions packet to assist them in the application process.

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- A Fall 2015 mailing to the Class of 2016 is the target date for implementation.

**Next Steps:** Board staff are working with the college and university presidents to address several pending issues, including but not limited to:

- Setting a minimum GPA and/or SAT score for the four-year institutions;
- Finalizing the direct admissions packet;
- Developing a tracking system to measure how many students applied and to which institution, enrollment, retention and credential attained; and
- Engaging private high schools to participate.

### **Next Steps Idaho**

The Next Steps Idaho web site as a “one-stop shop” for students and families to learn about postsecondary options and then apply for admission and financial aid. The resources on the site will help students and families to begin planning for postsecondary education as early as 8<sup>th</sup> grade. The site will be publicly launched in July 2015.

The website will feature a grade-by-grade timeline to help high school students keep track of what they should be doing to prepare for life after high school. In addition to the timeline that is accessible via the web site, students and parents will be able to download checklists and other tools to help them keep track of these tasks. Though the site is targeted to students, it also contains information for families and educators to help their students along the way.

Beyond the grade-by-grade content, there is a robust library of resources categorized by topic area so related information is easy to find. For example, there are resources for students to learn more about financial aid, advanced placement opportunities, programs available to help them make a plan, an Idaho college and university directory, and career exploration. A comprehensive calendar will also help keep students and families abreast of learning opportunities and important deadlines. Finally, a scholarship search function is in development.

### **Common Online Application**

Board staff is working with the public postsecondary institutions to develop a single online application housed at the Next Steps Idaho web site that can be used by prospective students to apply to one or more of Idaho’s public postsecondary institutions by completing the application one time. Full implementation is scheduled for Fall 2016.

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**SUBJECT**

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

**REFERENCE**

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.  
Section 33-113, Idaho code, Limits of Instruction.

**BACKGROUND/DISCUSSION**

Board staff held a work session with the Provosts on April 14, 2015 to discuss the update to the Five-Year Plan and potential concerns with proposed program plans. The work session included a discussion on Board Policy III.Z and the current five-year plan requirements.

Currently, Board Policy III.Z requires institutions provide in their five-year plans a needs assessment to include ongoing and future workforce projections and anticipated costs of delivery for each program anticipated to be offered within three years of Board approval. Requiring this level of specificity so far in advance is quite speculative and largely an unnecessary burden on both Board staff and the institutions; it is a challenge to provide this information during the planning stage in a manner that is meaningful to the Board; and this level of information has not historically been shared with the Board because of the speculative level

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of these responses. Board staff and the Provosts believe it is more valuable to provide this level of information at the program proposal development stage (where it is currently provided), where data will be more concrete that would better demonstrate the need or demand for a proposed program.

The work session also included a discussion on the current process for updating the five-year plan and changing the review cycle from a two-year update to an annual update. Institutions would still develop their plans for programs projected five years out to include program name and degree level; anticipated delivery date; program description; anticipated source of funds; and summary terms of memoranda of understanding for proposed new programs in another service region consistent with Board Policy III.Z.

Board staff worked with the Council on Academic Affairs and Programs (CAAP) to propose policy amendments that would remove the needs assessment and budget piece requirement from the planning process; change the review cycle to an annual review; and other minor stylistic changes.

**IMPACT**

Proposed amendments to Board Policy III.Z will create efficiencies at the institution and Board staff level. These changes will also allow staff to implement changes to the current update of the five-year plan, which is scheduled for presentation to the Board in August.

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Board Policy III.Z  
Planning and Delivery of Postsecondary Programs and Courses

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**STAFF COMMENTS AND RECOMMENDATIONS**

In 2011, staff worked with CAAP and the Instruction, Research, and Student Affairs (IRSA) committee to clarify sections of Board Policy III.Z and implement the requirements based on the original intent of the policy, which is to assure the educational and workforce needs of the State are met and prevent inefficient duplication of effort. Since that time, we have gone through two iterations of five-year plan submissions to the Board, and while institutions provided this information over the years, it has not been used by the Board at the planning stage to make any programmatic decisions.

