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SUBJECT
Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy: A Joint Statement

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards and Section III.S. Remedial Education
Complete College Idaho Plan

BACKGROUND/DISCUSSION
Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating guided pathways in STEM programs and, currently, the development of math pathways in promotion of co-requisite remediation. CCA has asked its alliance states to endorse the following principles.

1. Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

2. Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

3. Academic and non-academic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.

4. Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.

5. Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.

6. Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

IMPACT

By endorsing this document, the Board reflects its commitment to both the principles but also CCA's ongoing efforts to promote college completion. There is no fiscal impact.

ATTACHMENTS

Attachment 1 - Core Principles for Transforming Remediation within a
Comprehensive: A Joint Statement   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The principles are aligned with Board polices III.Q., III.R. and III.S and with the current efforts of Idaho's public post-secondary institutions to delivery highly successful remedial education.

The joint statement was unanimously endorsed by both the Council on Academic Affairs and Programming (CAAP) and the Board's Instruction, Research, and Student Affairs (IRSA) Committee.

Staff recommends endorsement.

BOARD ACTION

I move to endorse Complete College America's joint statement outlining Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Core Principles for Transforming Remediation within a Comprehensive

Student Success

STRATEGY

A JOINT STATEMENT

Achieving the Dream™
Community Colleges Count

AACC
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Charles A. Dana Center
The University of Texas at Austin

COMPLETE COLLEGE AMERICA

EDUCATION COMMISSION OF THE STATES

JOBS FOR THE FUTURE

PRINCIPLE

1

Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

PRINCIPLE

2

Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

PRINCIPLE

3

Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.

PRINCIPLE

4

Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.

PRINCIPLE

5

Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.

PRINCIPLE

6

Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

Colleges and postsecondary systems across the nation have demonstrated remarkable progress since *Core Principles for Transforming Remediation* was published in 2012. States and institutions are phasing out standalone or multi-course remediation sequences, resulting in tens of thousands of students more quickly enrolling in and completing college-level courses.

Building on this progress, we have updated the principles to focus even greater attention on scaling practices that can provide all students—especially those who are low-income or from historically underserved communities—with the guidance, support and skills they need to enter a coherent program of study and move toward their academic goals. We present these revised principles for transforming remediation in the context of a broader set of student success strategies that growing evidence suggests will enable institutions to significantly increase their students' timely completion of certificates, licenses and degrees with labor market value.

We do not underestimate the complexity of the challenges institutions will need to address if they are to enable all of their students to realize their best hopes for their higher education. Among these challenges is the need to ensure that institutional efforts to increase timely completion do not come at the expense of students who may need multi-dimensional or highly personalized supports to succeed. Institutions will also need to carefully consider how to address, without sacrificing equity, the many conflicting demands that their diverse publics make of them. They will need to reevaluate the status of longstanding organizational structures and priorities that served an access agenda well but a completion agenda less well or not at all. And institutions will need to do all of this while forthrightly and strategically considering the implications of their choices for their business models.

In response to the need expressed at both state and national levels to increase the proportion of our population with postsecondary credentials, institutions everywhere are rethinking the efficacy of their orientation, advising, placement, and remedial education policies and practices. They also are examining the range, content and coherence of their degree programs.

No single set of strategies will serve our country's enormous diversity of students and postsecondary institutions. This joint statement of principles describes common elements of diverse strategies that are showing great promise. In too many institutions, highly effective practices currently serve only a small percentage of students who would benefit from them. We must address the organizational challenges that present barriers to bringing these practices to scale.

Despite the challenges, the creative energy currently being devoted to transforming higher education is palpable. Now is the time to take on the difficult work of institutional change. We hope this joint statement of principles can serve as a trustworthy guide at this pivotal moment in American higher education.

The Need for Systemic Change

Countless individuals have worked in developmental education and devoted their professional lives to serving students who need significant support to meet their personal, academic and career goals. These individuals have labored to ensure that the democratization of higher education fully realizes its promise. It is now time to recognize and act on the fact that these committed individuals typically work within systems that need fundamental redesign. We call on institutions of higher education and their supporters to direct their passion and energy to developing and implementing strategies that are consistent with these principles and that show great promise for improved outcomes for all students.

The principles set forth in this joint statement represent our best judgment, grounded in evidence, about how to redesign developmental education to be more effective. As promising practices evolve on the ground and additional research on such practices is conducted and released, the principles will almost certainly require further revision.

This joint statement is not a replacement for the separate, more comprehensive policy and practice guidance documents issued by the signatories of these principles. Rather, this joint statement is offered in recognition of our support for important work now underway and our wish to give that work increased legitimacy and forward momentum.

The signatories to this joint statement of principles commit to working with institutions, policymakers and researchers in search of more effective ways to support the success of all college students across the nation—especially those populations that in the past have gone no further than developmental, non-credit-bearing work. For those students especially, it is time to make college completion not just a dream but a reality.

Design Principles
EMERGING FROM THE FIELD

PRINCIPLE 1

Every student's postsecondary education begins with an intake process to choose an academic direction and identify the support needed to pass relevant credit-bearing gateway courses in the first year.

Students are far more likely to succeed in postsecondary education if they have a purpose in mind. Yet many new students arrive without clear goals for college and careers and, in many cases, without an understanding of their options. Recognizing the need for students to aim for clear academic and career goals, the process for college enrollment is changing to accomplish critical objectives for student success. Specifically, an effective intake process helps students make an initial choice of academic and professional direction; identifies their academic and nonacademic needs with multiple reliable measures, including practical information about their academic skills, interests and goals; and ensures they have the supports they will need to succeed in college-level work.

For example, many colleges are helping new students choose from a small set of "meta-majors," or broad career and academic focus areas, including social and behavioral sciences, information technology, health careers, business, the arts, and STEM. These are characterized by a default curriculum that allows students to explore and select a specific program of study by the end of their first year. An early determination of an academic direction helps students better understand the purpose of the courses they are taking, leading to increased student motivation and persistence.

Leading colleges are not focused on screening students out of credit-bearing work and into remediation. Instead, they are implementing innovative and effective intake processes that help students clarify their goals, build their academic confidence and college know-how, and position themselves for success in gateway courses and beyond.

PRINCIPLE 2

Enrollment in college-level math and English courses or course sequences aligned with the student's program of study is the default placement for the vast majority of students.

Today, it has become clear that sequences of fragmented, reductive coursework that students must complete before entering college-level courses are not a reliable on-ramp to college for most students who have traditionally been judged to be underprepared. These traditional remedial course sequences are especially problematic because half of all students aspiring to achieve a postsecondary credential, and a majority of students enrolled in community colleges, are currently placed into remedial education.

Increasing numbers of colleges are changing from a remedial paradigm to a default approach of placing students directly into credit-bearing courses or course sequences with enhanced support. The default setting means that a very large majority of students are expected to enroll in those courses. This shift is crucial given that recent research shows that many more students

can succeed in college-level gateway courses than have historically been placed into them. Completion of credit-bearing work—with appropriate support—is key to equity.

Students do better when they are engaged in work that counts toward a degree or credential in their academic or career area of interest, and completing a set of gateway courses in the first year is a critical step toward college completion. Supported by a strong advising process, students may decide to opt out of the default placement, but diagnostic and focused advising implemented as a mandatory part of the intake process can help to ensure that all students are making a considered decision and have the support they need to succeed.

PRINCIPLE

3

Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models with evidence of success in which supports are embedded in curricula and instructional strategies.

Many students do not succeed in college-level courses as these courses are currently taught and structured. Indeed, many students at all levels of preparation need help with their college-level courses—not only in math and English, but also in other key courses in their program of study, such as Biology 101 for aspiring nurses and Economics 101 or Accounting 101 for prospective business majors. Even more support is needed when colleges increase access to and broaden the range of students who begin their postsecondary studies in gateway college-credit courses and potentially concentrate more significant academic need in any remaining remedial programs.

The type of support that students need can vary, and a comprehensive intake process can help to identify a student's most pressing academic and nonacademic needs. Co-requisite and other integrated support models provide mandatory support in connection with gateway courses or course sequences. They offer alternatives to prerequisite, standalone remediation that colleges have found to be largely unsuccessful. Co-requisite models deliver academic and nonacademic support while students are learning college-level content. Co-requisite support takes many forms to help students develop the suite of academic and nonacademic skills necessary for gateway course success and academic momentum. The supports

are discipline-appropriate and might include, for example, required tutoring, supplemental instruction, computer lab learning, group assignments, study groups and/or co-enrollment in a skill-building course.

Promising models include:

» **One-semester co-requisite support.** In this approach, students enroll directly into single-semester, gateway college-level courses and are provided additional academic support either within or alongside the course. Remedial support can be provided as a required supplemental, parallel support course; as a non-course-based option such as required participation in self-paced instruction in a computer lab; or as mandatory tutoring. One common strategy is simply to extend instructional time after class (e.g., 45 minutes) or to add additional hours to courses (e.g., five hours per week instead of three).