Board staff and CAAP believe the specific requirements proposed for removal in the current five-year plan process are more valuable to the Board at the proposal development process as specified in Board Policy III.G.

Board staff and CAAP recommend approval as presented.



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**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

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

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses**

December 2013 August 2015

The purpose of this policy is to ensure ~~that~~ Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). ~~It is the intent of the~~ The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time. ~~This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.~~

**1. Definitions**

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
  - i. For purposes of this Section III.Z.policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
  - ii. For purposes of this Section III.Z.policy, with respect to professional-technical

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programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

b.c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

e.d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

d.e. 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 primary service region as defined in subsection 2.b.ii. 1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

e.f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

f.g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

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i. Five-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board ~~every two years~~annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling five (5) year academic plan, to be updated ~~every two years~~annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs Institution Plan

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. ~~At a minimum, for new Statewide Programs anticipated to be offered within three (3) years of approval of the Institution Plan, e~~Each Institution Plan shall include the following information for proposed Statewide programs:

- ~~• A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.~~
- A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- A description of the Statewide Programs ~~offered, or~~ to be offered, by a Designated or Partnering Institution.
- A summary of the ~~terms of~~ Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the

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educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include ~~at a minimum~~ the following:

- ~~The ongoing and future workforce and educational needs of the region.~~
- A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- A description of proposed programs ~~offered, or~~ to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- A summary of ~~the terms of proposed~~ MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below. ~~If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.~~

3) Institution Plan Updates

~~Every two years, on a schedule to be developed by the Board's Chief Academic Officer,~~ Institution Plans shall be updated and submitted to Board staff annually as follows:

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination ~~at least sixty (60) days prior to submitting to Board staff~~ annually in April.
- Following review by CAAP, Institution Plans shall be submitted to Board

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staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

- In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board's Chief Academic Officer shall then provide ~~his/her~~ their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. ~~Every two years t~~The Board shall approve the Institution Plans annually through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be reviewed for alignment by the Board every two years ~~concurrently with the update to the five-year plan~~.

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	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.

Idaho State University shall have responsibility to assess and 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.

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Program Name	Degrees
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.
Educational 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.

University of Idaho shall have responsibility to assess and 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.
Landscape Architecture	B.S.L.A., 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.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forest Resources	B.S.For.Res.
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
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: <ul style="list-style-type: none"> <li>• Forest Resources</li> <li>• Renewable Materials</li> <li>• Wildlife Resources</li> <li>• Fishery Resources</li> <li>• Natural Resource Conservation</li> <li>• Rangeland Ecology &amp; Management</li> <li>• Fire Ecology &amp; Management</li> </ul>	M.S., M.N.R., Ph.D.



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ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

2) Professional Technical Service Regions

Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

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Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional-Technical Education in the case of professional- technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long- term costs of delivery of such program.
- A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

4) Designated Institution's First Right to Offer a Program

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In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. ~~Memorandums~~ Memoranda of Understanding

~~A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.~~

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this

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policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.13) above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
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governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory

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councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include

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and draw upon the resources of the Designated Institution insomuch as is possible.

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**SUBJECT**

Board Policy III.N., General Education – Second Reading

**REFERENCE**

February 27, 2014	The Board approved the Second Reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 16, 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND / DISCUSSION**

The Board approved the first reading of proposed amendments to Board Policy III.N at their April 2015 meeting. The proposed amendments clarified the statewide general education framework and addressed questions that arose during the GEM stamping process of courses.

Proposed changes also included the expansion of the statewide General Education Committee to include a representative from the Division of Professional-Technical Education as well as a member of the Registrars Council as an ex-officio member

There were no additional amendments made between the first and second reading of this policy.

**IMPACT**

Approval of the proposed amendments will provide increased uniformity to the general education framework by removing the variance in credit requirements triggered by placement in written communication courses. Additionally, proposed language additions and deletions will ensure more uniform interpretation of expectations across campuses as well as ensure the statewide General Education committee includes key stakeholders.

**ATTACHMENTS**

Attachment 1 – Board Policy III.N, General Education – Second Reading Page 3

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the Second Reading of the proposed amendments to Board Policy III.N, General Education as presented, effective Fall 2015.

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

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**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: III. POSTSECONDARY AFFAIRS  
N. Statewide General Education**

**April 2015**

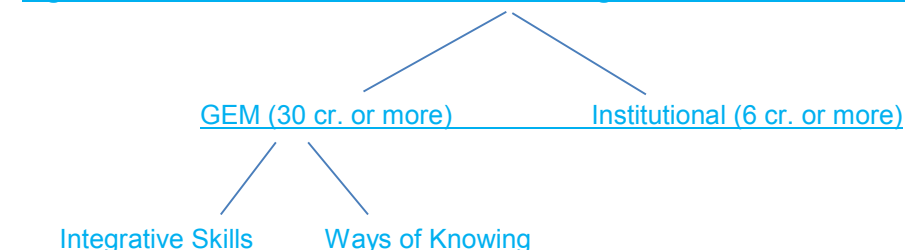
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In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education ~~competencies curriculum~~ prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. ~~General education Course~~ work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure One, shall be:
  - a. The General Education curricula must be thirty-six (36) credits or more.
  - b. ~~Twenty-seven (27) to thirty (30) credits~~ or more of the General Education curricula ~~(dependent upon Written Communication placement)~~ must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4.
  - c. Six (6) ~~to nine (9)~~ or more credits of the General Education curricula are reserved for institutions to ~~create competency areas that~~ address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Courses in these competency areas shall ~~Regardless, these institutionally designated credits must~~ have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

**Fig. 1: General Education framework reflecting AAC&U Essential Learning Outcomes**



2. The intent of the General Education framework is to:
  - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;

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- b. Establish shared rubrics that guide course/general education program assessment; and
  - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) [General Education Matriculation \(GEM\)](#) competency areas. The first two [\(2\)](#) emphasize *integrative skills* intended to inform the learning process throughout General Education and major. The final four [\(4\)](#) represent *ways of knowing* and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
- a. Written Communication
  - b. Oral Communication
  - c. Mathematical Ways of Knowing
  - d. Scientific Ways of Knowing
  - e. Humanistic and Artistic Ways of Knowing
  - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
- a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
    - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
    - ii. Adopt strategies and genre appropriate to the rhetorical situation.
    - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
    - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
    - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
    - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
    - vii. [Read, interpret, and communicate key concepts in writing and rhetoric.](#)
  - b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
    - i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
    - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
    - iii. Understand interpersonal rules, roles, and strategies in varied contexts.
    - iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
    - v. Employ effective verbal and nonverbal behaviors that support communication goals.
    - vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

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- c. **Mathematical Ways of Knowing:** Upon completion of a course in this category, a student is able to demonstrate the following competencies.
  - i. Read, interpret, and communicate mathematical concepts.
  - ii. Represent and interpret information/data.
  - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
  - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
  
- d. **Scientific Ways of Knowing:** Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
  - i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
  - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
  - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
  - iv. Describe the relevance of specific scientific principles to the human experience.
  - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
  
- e. **Humanistic and Artistic Ways of Knowing:** Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
  - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
  - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
  - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
  - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
  - v. Interpret artistic and/or humanistic works through the creation of art or performance.
  - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
  - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
  
- f. **Social and Behavioral Ways of Knowing:** Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
  - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
  - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
  - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

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- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. [For the purpose of this policy, disciplines are indicated by courses prefixes.](#)

General Education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	<del>3 to 6 (depending on placement)</del>
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated <a href="#">Credits</a> <del>competency Areas</del>	<del>6 to 9 (depending on Written Communication placement)</del>

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
- ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.