» **Structured cohort models.** Students in highly structured cohort models with integrated supports take their courses with a set of peers organized as a learning community. As in the above model, the courses are redesigned to include essential academic and nonacademic supports, but students receive added financial aid and advising that enable them to attend college full time and to complete a highly prescribed set of courses in a fixed timespan.

PRINCIPLE

4

Students for whom the default college-level course placement is not appropriate, even with additional mandatory support, are enrolled in rigorous, streamlined remediation options that align with the knowledge and skills required for success in gateway courses in their academic or career area of interest.

Evidence emerging from colleges adopting a practice of default placement into gateway courses with mandatory support is extremely encouraging, with many more students passing gateway courses than traditional models. Even so, there is much more work to be done to ensure greater student success, particularly for populations that

have been traditionally underserved by postsecondary education. For the sake of equity, we cannot afford to dismiss this reality, and colleges are rightly focused on better understanding and implementing the type and level of support required for *all* students to succeed in gateway courses in their first year of college.

Promising models include:

» **One-year course sequence.** Students with more significant remedial needs can benefit from more robust instruction and enhanced learning supports in the form of a two-semester course sequence in which students master gateway college-credit course material in one year. What makes the one-year model different from traditional remediation models is that course content over the two terms is strategically aligned to the core competencies and skills required for students to complete the college-level gateway course. Course pathways are enhanced college-level courses aligned to a program of study with remedial instruction delivered in a just-in-time manner over the course of a year. In several examples, students study college-level material immediately although at a slower pace than traditional courses and with support embedded in the classroom. These models integrate the teaching of gateway course content with basic skills. Another important component of these models is that they address other college success skills like time management and study skills. Some organizations describe these course pathways as one-year co-requisite models.

» **Embedded or parallel remediation in career technical programs.** For students enrolled in a certificate or applied degree program, embedding or providing parallel remediation within the courses or technical program ensures that students are able to immerse themselves in the content that was the purpose of their postsecondary enrollment in the first place. What is most promising about this approach is that it has been proven to work with students who have more significant remedial education needs, including those who are eligible for Adult Basic Education instruction.

Continued development and rigorous evaluation of strategies that provide students with access to the full range of postsecondary credentials and programs must be a priority for postsecondary leaders. It is essential to maintaining the viability of the open-door mission of American higher education.

PRINCIPLE

5

Every student is engaged with content of required gateway courses that is aligned with his or her academic program of study—especially in math.

In the past, many introductory math and English courses have included content that was not well-aligned with a student's intended academic direction. Consequently, many students were tripped up in their pursuit of a credential while studying content that was not directly aligned with their goals.

Today, colleges are increasingly focusing the academic content of remedial and gateway mathematics and English courses and course sequences on the critical foundational skills required for specific academic and career programs.

There is also growing consensus among the professional associations of mathematicians that intermediate algebra and college algebra should not be the default requirement for programs that do not depend on their content. Students pursuing a program that does not require calculus would likely be better served by taking a rigorous mathematics course more aligned with their intended major. Gateway courses in statistics, mathematical modeling, or quantitative reasoning, rather than college algebra, may be more appropriate for a large percentage of students who are not on a calculus path.

Many students who are pursuing majors that do require calculus, such as engineering, are often not ready for the demands of this challenging course. Colleges and universities are working to provide these students with a calculus-preparatory course or course sequence that enables them to develop the algebraic proficiency and conceptual knowledge of algebra and geometry that they will need for success. Traditional college algebra courses typically do not meet this need.

In addition, courses such as Anatomy and Physiology, Accounting 101 and Basic Drafting—not just college-level math and English—can act as gateway courses and build foundational reading, writing and quantitative reasoning skills as students engage with motivating and contextualized college-level content. Practices analogous to those that increase success in college-level math and English should be deployed in these courses as well.

Finally, the modernization of courses and course sequences (and associated embedded supports) needs to be linked to strengthened system policies that ensure the transferability of credits to their receiving institutions and their applicability to students' intended programs of study. This policy shift is essential, given the large number of students who transfer among institutions.

PRINCIPLE

6

Every student is supported to stay on track to a college credential, from intake forward, through the institution's use of effective mechanisms to generate, share, and act on academic performance and progression data.

It is a great start for institutions to have programs organized by broad academic focus areas (meta-majors) and pathways to and through gateway courses and other milestones aligned with specific career and further education goals. It is even better to have students choosing a direction and being placed early into relevant gateway courses with embedded support. The "third leg of the stool" is providing mechanisms for helping students stay on a path to completing their chosen programs of study and for providing support early on, before problems emerge.

Some institutions may need to rethink the roles and organizational relationships among academic departments and workforce programs, student services, and institutional research. Other institutions may need to rethink advising and the monitoring of student performance. The enhancement of institutional research in the service of campus and system improvement initiatives is essential.

Fortunately, a growing number of postsecondary institutions and systems are making impressive progress on the analytics of student success. These institutions have lessened the distance between research and practice in American higher education. They can serve as a beacon for all institutions striving to achieve their missions and increase their students' success.

Collaboration with
K–12 SYSTEMS, WORKFORCE PROGRAMS AND ADULT BASIC EDUCATION PROVIDERS

Postsecondary leaders are increasingly working collaboratively with those who prepare their entering students, including K–12 education systems, workforce programs, and Adult Basic Education providers, to increase the college readiness of their students.

Colleges are uniquely equipped to provide these partners with information about students' readiness and success after enrollment. Better alignment between college-preparatory and postsecondary programs can limit the need for extra support once students enter into a postsecondary pathway. Furthermore, early use of college- and career-readiness assessments can lead to customized academic skill development during the senior year of high school. Similar strategies can be employed in Adult Basic Education and English as a Second Language programs.

Even with deeper collaboration, some students will begin their college education needing support to succeed in college-level work. Higher education institutions have an obligation to ensure the success of all students they admit. The principles outlined in this joint statement are offered as a resource for meeting that responsibility.

A Commitment
TO IMPLEMENT THE PRINCIPLES — AT SCALE

These principles have emerged from the field and are based on the work of faculty members and other innovators committed to the success of students that represent the full diversity of American society. These principles are informed by experience on the ground and a growing corpus of scholarly research and practical wisdom.

This joint statement is a commitment from our organizations to work closely with state, system and institutional leaders to support implementation of the principles. The time has come to move past piloting ideas and on to embracing the implementation of evidence-based practices at scale. We are all engaged in a process of transitioning from a system that served *some* students well to a system that serves *all* students well.

Implementation of the principles may be scaled over time—even as they are refined based on new evidence—but we urge policymakers and practitioners to implement them intentionally, urgently, and in good faith to serve students as they endeavor to improve their lives through higher education.

Co-requisite support. Co-requisite support refers not to a single model of instruction but encompasses a variety of integrated and contextualized *mandatory* academic and nonacademic supports necessary for student success in gateway courses. Examples include: additional hours of class time; stretch classes spread over two semesters; a two-hour computer lab with a mentor; or embedded and contextualized content in a technical course.

Default placement. The practice of routinely placing students in credit-bearing math and English gateway courses to help them get started on a program of study. Default means it is not mandatory, but it is what will happen absent a proactive diagnostic and advising process as part of the college intake experience.

Degrees and certificates of value. Postsecondary credentials that are in demand in the workforce and therefore lead to livable wage job opportunities and/ or provide a sound foundation for further education and training.

Equity. Equity is the principle of fairness. In higher education, equity involves ensuring that each student receives what he or she needs to be successful. Achievement gaps may reflect structural inequities when disparities are the result of historic and systemic social injustices or the unintended or indirect consequences of institutional or social policies. Many equity-conscious postsecondary institutions and their supporters believe that access to high-quality education within an inclusive environment that supports and promotes student success is the right of all individuals and a necessity for the continued advancement of a strong democracy and workforce.

Gateway courses. The first college-level or foundational courses and course sequences for a program of study. Gateway courses are for college credit and apply to the requirements of a degree. They are designed to engage and enable students to master foundational skills needed for their chosen pathway.

Meta-major. A set of broad content areas that students choose upon enrollment at a postsecondary institution. An academic pathway includes a set of courses that meet academic requirements that are common across several disciplines and specific programs of study. Enrollment and completion of academic pathway courses guide students through initial academic requirements and into programs of study.

Programs of study. An articulated set of courses, learning experiences and learning outcomes required for a postsecondary credential that are defined by academic departments within colleges and universities and encompass the requirements for earning a postsecondary credential.

Remedial education. Instruction and support for students who are assessed by their institution of choice as being academically underprepared for postsecondary education (also variously described as *developmental education, college prep, basic skills education* and other terms, all referring to pre-collegiate work).

Overview

"States and institutions are phasing out standalone or multi-course remediation sequences, *resulting in tens of thousands of students more quickly enrolling in and completing college-level courses.*"

Garcia, J., Huckaby, H., Morgan, J., & Jones, S. (July, 2015). "Corequisite Remediation." Complete College America. Presented at the annual meeting of State Higher Education Executive Officers Association, Santa Fe, NM. http://www.sheeo.org/sites/default/files/Thurs%20430%20Stan%20SHEEO%20CO%20REQ.pdf

"Corequisite at Scale Institute." (June, 2015). Complete College America. Minneapolis, MN. http://completecollege.org/corequisite-at-scale-institute/

"Corequisite Remediation: Success at Scale." (October, 2015). Complete College America. Denver, CO. http://completecollege.org/wp-content/uploads/2015/10/Coreq-SuccessatScale.pptx

"Corequisite Remediation: Spanning the Divide." (October, 2015). Complete College America. http://completecollege.org/wp-content/uploads/2015/10/Coreq-Spanning-the-Divide.pptx

Alstadt, D., Schmidt, G., & Couturier, L. (2014). "Driving the Direction of Transfer Pathways Reform." Jobs for the Future. http://www.jff.org/publications/driving-direction-transfer-pathways-reform

"We present these revised principles for transforming remediation in the context of a broader set of student success strategies that *growing evidence suggests will enable institutions to significantly increase their students' timely completion of certificates, licenses, and degrees with labor market value.*"

Bailey, T., Jaggars, S.S., & Jenkins, D. (2015). "Redesigning America's Community Colleges: A Clearer Path to Student Success." Cambridge, MA: Harvard University Press. http://www.hup.harvard.edu/catalog.php?isbn=9780674368286

"In response to the need expressed at both state and national levels to increase the proportion of our population with postsecondary credentials, *institutions everywhere are rethinking the efficacy of their orientation, advising, placement, and remedial education policies and practices. They also are examining the range, content, and coherence of their degree programs.*"

Bailey, T., Jaggars, S.S., & Jenkins, D. (2015). "Redesigning America's Community Colleges: A Clearer Path to Student Success." Cambridge, MA: Harvard University Press. http://www.hup.harvard.edu/catalog.php?isbn=9780674368286

Karp, M. (2013). "Entering a Program: Helping Students Make Academic and Career Decisions." (CCRC Working Paper No. 59). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/entering-a-program-academic-and-career-decisions.html

"In too many institutions, highly effective practices currently serve only a small percentage of students who would benefit from them."

Edgecombe, N., Cormier, M., Bickerstaff, S., & Barragan, M. (2013). "Strengthening Developmental Education Reforms: Evidence on Implementation Efforts from the Scaling Innovation Project." (CCRC Working Paper No. 61). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/strengthening-developmental-education-reforms.html

The Need for Systemic Change

"It is now time to recognize and act on the fact that these committed individuals typically work within systems that need fundamental redesign."

Bailey, T., Jaggars, S.S., & Jenkins, D. (2015). "Redesigning America's Community Colleges: A Clearer Path to Student Success." Cambridge, MA: Harvard University Press. http://www.hup.harvard.edu/catalog.php?isbn=9780674368286

Estrem, H., Shepherd, D., & Duman, L. (2014). "Relentless Engagement with State Educational Policy Reform: Collaborating to Change the Writing Placement Conversation." *Journal of the Council of Writing Program Administrators*, 38 (1), 88–128. http://works.bepress.com/heidi_estrem/14

Principle 1

"For example, many colleges are helping new students choose from a small set of "meta-majors," or broad career and academic focus areas, including social and behavioral sciences, information technology, health careers, business, the arts, and STEM."

Altstadt, D., Schmidt, G., & Couturier, L. (2014). "Driving the Direction of Transfer Pathways Reform." Jobs for the Future. http://www.jff.org/publications/driving-direction-transfer-pathways-reform

Bailey, T., Jaggars, S.S., & Jenkins, D. (2015). "Redesigning America's Community Colleges: A Clearer Path to Student Success." Cambridge, MA: Harvard University Press. http://www.hup.harvard.edu/catalog.php?isbn=9780674368286

"An early determination of an academic direction helps students better understand the purpose of the courses they are taking, *leading to increased student motivation and persistence.*"

Jenkins, D., & Cho, S. (2012). "Get With the Program: Accelerating Community College Students' Entry Into and Completion of Programs of Study." (CCRC Working Paper No. 32). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/get-with-the-program.html

Principle 2

"Today, *it has become clear that sequences of fragmented, reductive coursework that students must complete before entering college-level courses are not a reliable on-ramp to college for most students who have traditionally been judged to be underprepared*."

Bailey, T., Jeong, D.W., & Cho, S.W. (2010). "Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges." *Economics of Education Review,* 29, 255–270. http://ccrc.tc.columbia.edu/publications/referral-enrollment-completion-developmental-education.html

Grubb, W.N., & Gabriner, R. (2013). *Basic Skills Education in Community Colleges: Inside and Outside of Classrooms.* Routledge.

"These traditional remedial course sequences are especially problematic because *half of all students aspiring to achieve a postsecondary credential, and a majority of students enrolled in community colleges, are currently placed into remedial education*."

Vandal, B. (2014). "Assessment and Placement: Supporting Student Success in College Gateway Courses." Complete College America. http://completecollege.org/wp-content/uploads/2014/06/Assessment-and-Placement-Final-PDF.pdf

Bailey, T., Jeong, D.W., & Cho, S.W. (2010). "Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges." *Economics of Education Review,* 29, 255–270. http://ccrc.tc.columbia.edu/publications/referral-enrollment-completion-developmental-education.html

U.S. Department of Education (2014). "Profile of Undergraduate Students: 2011–12." (NCES 2015–167). Washington, DC: NCES. http://nces.ed.gov/pubs2015/2015167.pdf

"This shift is crucial given that *recent research shows that many more students can succeed in college-level gateway courses than have historically been placed into them*."

Scott-Clayton, J., Crosta, P.M., & Belfield, C.R. (2014). "Improving the Targeting of Treatment: Evidence from College Remediation." *Educational Evaluation and Policy Analysis,* 36(3), 371–393. http://epa.sagepub.com/content/early/2014/01/28/0162373713517935

"Students do better when they are engaged in work that counts toward a degree or credential in their academic or career area of interest, and completing a set of gateway courses in the first year is a critical step toward college completion."

Jenkins, D., & Cho, S. (2012). "Get With the Program: Accelerating Community College Students' Entry Into and Completion of Programs of Study." (CCRC Working Paper No. 32). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/get-with-the-program.html

Zeidenberg, M., Cho, S., & Jenkins, D. (2010). "Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness." (CCRC Working Paper No. 20). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/i-best-new-evidence.html

___, ___. (2011). "Facilitating Student Learning Through Contextualization: Assessment of Evidence Series." *Community College Review,* 268–295. http://ccrc.tc.columbia.edu/publications/facilitating-student-learning-contextualization.html

Ambrose, S., Bridges, M., Lovett, M., DiPietro, M., & Norman, M. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching.* San Francisco, CA: Jossey Bass.

Principle 3

Vandal, B. (2014). "Promoting Gateway Course Success: Scaling Corequisite Academic Support." Complete College America. http://completecollege.org/wp-content/uploads/2014/06/Promoting-Gateway-Course-Success-Final.pdf

Denley, T. (2015). "Co-Requisite Remediation Pilot Study Fall 2014 – Spring 2015." Tennessee Board of Regents.

Estrem, H., Shepherd, D., & Sturman, S. (2014). "The Write Class: Engaging Students in the Course Matching Process." Boise State University. http://stem.boisestate.edu/wp-content/uploads/2014/01/Estrem-Shepherd-Sturman-CTL-2014.pdf

"Many students do not succeed in college-level courses as these courses are currently taught and structured."

Zeidenberg, M., Jenkins, D., & Scott, M. (2012). "Not Just Math and English: Courses That Pose Obstacles to Community College Completion." (CCRC Working Paper No. 52). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/obstacle-courses-community-college-completion.html

Grubb, W.N., & Gabriner, R. (2013). *Basic Skills Education in Community Colleges: Inside and Outside of Classrooms.* Routledge.

"Even more support is needed when colleges increase access and broaden the range of students who begin their postsecondary studies in gateway college-credit courses and potentially concentrate more significant academic need in any remaining remedial programs."