- b. This subsection pertains to Associate of Applied Science [\(AAS\)](#) degrees.

- i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
<del>Institutionally-Designated Competency Areas</del> <a href="#">Any General Education course</a>	3

- c. [GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.](#)

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. ~~Those courses are transferable as~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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~~meeting the GEM requirements at any Idaho public institution.~~ Faculty discipline groups representing all ~~public postsecondary~~ institutions shall meet at least annually to ensure consistency and relevance of General Education competencies related to their discipline.

- b. The ~~State~~ General Education Committee (~~The GEM~~ Committee): The GEM Committee, ~~established by the Board,~~ shall consist of a representative from each of the eight public postsecondary institutions appointed by the Board; a representative from the Division of Professional-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure ~~transferability~~alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to reviews the competencies and rubrics ~~for institutionally designated General Education categories; final approval resides with the Board of the General Education framework for each institution.~~ GEM Committee ~~membership and~~ duties are prescribed by the Board.
- c. The ~~eight (8) public postsecondary~~ institutions shall identify all ~~GEM~~ General Education courses in their curricula and identify them on the state transfer web portal.

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**SUBJECT**

Repeal Board Policy III.O, Curriculum Equivalency Schedules – Second Reading

**REFERENCE**

August 2007

The College of Western Idaho was added to applicable Board Policy Sections.

April 2015

The Board approved the first reading of proposed amendment to repeal Board Policy III.O, Curriculum Equivalency Schedules.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.O, Curriculum Equivalency Schedules

**BACKGROUND/DISCUSSION**

The General Education Committee reviewed existing Board Policy III.O at their November 2014 meeting and determined that most of the language was not necessary as it is addressed in Board Policy III.N General Education. The Committee recommended including language in Board Policy III.N. that encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities.

**IMPACT**

The proposed amendment to repeal Board Policy III.O will create efficiencies in Postsecondary Affairs policies.

**ATTACHMENTS**

Attachment 1 – Board Policy III.O – Second Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

There were no additional amendments made between the first and second reading of this policy. Staff determined that the language recommending the inclusion of private institutions to curriculum equivalency schedules did not provide any meaningful directive. The creation of the new statewide transfer web portal – [www.IDtransfer.org](http://www.IDtransfer.org) – may, in the future, incorporate the curriculum equivalency schedules of some private institutions.

Board staff recommends Board Policy III.O be repealed.

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**BOARD ACTION**

I move to approve the Second Reading of amendments to Board Policy III.O, Curriculum and Equivalency Schedules, repealing the section in its entirety.

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: III. POSTSECONDARY AFFAIRS  
O. Curriculum Equivalency Schedules**

**August 2007**

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~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho will identify the institutional lower division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to said requirements at each of Idaho's four-year public institutions. Further, the college and universities will each identify the lower division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to the Associate of Arts and Associate of Science degree requirements at the College of Southern Idaho, North Idaho College and the College of Western Idaho. The Board also encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities. The equivalency schedules will be updated and distributed annually prior to fall semester pre-registration.~~

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**SUBJECT**

Board Policy III.S, Developmental and Remedial Education – Second Reading

**REFERENCE**

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

The Board approved the first reading of proposed changes at the April 2015 regular Board meeting. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education.

Between the first and second reading, minor technical changes were made and a reporting requirement was added for institutions that choose to pilot a remedial education model other than the three (3) approved models.

**IMPACT**

Adoption of this policy would bring this policy into alignment with the Board's remedial education reform efforts, current practices, and expectations in remedial education. Under these changes, the Board would receive an annual report on the effectiveness of remedial education efforts.