Rodríguez, O. (2014). "Increasing Access to College-Level Math: Early Outcomes Using the Virginia Placement Test." (CCRC Brief No. 58). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/increasing-access-to-college-level-math.html

Principle 4

Anderson, T., Eyster, L., Lerman, R., & O'Brien, C. (2015). "The Second Year of Accelerating Opportunity: Implementation Findings from the States and Colleges." Washington: The Urban Institute. http://jff.org/publications/second-year-accelerating-opportunity-implementation-findings-states-and-colleges

"Models of Contextualization in Developmental and Adult Basic Education." (July, 2012). EdTech Leaders. http://edtechleaders.org/sites/etlo.org/files/highlight-files/Models%20of%20Contextualization%20in%20Developmental%20and%20Adult%20Basic%20Education.pdf

"Evidence emerging from colleges adopting a practice of default placement into gateway courses with mandatory support is extremely encouraging, with many more students passing gateway courses than traditional models."

Crisp, G., & Delgado, C. (2014). "The Impact of Developmental Education on Community College Persistence and Vertical Transfer." *Community College Review,* 42(2), 99–117. http://crw.sagepub.com/content/early/2013/11/05/0091552113516488

Cho, S., Kopko, E., Jenkins, D., & Jaggars, S.S. (2012). "New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program (ALP)." (CCRC Working Paper No. 58). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/ccbc-alp-student-outcomes-follow-up.html

"What is most promising about this approach is that it has been proven to work with students who have more significant remedial education needs, including those who are eligible for Adult Basic Education instruction."

Spaulding, S., Lerman, R.I., Holzer, H. J., & Eyster, L. (2015). "Expanding Economic Opportunity for Young Men and Boys of Color Through Employment and Training." Urban Institute. http://www.urban.org/research/publication/expanding-economic-opportunity-young-men-and-boys-color-through-employment-and-training

Jaggars, S.S., Hodara, M., Cho, S., & Xu, D. (2015). "Three Accelerated Developmental Education Programs: Features, Student Outcomes, and Implications." *Community College Review, 43*(1), 3–26. http://ccrc.tc.columbia.edu/publications/three-accelerated-developmental-education-programs.html

Zeidenberg, M., Cho, S., & Jenkins, D. (2010). "Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness." (CCRC Working Paper No. 20). New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/i-best-new-evidence.html

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"Four-Year College Myth: Make College More Affordable." (December, 2014). Complete College America. http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf

"Today, colleges are increasingly focusing the academic content of remedial and gateway mathematics and English courses and course sequences on the critical foundational skills required for specific academic and career programs."

"Acceleration Strategies That Produce Powerful Results: A Planning Resource for Community Colleges." (August 2015). California Acceleration Project. http://cap.3csn.org/files/2015/09/Powerful-Acceleration-Strategies-CAP.pdf

"There is also growing consensus among the professional associations of mathematicians that intermediate algebra and college algebra should not be the default requirement for programs that do not depend on their content."

Couturier, L., & Cullinane, J. (2015). "A Call to Action to Improve Math Placement Policies and Processes." Achieving the Dream; Jobs for the Future; The Charles A. Dana Center. http://www.jff.org/publications/call-action-improve-math-placement-policies-and-processes

Yamada, H. (2014). "Community College Pathways' Program Success: Assessing the First Two Years' Effectiveness of Statway." Stanford, CA: Carnegie Foundation for the Advancement of Teaching. http://www.carnegiefoundation.org/resources/publications/ccp-success-assessing-the-first-two-years-effectiveness-of-statway/

gateway courses in statistics, mathematical modeling, or quantitative reasoning, rather than college algebra, may be more appropriate for a large percentage of students who are not on a calculus path."

Burdman, P. (2013). "Changing Equations: How Community Colleges are Re-Thinking College Readiness in Math." Oakland, CA: LearningWorks. http://www.learningworksca.org/changingequations/

Burdman, P. (2015). "Degrees of Freedom: Diversifying Math Requirements for College Readiness and Graduation." Oakland, CA: LearningWorks. http://www.learningworksca.org/dof1/

Burdman, P. (2015). "Degrees of Freedom: Varying Routes to Math Readiness and the Challenge of Intersegmental Alignment." Oakland, CA: LearningWorks. http://www.learningworksca.org/dof2/

Burdman, P. (2015). "Degrees of Freedom: Probing Math Placement Policies at California Colleges and Universities." Oakland, CA: LearningWorks. http://www.learningworksca.org/dof3/

Clyburn, G.M. (September/October 2013). "Improving on the American Dream: Mathematics Pathways to Student Success." *Change*, 15–23. http://cdn.carnegiefoundation.org/wp-content/uploads/2013/09/Improving_on_the_American_Dream.pdf

Hayward, C., & Willett, T. (2014). "Curricular Design and Gatekeeper Completion: A Multi-College Evaluation of the California Acceleration Project." The Research & Planning Group for California Community Colleges. http://rpgroup.org/sites/default/files/CAP_Summary_Final_May2014.pdf

Logue, A.W., & Watanabe-Rose, M. (September, 2014). "Mainstreaming Remedial Mathematics Students in Introductory Statistics: Results Using a Randomized Controlled Trial." Paper presented at the Society for Research on Educational Effectiveness. https://www.cuny.edu/academics/initiatives/cuny-math-initiative/current/MathMainstreamingAbstract2014.pdf

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Zachry-Rutschow, E., & Diamond, J. (2015). "Laying the Foundations: Early Findings from the New Mathways Project." New York, NY: MDRC. http://www.mdrc.org/publication/laying-foundations

"Finally, the modernization of courses and course sequences (and associated embedded supports) needs to be linked to strengthened system policies that ensure the transferability of credits to their receiving institutions and their applicability to students' intended programs of study."

Monaghan, D.B., & Attewell, P. (2014). "The Community College Route to the Bachelor's Degree." *Educational Evaluation and Policy Analysis,* 1–22. http://epa.sagepub.com/content/early/2014/02/28/0162373714521865

Kazis, R., & Cullinane, J. (2015). "Modernizing Mathematics Pathways at Texas Universities: Insights from the New Mathways Project Transfer Champions." Austin, TX: The Charles A. Dana Center at The University of Texas at Austin. http://www.utdanacenter.org/wp-content/uploads/modernizing_mathematics_pathways_at_texas_universities.pdf

Jenkins, D., & Fink, J. (January, 2015). "What We Know About Transfer." New York, NY: Columbia University, Teachers College, Community College Research Center. http://ccrc.tc.columbia.edu/publications/what-we-know-about-transfer.html

Principle 6

"Fortunately, a growing number of postsecondary institutions and systems are making impressive progress on the analytics of student success."

Yeado, J., Haycock, K., Johnstone, R., & Chaplot, P. (2014). "Learning from High-Performing and Fast-Gaining Institutions." Washington, DC: The Education Trust. https://edtrust.org/resource/education-trust-higher-education-practice-guide-learning-from-high-performing-and-fast-gaining-institutions/

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Fulton, M., Gianneschi, M., Blanco, C., & DeMaria, P. (2014). "Developmental Strategies for College Readiness and Success." Denver: Education Commission of the States. http://www.academia.edu/6846722/Developmental_Strategies_for_College_Readiness_and_Success_2014_

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This document is a joint statement produced by the following organizations:

Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations, Achieving the Dream now leads the most comprehensive non-governmental reform movement for student success in higher education history. Together with their Network of over 200 institutions of higher education, 100 coaches and advisors, 15 state policy teams, and numerous investors and partners working throughout 35 states and the District of Columbia they are helping more than 4 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents nearly 1,200 two-year, associate degree–granting institutions and more than 13 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education

The Charles A. Dana Center at The University of Texas at Austin works with our nation's education systems to ensure that every student leaves school prepared for success in postsecondary education and the contemporary workplace.

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

The Education Commission of the States was created by states, for states, in 1965. They track state policy trends, translate academic research, provide unbiased advice and create opportunities for state leaders to learn from one another.

Jobs for the Future is a national nonprofit that works to ensure educational and economic opportunity for all. They develop innovative career pathways, educational resources, and public policies that increase college readiness and career success, and build a more highly skilled workforce. With over 30 years of experience, JFF is the national leader in bridging education and work to increase mobility and strengthen our economy.

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SUBJECT
> Board Policy III.T.—Student Athletes—First Reading

REFERENCE
> August 2012   Board approved second reading of policy III.T. (Formally within III.X.)

APPLICABLE STATUTES, RULE OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, Section III.T.6.

BACKGROUND / DISCUSSION
> The Athletic Committee, in consultation with institutional administrators and athletic directors, has forwarded a recommended amendment to the "reporting requirement" in Board Policy III.T.6. The amendment would improve the timeliness of notification in the event of actual or potential legal investigations involving student athletes. Current Board policy requires that student athletes report criminal charges to their head coach and athletic director. Coaches are required to report to the athletic director if they have knowledge of criminal charges, and athletic directors are required to notify the institution's chief student affairs officer and president. Presidents are required to report information on criminal charges to the Board's Executive Director in writing, not later than ten (10) working days after learning of the charges. It is the consensus of the Athletic Committee and institutional athletic directors that the reportable incidents be expanded to include potential—as well as actual—legal investigations and charges, and that the ten day written report deadline to the Board is outdated and insufficiently prompt.

IMPACT
> The proposed amendment requires that student athletes report any incident which may result in a legal investigation to their head coach and the athletic director, whether or not criminal charges have yet been filed. The proposed amendment also eliminates the ten-day written report deadline specified in the current policy and replaces it with "immediate" notification to the Board's Executive Director, who is available at all times via multiple communication modes. The proposed amendment should increase the Board's situational awareness and oversight of student athlete legal incidents, and will improve the timeliness of reports through the athletes' supervisory chain to the Board.

ATTACHMENTS
> Attachment 1 – Section III.T.6 "Student Athletes"   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
> The proposed amendments should (a) improve the responsiveness and timeliness of reports on student athletic conduct issues (those which involve possible or actual legal investigations) to the Board and (b) better reflect the capabilities of current communication modes. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendment to Board policy III.T.6, as presented in attachment one.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes   June 2016 August 2012

Student Athlete Conduct

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

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

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

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

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

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

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

6. Reporting Requirements

   a. Student athletes shall immediately report any ~~criminal charges~~ incident which may result in a legal investigation or criminal charges to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of a legal investigation of one or more of ~~charges against~~ their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same ~~in writing~~ to the Executive Director of the State Board of Education as soon as possible~~, but not later than 10 working days~~ after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director should be followed up with written notification (e.g. email, text, memo, etc.)

   b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction ~~in writing~~ to the Executive Director of the State Board of Education as soon as possible~~, but not later than 10 working days after the conviction.~~ This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director should be followed up with written notification (e.g. email, text, memo, etc.).

SUBJECT

Board Policy III.P. Students – Student Health Insurance (SHIP) – Second Reading

REFERENCE

April 2002	Board approved second reading policy amendment requiring students have health insurance effective July 1, 2003.
April 2012	State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.
April 2013	Board consideration of SHIP policy one-year waiver for Lewis-Clark State College with respect to mandatory student health insurance coverage. Returned to committee for further consideration.
December 2013	Board returned SHIP policy to committee for further consideration.
January 2015	Board approved first reading of proposed changes to Board Policy III.P.16 student health insurance.
February 2015	Board approved second reading of III.P.16.
August 2015	Board approved the first reading of proposed changes to Board Policy III.P.16.
October 2015	Board approved second reading of proposed changes to Board Policy III.P.16
December 2016	Board approved waiver to Board Policy III.P.16.b.i (which contained the definition of minimum required elements for "Affordable Care Act (ACA)-compliant" health insurance policies) and III.P.16.b.iv (actions required in the event of "non-compliance" with Board policy).
February 2016	Board approved first reading of amendment to Board Policy III.P.16

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

In December 2015 the Board waived two sub paragraphs of the Student Health Insurance policy. The waiver:

1) Eliminated the definition of "ACA-compliant" policies (which had listed ten mandatory criteria which, as determined upon later investigation, do not necessarily apply to ACA-compliant, large group policies, and would have categorized a large number of adequately-insured students as out of compliance with Board policy); and

2) Removed the mandatory guidelines previously in effect for full-time students found to be out of compliance with Board policy, giving institution presidents the discretion to deal with students on a case-by-case or group basis.

The proposed amendment would restore a measure of the flexibility and discretion which were enjoyed by the four four-year institutions and the technical college prior to the establishment of the Board's original student health insurance policy in April 2002. The original justification for the Board's policy—that uninsured students might pose an unsustainable drain on county and state contingency funds—has not eventuated. With the advent of federal laws and guidelines on individual and employer health insurance, Board policy no longer serves as the primary determinant on whether students should be insured and, if so, in what manner. The proposed amendment would "level the playing field" so that students at the five institutions covered under current Board policy would be treated in the same manner as students at Idaho's community colleges; and full-time students could have the same flexibility on health insurance matters that part-time students currently enjoy—subject to requirements which may be established by the presidents of the institutions. There have been no changes to the draft policy amendment since approval of the first reading.

IMPACT

The proposed amendment will eliminate the Board-level mandate that full-time students must obtain health insurance policies as required under federal law. The amended policy will give the presidents of Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and Eastern Idaho Technical College the authority to establish health-insurance requirements for all or particular groups of students (e.g., international students, intercollegiate athletes, students in designated health-profession or student teachers, etc.).At their discretion institutions would continue to be authorized to offer their own optional or mandatory insurance programs or health support programs funded by student activity or point of service fees. The amended policy notes that, when required by an institution, insurance and/or mandatory health support fees are authorized uses of student financial aid.

ATTACHMENTS

Attachment 1 – Section III.P.16. Student Health Insurance   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment should ameliorate problems which are impacting hundreds of students at each of the five institutions covered by this policy and reduce the volume of complaints/concerns expressed by students, parents, and legislators. The amended policy is better-suited to the current situation at the national, state, and local levels. The amendment provides appropriate flexibility to the institutions and their students. It is anticipated the amended policy will have a positive impact on access, enrollment, and affordability at the affected institutions. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board policy III.P.16, as presented in attachment one.

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: P. STUDENTS   February 2016 October 2015

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

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

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

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

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

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

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

2. Sexual Harassment

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;

b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or

c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

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

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The

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

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

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

   a. Undergraduate Student

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

      i.   Student Body Officers and Appointees

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

ii. Editors

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

b. Graduate Student

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

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (*See* Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees

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

11. Student Employees

   a. Restrictions

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

   b. Policies and Procedures

   Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

   c. Graduate Assistants

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

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

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

   d. Hourly or Contractual Employment

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

12. Student Conduct, Rights, and Responsibilities

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

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

13. Student Services

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

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

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

~~The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.~~

a. Health Insurance Coverage Offered through the Institution

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

b. Mandatory Student Health Insurance

Each institution, at the discretion of its chief executive officer, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

Every full-fee paying full-time student (for purposes of federal financial aid) attending classes in Idaho shall be covered by an ACA compliant health insurance policy. Students without proof of health insurance coverage shall be ineligible to enroll full-time at an institution. Each institution shall monitor and enforce student compliance with this policy.

i. "ACA compliant" means a health insurance policy which meets the minimum coverage requirements classified by the ACA as "essential health benefits." Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).

ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. Proof of health insurance coverage shall include at least the following information:

1) Name of health insurance carrier

2) Policy number
3) Contact information for employer, insurance company or agent who can verify coverage
4) Attestation by the student, parent or guardian that health insurance policy is ACA complaint

Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the end of the first available health insurance exchange open-enrollment period. At no other time may a full-time student be enrolled without ACA compliant insurance.

iv. Non-compliance. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms (fall, or spring) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution's student health insurance plan and charge the student's account.

c. Other Medical Support Services and Fees

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

d. Financial aid considerations.

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

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future

academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

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

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

18. Student Complaints/Grievances.

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

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

b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.

c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly

followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

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

f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

BOISE STATE UNIVERSITY

SUBJECT
 Educational Specialist degree in Educational Technology

APPLICABLE STATUTE, RULE, OR POLICY
 Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION
 Boise State University (BSU) proposes to create a new program that will award an Educational Specialist (EdS) degree in Educational Technology. The proposed program will be offered online and will be a self-support program.

 The proposed program will serve the needs of master's degree-holding K-20 teachers through advanced instruction in theory, research, and hands-on skills. Students in the program will become more effective in the classroom and in technology leadership roles and will become specialists in one of several cognates, such as technology integration, blended and online teaching, educational games, e-learning design, and school technology leadership.

 The proposed program will fill an existing gap in the suite of graduate programming offered by BSU's Department of Educational Technology. At present, the department offers a Master of Educational Technology and an EdD in Educational Technology. The proposed program will serve those teachers who (i) want to develop expertise in educational technology, (ii) already have a master's degree, but do not want another, (iii) want the research and other advanced course work of a doctoral program, but do not have the time or inclination to complete the dissertation necessary for an EdD degree. Approximately 40 to 45 percent of teachers nationwide already have a master's degree and would therefore qualify for the proposed program.

 Although both the University of Idaho and Idaho State University offer EdS degrees, neither institution offers one in educational technology. In adjacent states, only Utah State University offers a similar program, an EdS in Instructional Technology and Learning Sciences.

 The program will make use of existing coursework in the master's and doctoral programs in educational technology. It is estimated that by the sixth year of the program, enrollment will reach 48 students and the number of students graduating will reach 18 per year.