**ATTACHMENTS**

Attachment 1 – Board Policy III.S, Remedial Education – 2<sup>nd</sup> Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

At the April 2015 Board meeting, questions were raised by the Board regarding the deletion of policy language concerning diagnostic testing for reading and natural sciences. The Board also inquired about the rationale for the deletion of other sections of policy. The following provides responses to address those questions:

- The deletion of required diagnostic testing (Section 4.a) in areas where there are no reliable tools for reading or there is too little need to justify the mandate such as for natural sciences.
- The deletion of mandatory review courses (Section 4.b) which is based on the old model of where remedial education is delivered in semester-based sequencing. Reforms have sought to get away from historical sequencing.

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- The deletion of the now redundant requirement (Section 4.c) that remedial education aims to use technology to provide individualized approaches.

Staff recommends approval.

**BOARD ACTION**

I move to approve the Second Reading of proposed amendments to Board Policy III.S. Remedial Education as submitted in Attachment 1.

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

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. ~~Development and~~ Remedial Education

~~August 2007~~ June 2015

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1. Coverage

All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College are included in this subsection.

2. Definitions

~~It is worth noting that what the general public refers to as “remedial education” is often also defined as “developmental education” by the academic community. The State Board of Education believes that a distinction can be made between the two terms.~~

~~Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and nonacademic. It is designed to develop strengths as well as to review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student’s skills and knowledge deemed necessary to enter a particular course of study or program in order to ensure a greater likelihood of success.~~

a. Accelerated Model means a combined delivery series model whereby remedial content is embedded into credit bearing courses.

b. Co-Requisite Model a delivery model whereby remedial instruction is delivered alongside college level content.

b.c. Emporium Model a delivery model whereby remedial education is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs.

d. Remedial Courses means courses numbered below 100.

e.e. Remedial Education, for purposes of this policy, is defined as a means a duplication of a secondary program/course and support services in basic academic skills to prepare students for college level coursework. Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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3. The State Board of Education has approved the following models for delivering remedial education: Accelerated, Co-Requisite, and Emporium. Institutions may pilot the use of additional delivery models provided the models implemented allow students to enter a credit bearing course in the first year of study and are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:

a. their intent to pilot a new delivery model; and

b. the results of said pilot.

~~3. Philosophy~~

~~Meeting the need for developmental education and remedial education is a function of Idaho's higher education system.~~

~~Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and universities who have chosen not to enter the postsecondary system after graduation from high school, or who exhibit deficiencies in certain basic academic skills.~~

~~Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, the role of the college and universities in remedying basic academic deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.~~

4. Policy

- ~~a. The college and universities will establish~~Each institution shall maintain a mechanism for diagnostic testing in English language arts, reading, and mathematics, and natural sciences, and provide ~~the opportunity for~~ corrective measures.

~~b. The college and universities will provide review courses for those individuals in need of developmental instruction.~~

~~c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental and remedial education needs of students.~~



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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~~—d. Students with identified postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special support and advisement tailored to their particular needs.~~

~~e5. Developmental and Credits earned in remedial courses will not apply toward the requirements for graduation a certificate or degree. Remedial course credits may be counted towards the completion of a technical certificate.~~

~~—f. Developmental and Remedial credit hours will be funded in the same manner as other credit hours. Fees for these courses will be the same as academic and professional technical education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R. Developmental credit hours will be separately identified and reported to the Board.~~

~~56. Institutional Policies Remedial education success rates shall be reported annually to the Board.~~

~~Each institution will develop internal policies and procedures on developmental and remedial education that are consistent with Board policy.~~

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**JUNE 18, 2015**

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**SUBJECT**

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

**REFERENCE**

February 2007	The Board approved the second reading of proposed amendments to Board Policy III.V.
June 2011	The Board approved the first reading of proposed amendments to Board Policy III.V, which reduced the number of general education credits from 16 to 15 credits and updated titles of AAS degree core areas.
August 2011	The Board approved the second reading of proposed amendments to Board Policy III.V.
October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

The Board approved the first reading of proposed amendments to Board Policy III.V at the April 2015 regular Board meeting. The proposed amendments align this policy with Idaho's new, common general education framework adopted through Board Policy III.N in April 2014. Proposed policy amendments also included the removal of the maximum of 70 lower division credit requirement.