IMPACT
 EdS students will be in the same class sections as students in the EdD and master's programs in Educational Technology, and in general will make use of underutilized capacity in those sections. The operational budget of the program

will assign a portion of instructional cost to the EdS program that is proportional to the percent of class capacity occupied by EdS students. So, for example, if five EdS students are enrolled in a section that has a total of 20 students, then 25% of instructional costs would be assigned to the EdS program. The revenue generated by students enrolled in the EdS program would be assigned to the EdS program.

Some EdS students will take doctoral level coursework and some will take master's level coursework. BSU estimates for budget purposes that all summer enrollments will be at the master's level, and that fall and spring enrollments will be 50:50 doctoral:master's. Students will be charged $379.33 per credit for existing courses in the self-support Master of Educational Technology Program or $476 per credit for existing courses in the Doctor of Education in the Educational Technology Program. The approximate total credit cost of the program is $13,967 (assuming 18 master's credits and 15 doctoral credits).

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to create a new self-support Educational Specialist degree in Educational Technology is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for Educational Technology. The following represents programs in Educational Technology currently being offered:

Institution	Program Title	CIP Code	Degree Level/ Certificate	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Educational Technology	13.0501	Ed.D.	Boise	Regional	Traditional
BSU	Educational Technology	13.0599	M.S., M.E.T.	Boise	Regional	Traditional

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on March 17, 2016. The Instruction, Research, and Student Affairs (IRSA) committee also recommended approval at their March 31, 2016 meeting.

The proposed program is a self-support program, and will make use of underutilized capacity in existing courses offered for the Master of Educational Technology program and the EdD in Educational Technology program, both self-support programs.

The proposed program will serve an important segment: K-12 teachers who already hold a master's degree and want additional expertise in educational technology, and do not want another master's degree or a doctoral degree.

BSU also requests approval to assess a self-support fee consistent with Board Policy V.R.3.b.(v). Based on the information for self-support fees provided in the proposal, staff finds that the criteria have been met for this program.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award an Educational Specialist degree in Educational Technology, and assess a self-support fee.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. *16-004*

Idaho State Board of Education
Proposal for **Graduate and Doctoral** Degree Program

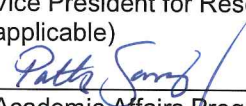|	
Date of Proposal Submission:	*February 17, 2016*
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Educational Technology

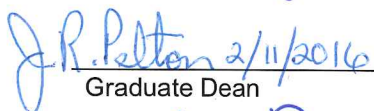Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Education Specialist (Ed.S.) in Educational Technology
Degree:	Education Specialist (Ed.S.)
Method of Delivery:	Online
CIP code (consult IR /Registrar)	13.0501
Proposed Starting Date:	Fall 2016
Indicate if the program is:	>>Regional Responsibility<< Statewide Responsibility

Indicate whether this request is any of the following:

[X]	New Graduate Program	[ ]	Contract Program/Collaborative
[ ]	New Doctoral Program	[ ]	Expansion of an Existing Graduate/Doctoral Program
[ ]	New Off-Campus Graduate Program	[ ]	Consolidation of an Existing Graduate/Doctoral Program
[ ]	New Off-Campus Doctoral Program	[ ]	Discontinuation of an existing Graduate/Doctoral Program

College Dean (Institution)	2/10/16 _Date_	_Vice President for Research (as applicable)_ _Date_
J.R. Pelton 2/11/2016 _Graduate Dean_	_Dean of Extended Studies_	Patti Song _Academic Affairs Program Manager_ 3/17/16 _Date_
Chief Fiscal Officer (Institution)	2/17/16 _Date_	_Chief Academic Officer, OSBE_ 3/17/16 _Date_
Chief Academic Officer (Institution)	2/17/16 _Date_	_SBOE/OSBE Approval_ _Date_
President	2/17/16 _Date_	

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

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

   Boise State University proposes to create a new online, self-support program that will award the degree of Education Specialist (Ed.S.) in Educational Technology. The proposed program will serve the needs of master's degree-holding K-20 teachers through advanced instruction in the theory, research, and hands-on skills. Students in the program will become more effective in the classroom and in technology leadership roles and will become specialists in one of several cognates, such as technology integration, blended and online teaching, educational games, e-learning design, and school technology leadership.

   The proposed program will build on the highly successful Master of Educational Technology program, which serves educators in Idaho, nationwide, and in about a dozen international locations. The master's program has become the largest graduate program at Boise State and also the largest such program in the United States, according to the National Center for Educational Statistics. The program will use courses from the current master's and doctoral curricula in educational technology.

2. **List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

   The proposed program will serve a different market segment than that served by Boise State's current educational technology master's and doctoral programs. US Department of Labor statistics indicate that approximately 40 to 45% of teachers nationwide already have master's degrees. Many of those with a master's degree in an educational field are interested in developing expertise in educational technology. However, in general, they do not want a second master's degree. In addition, a number of educators want the research and other advanced course work of a doctoral program but do not have the time or inclination to complete a dissertation.

   The Educational Specialist degree awarded by the proposed program will therefore fill the gap between master's and doctoral degrees. As a result, the proposed program will increase professional leadership in this field as it stimulates improvement in teaching and learning with digital-age tools and tactics.

   The proposed program is will be designed to accomplish the following:

   - Prepare teachers as experts in the use of 21st century teaching and learning skills by:

       a. Demonstrating project-based learning methods, such as gamification, multimedia projects to demonstrate authentic content mastery, computer-based research, web and app programming, and other technology integration practices to improve student engagement and learning.

b. Designing, developing, implementing, and evaluating technology-embedded learning experiences that are supported by current research, to enhance content mastery, creative thinking, and critical thinking.

- Prepare educators to teach and lead in online and blended environments.

- Prepare teachers and administrators to be more effective trainers of teachers, including the development of professional learning communities.

- Prepare teachers and other technology leaders to plan and implement changes in technology infrastructure, procedures, policies, and technology budgets for schools, districts, and for education-focused business ventures.

- Prepare teachers for technology-infused curriculum development and management roles in school districts and state departments of education.

- Prepare teachers and technology coordinators to leverage change in schools and public policy.

Program Intended Learning Outcomes and Assessment Plan of the Proposed Program:

Program Intended Learning Outcomes: *Graduates of this program are expected to have the following skills and knowledge:*	Direct measures of Achievement of Intended Learning Outcomes	Indirect Measure of Achievement of Intended Learning Outcomes
Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	Grading and evaluation of artifacts within individual EdTech classes designed to address this learning outcome.	Culminating portfolio/capstone project that provides evidence of achievement directly connected to this learning outcome.
Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	Grading and evaluation of artifacts within individual EdTech classes designed to address this learning outcome.	Culminating portfolio/capstone project that provides evidence of achievement directly connected to this learning outcome.
Candidates facilitate learning by creating, using, evaluating and managing effective learning environments.	Grading and evaluation of artifacts within individual EdTech classes designed to address this learning outcome.	Culminating portfolio/capstone project that provides evidence of achievement directly connected to this learning outcome.
Candidates design, develop, implement, and evaluate technology rich learning environments within a supportive community of practice.	Grading and evaluation of artifacts within individual EdTech classes designed to address this learning outcome.	Culminating portfolio/capstone project that provides evidence of achievement directly connected to this learning outcome.
Candidates explore, evaluation, synthesize and apply methods of inquiry to enhance learning and improve performance.	Grading and evaluation of artifacts within individual EdTech classes designed to address this learning outcome.	Culminating portfolio/capstone project that provides evidence of achievement directly connected to this learning outcome.

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*
The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate College: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, DC), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

Specialized Accreditation: All programs in the Department of Educational Technology are professionally accredited by the National Council for the Accreditation of Teacher Education (NCATE), which recently merged with another teacher-education accrediting agency to become the Council for the Accreditation of Educator Preparation (CAEP). There is no accreditation specifically for educational technology.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:
- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System (LMS), a secure log-in environment will be provided and students will be required to use strong student passwords and to change them at periods coinciding with University OIT requests. The LMS is monitored and supported through a dedicated department systems administrator.
- During the design of the curriculum and assessment of each course, instructors will apply principles from the Quality Instruction Program offered by Boise State's eCampus Center, which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members are informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

Program Evaluation: In addition, it is our intent to systematically evaluate the program using the following information:
- Admission benchmarks, such as graduate GPA and graduate-level communications skills demonstrated in the admission essay.
- At acceptance, students will sign a contract in which they agree to provide quality benchmarks to the department for several years after completion. These post-program benchmarks may include measures on student improvement, teacher promotion, articles published, etc. This data will be used to measure program effectiveness for accreditation purposes.

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- While in the program, every course requires a faculty-evaluated project that authentically measures development of student skills.
- Conduct alumni surveys.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

No new courses will be created. The proposed program will use the existing courses in the current Educational Technology master's and doctoral programs.

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	27
Credit hours required in support courses:	
Credit hours in required electives:	6
Credit hours for thesis or dissertation:	
Total credit hours required for completion:	33

6. **Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

N/A

7. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** *If the proposed request is similar to another state program, provide a rationale for the duplication.*

The following table depicts, for Idaho public institutions, (i) all Educational Specialist degree offerings and (ii) all graduate degrees in the field of educational technology. As can be seen, the proposed program will be the only program offered by an Idaho public institution at the Educational Specialist level in the field of educational technology. Therefore, there is no overlap or duplication with other Idaho public institutions.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	Education Specialist (Proposed)	EdS in Educational Technology	Specializations (as integrated graduate certificates) in Technology Integration, Online Teaching, and School Technology Coordination.
	Master's	Master of Educational Technology	

	Doctoral	Doctor of Educational Technology	
CSI	NA		
CWI	NA		
EITC	NA		
ISU	Education Specialist	Educational Administration	
	Education Specialist	School Psychology	
	Master's	Instructional Technology	
LCSC	NA		
NIC	NA		
UI	Education Specialist	Curriculum and Instruction	
	Education Specialist	Educational Leadership	

The following is a listing, for Idaho non-public institutions and for institutions in adjacent states, (i) all Educational Specialist degree offerings and (ii) all graduate degrees in the field of educational technology. As can be seen, there is only one other offering of an Educational Specialist degree in the field of educational technology: Utah State University's EdS in Instructional Technology and Learning Sciences.

    Northwest Nazarene   Ed.S. in Educational Leadership (3 specializations)
    Utah State University Ed.S. in
- **Instructional Technology and Learning Sciences**
- Curriculum and Instruction
- School Psychology
- Special Education
- Communicative Disorders and Deaf Education

    Montana State University   Ed.S. in Educational Leadership
    University of Montana Ed.S. in Educational Leadership
    Nevada-Las Vegas   Ed.S. in
- Curriculum and Instruction
- Educational Psychology

    George Fox University Ed.S. in
- Administrative Leadership
- School Psychology

    Lewis & Clark (Portland)   Ed.S. in
- Educational Leadership
- School Psychology

    Seattle University   Ed.S. in
- Educational Administration

- Special Education
- School Psychology

University of Washington   Ed.S. in School Psychology
Central Washington   Ed.S. in School Psychology
Eastern Washington   Ed.S. in School Psychology

8. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

K-20 teachers with master's degrees are the primary target for the proposed program. School technology coordinators and school administrators are a secondary market segment, though they are expected to become more prevalent when the technology leadership cognate is launched.

To measure the interest of teachers, we conducted face-to-face interviews with teachers at conferences in Portland, OR, St. Louis, MO, and Omaha, NE. The survey of 151 unaffiliated teachers showed broad support in all three cities—104 of 151 teachers (69%) said they would be interested in an education specialist degree if they could focus on one or more of our cognate areas. Please see Appendix B for the survey instrument and results.

The Educational Technology Department had the Education Advisory Board (EAB) conduct a market research study on the viability of the proposed program. The results showed growth in regional (CA, ID, OR, WA) employer demand for graduate-level educational professionals. In addition, Burning Glass Labor/Insight found that employer demand for individuals with skills and graduate degrees in educational technology will have a 44% increase in regional demand, with 21% of all job postings in the Idaho region.

9. **Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduation Rate
	Current (Fall 2014)	Year 1 Previous	Year 2 Previous	Current (2014-15)	Year 1 Previous	Year 2 Previous	
BSU No similar EdS programs							
ISU No similar EdS programs							

UI No similar EdS programs							

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: EdS in Educational Technology											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY17_ (first year)	FY18	FY19	FY20	FY21	FY22	FY17_ (first year)	FY18	FY19	FY20	FY21	FY22
10	20	28	34	42	48	0	0	9	10	14	18

The Ed.S. in Instructional Technology and Learning Sciences at Utah State University graduates about three students per year. This program operates on a much different model than the proposed Boise State program. At Utah State, the Ed.S. is only a safety net for doctoral students who cannot complete their dissertations. In contrast, Boise State's proposed program serves the needs of K-20 educators through advanced instruction in the theory, research, and hands-on skills they need to become more effective in the classroom and in technology leadership roles.

The master's program in Distance Education Leadership at the University of Wisconsin-Platteville has reached self-sufficiency as a self-support program in its third year, with 50 enrolled students. We expect Boise State's Ed.S. program to see similar growth.

10. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.
    We estimate that 10% of enrollments in the proposed programs will originate as shifts from other programs that we offer.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

    Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1 (2016)	Year 2 (2017)	Year 3 (2018)
Local (Regional)	281	285	288
State	575	584	593
Nation	139,235	141,424	143,402

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

The figures presented in the above table are sourced from secondary data collected and analyzed by Eduventures, in partnership with Economic Modeling Specialist International. This data looks at projected total occupations for instructional coordinators (SOC code 25-9031) in local (defined by the Boise City, ID MSA), state (Idaho), and national markets. The noted SOC code was derived by leveraging the CIP to SOC code crosswalk (provided by both the National Center for Educational Statistics (NCES) and the Bureau of Labor Statistics (BLS) to arrive at occupations relevant to the Educational Technology program under examination.

The above estimates are likely much more accurate than labor data from the USDOL or the Idaho DOL because they focus on the appropriate educational level: those already holding a master's degree.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The value of the proposed program is not only to help graduates get jobs, but also to help existing educators to become more effective in the jobs they already have The proposed program will increase professional leadership in this field as it stimulates improvement in teaching and learning with digital-age tools and tactics. Increased educational effectiveness translates to increased economic impact.

12. **Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

Our current educational technology master's and doctoral programs offered entirely online to statewide and national audience of educators. The proposed EdS will also be offered online to the same broad audience.

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A WELL-EDUCATED CITIZENRY: The educational system will provide opportunities for individual advancement. **Objective B: Higher Level of Educational Attainment –**	The proposed Ed.S. program will be delivered online to maximize reach to educators in rural areas.

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Objective C: Adult learner Re-Integration—	Boise State's Educational Technology programs cater to working adults, facilitating adult-learner re-integration.
GOAL 2: CRITICAL THINKING AND INNOVATION—The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.	
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society. **Objective B: Quality Instruction** – Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.	The Educational Technology Department generated the university's first for-profit spin-off company—GoGoLabs—based on the innovation and creativity of the department's faculty. One of those faculty members won an international award for his research and development of gamified learning. The proposed online Ed.S. program will promote and recruit highly qualified K-20 teachers nationwide to populate the program and carry the standard of improved, innovative methods of teaching and learning to classrooms across Idaho and the nation.
GOAL 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently. **Objective A: Cost Effective and Fiscally Prudent** – Increased productivity and cost–effectiveness.	Interactive online learning environments are effective and efficient for both the institution and the learner. Program alumni will have the skills, tools, and resources to lead their districts to become more cost effective and collaborative. They will also be adept at using data to make more effective teaching and technology acquisition decisions.

The highlighted portions of Boise State University's mission statement and Core Themes, 2, 3, and 4 are especially relevant to the proposed program:

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

14. **Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's Educational Technology Department's master's program is one of America's best graduate programs in educational technology. We are confident that we will do the same with the proposed Ed.S. program.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	We provide students of varied backgrounds and handicaps with access to graduate educational opportunities in online formats that are appropriate, flexible, accessible, and affordable.
Goal 4: Align university program and activities with community needs	As a recruitment-based program, the EdS program must align itself to the needs of its community/market, and then deliver on its promises. Our community consists of educators across Idaho and the nation.

15. **Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

     Yes **x**   No _____

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

     Being an online program, we inform potential students about our current graduate programs through several outlets and means, including:
     - Direct mailings to stakeholders (superintendents, principles, teachers).
     - Social media (email campaigns, online advertisements, active business accounts through Facebook, Twitter, LinkedIn, Google+, Pinterest, Instagram, etc.)
     - Online magazine and department blog
     - Attending and presenting at practitioner and research conferences
     - School District Presentations
     - Department and College Electronic Announcements and Website support
     - Printed poster/flyer distribution, traditional newsprint announcements/ads
     - Online advising and LiveChat website functionality

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

     N/A

18. **Program Resource Requirements.** Using the ***Excel spreadsheet*** provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Key aspects of the budget for this program:

- EdS students will be in the same class sections as students in the EdD and master's programs in Educational Technology, and in general will make use of underutilized capacity in those sections. However, in the budget we assign a portion of instructional cost to the EdS program that is proportional to the percent of class capacity occupied by EdS students. So, for example, if 5 EdS students are enrolled in a section that has a total of 20 students, then 25% of instructional costs would be assigned to the EdS program.
- Some EdS students will take doctoral level coursework and some will take master's level coursework. We estimate for budget purposes that all summer enrollments will be at the master's level, and that fall and spring enrollments will be 50:50 doctoral:master's.
- This will be a self support program, and students in doctoral level classes pay $476 per credit; students in master's courses pay $379.33 per credit.