**IMPACT**

Approval of proposed amendments will bring Board Policy III.V into alignment with Board Policy III.N and will provide institutions and staff with necessary guidance for articulation and transfer of general education and non-general education courses between postsecondary institutions.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 18, 2015**

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**ATTACHMENTS**

Attachment 1 – Board Policy III.V, Articulation and Transfer – 2<sup>nd</sup> Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

At the April Board meeting, the Board inquired if the policy provision concerning acceptance of credit between institutions applied to community colleges. Staff included clarifying language to make it clearer as to which institutions this policy applies. There were no other changes made between the first and second reading of policy.

IRSA reviewed this policy at its April 2, 2015 meeting.

Board staff recommends approval.

**BOARD ACTION**

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

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

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Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Transfer

December June 2015

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

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

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

1. Statewide Articulation

- a. ~~Associate of Arts and Associate of Science Academic Undergraduate Degrees To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, shall individually and jointly honor the terms of this statewide articulation policy.~~
  - i. Students who complete requirements for the Associate of Arts or Associate of Science degree at a regionally accredited postsecondary institution in Idaho will be considered as satisfying the ~~lower division~~ general education ~~core~~ requirement, as defined in Board Policy III.N., s and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional ~~lower division~~ general education ~~requirements~~core courses subject to the conditions listed below.
  - ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and Ttransfer students from any in-state or out-of-state academic accredited a regionally accredited postsecondary institution in Idaho who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses requirements at the receiving institution. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

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

~~This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.~~

~~Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.~~

~~A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior college.~~

**b. Associate of Applied Science (AAS) Degrees**

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

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

~~Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.~~  
**2. Transfer Associate Degree**

~~The 100 and 200 level general education core requirement must fit within the following thirty (30) credit and course requirements and must have a minimum of thirty six (36) credit hours. The remaining six (6) credits may come from the disciplines listed below, interdisciplinary courses, or foundational program courses.~~

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Interdisciplinary courses integrate coursework from different academic areas and provide students an opportunity to engage in learning through inquiry while drawing on knowledge from multiple fields.

Foundational program courses integrate a disciplinary lens approach to the curriculum, serve as an academic introduction to the kinds of inquiry that are required for college learning, build problem solving skills, and identify student learning outcomes.

State Board of Education General Education Core:

	Required Courses	Minimum Credits
<u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	4	2
<u>English Composition</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	4	3 to 6*
<u>Behavioral and Social Science</u> Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. <u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. <u>Note:</u> Courses must be distributed over two (2) different disciplines.	2	6
<u>Humanities, Fine Arts, and Foreign Language</u> Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. <u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6
<u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Chemistry, Physical Geography, Geology, and Physics. <u>Note:</u> Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.	2	7

	Required Courses	Minimum Credits
<u>Mathematics</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics, and Statistics.	4	3

3. Associate of Applied Science Degree:

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This professional technical degree requires a minimum of 15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	Required Courses	Minimum Credits
<p>a. <u>English/Communication</u>            In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English.  <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.</p>	2	6
<p><u>Mathematics/Computation</u>            Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.  <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.</p>	4	3
<p>c. <u>Social Science/Human Relations</u>            Coursework in this area provides the student with the skills needed for understanding individuals in the work place and the functioning of thought and behavior.  <u>Disciplines:</u> Human Relations, Psychology, and Sociology</p>	4	3
<p>d. <u>Elective</u>            Coursework in this area may come from any general education core requirement as listed in III.V.2.</p>	4	3

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of section 33-107(6)© and 33-2102, Idaho code and Board Policy III.V.2.c and d. who have earned those credits from any out-of-state accredited institution or from any non-accredited institution, or other educational source. However, if the Board has previously approved credits for courses and programs, those credits are transferable among all Idaho public institutions. Notwithstanding the foregoing, an institution may deny credit transfer to comply with specialized accreditation requirements, or in unique degree requirements. Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:
  - a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.
  - b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.



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

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

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