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

I. PLANNED STUDENT ENROLLMENT

	FY 17		FY 18		FY 19		FY 20	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	3.4	9	9.7	18	14.3	25	17.6	31
B. Shifting enrollments	0.4	1	1.1	2	1.6	3	2.0	3
Total Enrollment	4	10	10.8	20	15.9	28	19.5	34
Master's level SCH generated	45		153.0		240.0		291	
Doctoral level SCH generated	45		105.0		141.0		177	

Budget Notes:
I.A.,B. FTE calculated as 24 credits per year per FTE
>Assume 90% of enrollments are new; 10% are shifts from other programs
>Headcount enrollments are the highest numbers of students enrolled during that fiscal year (enrollments vary between semesters)
>Enrollments in summer assumed 100% master's level; during fall and spring assumed 50:50 doctoral:masters

II. REVENUE

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$38,490		$108,017		$158,155		$194,637
6. Other (i.e., Gifts)								
Total Revenue	$0	$38,490	$0	$108,017	$0	$158,155	$0	$194,637

Budget Notes:

II.5. Self support revenue is derived from student fees and is considered one-time funding
        Students in doctoral level classes pay $476 per credit; students in master's courses pay $379.33 per credit
        Enrollments in summer assumed 100% master's level; during fall and spring assumed 50:50 doctoral:masters

III. EXPENDITURES

A. Personnel Costs

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. FTE		0.48		0.83		1.08		1.27
2. Faculty		$11,432		$32,770		$48,394		$59,444
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators		$8,000		$8,000		$8,000		$8,000
7. Administrative Support Personnel		$1,548		$1,548		$1,548		$1,548
8. Fringe Benefits		$9,493		$18,381		$24,630		$29,051
9. Other:								
Total Personnel and Costs	$0	$30,472	$0	$60,699	$0	$82,571	$0	$98,042

Budget Notes

III.A.2. Faculty costs calculated as the portion of instructional costs assignable to the EdS program as opposed to the EdD and master's self support programs that are sharing the same class sections.

Assumptions:

1. Faculty load is 24 credits per year for 1.0 FTE
2. Faculty salary is calculated as the average for all existing faculty members in the Department of Educational Technology
3. Section capacity is assumed to be 20, so that if 5 EdS students are enrolled in a section, 25% (5 divided by 20) of the instructional costs for that section are assigned to the EdS program.

III.A.6. Program director .25FTE, $32000 full-time yearly salary.

III.A.7. Consists of 0.02FTE of each of two positions
> Budget operations manager @ $47,524 fulltime yearly salary
> Administrative assistant @ $29,851 fulltime yearly salary.

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B. Operating Expenditures

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications		$10,500		$10,500				
5. Materials and Supplies		$2,650		$2,650				
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$13,150	$0	$13,150	$0	$0	$0	$0

C. Capital Outlay

	FY 17		FY 18		FY 19		FY 20	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes:

III.B.4. Communications is for marketing of the program.

III.B.5. Various materials and supplies necessary for the program

	FY 17		FY 18		FY 19		FY 20
D. Capital Facilities							
Construction or Major							
Renovation							
E. Indirect Costs (overhead)							
Utilites							
Maintenance & Repairs							
Other							
Admin Svc Chrg 11% of revenue		$4,234		$11,882		$17,397		$21,410
Other							
Uncollected and Credit card chrgs 1% expend		$436		$738		$826		$980
Total Indirect Costs	$0	$4,670	$0	$12,620	$0	$18,223	$0	$22,390
TOTAL EXPENDITURES:	$0	$43,622	$0	$73,849	$0	$82,571	$0	$98,042
Net Income (Deficit)	$0	-$5,132	$0	$34,169	$0	$75,584	$0	$96,595

a. **Personnel Costs**

Faculty and Staff Expenditures

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY 2017				
Name, Position & Rank	$$ value to this program	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple	$11,431.54	0.1875	90	3.75
FY 2018				
Name, Position & Rank	$$ value to this program	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple	$32,770.41	0.5375	258	10.75
FY 2019				
Name, Position & Rank	$$ value to this program	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple	$48,393.52	0.79375	381	15.875
FY 2020				
Name, Position & Rank	$$ value to this program	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Multiple	$59,444.01	0.975	468	19.5

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

FY 2017			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	$32,000	0.25	$8,000
Business Manager	$47,524	0.02	$950
Administrative Assistant	$29,851	0.02	$597
Total	$109,375	0.29	$9,548
FY 2018			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	$32,000	0.25	$8,000
Business Manager	$47,524	0.02	$950
Administrative Assistant	$29,851	0.02	$597
Total	$109,375	0.29	$9,548
FY 2019			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	$32,000	0.25	$8,000
Business Manager	$47,524	0.02	$950
Administrative Assistant	$29,851	0.02	$597
Total	$109,375	0.29	$9,548
FY 2020			
Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Program Coordinator	$32,000	0.25	$8,000
Business Manager	$47,524	0.02	$950
Administrative Assistant	$29,851	0.02	$597
Total	$109,375	0.29	$9,548

The Program Coordinator will be responsible for:
1. Student recruiting, enrollment and retention
2. External relations with alumni and community
3. Strategic planning and budget management
4. Program operations across all university functions
5. Manage Program staff

b. **Operating Expenditures**
Operating expenses include typical departmental expenses such as office supplies, postage and promotion expense.

c. **Capital Outlay**

(1) Library resources

(a) Library resources are adequate for the proposed Ed.S. program in educational technology.

(b) The proposed program will not require proprietary space or investment. No additional library materials are anticipated.

(c) Albertsons Library does a wonderful job of serving our online master's and doctoral students. Ed.S. students will use the same educational journals and other online resources that are presently provided.

(2) Equipment/Instruments

The proposed Ed.S. program will not require any physical space for staff or faculty beyond that which is already provided to the Department of Educational Technology.

d. Revenue Sources

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

N/A

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A.

(5) Provide estimated fees for any proposed professional or self-support program.

The program will a self-support program. Students will be charged $379.33 per credit for existing courses in the self-support Master of Educational Technology Program or $476 per credit for existing courses in the Doctor of Education in the Educational Technology Program. The approximate total credit cost of the program is $13,967 (18 Master's credits and 15 Doctoral credits).

APPENDIX A: **Proposed Catalog Statement and Degree Requirements**

Education Specialist in Educational Technology
Program Coordinator: Ross Perkins
Student Outreach Services Manager: Kellie Branson
Education Building, Room 304, Mail Stop 1747
Phone: (208) 426-4055
E-mail: kbranson@boisestate.edu

General Information

The Education Specialist in Educational Technology, leading to a Ed.S. will serve the needs of master's degree-holding K-20 teachers through advanced instruction in the theory, research, and hands-on skills. Students in the program will become more effective in the classroom and in technology leadership roles and will become specialists in one of several cognates, such as technology integration, blended and online teaching, educational games, e-learning design, and school technology leadership.

Admission Requirements

Admission to the program requires a master's degree from a regionally accredited college or university and admission to the Graduate College. In addition, the academic background of the applicant must be judged by the Graduate Program Coordinator to be adequate for enrollment in graduate courses in education and educational technology. However, meeting these minimum requirements does not guarantee admission to the program.

Education Specialist in Educational Technology	
Course Number and Title	*Credits*
Core Requirements	12
EDTECH 602 Emerging Trends in Educational Technology (3 cr)	
EDTECH 604 Leadership in Educational Technology (3 cr)	
EDTECH 650 Research in Educational Technology (3 cr)	
EDTECH 651 Introduction to Statistics for Educational Technology (3 cr)	
Cognate	9
Available cognates include technology integration, blended and online teaching and learning, educational games and simulations, e-learning design, and technology leadership.	
Electives	9
Culminating Activity	3
EDTECH 640 Innovative Practices in Educational Technology (1-3 cr)	
Total	33

Survey Instrument

If you could focus on one of these topics, would you be interested in an online education specialist (Ed.S.) degree?

- Doctoral courses
- Educational games and simulations
- Technology leadership
- Blended and online learning
- Technology integration

Results				
LOCATION	YES	PERCENT YES	NO	TOTAL
St. Louis	37	69	17	54
Portland	12	44	15	27
Omaha	55	79	15	70
TOTALS	**104**	**69**	**47**	**151**

Note: Survey was administered to anonymous teacher/practitioner conference participants at 3 locations during AY 2014-15.